

IB at Wesley International Academy



Meet your IB Coaches!

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To be IB

The International Baccalaureate (IB) programmes aim to do more than other curricula. All programmes develop inquiring, knowledgeable and caring young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems (myibo).

The IB develops its program around research-based teaching and learning strategies while also getting feedback from its schools all around the world. Requirements and regular evaluations help keep schools accountable and continue their growth. There are many values of attending an IB school, and the thoughts, ideas, and questions of those who are enrolled in them are also valued.

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Parent Guide to Personal Inquiries

In recognizing the immense difficulty and added responsibility for parents in supporting their students' learning at home, the IB has pushed out some tips on promoting personal inquiries. Click on the link below to see the family's role, specific ideas, and possible questions to ask your students.

[Parent Guide to Personal Inquiries](#)

Learner Profile Focus for August: Principled



“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences (ibo.org).”

Phoenix of the Month

Each month, Wesley seeks to celebrate our students who exhibit the IB Learner Profile traits that are in-focus for each month. All nominees will be recognized by name, but one student from each grade will be awarded a prize from a community sponsorship or through our Red Thread fund. If you or someone that you know may be interested in having their business or organization sponsor prizes for students for one month, please reach out to one of us via email.

To see more detailed information about our Phoenix of the Month programs, please click below:

[\[PYP PoTM\]](#) [\[MYP PoTM\]](#)

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.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Current PYP Curriculum Focus

The first of six transdisciplinary units for each grade is currently being explored:

Grade Level	Transdisciplinary Theme	Central Idea	Lines of Inquiry
K	Who We Are	Everything has a form with recognizable features and has relationships with other things.	<ul style="list-style-type: none"> → similarities and differences in properties and structures → systems, relationships, and networks are based on interdependence → citizenship is based upon developed values
1	Who We Are	Patterns are structures for systems of change.	<ul style="list-style-type: none"> → Categorizing similarities and differences in structure → Systems affect behavior → Cycles are patterns of change
2	How We Organize Ourselves	Structure and balance are affected by change.	<ul style="list-style-type: none"> → Structure defined by properties → Interactions have impact on change → Homeostasis comes from balance
3	How We Organize Ourselves	Members of the natural and human world adapt to change based on connections with one another.	<ul style="list-style-type: none"> → behaviors reveal function → adaptation is a consequence of change → interdependence forms relationship
4	Who We Are	Perspectives inform understanding and beliefs.	<ul style="list-style-type: none"> → Comparison reveals differences → The outcome of events comes from the impact of each sequence → Experiences create the subjectivity of beliefs → Valuing the rights of all creates justice
5	Who We Are	Systems succeed when the roles of individuals take responsibility for their required functions.	<ul style="list-style-type: none"> → Differences in properties give understanding of differences in structure → Patterns connect individual roles within systems → Citizenship comes with rights and responsibilities

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MYP Curriculum

Some of the MYP teachers took time to plan out the first units of their curriculum this year to ensure that your students continue to have meaningful learning experiences.

Here are some highlighted inquiries your students have to look forward to at the start of the year in the MYP:

Teacher	Year/ Subject	Statement of Inquiry	Core Activities
Watson, Anderson, Haley	Year 1 (6th Grade) Math	Recognizing patterns in relationships support understanding personal or cultural expression.	Summative Task: determining amount of material and budget required for mass production of masks. Estimation explorations, making estimations for large numbers by scaling up information gathered from small experiments.
Bruton	Health and Physical Education	Communication, movement and adaptation are elements of identity and relationships that promote motor proficiency.	Students will create a storyline with group members detailing the steps to achieving motor proficiency, relating the impact of socialization in regards to sedentary and conclude using a dramatized skit to raise awareness of the pros and cons of physical activity or a lack thereof.
Pruss	Intermediate Chinese	Using qualities and characteristics, students are able to communicate and identify their relationships to others.	Summative Task: Recorded skit as the new kid at school trying to make friends. Where's Waldo: Students will take turns describing a person standing next to Waldo to give peers clues.
Cooley	Year 3 Science	Scientific and technical innovation can be used to help predict changes in matter through the use of knowledge, observable patterns and evidence gathering.	Labs! Making rust, Boiling water/ice, Magnesium + Dry ice, Metals flame test, M&M observations, Vinegar & Baking soda
Jones	Arts	The examination of personal expressions may require interpretation to be further explored through various forms of expression in order to provide better understanding of historical and modern compositions.	Summative Task: Analysis of prominent artworks and recognizing the elements of art utilized. Assessing contextual usage and displaced meaning.

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