

# The IB Diploma Program

**Elizabeth Nisler-Cross**

*IB Coordinator*

*Assistant Principal*

**Russ Reid**

*Extended Essay Coordinator*

**Doreen Fryling**

*CAS Coordinator*

*IB Music Teacher*

**Mary Coleman**

*Math Facilitator*

*IB Math and Physics Teacher*



# IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
  - inquirers
  - knowledgeable
  - thinkers
  - communicators
  - principled
  - open-minded
  - caring
  - risk-takers
  - balanced
  - reflective



# Agenda

- **What makes the IB experience unique?**
- **Course Options** - building and making sense of the two-year sequence of classes
- **Frequently Asked Questions**

## ***Why the RVC school district chose the IB Program...***

We know it is the best program for **college and career preparedness**.

### ***Why do we believe that?***

- Strong liberal arts foundation
- Allows for student choice
- Emphasis on inquiry and critical thinking
- Authentic learning experiences
- Encourages independence
- Builds awareness of local, national and global issues
- Diploma requires multilingualism
- Variety of assessment modes
- Emphasis on writing over multiple choice
- Not just about the academics

*National Association of Colleges and Employers (NACE)* conducts a yearly survey of hiring managers to determine what skills and abilities employees most value (beyond a strong GPA):

1. Problem-solving skills (*tie*)
2. Ability to work in a team structure (*tie*)
3. Communication skills - written
4. Leadership
5. Strong work ethic
6. Analytic/quantitative skills
7. Communication skills - verbal
8. Initiative
9. Detail-oriented
10. Flexibility/adaptability

*From naceweb.org, Results of the 2017 survey*

### IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### Approaches to Learning

- Thinking skills
- Research skills
- Communication skills
- Social skills
- Self-management skills

# ***Two ways to participate in the IB program...***

## **1. Full IB Diploma Candidate**

- 6 IB courses – one or two years in length
- Participation in 3 central elements – CAS, Extended Essay, and Theory of Knowledge

## **2. IB Course Candidate**

- Individual IB courses – ranges from one course to five

# IB Course Offerings (p.5)

<u>SUBJECT GROUP</u>	<u>HIGHER LEVEL</u>	<u>STANDARD LEVEL</u>
<i>1. STUDIES IN LANGUAGE</i>	ENGLISH	
<i>2. LANGUAGE ACQUISITION</i>	SPANISH B FRENCH B	SPANISH B FRENCH B
<i>3. INDIVIDUALS &amp; SOCIETY</i>	HISTORY BUSINESS MANAGEMENT	PSYCHOLOGY BUSINESS MANAGEMENT
<i>4. EXPERIMENTAL SCIENCES</i>	CHEMISTRY BIOLOGY PHYSICS	CHEMISTRY BIOLOGY PHYSICS ENVIRONMENTAL SYS.
<i>5. MATHEMATICS</i>		MATHEMATICS SL MATH STUDIES (PRECALC)
<i>6. THE ARTS</i>	VISUAL ARTS THEATRE ARTS MUSIC FILM STUDIES	VISUAL ARTS THEATRE ARTS MUSIC FILM STUDIES

*Strong liberal arts foundation and allows for student choice*

# ***Inquiry, Critical Thinking, Authenticity***

- **Going beyond simple memorization and recall.  
Students must engage in inquiry and critical thinking.**

Example(s): Students create their own research question for individual exploration in a variety of subjects...

Math Internal Assessment – “Can a back bend in gymnastics be modeled using quadratics?”

“How do you graph harmonics and dissonance using trigonometry?”

Music Extended Essay – “Can a soundtrack from a video game or movie be considered ‘classical’?”

English Extended Essay – “How does the predator-prey motif reflect gender dynamics in *The Edible Woman* by Margaret Atwood?”



# ***Inquiry, Critical Thinking, Authenticity***

- **Students analyze and respond to realistic/real-world scenarios and case studies.**

Example: On written assessments, students are asked to apply their knowledge of theory and methodology to given scenarios.

## **Business Management Paper 1 – *Afghan Sun* Case Study**

### ***Sample exam questions:***

- Describe the advantages of using a cash-flow forecast, based on a given table.
- Explain the factors Su may consider when deciding between two given locations for the production facility.
- Discuss the value to Su of a force field analysis in deciding whether to grow through change.

# ***Inquiry, Critical Thinking, Authenticity***

## ➤ **Practice, not just theory**

- ❑ Exhibition of artistic pieces in IB Visual Arts
- ❑ Collaborative creation and presentation of an original 13-15 minute theater piece in IB Theatre
- ❑ Original composition as well as performance of musical pieces in IB Music



- ❑ Collection and extraction of DNA at Dolan DNA Learning Center; comparison of genome sequence to the Neanderthal and other ancient hominids.

The International Baccalaureate uses *multiple assessment methods* to measure student achievement in all its courses.

The guiding philosophy is to give students an opportunity to demonstrate what they know, rather than focus on what they don't know.

# ***Assessment*** (p.11)

- Internal and external assessments, using established grading criteria
- Varied skills tested across disciplines
- Balance between independent and teacher-supervised work
- Students maintain control over many aspects of assessment

# ***Consistent Writing Practice***

## **Writing Across the Curriculum**

- Spanish/French – writing (ex: letter, brochure, news article) in response to a given scenario
- Music – writing to explore the musical connections between pieces from two distinct musical cultures
- Physics – written investigation based on a student-generated research question

## **Emphasis on the Process Model**

- Proposal → Draft → Feedback and Revision → Submission
- Supports: In-class workshopping, peer editing, teacher feedback throughout all steps of the process, etc.

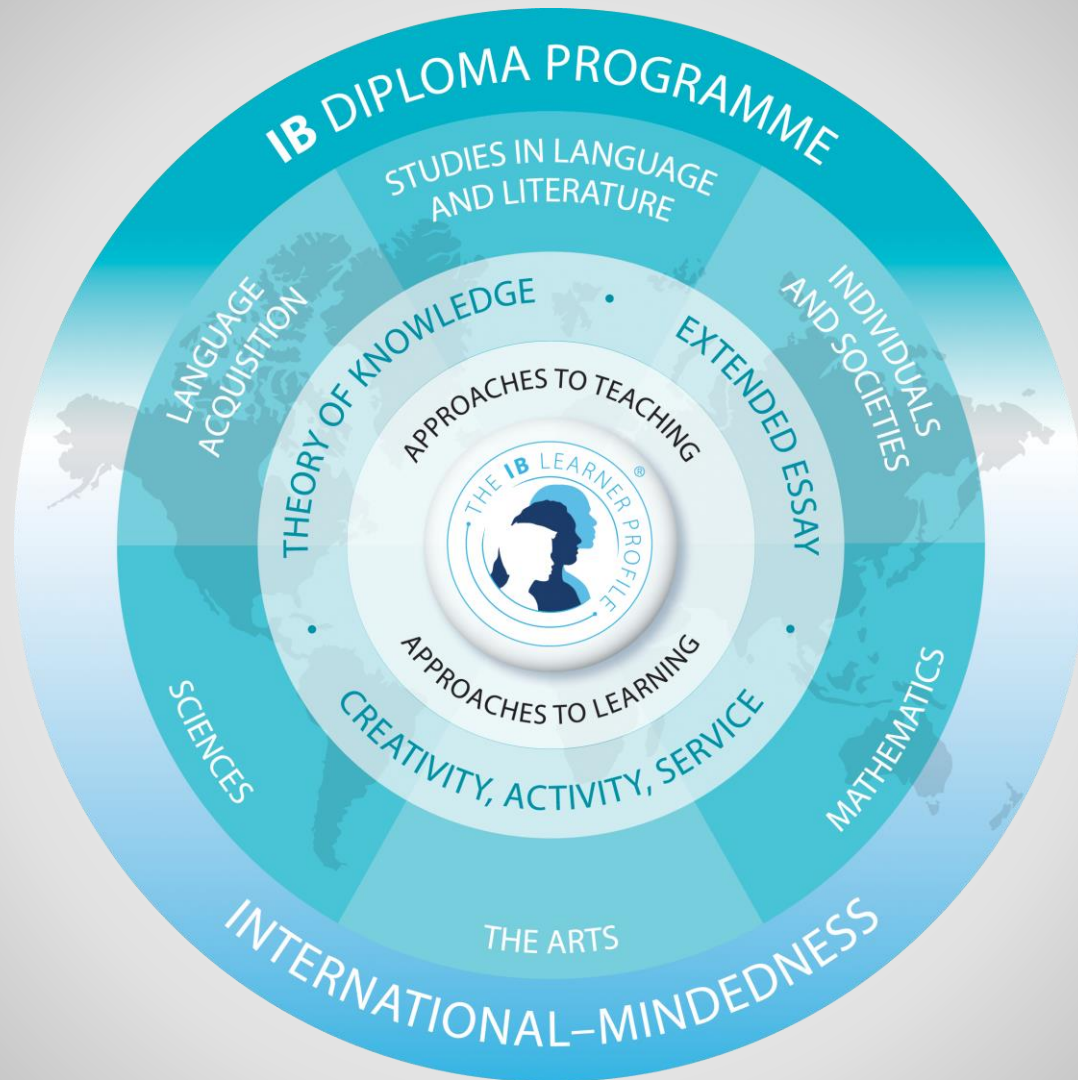
# Extended Essay (pg.7-8)

- A formal research paper investigating a topic of special interest
- Research question or hypothesis created by the student
- Related to an IB subject
- Develops the kind of independent authentic research and writing skills expected at the college level

An Analysis of Social Influence on American Fashion Trends Between the 1930s and the 1980s

A comparison of *The Yellow Birds* and *All Quiet on the Western Front*

*Ataturk's Influence on Westernizing Turkey*



***Building an IB Diploma Program***





***Building an IB Diploma Program***



## ***To meet the IB Diploma Requirements, students must:***

- **take 3 higher level (HL) and 3 standard level (SL) courses from each of six core curriculum groups**
  - HLs = two years of study (completed in Senior Year)
  - SLs = one or two years of study  
(two SLs may be taken Junior Year – ex: Math and Physics)
- **accumulate 24 points; each course is graded on a scale of 1 to 7**
- **higher grades in one course may be used to make up for lower grades in another course, provided that the total points is 24+**

# An IB Diploma Sequence

## Higher Level

English  
History

3<sup>rd</sup> higher  
level course

## Standard Level

Spanish or  
French

Math Studies or  
Mathematics SL

3<sup>rd</sup> standard  
level course

# An IB Diploma Sequence

## *Higher Level*

- **English**
- **History**
- **Chemistry**

## *Standard Level*

- **French**
- **Mathematics SL**
- **Physics**

# An IB Diploma Sequence

## *Higher Level*

- **English**
- **History**
- **Music**

## *Standard Level*

- **Spanish**
- **Math Studies**
- **Environmental Systems**

# An IB Diploma Sequence

## *Higher Level*

- **English**
- **History**
- **Spanish**

## *Standard Level*

- **Mathematics SL**
- **Physics**
- **Psychology**

From the *National Association for College Admissions Counseling - State of College Admission, 2017*:

**What factors are seen as “considerably important” in the admission decision?**

- Grades in college prep courses
- Overall high school GPA
- Admissions test scores
- Strength of curriculum

**Next most important factors include:**

- Student interests
- Extracurricular activities



# Creativity, Activity and Service (p.9-10)

- **Creativity:** arts and other experiences that involve creative thinking
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** engagement with the community in response to an authentic need



# Sample CAS experiences



**CAS Reflection Form**  
**Marking Period #1 (Fall 2018)**

Name your experience:

**Reflection**

- **Describe** what happened. Retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.
- **Express** feelings. Articulate emotional responses to your experiences.
- **Generate** ideas. Rethink or re-examine choices and actions.
- **Ask** questions. Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Check any **CAS strand(s)** related to this experience.

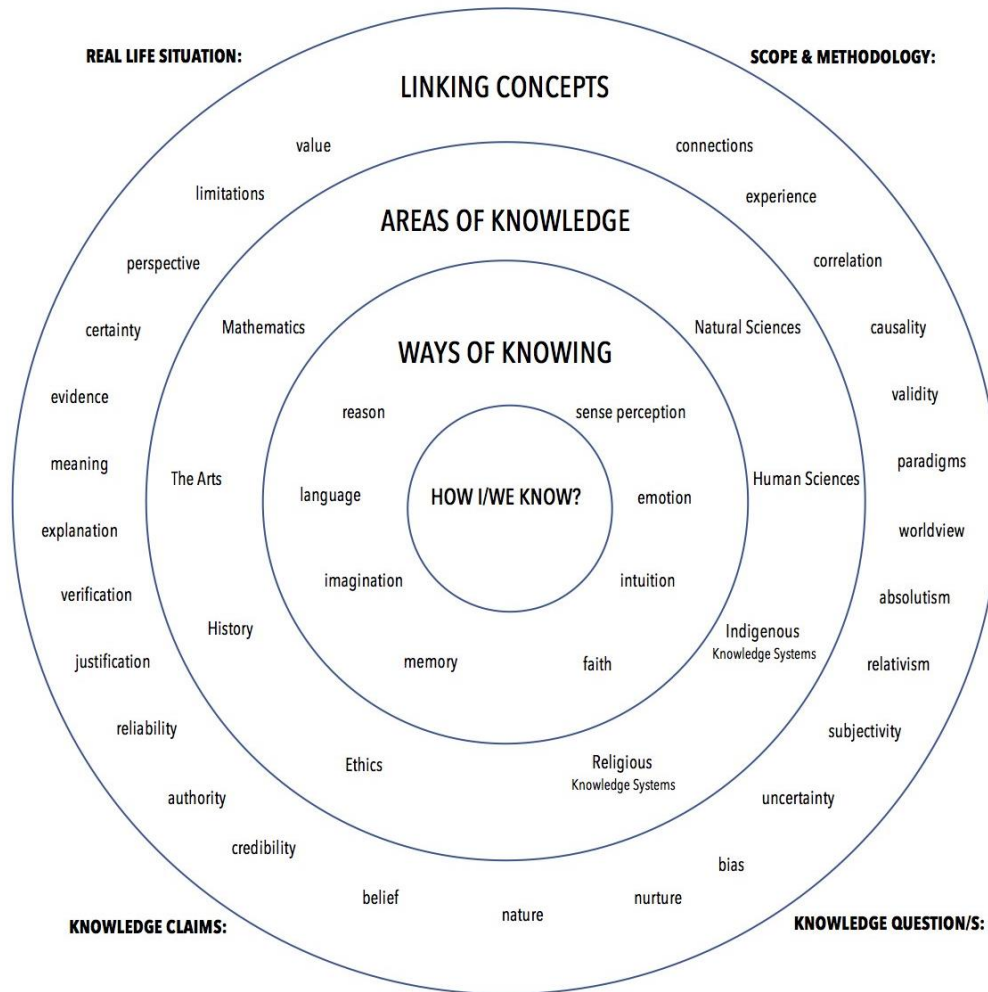
<b>Creativity</b>	Exploring and extending ideas leading to an original or interpretive product or performance	
<b>Activity</b>	Physical exertion contributing to a healthy lifestyle	
<b>Service</b>	Collaborative and reciprocal engagement with the community in response to an authentic need	

Check any **Learning Outcome(s)** related to this experience.\*

<b>Learning Outcome #1</b>	Identify your own strengths and develop areas for personal growth	
<b>Learning Outcome #2</b>	Demonstrate that you have undertaken challenges and developed new skills in the process	
<b>Learning Outcome #3</b>	Demonstrate how to initiate and plan a CAS experience	
<b>Learning Outcome #4</b>	Show commitment to and perseverance in your CAS experience	
<b>Learning Outcome #5</b>	Demonstrate the skills and recognize the benefits of working collaboratively	
<b>Learning Outcome #6</b>	Demonstrate engagement with issues of global significance	
<b>Learning Outcome #7</b>	Recognize and consider the ethics of choices and actions	

# Theory of Knowledge

## *The TOK Diagram*



The IB Diploma Program is meant to be:

- Broad
- Balanced
- Conceptual
- Connected

TOK plays a key role in making this happen.

## ***Consider these TOK writing prompts:***

- When mathematicians, historians and scientists say that they have explained something, are they using the word ‘explain’ in the same way?
- Can literature “tell the truth” better than other Areas of Knowledge?
- “Without application in the world, the value of knowledge is greatly diminished.” Consider this claim with respect to two Areas of Knowledge.



## ***Frequently Asked Questions***

- Does my child have to register for the full IB diploma?
- Which IB exams would my child take as a junior?
- What supports are available for my child?
- If my child receives special testing accommodations through his/her IEP or 504 plan, will they transfer to IB exams?
- My child is uncertain about registering for the full diploma or taking individual courses. I think he/she is capable, but I can't be certain if it will be too much. What should we do?
- Will colleges offer credit for IB courses?

# ***Researching college credit policies***

<http://www.ibo.org/university-admission/>

<http://www.ibo.org/parents>

- **University Policy Index:**
  - Lists college/university IB policies
  - Provides information on the program both as an admissions credential and in terms of college credit or placement policies
- **Visit college and universities websites**
  - Type “IB credit policy” in the search box

The IB is an inclusive program at South Side. Any student is welcome to pursue IB coursework or the full IB diploma, provided they have the right mix of classes.

# Contact Information

IB Program:

[enisler@rvcschools.org](mailto:enisler@rvcschools.org)

(516) 255-8834

Extended Essay:

[vfalivene@rvcschools.org](mailto:vfalivene@rvcschools.org) / [rreid@rvcschools.org](mailto:rreid@rvcschools.org)

(516) 255-8971      (516) 255-8829

CAS (Creativity, Activity and Service):

[dfryling@rvcschools.org](mailto:dfryling@rvcschools.org)

(516) 255-8866

Guidance Department:

(516) 255-8960