

NAHS IB CP PARENT MEETING

October 1





HOW CAN STUDENTS BENEFIT FROM THE CP?

The CP enables students to:

- follow their chosen education and career pathways in life
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations
- work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience and flexibility
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations.

IB IS AN INCLUSIVE EDUCATION

- NAHS is a school committed to developing an **inclusive learning environment** to support its diverse student body
- We strive to ensure that students are provided with **equal access to learning**, that learning is challenging and that all students can experience success
- With this in mind, every IB teacher takes in to account the **IB Learner Profile** as well as incorporates the **Approaches to Learning skills** in their courses to:
 - Increase access and engagement
 - Remove barriers to learning
- Collaborative planning and reflection incorporates **differentiation** for students' learning needs and styles in our IB MYP, CP, and DP courses.

AN IB EDUCATION IS JUST AS MUCH ABOUT SKILLS AS IT IS CONTENT

The Approaches to Learning

- Thinking
 - Critical
 - Creative
 - Transfer
- Self-Management
 - Organization
 - Reflection
 - Affective (resilience)
- Research
- Collaboration
- Communication

WE OFFER SEVERAL PATHWAYS AT NAHS

- AVTF
- BUSINESS AND TECHNOLOGY
- GRAPHIC DESIGN
- JROTC
- COMPUTER SCIENCE
- WEB AND DIGITAL DESIGN
- DANCE
- VISUAL ARTS
- MUSIC
- THEATRE
- FILM
- JOURNALISM

- For CTAE and ROTC pathways – students must engage in WBL their senior year if they are in the 3rd year of their pathway during junior year. For instance:
 - 9th grade - Intro to Business
 - 10th grade – Business Tech
 - 11th grade – Business communications
 - 12th grade – WBL
 - If they started pathway in 10th, they do not do WBL.
 - The Arts pathways have a 4th year art courses, no WBL.

CP STUDENTS HAVE AN END OF PATHWAY ASSESSMENT

- At the end of their CP pathway experience (sometimes in their junior year and sometimes in their senior year depending on their pathway and when they began the pathway)
- They have to pass an End of Pathway Assessment
 - For ROTC and all CTAE pathways – there is an exam given by the state
 - For Fine Arts – they have to create a portfolio of their work and write a reflection about that work as well as get the Fine Arts Diploma Seal from the state.

DP COURSES – CP KIDS HAVE TO TAKE AT LEAST 2 DP CLASSES

• TYPICAL CP SCHEDULE:

- IB DP Literature
- IB DP Mathematics
- AP Physics
- US History
- Pathway Course
- IB PPS class
- Spanish 3
- Weight training

- **IB CP students complete all of the DP work required for the DP course plus the IB Assessments for that course – usually in Senior year. All DP courses have Internal Assessments and External Assessments.**

LET'S TALK ABOUT THE CORE OF THE CP

- **Service Learning & Language Development**
 - We run both core elements through PPS
- **Reflective Project & Professional & Personal Skills**
 - Students learn about and work on their reflective project in their PPS class as well as outside class

LANGUAGE DEVELOPMENT

- Language development ensures that all students have **access** to and are **exposed** to a language programme that will assist and further their understanding of the **wider world**.
- Language development encourages students to **improve their proficiency** in a language other than their best language

Time required -Students are expected to devote a **minimum of 50 hours** to language development.

LANGUAGE DEVELOPMENT

CP students are required to maintain and complete a language portfolio to **document their learning** activities and provide evidence of language engagement and development. - ultimately this will be uploaded in our IB program called Managebac

Options for language development

- A - an EXTENSION to a DP language acquisition course – this is when a DP Language class is one of your two DP courses
- B – IB DP language course in addition to your required two DP courses
- C – taking any other language course offered at school – NON-DP
- D – self-study of a language

LANGUAGE PORTFOLIO

Managebac is where we keep all student LD Portfolios

- The portfolio:
 - demonstrates students' level of engagement
 - provides evidence of language development and acquisition
 - helps students to understand their level of language competency
 - charts the development of students' language skills and intercultural understanding
 - provides students with the opportunity to reflect on their learning.

HOW WE ORGANIZE THE LP

- IB CP students received language development objectives, phases and due dates.
- IB CP students may find language development objectives/phases due dates in their IB PPS google classroom
- It is mandatory that each IB CP student meet with their PPS teacher at least 3 times

Documents

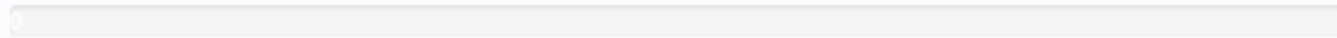
There are no documents to show at this time.

 Add Document

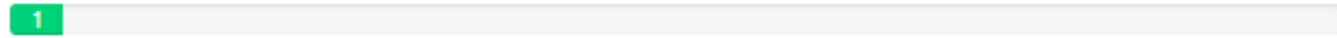
 Upload

Learning Outcomes

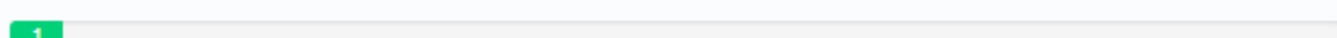
1. PROFILE 1 - LD Contract



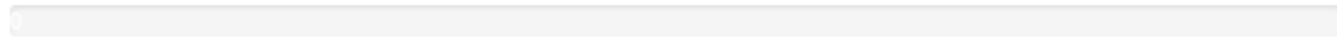
2. PROFILE 2: Language and culture questionnaire



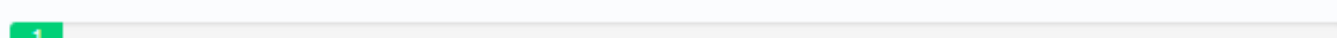
3. PROFILE 3 - PRE-Self Assessment of Language Proficiency



4. PROFILE 4 - Goals Form



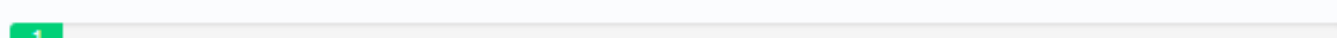
5. PROFILE 5 - for option A or D students Language experiences tasks



EXPERIENCES - upload all evidence here of your 50 hours of LD (photos, writing, speaking, etc) Make sure you state how many hours you spent on each activity.



6. EXPERIENCES - POST-Self assessment of Language Proficiency



Total Entries: 21

Notes & Interviews

LP

Laquinta Plunkett Interview March 7, 2019



Language development contract not uploaded. Student has made progress on experiences.

SERVICE LEARNING

- Service learning provides opportunities for students to understand their capacity to make a **meaningful contribution** to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in **real-life situations** involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The **purpose** is for students to **contribute to society** by improving the lives of people or assisting the environment or animals.
- The **process** of service learning is best when understood and organized as an **ongoing experience** occurring with regularity throughout the duration of the students' CP. The five service learning stages offer a helpful ongoing process framework for students.
- **Reflection** is central to building a deep and rich experience in service learning. Reflection allows students to explore ideas, skills, strengths, limitations and areas for further development, and to consider how they may apply their prior learning and background in new contexts.
- **Time Required** – **50** hours over the course of the program

LEARNING OUTCOMES

- The five learning outcomes articulate what CP students are able to do at some point during their service learning programme. Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

- LO 1 - Identify own strengths and develop areas for growth
- LO 2 - Demonstrate participation with service learning experiences
- LO3 - Demonstrate the skills and recognize the benefits of working collaboratively
- LO 4 - Demonstrate engagement with issues of global significance
- LO 5 - Recognize and consider the ethics of choices and actions

REQUIREMENTS

- All students are required to maintain and complete a **service learning portfolio** as evidence of their engagement with service learning **throughout the programme** and of application of the five stages of service learning. The portfolio gives students an opportunity to outline and reflect on their service learning experience. NAHS Portfolios are kept in Managebac
- As part of the programme, students engage in **three interviews** with their service learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.
 - The 1st interview is at the beginning of the service learning programme.
 - The 2nd interview is at the end of the first year of the service learning programme.
 - The 3rd interview is at the end of the service learning programme.
- Also, it should **relate** to their desired career or current pathway

THE PROCESS OF SERVICE LEARNING

- **Investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **Prepare** by learning more to deepen understanding
- **take action** based on the verified need
- **Reflect** on what they have done along the way
- **Demonstrate** their understandings and accomplishments to an audience.

Student decides which **type of action** they will take out of 4 possible choices:

- Direct service
- Indirect service
- Advocacy
- Research

HOW THE SERVICE LEARNING COMPONENT IS ORGANIZED AT NAHS

- Students meet with PPS teacher to learn the various components of the IBCP Service Learning Project.
- Students are working on researching and devising their projects during their 11th grade year, and they will have two formal interview meetings which will be documented in their portfolios; however, each PPS meeting serves as an informal meeting for feedback and support.
- Students' 12th grade year will be spent implementing their projects, so all permissions, information and supply gathering, and such MUST be done before that time. There will be one formal interview meeting at the conclusion of their projects.
- All service learning will be uploaded and documented on our IB platform called Managebac

Empty Stocking Fund New Changes 🔒

DS Local Community-based School-based 1 reflection 🕒 16 hours

Empty Stocking Fund is a non-profit organization that helps raise money for toys during the holidays. The ROTC cadets help raise money to on Saturday and Sunday. We go to local Kroger to show awareness to this organization. With all the money, we co...

Escorting the Governor of GA New Changes 🔒

DS Local Community-based School-based 1 reflection 🕒 2 hours

On March 12, 2019, The ROTC department was chosen to escort Governor Brian Kemp at North Atlanta High School. The governor came to our school because he was going to sign a new budget bill for Georgia. The budget bill is going to help fund more mon...

Junior Achievement at E.Rivers Elementary School New Changes 🔒

DS IS R Local Community-based School-based 🕒 10 hours

Junior Achievement shows young children about leadership and the work environment. I was able to participate in Junior Achievement at E. Rivers Elementary School where we, cadets, show fifth graders about business and leadership. We talk about the d...

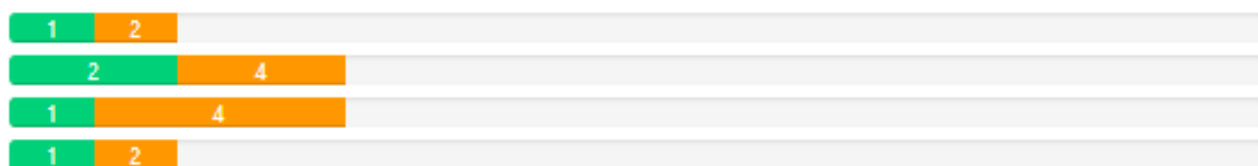
Veterans Day Parade New Changes 🔒

DS Local Community-based School-based 1 reflection 🕒 8 hours

Veteran Days is an official United States holiday where they honor military veterans that serve in the forces. The ROTC department goes help set up for the parade. The parade also selects schools to go and we go to represent North Atlanta. The parade ...

[Outcomes](#) [Hours Progress](#) [Timeline](#)

- Global Engagement
- Participation
- Strength & Growth
- Collaborative Skills



Total Reflections: 3

Student has completed the SL Programme

SL Documents

SL_Progress_Report_-_Yulissa_Cruz_-_2019-09-16_to_2019-09-16.pdf

[Edit Aims & Goals Statement](#)

[Archived Services](#)

[Generate Reports](#)

OVERALL SL PROGRESS

[To Be Determined](#)

SL ADVISOR

TC Tyniece Cummings

LEGEND

👍 Approved

✅ Completed

🚫 Rejected

🔒 Needs Approval

📁 SL Project

< [Reviewing 11 of 68 Students](#) >

TOTALS

Approved: DS 0 IS 0 A 0

R 0

Completed: DS 0 IS 0 A 0

R 0

[Help](#)

REFLECTIVE PROJECT

- The reflective project is an **in-depth** body of work produced over **an extended period of time** and submitted towards the end of the CP. It is the product of the **students' own initiative** and should **reflect their personal experience** of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.
- The reflective project **focuses on an ethical dilemma** of an issue directly linked to the student's career-related study.
- In addition to a **written essay** (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the **Reflections on planning and progress form** (RPPF). This record forms part of the final reflective project assessment
- All students are assigned a RP Advisor at school they are required to meet with to discuss their progress with the project itself

AIMS OF THE RP

- The reflective project **aims to give students the opportunity** to:
- produce an **extended** piece of work
- engage in **personal inquiry, action and reflection** on a specific ethical dilemma
- present a structured and coherent **argument**
- **engage** with local and/or global communities
- develop **research and communication skills**
- develop the skills of **critical and creative thinking**.

Time required

- Students are expected to devote a minimum of **50** hours to the reflective project

FIVE THEMES OF THE REFLECTIVE PROJECT

Personal development

Intercultural understanding

Effective communication

Thinking processes

Applied ethics

FORMAT of the RP: 2 options

An essay – 3000 words

An essay – 1500-2000 words accompanied by additional format (film, play, oral presentation, etc)

IN DEVELOPING THE REFLECTIVE PROJECT, STUDENTS SHOULD:

1. The issue
2. The ethical dilemma
3. Research question
4. The research

Worksheet

Assessment

Planning and Progress Form

Proposal

The issue

The portrayal of minorities in film.

The ethical dilemma

Is it ok to base minority characters based on common stereotypes?

Research question

Is it ethical to portray minorities in film, based on stereotypes of the particular race of the minority?

Notes

For example is it ok for Latinos to be portrayed as "cholo gangsters" or "housekeepers" in films due to the common stereotype.

Option Chosen

Essay (3000 words)

To Dos

 Add Item

 **Approved**

 **Completed**

STUDENT PROGRESS

 To Be Determined

< Reviewing 38 of 68 Students >

STUDENT INFO



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SUPERVISOR



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LINKS

EasyBib MLA/APA

 **Help**

IMPORTANT ADVICE FOR SUCCESS

- The most important thing is to be present at school everyday, all day
- Coming in late with chick fil a is not acceptable
- Staying afterschool for tutorials – come to tutorial with questions and not blank stares
 - Students need to know what they don't know
- Actively listen to their teachers
- Keep a planner

I HAVE A WEBSITE THAT DETAILS
EVERYTHING I JUST SAID HERE TONIGHT!

Ibnaahs.weebly.org

Let's look at some CP data

https://resources.ibo.org/cp/resource/11162-56158/data/g_o_ibres_inf_1907_1a_e.pdf