
IBMYP Newsletter September 2016

North Atlanta High School IB MYP

North Atlanta High School

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Dear IBMYP Community,

Thank you for taking the time to read this first edition of the 2016-2017 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 8 subject areas: Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Physical and Health Education, Design, and Art. If you would like to know more about NAHS IB MYP Programme, please visit www.ibmypnorthatlanta.weebly.com.

Thank you,

Dr. Nikia Showers

IB MYP and Personal Project Coordinator

Upcoming Events

September 6

10th grade student IB MYP Personal Project meeting

September 13

MYP Personal Project (MYP PP) Brainstorming and Proposal

September 21

International Day of Peace

September 27

MYP PP Journal 1 and 2;
Conference #1

What is the Personal Project?

The Personal Project is an individual project completed Spring Semester of Year 5 (Tenth Grade)- an important part of the Middle Years Programme. The Personal Project represents a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

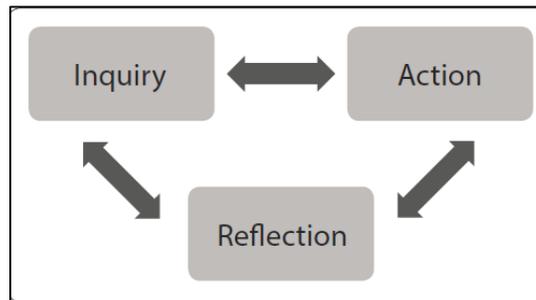
The personal project consists of three main components: a Process Journal, a Product, and a Written Report. The assessment of the Personal Project is based on the Written Report. Successful completion of a Personal Project is a condition for acceptance to the International Baccalaureate Diploma Programme.

Teaching and Learning

Inquiry. Action. Reflection

There are three aspects of developing an MYP unit: establishing the purpose of the unit; defining the process of teaching and learning through inquiry; and reflecting on the planning, process and impact of the inquiry. These aspects are developed by placing elements of “backwards planning” (Wiggins and McTighe 2005) in an MYP context.

The relationship between these aspects of teaching and learning is dynamic, and any aspect might provide the point from which teachers begin their planning. In planning curriculum, teachers often move among inquiry, action and reflection; these inquiry-based aspects of curriculum planning are iterative and interrelated rather than strictly linear.



Inquiry

The “Inquiry” section of the MYP unit planner identifies the purpose of the unit to ensure its alignment with MYP philosophy and requirements. The components of this section of the MYP unit planner are: concepts, global contexts, statement of inquiry, inquiry questions, subject-group objectives, summative assessment and ATL.

Action

The “Action” section of the MYP unit planner identifies the taught curriculum. Teachers use this section to focus on how students will learn. Teachers plan and record the content, learning process, and resources that they use in the course of the unit.

Reflection

The “Reflection” section of the MYP unit planner provides teachers with an invitation to record their reflection at three important periods in the unit’s development and implementation. Reflection in the unit planner can provide a starting point for collaborative planning, an ongoing reminder for reflective practice throughout the teaching process, and a format in which to evaluate teaching strategies and learning outcomes.



IB MYP Curriculum

Unit Spotlight- Spanish (Language Acquisition) What makes an IB MYP Unit unique, inquiry-based, and concept-driven?

Current Unit: Tu dia escolar (Wiseman/Murrell)	
Subject: Spanish Year: 10th Grade Start Date: W1 August Duration: 5 weeks	
Inquiry: Establishing the purpose of the unit	
Key Concepts  Culture	Global Contexts  Personal and cultural expression Exploration to Develop: Products, systems and institutions
Related Concepts Language acquisition: Phases 1-2 ✔ Context ✔ Meaning ✔ Message ✔ Word choice Other: form, context, meaning, message, word choice	Conceptual Understanding Cultural context encourages us to choose our words carefully in order to propose a meaningful message.
Statement of Inquiry Cultural context encourages the need for us to choose our words carefully in order to create a personable and meaningful message.	

The **key concepts** provide the interdisciplinary breadth and provide connections that can transfer across time and culture.

The **related concepts** explore key concepts in greater detail.

The **global context** allows students to directly link concepts with their own lives and put knowledge into action.

The **Statement of Inquiry** sets conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. From this Unit, the Spanish PLC uses the key concept “**Culture**,” and the global context “**Personal and cultural expression**” to build students conceptual understanding. The Statement of Inquiry in this unit, “**Cultural context encourages us to choose our words carefully in order to propose a meaningful message.**” explains clearly what students should understand and why that understanding is meaningful- worthy of inquiry.

IB Learning

Global Awareness

The internationally-minded IB student is a critical and creative thinker. They engage in global ideas and issues with humanity and compassion. The world can be unpredictable and challenging at times, but the IB student can break down problems and make ethical, reasoned and balanced arguments based continual development.- *ibo.org*. For the month of September, engage in global based activities to better understand the world around us.

Reflection/Inquiry Question

How will we live together in peace?

How should we manage personal and political conflict?

What skills and understanding do people need in order to work for peace on a planetary scale?

What new environments and relationships can we imagine to assist building climates of peace?

Think/Communicate

Make a “Peace Wall” of interesting symbols and quotations about peace. Take a look at the International Day of Peace website for starting points, and choose people from many cultures, walks of life, homelands and time periods. Explore the biographies and historical contexts of the people whose quotes you include.

Spotlight on MYP



Do you have a MYP project or learning experience to share, a student who embodies a Learner Profile attribute, or a question? If so, email submissions to Dr. Showers.