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

Time Management Tips

from Judy Bozarth

Your goal: To be in control of your time

- Start projects as early as possible.
- Don't waste time agonizing and procrastinating: **Just Do It.**
- Be realistic: Set challenging but reachable goals.
- Keep organized: Learn to use a planner and both hard copy & computer folders.
- Prioritize your "To Do" list; check and update it daily.
- Establish a regular time and place for study.
- Optionally, schedule some study sessions with a well-chosen partner or small group.
- Take short breaks to re-energize lengthy study or writing sessions.
- **Get enough sleep.**
- Go with your flow: Learn and honor your biological peaks and lows.
- Be flexible: Expect, allow for, and manage interruptions.
- Be persistent: Review your notes and work on projects every single day.
- Balance schoolwork and the rest of your life: Take time to play!

Bottom line: Exercise your WILL POWER and stick to it!

Parent Judy Bozarth is a professional writer and editor who is active in the school and community in numerous ways. As one who has learned how to manage a busy life, she presented a popular Time Management seminar for students this term. It included a "Personal Time Survey" that you can download from the school website, www.northatlantahigh.org.

Balancing the Books: The IB Athlete's Dual Challenge

While IB students seem to have a full-time job just managing their academic progress, many of our top grade-earners also devote significant time to school sports and other athletic pursuits. How — and how well — do they handle the double demand on their time and energy? And what happens when they have to make a choice between hitting the field and hitting the books?

For cross-country, basketball, and baseball team veterans Jason and Justin Harlow, there is no question. "Absolutely," they chorus, "books come first. Without the academic [foundation], you're not going anywhere." "Unless it's a once-in-a-lifetime experience like playing for a championship," one of them muses. The other considers, "I might pass on the studying for that. But I'd make up for it later." The nationally-ranked tennis players experienced the painful choice two years ago, when they dropped the sport to make more time for schoolwork. This summer, participation on a traveling baseball team will give way to SAT preparation and a program at Emory. But they can't imagine giving up school sports. "The key is time management," they say. "You learn to make every minute count."

lot of help from their parents. Bettye Harlow says, "We provide a comfortable study area with good lighting, and we try to keep to a set schedule and rules during the week — no TV, video games, or outings unless

it's a scheduled game. Weekends are full as well, with team practice, church activities, and homework. We just try to make sure they stay on track, and support them all the way." Their efforts have paid off: Jason and Justin have 3.92 and 4.0 GPAs and a list of honors to go along with scores of trophies and athletic awards. But the boys say they have gained more than stacked résumés. "A big bonus is learning the role of leadership, not only on the court or field, but also in the classroom."



How I Manage To Do Sports & Other Extracurricular Activities While in IB

by Ashley Bozarth

Though I knew that the IB program would be a lot of work, I also realized that it was important that it did not take over my life. By continuing to be on the cross-country team in the fall, and the soccer team in the spring, I am able to maintain a balance between school and having fun. I won't lie... I was nervous starting IB this

See Ashley, page 2

Like most other scholar-athletes, they have had a

to include Dance, such conflicts will disappear.

See Athlete's Challenge, page 2

Athlete's Challenge

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Meanwhile, after-school classes, rehearsals, and performances cut into study time. "You have to be really efficient and really focused, whatever you're doing," Shaundra counsels.

Jake Zahniser-Word's mother, **Chris**, feels that team obligations force students to focus on the task at hand. "They have to learn time management skills early to succeed and to get it all done. Sports also help them maintain a healthy balance to their lives. Physical activity is so important to their health, and it lets them concentrate on something other than studies for a few hours each day. Plus, each team provides another unique group of friends." Jake runs cross-country and plays varsity soccer each year. His father, **Dave**, sees additional benefits in being on a team: "It helps with feeling part of the school and taking pride in a school activity."

All in all, these students manage the balance well — not without difficulty, not without cost, but successfully. Any pride they may feel is justified.

Ashley

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year. I had no idea what to expect or how loaded down I would be with work. However, no matter how busy I am academically, the thought never once came to my mind that I would not have time to play a sport. What I found is that it is actually easier to get work done ahead of time when you have other things like sports to do. **When you know you're busy, you feel pressured, which in turn causes you to work harder and get things done.** IB would be tough no matter what, but if it were the only thing I focused on, I'd be even more stressed out. For this reason, I will always play sports or be involved in something else outside of the classroom during high school. Hopefully, you will too!

Not So Lazy Days of Summer

Summer Is For Fun!

By John Denine, Dean of Academics (Interim)

Yes. After a long year of reading, studying, testing, and listening to endless bells, students clearly need to relax and decompress from a full academic year. And they deserve to rest, too!

However, numerous studies have shown that without some mental stimulation over the summer break, students often fall back as much as half a grade level in basic skills such as reading and mathematics. When one considers that over 13 years of K-12 education, students may have lost up to 6 1/2 years' worth of critical skills, one can easily see the deep negative effects of 11-week breaks every summer on student retention and long-term mastery of concepts. Significant amounts of re-teaching and re-learning are required each fall to make up for lost or degraded skills. And in our current high-stakes testing environment, we need to find ways to maximize our students' academic achievement by making the most efficient use of limited time, both inside and outside the classroom.

That is why North Atlanta requires summer reading and strongly recommends that students participate in academic camps and learning programs over the summer. Many of our best-performing students have benefited from these activities, and come to school each August better prepared to start the new year.

Because of the academic demands of advanced courses, especially IB and AP, summer reading is an integral part of the course curriculum. By assigning some books over the summer, we actually reduce the pressure students feel during the academic year, as it makes room in the teaching and learning schedule for more in-depth instruction and understanding.

Yes, summer is for fun. Approached in the right spirit, learning itself is also fun. So, sow a little learning in your student's summer and gather the benefits in the fall.

Looking for learning seeds to bloom this summer?

- **Google it!** Start with summer programs>teens in your search bar, then explore one or more of the 229,000 results. Doing the same thing on accessatlanta.com will produce a target list a little closer to home.
- Some of the most creative learning experiences can occur in employment or **community service endeavors**. Encourage your child to seek a position outside your neighborhood and comfort zone for maximum discovery.
- Make a family pact to **visit area museums and performance venues** — especially unfamiliar ones — throughout the summer. Sharing the experience and talking about it afterwards can do wonders for family dynamics as well as critical thinking skills.

IB English – Rising 12th Grade

Books – all are required and must be annotated*:

The Handmaid's Tale – Margaret Atwood
One Hundred Years of Solitude – Gabriel Garcia Marquez
Nervous Conditions – Tsitsi Dangarembga

Films:

Othello (1995 with Laurence Fishburne)
American Beauty (1999)
The Shawshank Redemption (1994)

IB English – Rising 11th Grade

Books – both are required and must be annotated*:

The Heart Is a Lonely Hunter – McCullers
Native Son – Wright

Films:

The Fisher King (1991)
Life Is Beautiful (1998, with subtitles)
Memento (2000)

On the first day of school, students must bring a copy of *One Day in the Life of Ivan Denisovitch* by Alexander Solzhenitsyn, as well as both assigned novels.

*Annotation guidelines, explaining what to mark, highlight, and note in the margins, are available from Ms. McVann or Ms. Williams and will also be published on the school website.

IB/AP U.S. History

What Social Classes Owe to Each Other – W. G. Sumner
The American Political Tradition – Richard Hofstadter (**Intro & Ch. 1 only** – classes will continue to read selected chapters throughout the year.) Bring both books and prepare for a quiz the first day of school.

IB/AP French and Spanish

Students will be given short stories and other materials as well as access to books on loan for required reading. Students should also read foreign language newspapers on the Internet, and find books and films in their language of study. Keep an activity log and write a short synopsis of each item for classroom use next fall.

CIS FYI

Incoming International Studies Students

The application process has been completed for middle school students seeking admittance to the NAHS Center for International Studies, and 82 students have been offered the opportunity to enroll next fall. This number is lower than in prior years due to an increase in the requirements for admission. For years the school system has used a 2.5 GPA (80%) as the standard for admission to all magnet programs. The Center for International Studies has raised that requirement to a minimum cumulative GPA of 85%, with no Cs or below in English or Social Studies classes. The higher standards for incoming freshmen will allow the International Studies Program to continue developing a more challenging curriculum that leads seamlessly into the International Baccalaureate Program.

Of the 82 applicants accepted, 40 are from Sutton Middle School. Other APS contributors were Inman Middle School, Young Middle School, and Drew Charter School. Applicants were also accepted from area private schools, including Arlington Christian School, Atlanta Girls School, Greenforest Christian Academy, and St. John the Evangelist.

New Travel-Study-Service Opportunity!

Arrangements are being made for Spanish language students to spend two or three weeks in Quito, Ecuador, in a multi-faceted homestay program with IB students there. The host organization is CENIT (www.cenitecuador.org), which develops educational and vocational programs to help working girls and their families overcome grinding poverty and improve the quality of their lives. Part of the experience would include volunteer work in CENIT's summer camp, street outreach program, or adult literacy program weekday mornings. Classes in Spanish language and Latin American studies would be offered in the afternoons, and weekends would be filled with trips to museums, the Equatorial line, the nearby hot springs, and volcano hiking. Dates, cost, and other details are being negotiated, and it would be helpful if Dr. Frutiger knew how many people were interested in participating. Current plans are to travel in July, so check your passport expiration date and get your name on the list for consideration.

Toujours, Toulouse

Four rising seniors have been accepted for the study abroad program in Toulouse, France. **Daniel Barton, Ashley Bozarth, Mia Moore,** and **Jake Zahniser-Word** will spend the month of June in a family stay, exploring this ancient capital of the Languedoc region, improving their language skills, and making new friends.

IB Exam Schedule

Parent monitors are needed and welcome! Recently several parents enjoyed the experience during oral exams. To offer your assistance, please call or email **Chris Zahniser**, parent organizer: 404.355.3011 or saltydogs4@mindspring.com.

Tue May 3	2:00-3:00	Math Studies SL; Math Methods SL: Paper 1
Wed May 4	9:00-11:00	Math Studies SL; Math Methods SL: Paper 2
	1:00-3:00	Chemistry SL: Papers 1 & 2
	1:00-4:15	Chemistry HL: Papers 1 & 2
Thu May 5	9:00-10:00	Chemistry SL: Paper 3
	9:00-10:15	Chemistry HL: Paper 3
	1:00-3:00	English A1 HL: Paper 1
Mon May 9	9:00-11:00	English A1 HL: Paper 2
Tue May 10	12:30-3:00	History HL: Papers 1 & 2
Wed May 11	9:00-11:30	History HL: Paper 3
	1:00-3:00	Biology SL: Papers 1 & 2
	1:00-4:15	Biology HL: Papers 1 & 2
Thu May 12	9:00-10:00	Biology SL: Paper 3
	9:00-10:15	Biology HL: Paper 3
Fri May 13	9:00-12:00	Spanish B HL: Papers 1 & 2
Mon May 16	9:00-12:00	Chinese B SL: Papers 1 & 2
	9:00-12:00	Arabic B SL: Papers 1 & 2
Wed May 18	9:00-12:00	French B HL: Papers 1 & 2
	2:00-3:00	Economics SL: Paper 1
Thu May 19	10:00-12:00	Economics SL: Paper 2

Paper 1? Paper 2?

In each subject, exam "papers" test different aspects of student learning and application of knowledge. Senior teacher **Yvonne McVann** explains how it works in English:

Having just completed the individual oral commentary, Senior IB Literature students will wrap up their two-year Literature course in May, when they will write two essays under time constraints. Readers selected by the International Baccalaureate Committee will grade these essays outside of NAHS.

Paper One (May 5) is a written commentary based on poetry or another text (each is unfamiliar to the students) in which the techniques of literary criticism can be applied. They have two hours to write an essay analyzing the style, structure, and figurative devices in the passage, ultimately relating these to theme.

On Paper Two (May 9), students choose to answer one of six general questions on literature, asked worldwide, which focus on four novels read over the past two years. This year's students may write about *Nervous Conditions*, *The Great Gatsby*, *Zorba the Greek*, or *As I Lay Dying*. Students are prepared throughout the two-year course for these questions.

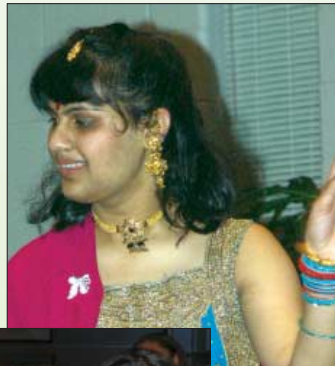
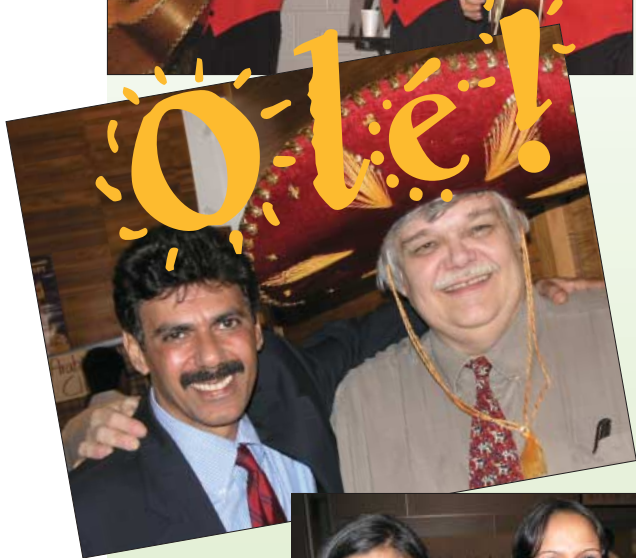


Governor's Honors Semi-Finalists 2005

Best wishes to these representatives of our school's excellence:

Communicative Arts – Sijia Cai, Mia Moore; Dance – Jamia Jones; French – Julie Mohamed; Mathematics – Jason Harlow, Alexander Montolio, Roman Sanders; Music – Sonya King; Science – Justin Harlow, Krishna Vora, Joya Williams; Social Studies – Lauren McBride, Zach Nikonovich-Kahn; Spanish – Simone Stone, Rachel Young; Theatre – Dureyea Collier, Nicole Grasseschi; Visual Arts – Sobrasua Ibim.

International Night was magnifique!



IB Parent Book Club

William Faulkner's *As I Lay Dying* is the final selection for IB parent readers this year. Eight parents have joined Ms. McVann, Ms. Williams, and Mr. Denine monthly for discussion about the same books their children have been reading. "The dialogue is so stimulating," parent **Sharron Pitts** relates. "I always come out of there having learned something that I didn't previously know or think about."

New for Fall, 2005!

TOK for Parents with veteran theorist John Denine. Warm up with Plato's *Republic* over the summer, and watch for time-date-place details in the fall.

Kiana Shelton (L), Kathleen Campbell (R), and fellow traveler Erin from Grady H.S. are all smiles at their airport welcome home from France. It was great to see them at International Night. Their classmates can look forward to hearing all about their three months abroad.



DATES TO REMEMBER

- Thu Apr 21 11th & 12th Grade IB Meeting – 7:00 PM**
Pre-exam meeting for IB Juniors, Seniors, and parents. Lecture Hall.
- Thu May 12 Meeting for Rising IB Juniors – 7:00 PM**
Info session for current 10th graders who will be entering the IB program next fall and their parents. Lecture Hall.
- Thu May 19 Rising 9th Grade IS Meeting – 7:00 PM**
Orientation and welcome for incoming IS students and their parents. Lecture Hall.
- Fri May 20 Final Bell of the School Year – 3:15 PM**
Music to our ears.
- Tue July 5 IB Candidate Scores Posted – 7:00 PM**
Written instructions for accessing scores will be given to candidates before the end of school.
- TBA July Senior IB Graduation Party**

Thank you for reading and responding to *Inside IS* this year. Would you like to join the production team next year? Please let us know of your interest. Email hmeredith@mindspring.com.

The next issue of *Inside IS* will be published in the Fall. Distribution is primarily electronic; **please be sure the IS office has your email address.**

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