

Lexington High School

IB Newsletter

May, 2018



EDUCATING FOR LIFE
ÉDUQUER POUR LA VIE
EDUCAR PARA LA VIDA



What IB meant to me...

The IB program has helped me substantially in and outside of the classroom. The program has broadened my perspective on life and has grown my learning capability as a student exponentially. Because of the different learning abilities I have gained throughout the courses in IB, I can definitely tell that I have a competitive edge against my classmates and peers while at the University of South Carolina. In some of the classes I have taken so far, most of the students struggled throughout the entire semester while I excelled because of my ability to connect different aspects of the material or I had already learned it through IB. I am now able to write a paper with ease, analyze different perspectives, and connect with my professors due to my hands-on experience at LHS. In addition, all of the experiences I have had in the program has helped me during my interviews for jobs, speaking with my professors, and interacting with all of the organizations I am involved in at USC. The IB program was the starting point in excelling my drive and ambition through academics and school organizations that constantly overflows into my day to day life as a college student.

Not only does the IB program help students inside the classroom, the program has the capacity to support and encourage a student's success outside the classroom. Many people have the false idea that "you will not have a social life because all you do is study." Even though you do need to study for the classes, the program teaches students how to prioritize their time wisely. In college, I have a very busy schedule full of outside commitments, clubs, multiple jobs, and extra classes. IB taught me during high school how to be a successful student even with a full schedule so my transition into college was quite smooth. I had the prior experience on maintaining high grades in the upper-level classes while pursuing all of the activities I enjoyed because of CAS and other elements of IB.

Overall, IB was beneficial for me because it helped me grow as a student and person. I highly recommend it to anyone that wants to go the next level in their education.

Leah, Class of 2017

Juniors should have 50 documented hours by May 7th. Mrs. Small will schedule individual conferences to discuss their progress May 7-May 18.

Schedule of Events: Junior and Senior Year

The following is a schedule of events for students of the Lexington School District #1 International Baccalaureate Programme. The dates of each of the listed events are subject to change based upon the official release of the IB examination schedule, school/district events or any other unforeseen circumstances.

Students are to use this basic calendar of Programme Events to plan their schedules and to make sure that due dates and assignments/assessments are completed on time.

Junior Year (Year 1)

<u>Course</u>	<u>Event</u>	<u>Date</u>
English HL	Individual Oral Presentations begin	May 11
CAS	Documentation of (a Minimum of) 50 Hours	May 15

Senior Year (Year 2)

<u>Course</u>	<u>Event</u>	<u>Date</u>
CAS	CAS Documentation Submitted	May 1

Resources for students:

Effective citing and referencing

<http://www.ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>

LEXINGTON HIGH SCHOOL INTERNATIONAL BACCALAUREATE PROGRAMME FACULTY

Staff Name

Subject Area

Dr. Sherry Walters	IBDP Coordinator
Dr. Jason Bagley*	French B SL/ French B ab initio/IB Assistant Coordinator
Megan Small*	Language A English HL/CAS Coordinator
Derek Allison	History of the Americas HL/(TOK)/IB Recruitment Coordinator
Janet Boltjes*	Librarian/Extended Essay (EE) Coordinator
Sheryn Billue	Mathematics Studies SL
Jodi McFarland	Mathematics SL
Dr. Jason Blackburn	IB Latin SL
Anne-Marie Cormier-Bausch*	Spanish B SL/Spanish B ab initio
Clay Hendrix	German B SL
Lisa Gantt*	Chemistry HL
Diane Pardue	Biology HL
Michael Melvin	Economics SL
Greg Airasian	Psychology SL

*National Board Certified Teacher

kudos

Kelley Jiang, James Willson, Mohammed Natsheh, and Brandy Barfield were winners at the State Tournament for Odyssey of the Mind (March 17, 2018). Their team won Problem 4, Division 3 by constructing a balsa wood tower, designed to be weight-bearing. They presented their engineering problem solution in a skit, entitled “The Cat and the Hat Remix.”



Kelley Jiang and Caroline Moore were state winners of the Personal Finance Challenge, sponsored by the South Carolina Economics Council.

Both teams were invited to Nationals, coached by Sheryn Billue.

From Mr. Allison:

“The following article is an interesting (short) interview from the IB Blog with Carol Bellamy, a former Chair of the IB Governors.

I enjoyed the link back to real-world application of the IB Program.. that idea that CAS can be more than just checkmarks in the Program and that through our classes we can expose our kids to more than just our four walls. I think it was a perfect time for me to read this with having just signed off on CAS hours and seeing the pictures of Bagley's French Immersion partnership with the IB Seniors. Makes me want to really sit down and think about how I can do more with my classes”.



The role of the IB in our complex world

March 28, 2018 in [IB 50th anniversary](#), [Thought Leadership](#)

Carol Bellamy has dedicated her life working to make the world a better place. She has left an inspirational mark in each organization she has led, both in the public and private sector.



Carol became the first woman to be elected to citywide office in New York City when she was elected President of the NYC Council in 1978, a position she held until 1985. Her 13 years as an elected public official included five years in the New York State Senate. And in 2004, she was named one of Forbes magazine's 100 Most Powerful Women in the World.

As fourth Executive Director of UNICEF, Carol led the agency from 1995 to 2005. During her tenure, she focused on five major priorities: immunizing every child; getting all girls and boys into school, and getting all schools to offer quality basic education; reducing the spread of HIV/AIDS and its impact on young people; fighting for the protection of children from violence and exploitation; and introducing early childhood programmes in every country. She was also the first former volunteer to become Director of the Peace Corps.

Carol completed a three-year term as Chair of the Board of Directors at the Global Partnership for Education (GPE) in 2013 where she oversaw some significant transformation of the organization's governance.

Carol was awarded the Légion d'Honneur, by the Government of France, in 2009.

With such significant credentials, we were fortunate to have Carol Bellamy as chair of our IB Board of Governors 2009 till 2015. We got in touch with Carol as part of our 50th anniversary celebrations for her perspectives on the following.

In today's increasingly complex world, what role does the IB play and how do you believe the education is making an impact?

The IB is about creating global citizens—and that means people who are open minded to the world. It's about understanding that you are not always right, but that you can be accepting of people's views. I think IB students have a confidence, which doesn't mean that they think they are better than everyone else, but that they have a better understanding of who they are.

The skills the IB gives students which they need for the future are how to think critically, how to be inquisitive—essentially the IB is about building a human being for the future.

You've had an incredible career in public service, education, volunteering and your work for Unicef, what was the most valuable skill you brought with you across all those disciplines?

There is no one single skill I would say, more a mixture of things. Good management is very important, but you need to have passion with management. Passion is key. Management without passion is horrible. Curiosity is critical, as is being able to listen and having respect for differences.

The skill that I think is very important, and one that I don't have, is patience! It's important and I wish I had more of it.

I also think you need to be prepared to make decisions and to fail—failure doesn't mean failure—it just means that something hasn't worked the way you wanted it to. You can learn a lot when you fail at something.

What advice would you give students today on how they can prepare for the future workplace?

I have three key pieces of advice.

Don't specialise too early, broaden yourself and be a "full human being". And get out of your bubble. Don't just do things within your comfort zone, push yourself further.

Volunteer, whether that be local government, through your church, overseas or just three blocks away from your home. Volunteering is a great thing to do.

Be bold, always be bold. Being bold doesn't mean being crazy. Be prepared to take considered risks.

What about your thoughts for the future?

The future has the potential to be so exciting, and we mustn't be afraid of what it could hold—just take it on. The IB gives you a grounding, a foundation to take on a very exciting future.

<http://blogs.ibo.org/blog/2018/03/28/the-role-of-the-ib-in-our-complex-world/>

Too much on your plate? If so, reassess!

April 25, 2018

Alumnus Matthew Ferby reminds us that it is important to assess your limitations and ration your time to make the most of it. He relates his recent experience as a civil engineering graduate to the lessons he learned as a busy [Middle Years Programme \(MYP\)](#) and [Diploma Programme \(DP\)](#) student.

By Matthew Ferby

Matthew Ferby is a graduate of [Harding University High School](#), USA and is now a graduate research assistant at Virginia Tech.

It wasn't my inability to organize my commitments, but the fact I was doing too much.



In high school, I did it all: I was a [Diploma Programme \(DP\)](#) student, the Head Drum Major for the marching band, on the board of directors for Key Club, a member of the National Society of Black Engineers, an executive board member of the NAACP, a frequent volunteer at my church, an employee at the nearby amusement park, a bit of a socialite...well, I guess you get it by now. I did everything I possibly could; mainly because I did not want to miss out on anything. My mother made sure I participated in a variety of activities to expose me to a world beyond what was normal where we lived. This trait became a part of who I was as I migrated from the [Middle Years Programme \(MYP\)](#) to DP and on to graduation. It even carried through my first semester in college, but it did not last long.

Keeping the mindset of a high school senior, I took on college ablaze. "Yes, I'll be an engineering student, a member of three clubs, the hall council, and the marching band", I said. It was a breeze until my grades fell substantially short of my expectations. This is when I first realized I had 'too much on my plate' and needed to reassess what I had taken on. Conversing family members and school counselors helped open my eyes that it wasn't my inability to organize my commitments, but the fact I was doing too much. This reassessment is slightly different from time management because I had to cut off multiple things to reach my full potential academically – my top priority.

The skill of reassessing what I can and cannot take on will stay with me forever. I think it is important ... because of how variable life becomes as you mature. My approach to graduate school was no different: it was a new environment, and I knew from both high school and my undergraduate years what I could handle. The structure of high school does not have much room for deviation, outside choosing topics for internal assessments. My undergraduate years were a little less planned out but still had a path mostly everyone followed. Now, as a graduate student, I tailor every part of my education, including coursework, professional development, and research projects; all three of which change with what my needs are to be a significant contributor to my field. Taking that into consideration, I limit my commitments to make sure I'm getting the most out of my experience without setting myself up to fall short of my ultimate goals.

Even though I only have a few years left of school, the skill of reassessing what I can and cannot take on will stay with me forever. I think it is important to consider this skill mainly because of how variable life becomes as you mature. During my DP years, my days were well structured and rather predictable, which is why I knew I could load more onto my plate. Graduate school, however, is full of unexpected occurrences. Are you in a more structured time of your life, like high school, or are things more variable? Ask this question to yourself often and proceed with determining how much responsibility you can take on.

In short, the size of your plate changes because of many factors – age, interest, environment, education, etc. This fact is often overlooked as we progress through our academic and professional journeys. Overcome this challenge by reassessing how much you can or should take on to make sure you are most effective in what you are doing. Once you master the periodic checkup, no matter how much or little you are doing, you are likely performing at your optimal state, which is something to be proud of.

Matthew Ferby graduated from the [Diploma Programme \(DP\)](#) at Harding University High School. He received his B.S. in Civil Engineering from North Carolina A&T State University. He is currently a graduate research assistant in the Civil and Environmental Engineering department at Virginia Tech.

Matthew joins us this year as a 2018 alumni contributor to share his experience as a DP graduate. To hear more from IB graduates, read our IB programme stories on ibo.org.