
IBMYP Newsletter October 2017

North Atlanta High School IB MYP

North Atlanta High School

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Dr. N. Showers, IBMYP and Personal
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Dear IBMYP Community,

Thank you for taking the time to read this second edition of the 2017-2018 IB Middle Years Programme (IB MYP) newsletter. I hope that you find this newsletter informative! My goal is to improve the understanding of the IB MYP as we continue to implement the International Baccalaureate Programme here at North Atlanta High School.

All 9th and 10th grade students are IB students! Students in the 9th and 10th grade are in IB's Middle Years Programme. Students are required to engage in inquiry-based learning in 7 subject areas: Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Physical and Health Education, and Art. If you would like to know more about NAHS IB MYP Programme, please visit www.ibmynorthatlanta.weebly.com.

Thank you,

Dr. Nikia Showers

IB MYP and Personal Project Coordinator

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The 10 attributes are **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.**

The Learner Profile Attribute of the Month is **Thinker**. We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Email submissions to Dr. Showers at nikia.showers@atlanta.k12.ga.us

Upcoming Events

October 9

Fall Break Begins

October 24

United Nations Day

October 26

Personal Project Workshop, Media Center Lab (4-5pm)

October 31

Completed Conference #1-
Personal Project



Page 1 of 4

IB MYP Programme Development

Middle Years Programme: Programme Standards and Practices

The Programme standards and practices document provides critical information for the planning, implementation, development and evaluation of all International Baccalaureate® (IB) programmes.

- The foundation of what it means to be an IB World School is articulated in the Programme standards and practices document.
- The process of how schools attain and maintain authorization is articulated in the authorization and evaluation documents.
- The legal stipulations are articulated in the rules and general regulations related to the IB programmes.



The Programme standards and practices document provides a set of criteria against which both the IB World School and the IB can evaluate success in the implementation of the four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP). The practices and standards are summarized below:

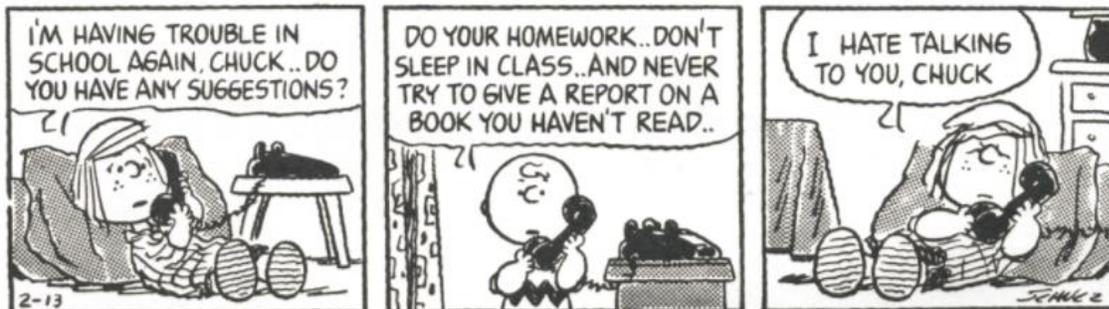
| Section A: Philosophy | | |
|--------------------------------|---|---|
| | Standard A: Philosophy | The school's educational beliefs and values reflect IB philosophy. |
| Section B: Organization | | |
| | Standard B1: Leadership and Structure | The school's leadership and administrative structures ensure the implementation of the IB programme(s). |
| | Standard B2: Resources and support | The school's resources and support structures ensure the implementation of the IB programme(s). |
| Section C: Curriculum | | |
| | Standard C1: Collaborative Planning | Collaborative planning and reflection supports the implementation of the IB programme(s). |
| | Standard C2: Written Curriculum | The school's written curriculum reflects IB philosophy. |
| | Standard C3: Teaching and Learning | Teaching and learning reflects IB philosophy. |
| | Standard C4: Assessment | Assessment at the school reflects IB assessment philosophy. |

The IB is aware that for each school, the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, the IB expects that the school must make a commitment towards meeting all the standards, practices and programme requirements. Programme standards and practices is the foundational document for schools and the IB to ensure quality and fidelity in the implementation of its programmes.

IB Inquiry Question- October

Reflection/Inquiry Question: **How can I influence the culture of my school?**

PEANUTS



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Students can take a specific and active role in fostering positive culture in their schools. Faculty and staff can support student-led initiatives by providing resources, space, and leadership. The following are examples of specific actions for students:

1. Co-create a culture change project for your school

Adopt one or more grassroots projects that have reduced aggression against and/or marginalization of people in schools and other organizations and communities.

Action: Research and identify social actions or projects that have been developed by students in other schools (in the US and other countries), projects that are meaningful to your group and particular context, and that you feel would be meaningful to your school or student body. Choose one to adopt and implement.

2. Establish a Take Back Our School Honor Code

Create an honor code for your student body that stands for creating and maintaining a Culture of Respect. The Honor Code is aimed at establishing civil, respectful behavior as a social norm and marginalizing disrespect, social aggression, and bullying.

Action: Organize a group or lobby the Student Council to create an honor code that you commit to. Work to get buy-in from the whole student body.

3. Create a "Friend Zone" in the lunchroom

Action: Create a "friend zone" in the lunchroom for students who feel threatened, marginalized, or for other reasons can't find someone to sit with at lunch or may need support in other parts of the school and school day.

Action: Establish a group of students who are willing to watch over the well-being of other students. Publicize that a friend zone exists during every lunch period and make sure that at least 2 members of the friend-zone group are sitting at a table with space for anyone who needs someone to sit with – a "new kid," someone feeling marginalized or threatened, etc. Make it clear that the group doesn't "require" anybody to be friends with anybody – that you're just creating a safe space for people to be (nothing required of anybody), that by "safety" you mean a place of respect, no judgment, etc.

4. Develop a Wisdom-Gathering Video Project to enhance the school community's learning about the impact of bullying and social aggression

Action: As an extracurricular Culture Change Project, videotape interviews with school staff (bus drivers, cafeteria workers, teachers, librarians, tech coordinators, counselors, administrators, and janitors). Invite them to talk about their own personal and professional experiences with bullying, and edit and post a video sharing the best of their insights. You could also organize an event around the presentation of this video, introducing the administrators, faculty, and staff who supported the project. (<https://tinyurl.com/y86qxf9>)

Teaching and Learning

IB Spotlight: Global Warrior and International- Mindedness

During Spring Break 2018, the **Global Warrior Travel Program** will travel to **Peru** to engage in meaningful service, cultural interaction, and leadership development. The goal of this experience is to promote the philosophy of IB and strengthen international-mindedness.

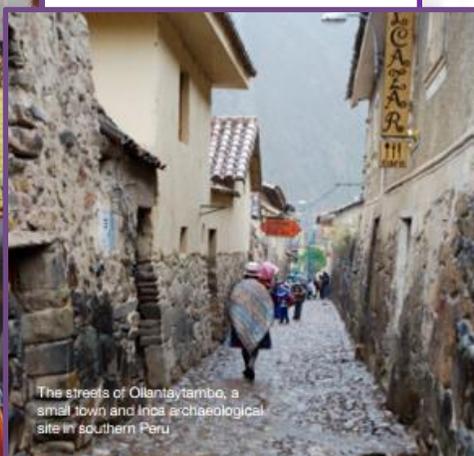
International-mindedness is an open, respectful attitude to others; whether that be the ideas they share, culture they come from, or their opinions. It is a crucial part to educating all students in today's society.

The Global Warrior Travel Program is open to rising 8th grade students to 12th grade students. Attend the next interest meeting in April 2018 to find out where the Global Warriors will go next Spring Break and summer 2019.



10 Reasons to Be a Global Warrior

1. Bring classroom subjects, people and places to life through travel
2. Promote our shared humanity through meaningful reflection and sustainable service
3. Strengthen voice and empower you to affect change both at home and abroad
4. Develop new perspectives that will give students an edge on their college applications (and in the college lecture hall)
5. Become international minded in order to create a better and more peaceful world
6. Strengthen IB Learner Profile attributes -reflective, risk-taker, open-minded, caring
7. Develop your global citizenship through action and service
8. Collaborate and build lasting relationships with other travelers around the world
9. Earn high school credit
10. Earn community service hours



Students enjoying an excursion to Machu Picchu

The streets of Olanlaytambo, a small town and Inca archaeological site in southern Peru