

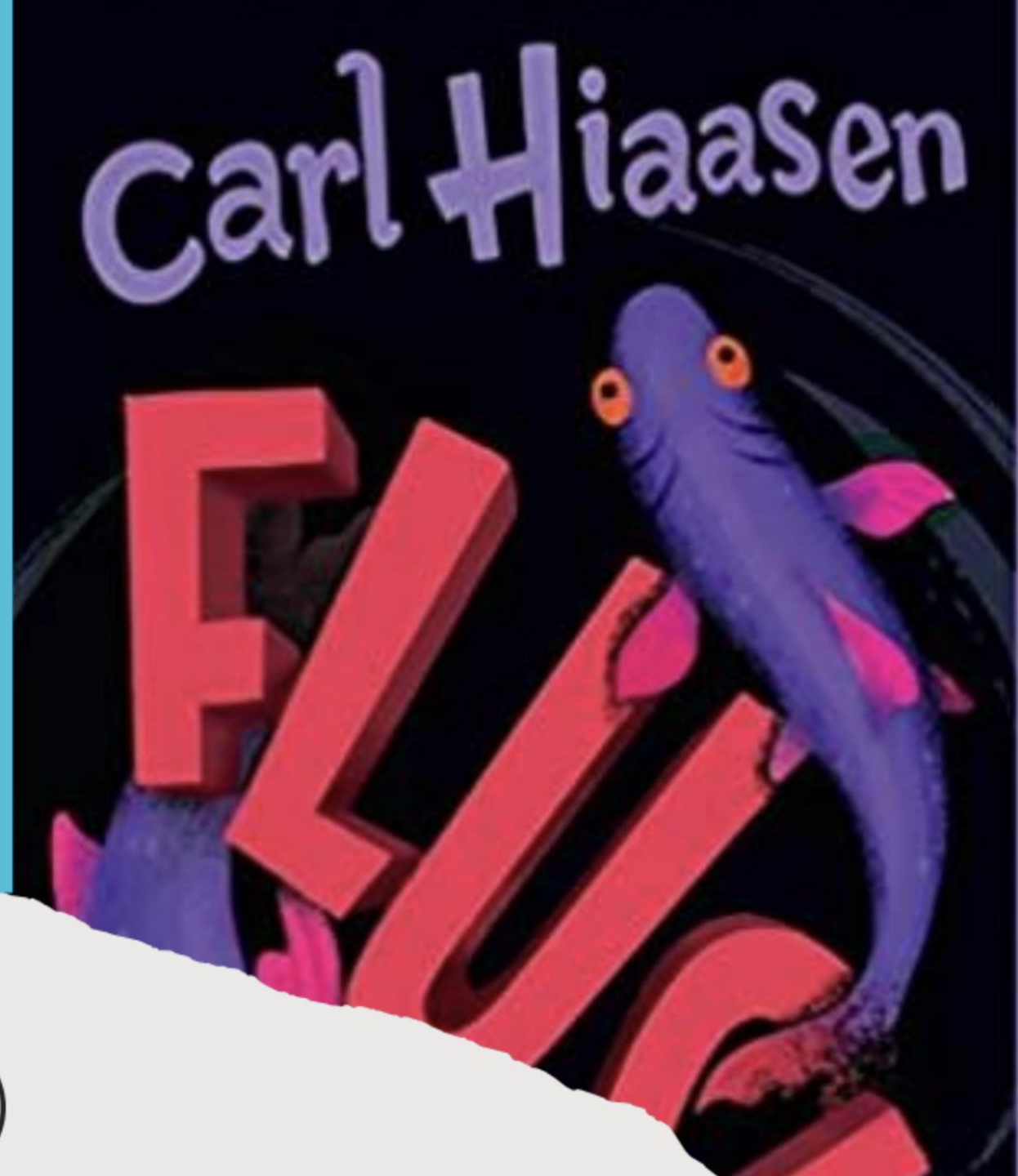
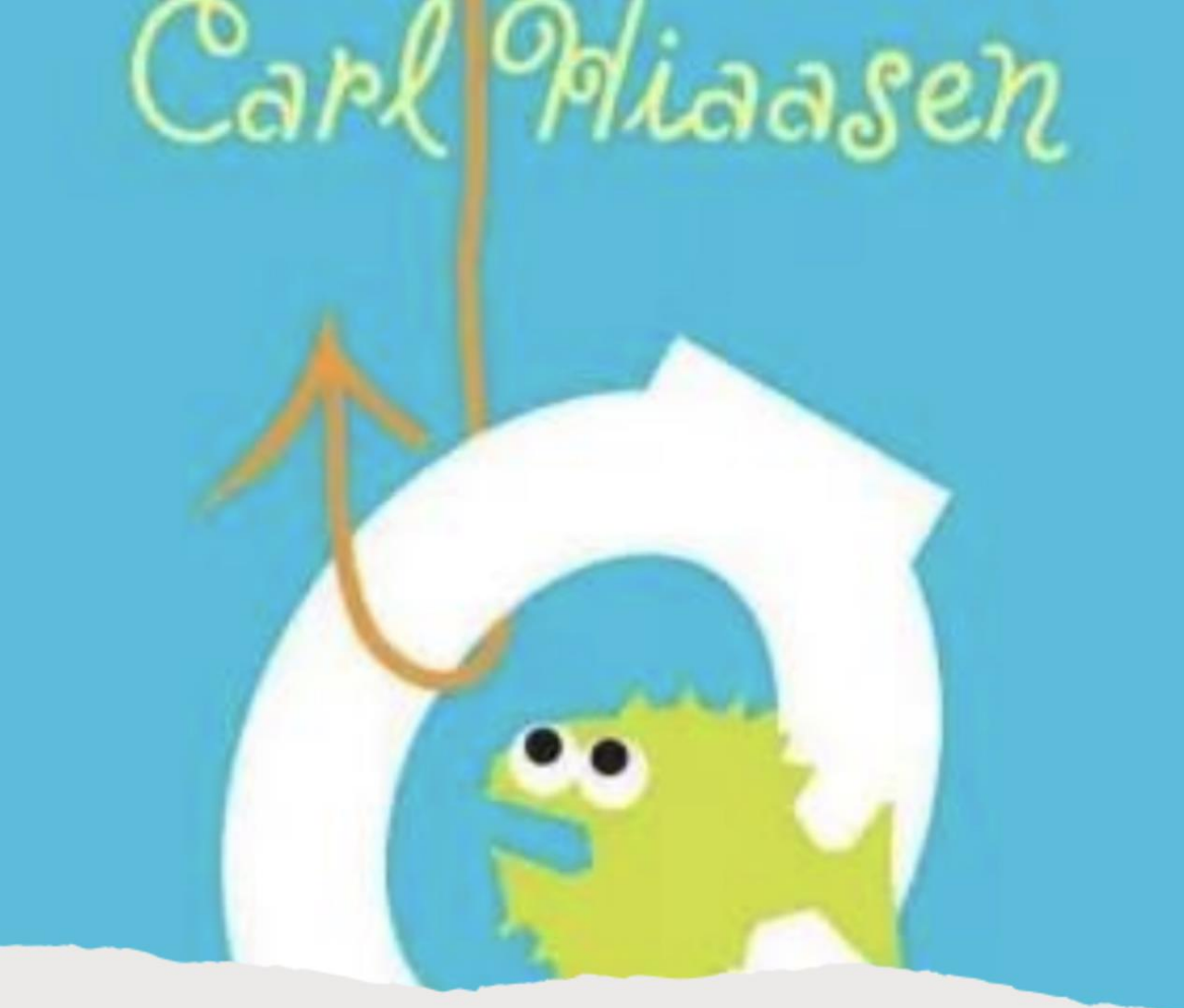


IB Basics Parent Session Summer Assignments

Required Summer Reading Assignments

- All Walker students are required to complete the Summer Reading Assignments due in August 2025.
- Directions for turning in your IB Learner Profile and Global Context summer reading assignment for a Language and Literature grade will be shared when you return on August 11.
- All of the books have a Water Theme
- [Announcement Slides](#)



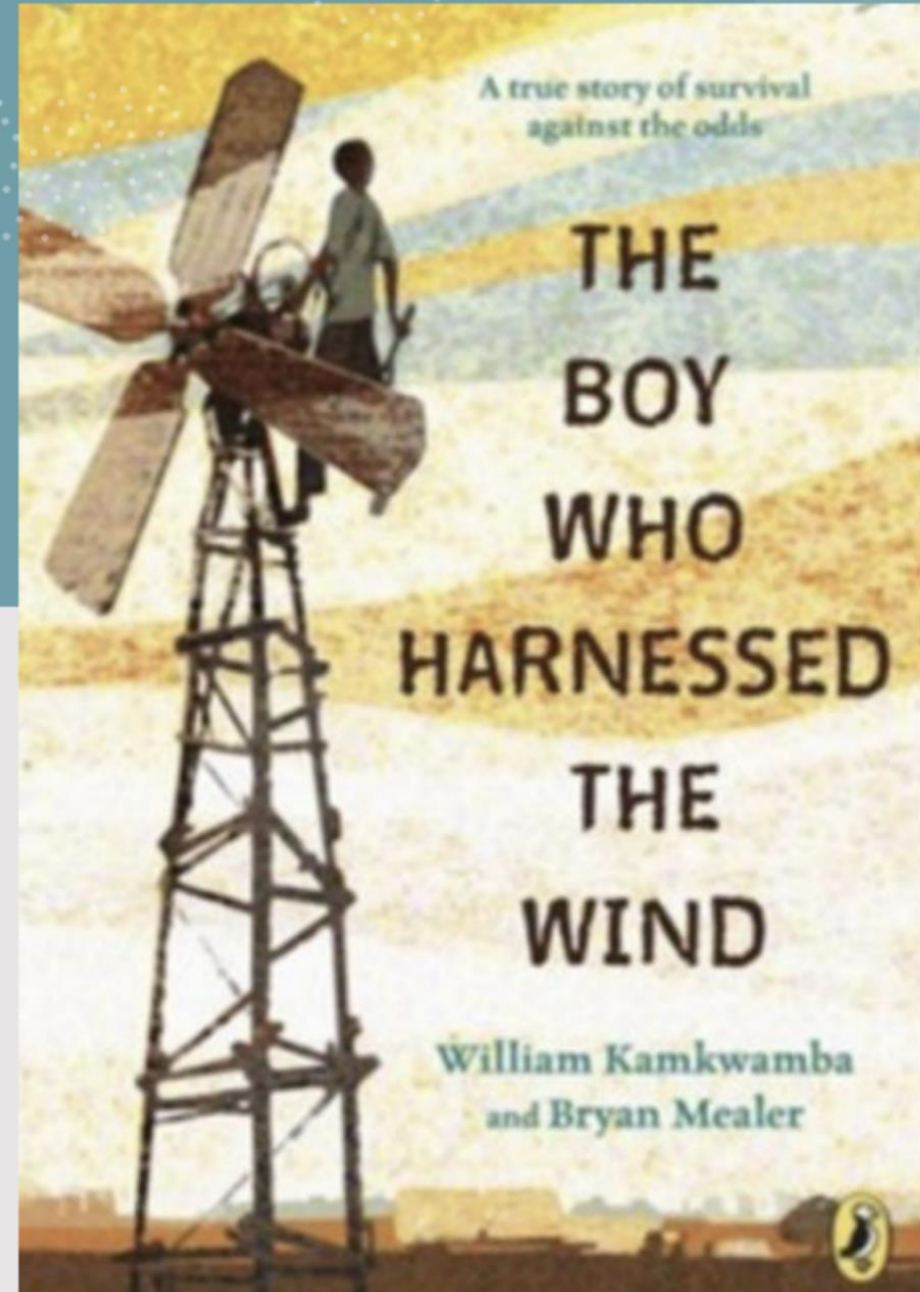


FLUSH by Carl Hiaasen
Year 1 (Incoming 6th grade)

The Boy Who Harnessed the Wind

The Young Readers Edition

By William Kamkwamba and Bryan Mealer
Year 2 (current 6th grade)





Dry

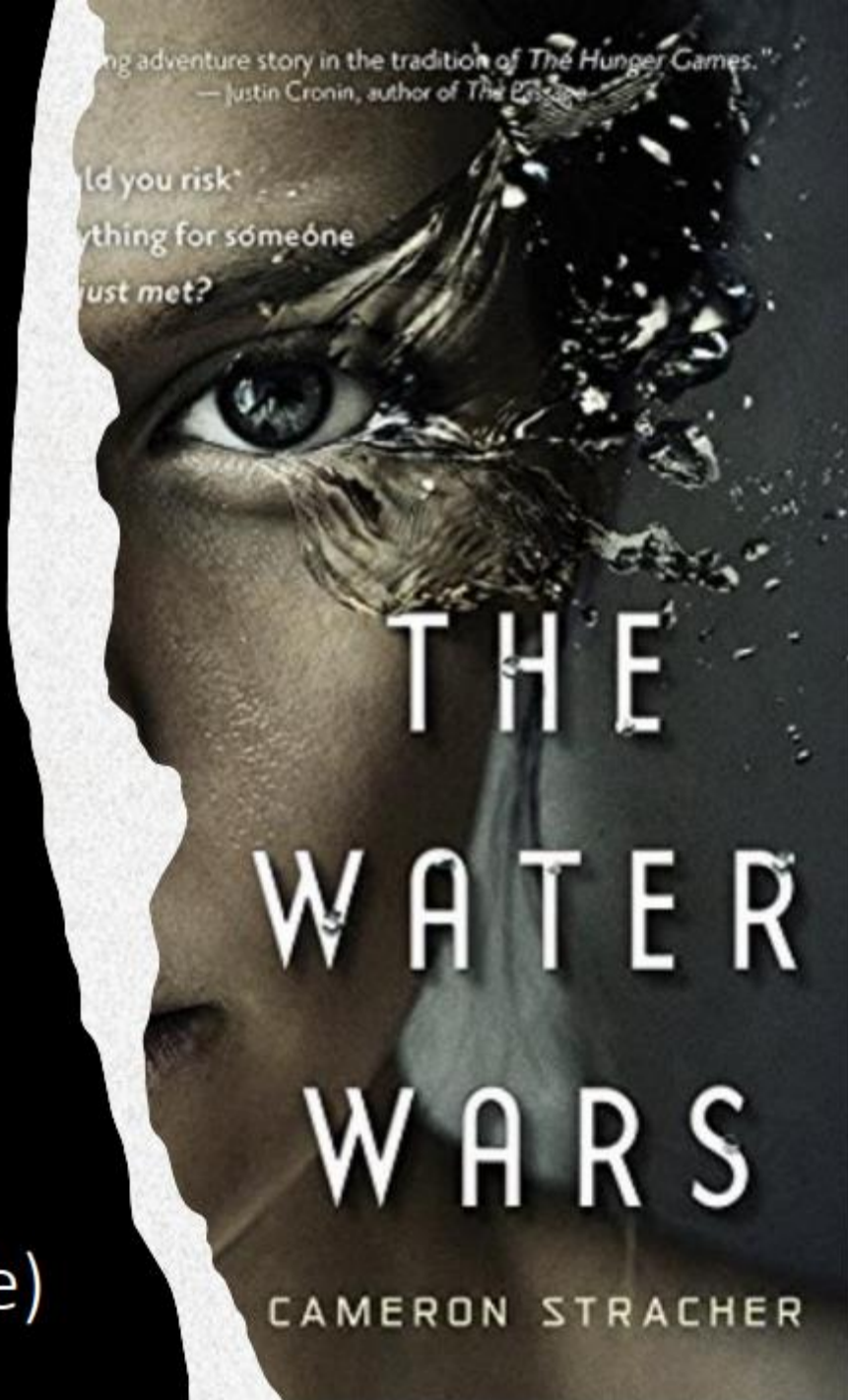
Neal and Jarrod Shusterman

OR

The Water Wars

Cameron Stracher

Reader's Choice
Year 3 (current 7th grade)



Connect the Novel to IB Learner Profile



Choose 1 Main Character

- Explain how they exemplify one of the IB Learner Profile traits/attributes.
 - Use Specific details from your novel to support your claim.
 - Character's actions, words, etc.
 - Add Commentary that ties your cited text evidence to your own thoughts.
 - A thorough response would be ½ page written

IB Learner Profile

- Balanced
- Risk-Taker
- Inquirer
- Caring
- Knowledgeable
- Communicator
- Principled
- Open-Minded
- Reflective
- Thinker

More Details about the IB Learner Profile:
<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>



Walker Middle Magnet Honor Code

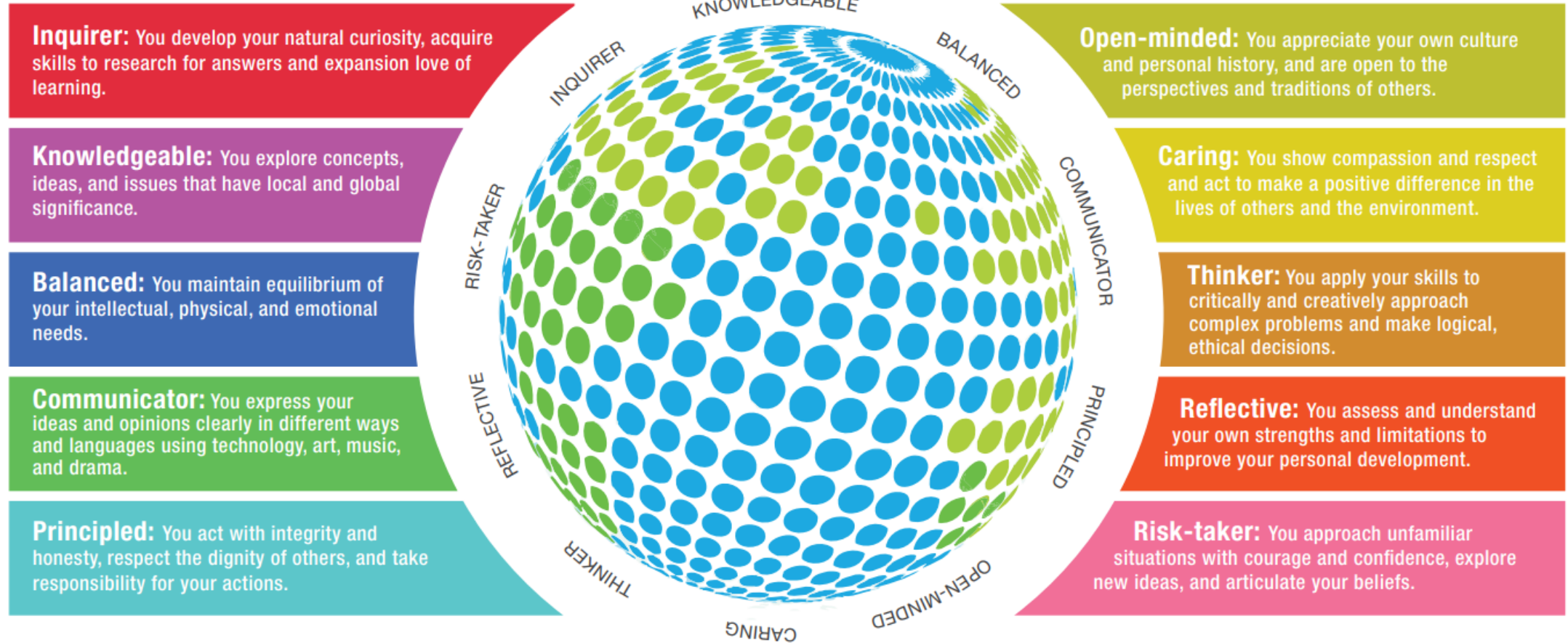
As a member of the IB World Community I will honor the following values:

- Balanced
- Risk-taker
- Inquirer
- Caring
- Knowledgeable
- Communicator
- Principled
- Open-minded
- Reflective
- Thinker

• Mnemonic Device – Acronym: "BRICK C PORT"



Are you an IB Learner?



Take the Quiz: <https://www.proprofs.com/quiz-school/story.php?title=mtazmdy5mq==3b4r>

Connect the Novel to IB Global Contexts



Choose 1 Global Context

- Choose 1 global context and explain how the plot fits into that category.
- Use details from characters, events, etc and the provided global context information to make a specific connection.
- A thorough response would be ½ page written.

IB Global Contexts

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Identities and Relationships	<p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind
Orientation of Time and Space	<p>What is the meaning of ‘where’ and ‘when’?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and ‘big history’ • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
Personal and Cultural Expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency



Scientific and Technical Innovation	<p>How do we understand the worlds in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries
Globalization and Sustainability	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure
Fairness and Development	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future



Interdisciplinary Unit

An IB Interdisciplinary Unit(IDU) incorporating the summer reading book will have the students participating in lessons in each of their eight IB Subject courses during the first weeks of school.

Interdisciplinary teaching and learning connects disciplines to develop new understanding, create products or address real-world issues in ways that would have been unlikely through a single approach.



Summer Book Club

- **Summer Book Club** is offered to support your child's summer reading assignment. Students will come together to read the grade level book and have interesting discussions.
- Please complete the google form. <https://forms.gle/PKYRDsEwqBdG5jJ8A>



Summer is a great time for completing your Service As Action hours!

The world is waiting...
for YOU!



- **Only hours earned from June 1, 2025 - May 3, 2026, are eligible to submit for the 2025-2026 school year.** You are required to keep track of your hours submitted - [Click here for a record keeping tool](#)
 - At the end of each grading period, you will receive a notification of the hours submitted.
 - [Service Introductory Video](#)
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- [Link to Required Reflection AFTER Service 2025-2026](#)
 - The 2025-2026 link will OPEN on Monday, June 2, 2025, at 8:00am
 - The 2025-2026 link will CLOSE on Sunday, May 3, 2026, at 11:55pm.
 - [These are the questions you must answer after each SA and the project you must upload to the form](#)
 - This is a Microsoft form, and each submission is time-stamped and is never deleted. ONLY students can use the form with their student account.