

IB at Wesley International Academy



To be IB

We are looking for this year's parent and student ambassadors! If you join the parent ambassadors, you will play a key role in our evaluation process this year. You will learn more about the IB framework at Wesley and grow comfortable enough to help educate other parents and community members about it. You will also be the parent voice on our school IB team.

If you would like to be a parent ambassador this year, please fill out the Parent Ambassador Interest Form. Once you've done that, the IB coaches will reach out to you with information about the first meeting.

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Click here for the [21-22 Parent Ambassador Interest Form](#)

[Parent Perception Survey](#)

We are consistently working to help Wesley continue to be a thriving and loving community. We want to hear from all of the voices of Wesley, starting with the parents. Please take the time to complete the [Parent Perception Survey](#). It is important to be open and honest so our community can continue to be successful.

[Click here for the Parent Perception Survey](#)

Learner Profile Focus for September: Communicator



“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” (ibo.org).

Phoenix of the Month: Principled Winners

Kindergarten: **Layla Raven**

Sixth Grade: **Khi Gibson**

First Grade: **Jayla Aaron**

Seventh Grade: **Alvin Gay**

Second Grade: **Gloria Campbell**

Eight Grade: **Andree Washington**

Third Grade: **Mia Sanders**

Fourth Grade: **Kailyn Crumbley**

Fifth Grade: **Ford Ingram**

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 welcome ideas for learning independently and with others. We use our enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the views 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 apply 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 learning with thoughtfulness 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 every person. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experiences. We seek 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

Last week, MYP and PYP teachers were able to come together and collaborate on great ideas and activities for the upcoming units! Here is a peak at what students will be working on during Unit 2.

Grade Level	Transdisciplinary Theme	Central Idea	Lines of Inquiry
K	Where We Are in Place and Time	Comparisons allow for a relative understanding of individuals and relationships.	<ul style="list-style-type: none"> → similarities and differences in properties and structures → roles of systems in establishing patterned relationships
1	Sharing the Planet	Growth can be nurtured by positive belief.	<ul style="list-style-type: none"> → Commonality in structure shows similarities and differences → Growth is positive change → Beliefs are personal and sometimes group subjectivity
2	Where We Are in Place and Time	Considering perspectives helps develop universal understanding	<ul style="list-style-type: none"> -- Communication allows fulfillment of roles → Understanding truth requires addressing subjectivity → Valuing rights and opinions to promote justice
3	Sharing the Planet	Properties within systems affect each other.	<ul style="list-style-type: none"> → Shared values have impact → Adaptation is a consequence of change → Systems seek homeostasis
4	How the World Works	Systems are composed of important interactions.	<ul style="list-style-type: none"> → Properties describe pattern → Systems require purposeful behavior → Cycles are composed of sequences → Interdependence promotes cooperation → Values influence rights
5	Where We Are in Place and Time	Growth requires recognizing a need for change.	<ul style="list-style-type: none"> → Similarities and differences → Consequences as a positive or negative impact → Transformations allow growth

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MYP Curriculum

Here are some highlighted inquiries your MYP students have to look forward to this year:

Teacher	Year/ Subject	Statement of Inquiry	Core Activities
Watson, Anderson, Haley	Year 1 (6th Grade) Math	Relationships between quantities support understanding of creations.	Summative Task:the task is to create an ice cream sundae big enough to serve 4 people to sell at Dairy Delights Family Restaurant. Students need to create the ice cream sundae recipe by planning the ice cream and the toppings that will be used on the sundae. The restaurant also does catering, so students will need to compute unit prices for the ingredients, prepare a budget, and calculate the cost to feed 20, 60, and 100 people.
Singleton	Year 1 Science	Systems demonstrate models and change in scientific and technical innovation, adaptation, ingenuity, and progress.	Students will explore and research the different challenges of one location within the solar system. Students will also research and design a ship's exteriors and interior designs based on the location they are traveling to.
Wetzlar	Year 2- Individuals and Society	Rights and responsibilities are often influenced by the power and processes of preconstructed systems.	Students will investigate how traditional, command, and market economies affect production. Students will create a radio show or a video news report to broadcast how a particular country- Kenya, South Africa or Nigeria they choose to reside in affects where the people live, the type of work they do, access to trade and the economic benefits.
Hankerson	Year 3 ELA	Communication encourages identities and relationships through theme and style.	The students will write an investigative journal that dives into the injustice of victims who have died from police brutality. They will be responsible for researching the victims life before their death, they will talk about the case and they will also discuss the aftermath of the case, and how the family members of that victim are affected.
Pruss	Chinese	Connections impact our ways of life through messages and word choice.	Students will read and speak conversations that are themed on restaurant interactions such as ordering at a restaurant. They will also work with currency and practice making change in Chinese RMB. (Chinese Money)

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