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The **Voice** of the **International Studies** Program at **North Atlanta High School**



**Anna Howarth holds the world in her hands during her Senior Year Abroad. Story on page 2.**

# Real World Education

*Dr. Doug Frutiger, Coordinator of the Center for International Studies*

Every year we recruit incoming freshmen to join the hundreds of other International Studies students at North Atlanta who are pursuing an “internationalized” curriculum that should lead to an “internationalized” perspective on the world, complete with a strong interest in global events, proficiency in a foreign language, and an understanding of intercultural relations. And sometimes it actually works! Many of our students embrace the issues, events, visitors, and language challenges presented in the program with great enthusiasm. When I see this happen, I feel that all of the effort that goes into this program is well spent.

At other times it seems that we fail to engage a large percentage of our students in this internationalizing process. When our students are uninterested in a seminar on the future of Africa, when I cannot find someone to host a foreign student for a few days, when there is no eagerness to talk with foreign visitors or travel abroad, I wonder why some students chose this Program. Although we have 400 students of Spanish at North Atlanta, last summer we sent only two to Spain. That’s less than 1% who took advantage of a low-cost, high-impact adventure in language and learning.

My bias is that I really do believe that our students’ world is changing, that intercultural communication skills have become extremely important, that the globalization of the economy is bringing new chal-

*“It’s more of an imperative to be global, and to be smart about it, than it’s ever been before.”*

*— Harold Sirkin, Senior VP of Boston Consulting Group and head of the firm’s global operations practice, as quoted in Fast Company magazine, August 2004*

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# Student “Ambassadora”

*From October 23 – November 2, 2004, **Makkah Ali** visited Japan for the first time as a representative of the APS Student Ambassador Program. These are her reflections on the experience.*



**Makkah (R) with her host in the world’s second-largest ferris wheel.**

There is something rather charming about the Japanese culture that keeps me drawn to it, attentive and interested. From their tiny cars, chairs and houses, to their elaborate decorations, magnificent history and quaint culture, Japan offers something that I doubt you can find in any other foreign industrial country. That is peace and tranquility.

On the streets it is common to see men and women in business suits and clutching briefcases, riding on bicycles in order to keep their air clean. It is common to see eight-year-olds crossing busy streets and walking alone on their way to school, because Japan has one of the

lowest crime rates in the world.

Every American stands out in a crowd, mainly because of height, but also because of features and skin color. Crowds welcome you with open stares, then with warming glances and reassuring smiles.

Teens squeal at the opportunity to utter the mere phrase, “How are you?” and get even more excited when you take the time to reply. People go out of their way to make sure that you are comfortable and accommodated, hoping that you will take a small piece of the Japanese culture back to America to share with others. Politeness,

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# Notes from Italy

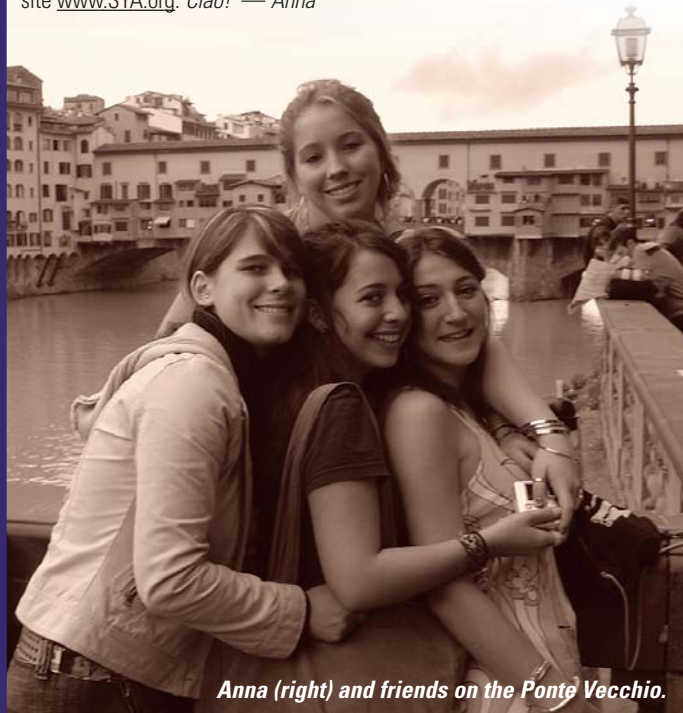
**Anna Howarth writes from Italy, where she is spending her entire Senior year in the School Year Abroad program. Her parents, Robin and Ruth Howarth, add that since Anna received almost full scholarship funding, the only logistical challenge has been in completing college applications long distance.**

I live with an Italian family in a small town called Viterbo, about an hour and a half from Rome. I attend an American school, where we focus on classical studies, including Greek, Italian, Art, and Ancient History. There are many activities after school, such as soccer, tennis, basketball, cooking, horseback riding, drama, photography, and music. We also have free time for travel. I have traveled independently to Rome, Florence, Paris, London, and Venice, and I am planning to go to Barcelona for spring break.

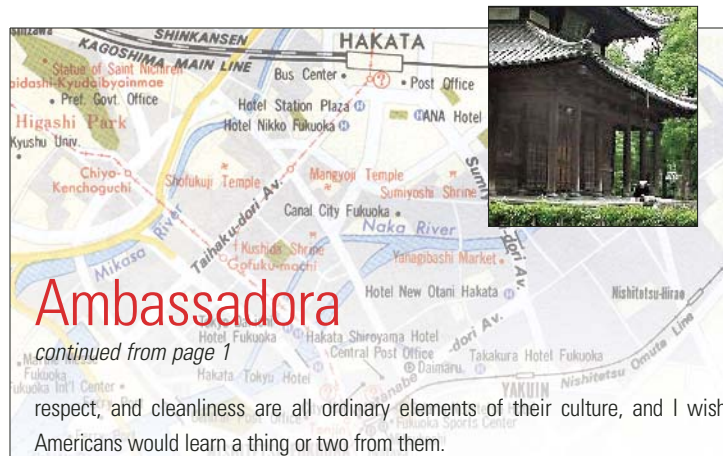
After Christmas, a friend and I spent 12 days in Paris and London. We planned the trip all by ourselves — the hotels, transportation, everything. We felt so independent. As we arrived at our hotel on the first night after a plane ride, two bus rides, and a couple of Métro stops, we realized... my friend had been pick-pocketed. Our feelings of independence suddenly disappeared. We felt so stupid and vulnerable: how could we have let this happen? We had been warned of pick-pockets, but we never thought it would happen to us. But it all worked out, thanks to my parents' credit card.

Another challenge was dealing with the language(s). Both of us had taken at least five years of French, but we were so used to speaking Italian that French and even English confused us. We found ourselves speaking a mixed-up muddle of all three languages. But we had an amazing time visiting the Louvre and the Musée d'Orsay, going to the Moulin Rouge, meeting people, shopping. It was an unforgettable experience.

I can't believe this year is almost half over. I recommend this program highly for anyone interested in studying abroad in high school. There are programs in China, France, Britain, and Italy. For more info you can visit the website [www.SYA.org](http://www.SYA.org). *Ciao!* — Anna



**Anna (right) and friends on the Ponte Vecchio.**



## Ambassadora

*continued from page 1*

respect, and cleanliness are all ordinary elements of their culture, and I wish Americans would learn a thing or two from them.

My expertise in the Japanese language is extremely limited, so a "must have" in my purse was my Japanese phrase book. Everywhere I went I attempted to use their language in a feeble effort to appear less American. Every now and then I still answer my cell phone, "Moshi moshi," or say, "Sumimasen," when I mean to say, "Excuse me."

Last fall, the 15-hour plane ride from America to Tokyo was the most exciting ride of my life. The five other students with me spent the entire time fidgeting in their seats and scrunching their brows trying to remember Japanese phrases. All of us felt incredibly grateful for the opportunity, and we agreed early on to make the best of the trip while we were there.

We were finally too exhausted to stay awake during the two-hour plane ride into Fukuoka City. I remember the butterflies in my stomach as I felt the plane jolt during landing and I realized I was in a foreign country. I remember hoping that I would see some of the Japanese students whom I had hosted in previous years.

Of course all of my nervous feelings completely disappeared as soon as I saw the Japanese students holding up "Welcome Atlanta" signs. The longest five minutes of my life were spent in the baggage claim area, wishing that I had a more distinguished suitcase instead of the plain black bag that most travelers carry. I was so anxious to experience the wonder of Japanese culture that even the smell of the air got me excited.

My host family went out of their way to make sure that I felt as at home as possible. They did everything from giving me a pie with lit candles on my 15th birthday, to ironing my clothes every night for the next day. By my second day there, I felt like a member of the family. As crazy as it sounds, Japan will always seem like my home away from home, simply because of how connected the people made me feel.

Everything amazed me, from the museums to the kimonos to the karaoke spots. Everything just seemed so enchanting. The magic of Fukuoka City tingles within me even today, when I remember tasting sushi or my first time sitting in a Japanese classroom at the school. I grow nostalgic when I remember being reunited with the students who had visited Atlanta the year before. I remember my last hugs and how teary-eyed I felt when I finally had to leave.



**Saying goodbye at the airport.**

That mere week in Fukuoka City, Japan, will always remain etched in my memory because of the insight it brought me. It showed me that the world is bigger than my backyard, and that I still have so much more to learn. I consider Japan my first step; next I'll conquer the world.

— Makkah Ali

# CIS FYI

## Junior IB Parent Book Club

Read along with your students and learn from their teachers! This group will meet in the Media Center on Thursday, January 27th at 5:30 PM to discuss *The Scarlet Letter* and again on February 10th to discuss *The Great Gatsby*.

## Seniors Mean Business

Twenty-eight seniors in the International Business Program are making a daily trek into the real world of doing business in the global marketplace. Throughout the semester they will spend 8 to 10 hours weekly in unpaid internships with such organizations as the Latin American Association, Friendship Force, Renaissance Atlanta Hotel, Atlanta Chamber of Commerce, and Grady Hospital. Beyond their active contribution to the hosting organization, all students keep a daily journal of what they are learning on the job. Most students are turning in very positive reports.

## NAHS Holds First Model UN

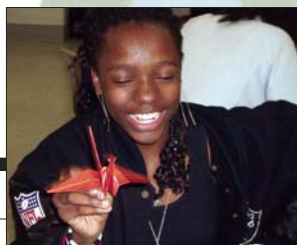
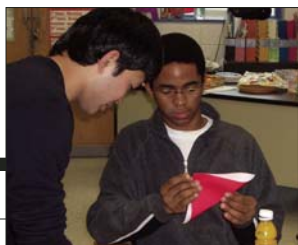
10th, 11th, and 12th graders in IS and IB Social Studies classes will spend Friday morning, February 4th, deliberating many of the same concerns that are on the table at the "real" United Nations. **Ms. Jill Stewart** has prepared students to remain "in character" as they represent their assigned countries. Selected topics will be presented for debate and resolution among seven committees chaired by parent volunteers.

## International Night March 24th

The Center for International Studies will host its 22nd annual International Night in and around the Lecture Hall from 6:00 to 9:00 PM on Wednesday, March 24th. This is an opportunity for everyone in the school, parents, neighbors, and other community members to come experience the international culture that is so much a part of NAHS and especially its CIS. You can dine on homemade Middle Eastern, French, Spanish/Mexican, and Asian cuisine; enjoy multi-cultural music and dancing; and applaud the traditional international fashion show and perhaps even a belly dancer or two. Bring the whole family to this wonderful celebration!

## Saturdays with Shuji Delight All

Every Saturday morning during January, students, parents, and siblings crammed into a classroom to learn about Japanese history and experiment with one art form or another of this fascinating culture. **Shuji Amano**, our intern from Osaka, carefully explained how the development of religion in Japan has informed its social history. He beautifully demonstrated the traditional Tea Ceremony and participants enjoyed practicing calligraphy and origami. Having such "family" opportunities for shared learning goes a long way toward building community, and we thank Shuji and Dr. Frutiger for their extraordinary gift of time and thought.



## It's that time of year again!

IB candidates are preparing for the Internal "Assessment" phase of the program. Some subjects require a research project or paper; for others an oral examination is held. Grades are given both by the students' teachers and by external reviewers selected by the IBO. In all subjects, this is an important segment of the IB performance, and students must make adequate preparations outside of class. Teachers must evaluate all submissions according to an IB scale. Final grades and assessment samples must be sent to the IBO and appointed external moderators by a specified date. It is therefore important to honor all deadlines set by the teachers. If a Diploma Candidate does not complete and submit one of these internal assessment items, that candidate will receive a failing mark on the IB exam for that subject and will not receive the Diploma, regardless of other IB internal assessment and examination scores.

### Extended Essays

### Completed

All Seniors who are Diploma Candidates complete a 4,000 word research paper on an interesting topic they have discovered in their coursework. This year these were supervised either by Ms. McVann (English) or Mr. Yeargin (History).

### Theory of Knowledge Final Essays – final rewrites due February 18

Ms. McVann, Mr. Featherstone, and Mr. Yeargin have already collected these papers, which should be in the final stages of editing.

### IB Math Studies

### Final Projects due February 22

This project consists of a written paper in which students apply what they have learned to the analysis of data that they select. Project Mentoring has ended, but Extra Help sessions are offered in Room 326 after school every Monday with Mrs. Hunter, and on Tuesdays and Wednesdays with Mrs. Henderson.

### Senior IB Literature

### World Literature Papers due February 22

These essays focus on works in translation studied over a two-year course. At North Atlanta, we focus primarily on Latin American novels.

### Oral Commentaries March 21-24

This assessment tests students' analytical skills by asking them to speak extemporaneously on a passage selected from one of these works: *The Scarlet Letter*, the poetry of John Keats or Derek Walcott, *Othello*, or *Measure for Measure*. The students do not know in advance what passage they will receive.

### IB Chemistry

### Lab Notebooks due March 29

Very specific criteria are used in evaluation. Throughout the semester there will be "Think and Eat" sessions at a nearby restaurant for IB Chemistry study groups. Check with Ms. Drewry for the schedule.

### IB Biology

### Lab Notebooks final in March

Lab notebooks are turned in every third lab. Final evaluation and submission to the IBO will be made in March.

### Senior IB History

### Historical Investigation Papers due in March

Mr. Yeargin holds study sessions after school on the 2nd and 4th Wednesdays in the Media Center Conference Room. Topics are online through the school web site. Go to [www.northatlantahigh.org](http://www.northatlantahigh.org) > Academics > Teacher Pages > Mr Yeargin.

### IB Economics

### Essays due in March

All Seniors who are Diploma Candidates must complete an essay according to the criteria and schedule set by Ms. Stewart.

### IB Foreign Languages

### Oral Exams March 29-April 1

Each student is scheduled to be privately examined by his or her foreign language teacher. While students initially present memorized content, most of the exam consists of a conversation between the teacher and the student over topics previously discussed in class.

# A Parent's Guide to "Crunch Time"

John Denine, Academic Dean (Interim)

As we enter exam season, parents can best help their students by encouraging them to stay focused. Our students have put in long hours preparing for these assessments, but they often need adult assistance in maintaining motivation against the powerful distractions of the tweeting birds, buzzing bees, sunny skies, and college acceptance letters of Spring. As higher-level courses come to a close, teachers place more and more responsibility on their students by design, requiring students to manage their own preparations for success. You can assist your student in these essential ways:

- ▶ Help them manage their time
- ▶ Make sure that a student's toughest subjects receive the maximum amount of preparation time
- ▶ Set up a test review schedule lasting a month or more before each test
- ▶ Encourage your child to engage in study groups

Ideal study groups are made up of no more than five students who get along but can avoid getting sidetracked by too much social interaction. Study groups should be set up to discuss, probe, test, and challenge one another's knowledge. A balance of skills also helps students take advantage of the powerful educational effects of cooperative learning. The effect of students teaching students is to solidify learning, and correlates well with exam success.

The time to prepare for "exam season" is now! **Help** your students to see that they are responsible for their own education. **Show** them how to plan their review work strategically to ensure success. And above all, **teach** your students to trust themselves, their teachers, and their programs of study.

## Discover...Discuss...Decide U.S. Foreign Policy

Once again, Dr. Frutiger and the Center for International Studies are hosting a Great Decisions discussion group that began on February 1st and will continue for eight weeks. Developed in 1954 by the nonpartisan Foreign Policy Association, this nationwide series helps participants develop an informed opinion on the role the United States should play in world affairs. Topics for discussion this year:

1. U.S. Intelligence Reform
2. Putin's Second Term: A Scorecard for Russia
3. Outsourcing Jobs: U.S. Dilemma
4. China: Economic Giant Emerges
5. Sudan and the War in Darfur
6. The U.S. and Global Poverty
7. U.S. Challenges in Iraq and the Muslim World
8. Freshwater and Foreign Policy: New Challenges

A briefing book provides background information and pro/con arguments on each topic. Participants must register with the Georgia Council for International Visitors. Registration includes the briefing book: \$25, \$10 for spouse if book shared. Contact Rosalie FitzPatrick at 770.393.9571 or e-mail [rdfitzpatrick@mindspring.com](mailto:rdfitzpatrick@mindspring.com).

[mindspring.com](http://mindspring.com).

### DATES TO REMEMBER

- Tue Feb 1** "Great Decisions" Discussion Group – 7:30-9:00 PM  
Meets weekly Feb 1 – Mar 22 in the Media Center Conference Room.
- Fri Feb 4** Model UN – 8:30 AM-12:00 Noon
- Thu Feb 10** Junior IB English Parent Book Club – 5:30 PM  
Media Center Conference Room.
- Thu Feb 17** Parent Meeting - Potential IB Students – 7:00 PM  
Information session with Dr. Frutiger for 10th Graders considering the IB Program.  
Lecture Hall.
- Thu Mar 24** Oooh la la! International Night – 6:00-9:00 PM  
Multi-culti celebration for all ages. Lobby & Lecture Hall
- Thu Apr 21** IB Parent & Student Meeting – 7:00 PM  
Pre-exam meeting for 11th & 12th graders. Lecture Hall.

## Real World

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Challenges to American workers, that many of our students will be working abroad at some point during their careers, that mastery of a foreign language is becoming an important asset in both business and academia, and that events in other parts of the world increasingly affect our security and standard of living.

Simply put, for our children preparing to live in the "real world," international expertise is far more essential than it was 25 years ago. For our children to be able to make sense of and make their place in that world, they need more than just sound academic skills. I believe that they need to have the specialized perspective and broad exposure one gains from being involved in international studies and experiences beyond the classroom.

I believe that we must all (parents included) engage our students in discussions about world events, that we must expect them to take the realities of the world seriously, and that we must support them by encouraging them to seek positive intercultural encounters.

Our program includes seminars, cultural events, homestay exchanges, study-travel plans, and other extra-curricular opportunities in which every IS student should participate.

What I would really like to see is more enthusiasm from our parents and our teachers for all aspects of the International Studies Program. The first step is to do whatever is necessary to keep ourselves informed about what is going on in the program. Then we need to follow through by encouraging our students to participate in all the outlets and occasions for discovery and experience. Only then can they reap the full benefit of all the educational merit of International Studies at North Atlanta. In the long run, I think that's a pretty smart move.

The next issue of Inside IS will be published April 1. **Articles and announcements may be submitted through Mar. 16th to the IS Office or to [hmeredith@mindspring.com](mailto:hmeredith@mindspring.com).** Distribution is primarily electronic; **please be sure the IS office has your email address.**

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