

		IB Theatre SL 1	IB Theatre SL 1
		IB Theory of Knowledge 1	IB Theory of Knowledge 2

Advantages of the IB Diploma Program

- ◆ The IB curriculum educates the **whole person**, including social, emotional, and intellectual aspects
- ◆ The IB curriculum provides a broad, **interdisciplinary** education while still allowing specialized study in areas of individual interest
- ◆ IB students become aware of the importance of developing **strong organizational, goal-setting, time-management, and communication skills**
- ◆ IB students develop a sense of their **personal and cultural identities** within the context of a broader cultural and historical awareness
- ◆ The rigor of the IB curriculum ensures that students are well prepared for **highly competitive universities**
- ◆ The extended essay requirement prepares students for **college-level research and writing**
- ◆ The Theory of Knowledge course prepares students to be **critical thinkers** who understand the interdisciplinary nature of learning
- ◆ Through the Creativity, Action, Service (CAS) requirement, IB students learn to apply their knowledge to **make a difference** in the world
- ◆ Students earn two diplomas--the NY State Regents diploma and the internationally-recognized IB diploma



IB Diploma Program
A Global Education for the 21st century

Why should I become an IB diploma student?

- √ You are a determined person who enjoys a challenge.
- √ You have a passion for learning and an innate sense of curiosity.
- √ You like to think, reflect, and make connections between cultures and different areas of learning.
- √ You have an interest in global cultures and issues and wish to enlarge your international perspective.
- √ You would like to personalize your education to explore your interests and learning style.
- √ You seek to be prepared for university level work anywhere in the world.

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To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

-IB mission statement



NORTHSHORESCHOOLS
Discovering Your Dreams

North Shore High School
Glen Head, New York

The IB Learner Profile

Students who participate in IB programs are encouraged to become:

- **Inquirers**--their natural curiosity will be nurtured to promote a lifelong love of learning
- **Knowledgeable**--they will explore concepts, ideas, and issues to develop in-depth knowledge that has local significance and global relevance
- **Thinkers**--they will learn to apply reasoning skills, critically and creatively, to solve complex problems
- **Communicators**--they will develop the ability to express their ideas confidently and creatively and to work effectively in collaboration with others
- **Principled**--they will be encouraged to develop integrity, honesty, a sense of fairness and justice as well as respect for the dignity of the individual
- **Caring**--they will put into practice a personal commitment to action and service to make a positive difference in the lives of others as well as in the natural environment
- **Open-minded**--they will become accustomed to seeking and considering a range of points of view
- **Risk-takers**--they will learn to approach unfamiliar situations with confidence and forethought
- **Balanced**--they will come to understand the importance of physical and mental balance as well as personal well-being for themselves and others
- **Reflective**--they will learn to draw on their learning and personal experience to understand the world and themselves while also developing an understanding of their individual strengths and limitations as learners

Diploma Program Requirements

Diploma candidates must be entering their junior year and are required to study **one course** from each of the **subject groups below**:

North Shore High School IB Course Offerings

Group 1: Studies in Language and Literature

English Language & Literature HL

Group 2: Language Acquisition

French, Italian, Latin, Spanish SL/HL

Mandarin SL

French, Mandarin Ab Initio

Group 3: Individuals and societies

Business Management SL

History of the Americas HL

Social & Cultural Anthropology SL

Group 4: Sciences

Biology HL

Chemistry SL

Computer Science SL

Environmental Systems & Societies SL

Physics HL

Group 5: Mathematics

Mathematics: Applications SL

Mathematics: Analysis SL

Group 6: The arts

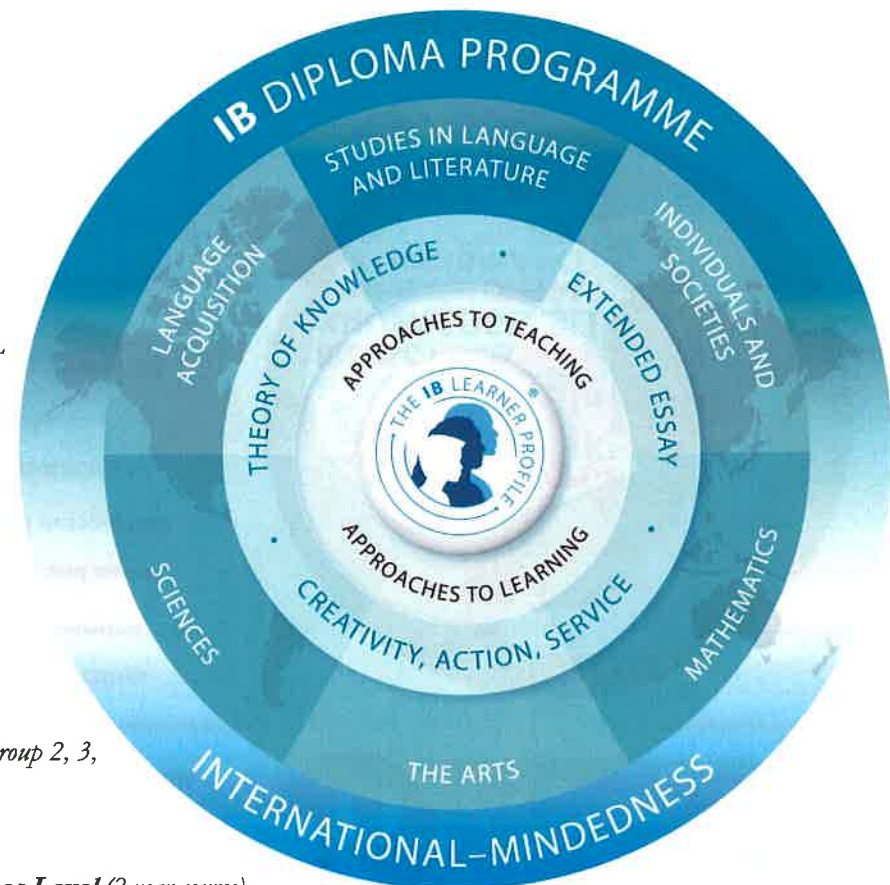
Music SL

Theatre SL

Visual Arts SL/HL

**Students may elect to "double up" in Group 2, 3, or 4 in lieu of Group 6.*

- Three courses **must** be at the **Higher Level** (2-year course)
- Three courses **must** be at the **Standard Level** (1-2 year course)



10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.





FAQs from our students

1. How do I know this program is for me?

- a. Students that are successful in the IB Diploma Programme (IBDP) are open-minded, balanced, and reflective. These are just some of the traits that make up the IB Learner Profile. Students that are self-disciplined and have strong executive functioning have a smoother transition into a full IBDP, while others learn this skill along the way. If the courses sound interesting for you and you're ready to commit to learning within and beyond the classroom, go for it!

2. Can we take electives outside of the IBDP?

- a. Yes! You can take as many electives as you can fit into your schedule. You need 6 IB courses (3 HL) & Theory of Knowledge (TOK) over the course of two years, while ensuring you meet your graduation requirements. Beyond those, you are free to take any course from our **Course Offerings Guide** (AP, IB, ensembles, non-AP/IB). Check the Course Offerings Guide to see if there are prerequisites for your selections.
- b. Some students like to fill their schedule in order to gain exposure and experience in a particular subject area. We offer some classes 0 period so that students can take the courses they want to, while still having lunch. However, it is important that students try to create a schedule that allows them to maintain *overall balance*.

3. How are IB classes scheduled?

- a. IB Anthropology and IB Business meet one period a day, for one year
- b. IB Math Analysis and IB Math Applications meets every day, with an additional lab in the Fall
- c. IB Music meets 0 period, every other day for the first year
- d. All IB science classes have a lab, every other day
- e. Theory of Knowledge meets every day in the Spring of Junior year and the Fall of Senior year
- f. All other classes meet one period a day, for two years; standardized assessments take place at the end of year 2

4. Will IB help me get into a better college?

- a. IB will help you be *prepared* for college. As a result of IB, students develop time management skills and a strong sense of self-motivation, a keen interest in civic engagement, notable academic ability, strong research and writing skills, critical thinking abilities, and an international outlook. Your transcript will show that you have challenged a rigorous course-load, but you will still want strong grades to get into competitive colleges.

5. How do colleges view and handle IB courses?

- a. The IB Diploma Program is a rigorous offering, widely recognized by universities around the world as a symbol of academic excellence. Students are viewed as better prepared in time management, research, and writing. As with AP exams, a university and its departments will determine, on an individual basis, whether credit will be granted dependent upon the student's score, college major, and/or department policy. College-readiness indicators are at the foundation of an IB school, in the form of the Learner Profile. IB courses are designed around principles of creative problem solving, in-depth research, critical thinking and highly developed writing, reading, and speaking skills. The rigorous expectations and demands of studying in IB courses prepare students for successful transition and retention for college and careers.

6. Do we receive college credits for this?

- a. Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.
- b. Recognition comes in many forms, but the most common are:
 - i. recruitment—actively recruiting DP students
 - ii. admission—the IB diploma is fully recognized in the admissions process, addressing DP students specifically in documentation and publications
 - iii. placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state,
 - iv. provincial and/or other examination courses; understanding and acknowledging the English language proficiency of DP students who undertook the program in English
 - v. credit—providing detailed information on the courses for which credit is possible based on DP scores; specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses
 - vi. scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students

7. Are IB courses “harder” than AP courses?

- a. IB and AP courses are both rigorous college-level classes that offer opportunities for recognition in admissions. IB courses are globally-minded, designed with the IB learner at the heart of the program. Students show growth and thrive in student-friendly assessments, as they are given time and opportunities to reflect and be evaluated by their teachers and the IB. Teachers in AP and IB courses support students equally.

8. What happens if we fail a class?

- a. IB is an open-enrollment program. Your grades at North Shore High School are not reported to IB. While we hope this doesn't happen, yes, you *can* fail a class and still earn the Diploma by passing the IB assessments. A score of 4 or higher is considered passing on an IB exam, and you need 24 points to earn the Diploma.

9. What do we have to do for the *Creativity* aspect?

- a. Creativity can be trying something new: a blog, creative writing, learning a new instrument, creating a new club.
- b. There is no set number of community service hours to receive the Diploma. You can even use the experience you spend tutoring for any honors societies towards CAS.

10. What if we have further questions?

- a. Reach out! Dr. Kerri Titone: 516-277-7079 or titonek@northshoreschools.org
- b. <http://www.northshoreschools.org/highschool/ib.html>
- c. <https://ibo.org/>; <https://ibo.org/recognition>; <https://ibo.org/research>



AP & IB Opportunities at North Shore High School

Grade 9	Grade 10	Grade 11	Grade 12
		IB English HL 1 <i>Option: AP English Lang</i>	IB English HL 2
			AP English Literature & Composition
		IB Mandarin Ab Initio 1	IB Mandarin Ab Initio 2
		IB Mandarin SL 1	IB Mandarin SL 2
		IB French Ab Initio 1	IB French Ab Initio 2
		IB French SL 1	IB/AP French SL/HL 2 <i>Students are required to take IB exam, and can choose to take the AP exam as well</i>
		IB Italian SL 1	IB/AP Italian SL/HL 2 <i>Students are required to take IB exam, and can choose to take the AP exam as well</i>
		IB Spanish SL 1	IB/AP Spanish SL/HL 2 <i>Students are required to take IB exam, and can choose to take the AP exam as well</i>
		IB Latin SL 1	IB Latin SL/HL 2
		IB Social & Cultural Anthropology SL	IB Social & Cultural Anthropology SL
		IB Business SL	IB Business SL
	AP World History: Modern		
		IB History of the Americas (HOTA) HL 1 <i>Option: AP US</i>	IB Wars Across Twentieth Century History (WATCH) HL 2

		<i>History</i>	
			AP US Government & Politics
AP Psychology	AP Psychology	AP Psychology	AP Psychology
		IB Chemistry SL	IB Chemistry SL
	AP Chemistry	AP Chemistry	AP Chemistry
		IB Environmental Systems & Societies SL	IB Environmental Systems & Societies SL
		IB Sports Physiology SL (Sports, Exercise, and Health Science)	IB Sports Physiology SL (Sports, Exercise, and Health Science)
		IB/AP Biology HL 1	IB Biology HL 2
		IB Physics HL 1/AP Physics 1 <i>Option: AP Physics C: Mechanics, AP Physics C: E & M</i>	IB Physics HL 2 <i>Option: AP Physics C: Mechanics, AP Physics C: E & M</i>
	Introduction to Computer Science <i>Option: AP Computer Science Principles</i>	IB Computer Science SL 1/AP Computer Science A	IB Computer Science SL 2 <i>One student is preparing for the HL on their own (May 2021)</i>
		IB Math Analysis & Approaches SL	AP Calculus AB AP Calculus BC AP Statistics
		IB Math Applications & Interpretations SL	AP Calculus AB AP Statistics
			AP Statistics
		IB Visual Arts SL 1	IB Visual Arts SL/HL 2
		AP 2D Design	AP 2D Design
		AP Drawing & Painting	AP Drawing & Painting
		IB Music SL 1	IB Music SL 2

Educator David Conley and EPIC research team find IB Diploma Programme students better prepared for university

Research examines college readiness of Diploma Programme alumni

July 9, 2014, Washington, DC—A new research study conducted by Dr David Conley and a team of researchers from the Education Policy Improvement Center (EPIC) compared two groups of university students—International Baccalaureate (IB) Diploma Programme (DP) alumni and non-DP alumni—to examine the extent of their academic, social and emotional preparation for college as they transitioned from high school. The findings suggest that DP students are better able to cope with demanding workloads, better able to manage their time and better able to meet expectations placed on them. Statistically, more Diploma Programme students persisted through college than students in the non-IB group (98% vs 91%, respectively).

Dr Conley, a widely recognized expert on college readiness, author and professor at University of Oregon, along with the EPIC research team, found that DP students managed their learning more independently and used risk and experimentation strategies to overcome challenges. As a group, the DP students reported deeper understanding of the structure of knowledge and large concepts and how content crosses over and connects disciplines. These common responses indicate that the DP students develop an appreciation for learning and skill in higher-order thinking that supports them as university students.

Adjusting to college

When they reported their early experiences at university, all the DP students agreed that they were academically adjusted “the moment they stepped on campus”. They indicated that they were not intimidated by the heavy workload required of them in college honors courses. The DP, they cited, taught them how to balance coursework and manage their time. Because the DP students had experience with a final exam accounting for a large part of their course grade, they were not surprised by the similar grading structure at college. The non-DP group, however, reported mixed attitudes and more pronounced academic adjustments required of them: they were less able to manage their time or study for culminating exams.

When asked to rate the most valuable and challenging elements of their secondary education in relation to their preparation for college, DP students identified the following:

- **Extended Essay:** This project was identified for teaching skills such as finding relevant sources, determining the credibility of sources, organizing information, producing a coherent long-form paper and citing sources, skills found to be very useful in college, and which left DP students feeling more prepared to conduct research than many of their classmates.
- **Language A:** DP respondents cited their literature courses as helpful in preparing them to write quality essays, handle heavy reading loads, use academic sources and gain a level of comfort while presenting material in class.

More than half of the DP respondents rated the entire Diploma Programme as ‘most valuable’ and ‘challenging’.

When the EPIC team examined the value students placed on their experience in an accelerated learning community, 16 of the 18 DP student respondents recommended the DP for other students. They called the DP “worthwhile” and expressed pride and a sense of accomplishment from completing challenging work. Their non-DP peers in the study, mostly AP students, recommended their course of study with a caveat: only if students wanted to take tests to receive college credit.

Find this and other research studies about the DP [here](#).

Factors influencing students to earn a bilingual diploma (2014)

Charlene Rivera, Tracy Runfola Tressler, Jennifer McCreadie and Keira Ballantyne—The George Washington University Center for Equity and Excellence in Education

In addition to the standard diploma of the Diploma Programme, the International Baccalaureate also offers a bilingual diploma (referred to in this study as BD), which includes additional language requirements. The aims of this study were to examine the context of BD implementation in schools, to investigate academic outcomes for BD students and to explore perceptions and factors that encourage or discourage students from pursuing the BD. This multi-method study included three phases: a survey of IB World School staff, analysis of student record and performance data and an in-depth study of BD implementation in a small number of schools. The study suggested that students are more likely to pursue the BD if they are already bilingual or if their mother tongue is not English. Students reported that key factors encouraging them to pursue a BD included the desire to be multilingual, future career opportunities and school promotion of the BD. Conversely, students identified competing demands of other coursework as an impediment to pursuing the BD. Data on student performance indicated few differences between the performance of BD and standard diploma candidates.

[Research summary](#) 

[Full report](#) 



RESEARCH SNAPSHOT

An analysis of the development of positive academic mindsets in diverse International Baccalaureate World Schools

Snapshot developed by the IB Research department based on a report prepared by:

Elisabeth Barnett, Osvaldo Avila and Fenot Aklog

Teachers College, Columbia University

Background

Recent research shows that students with a “growth” mindset rather than a “fixed” mindset are more likely to be effective learners and attain good academic outcomes (Dweck, 2006). A growth mindset involves the belief that it is possible to be a successful student based on effort and not just innate qualities, such as intelligence. Additionally, academic mindsets are the “beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance” (Farrington *et al*, 2012).

This study examined the ways in which International Baccalaureate (IB) Diploma Programme (DP) schools and classrooms foster and develop students’ non-cognitive skills and, specifically, **positive academic mindsets**. Based on the study’s findings, this snapshot exemplifies some of the school practices that can foster students’ growth mindsets, sense of belonging and self-confidence.

Research design

The study was conducted using a multiple case study design, and was implemented in four schools—two in the United States and two in Peru. Data were collected using student surveys (n=1,066) and by conducting school visits that included interviews (n=43) and observations (n=16).

Findings

School and classroom strategies that foster a growth mindset

All four IB World Schools that participated in this study shared **the belief that success is mainly a product of effort**. The majority of students surveyed (79%) reported

that their IB programme emphasized hard work as a way to succeed. However, opinions were divided among students with regards to teachers’ approaches, with roughly half reporting that they were praised for effort and half reporting they were praised for intelligence. Below are some approaches that support students’ development of growth mindsets based on the findings of the study.

- Promoting a school-wide message that encourages students to consider themselves capable of achieving at high levels. For example, not having entry requirements for participation in higher level (HL) DP courses and encouraging students to try the DP if they are willing to put in the effort.
- Working to create a school environment in which students are challenged but are also encouraged and supported, or as one principal put it, “*the right amount of dissonance – struggle without deflation*”.
- Offering a variety of options for DP students, ranging from taking one class to pursuing the full DP.
- Providing support classes for students with special needs.
- Providing staff resources for students (such as guidance counsellors, social workers and psychologists) to help students tackle more challenging coursework like that required in the DP.
- Putting support structures in place—for instance, a department of learning support—to offer both academic support and social-emotional counselling.
- Providing a set of structured experiences that allow students to grow intellectually, for example, structuring the extended essay process in a way that helps students to build a belief that they can tackle a difficult, long-term project.

School and classroom strategies that foster a sense of belonging in school

Over half of the students surveyed (54%) reported that they felt a **sense of belonging** within the school community. DP students often experience a sense of kinship and pride from undertaking rigorous coursework together. Additionally, in all schools, warm relationships between students and teachers were highlighted as especially important in developing a sense of belonging. Below are a few recommendations for fostering students' sense of belonging.

- Providing structures that create supportive groups for students that can be sustained over time. For example, assigning students to "homerooms" at the beginning of their secondary school years with a lead teacher who stays with the student cohort until graduation. The lead teacher can then keep track of how individual students are doing both socially and academically and can intervene when necessary.
- Encouraging students to participate in clubs and activities that promote a connection to the school and to each other.
- Creating opportunities for students to work in groups, facilitating a sense of community and connection.

School and classroom strategies to promote student self-confidence

IB coursework can appear daunting for some students. Below are some examples of how schools can help students to develop their **self-confidence** to enable them to take on academic and other challenges.

- Encouraging students to pursue interests and learn more about themselves through arts, sports and creativity, activity, service (CAS).
- Encouraging students to take on leadership roles in student government, clubs, sports or other activities, allowing them to gain confidence in various roles and situations.
- Fostering self-knowledge by offering opportunities for students to reflect on areas of strength and embrace areas that they would like to develop.
- Providing opportunities for independent decision-making and student choice through elements of the DP such as theory of knowledge, the extended essay and CAS.

References

Dweck, CS. 2006. *Mindset: The new psychology of success*. New York, NY, USA. Ballantine Books.

Farrington, CA, Roderick, M, Allensworth, E, Nagaoka, J, Keyes, TS, Johnson, DW and Beechum, NO. 2012. *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago, IL, USA. University of Chicago Consortium on Chicago School Research.

This snapshot was developed by the IB Research department. A copy of the full report is available at <http://www.ibo.org/en/research/>. For more information on this study or other IB research, please email research@ibo.org.

To cite the full report, please use the following.
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The IB Diploma Programme



The Diploma Programme: preparing students for success in higher education and to be active participants in a global society

What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Diploma Programme (DP)?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own

- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service.

The curriculum

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5.

DP subjects can be taken at higher level or standard level.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

Two DP subjects are classified as interdisciplinary subjects and so satisfy the requirements of more than one subject group:

- Literature and performance - group 1 and group 6
- Environmental systems - group 3 and group 4

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Programme core

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, action, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students aged 3 to 19 with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

Validating the efficacy of the IB's four programmes are *research* and more than 45 years of practical experience. IB programmes emphasize learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives. The IB promotes the development of schools that:

- inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- encourage healthy relationships, individual and shared responsibility and effective teamwork.

Measuring Outcomes

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for older students, and are criterion-referenced. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

The IB's four programmes



In the *Primary Years Programme (PYP)*, the IB's youngest students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes and begin to develop the attributes of the *learner profile*.



The *Middle Years Programme (MYP)* is a challenging framework that encourages students to make practical connections between their studies and the real world and culminates in a personal project. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.



In the final two years of high school, students can choose to enter either:

- the *Diploma Programme (DP)*, a curriculum which emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay (EE);
- or, the *Career-related Programme (CP)*. The CP is combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.



Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at

www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.

How to make your IB credentials stand out in the university application process

As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma Programme (DP) and Career-related Programme (CP) students:

- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

1. Highlight your advanced writing skills: Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

2. Consider universities that accept individual portfolios:

Some universities allow students to submit individual portfolios of work. The DP and CP place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admissions officers to understand how an IB student is reflective and critical in their work.

3. Nail the interview:

DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

4. Recommendation letters that pack a punch:

The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

5. Show your global perspective:

IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.





IB and the Common Core State Standards

In the US, over 40 states have adopted and are currently implementing the Common Core State Standards (CCSS). International Baccalaureate (IB) programmes and the CCSS share certain aspects in common. This fact sheet was developed in response to frequently asked questions from IB parents.

In what respects are the IB and the CCSS similar?

- The IB and the CCSS are both focused on setting high standards that seek to challenge and engage students, promote deeper learning and develop critical-thinking skills. In fact, the IB standards were one of five international benchmarks used to compare against the CCSS in an influential study conducted by the Educational Policy Improvement Center (EPIC).
- CCSS and the IB share a mutual emphasis on career and college readiness. Neither the IB nor the CCSS is a curriculum. A curriculum is the detailed plan for day-to-day teaching. Curriculum decisions, including which textbooks and programmes to use, are made by the school or district, not by the IB or the CCSS.

How do the IB programmes and the CCSS differ?

- The effectiveness of IB programmes has been validated by research and by over 40 years of practical experience teaching and assessing student work.
- IB standards and practices are not learning outcomes; they provide a set of criteria that set out specific approaches to teaching and learning. They focus on how learning occurs.
- The CCSS are learning outcomes that specify skills and knowledge that must be acquired by grade level. The CCSS focus on what outcomes should be reached.
- The IB emphasizes student-centred learning, focusing on the social, emotional and academic needs of the whole child.
- An IB education incorporates an understanding and appreciation of other cultures and points of view, and a world language competency—precisely the skills in demand by the current global economy.

Will IB programmes change at all in states that have adopted the CCSS?

- IB programmes are taught in schools in over 140 countries in a wide variety of national and state education systems. They are flexible enough to allow for local adaptations in order to meet all US federal, state and local requirements.

I heard that the CCSS is a federal programme. What about the IB?

- The nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO), led the development of the CCSS.
- The IB in the US is brought on by schools and increasingly by school districts at the behest of local boards of education. The CCSS was brought on by governors of states and adopted via a legislative process.
 - CCSS is not a federal program; however, for states to become eligible for a share of the US\$4.35 billion Race to the Top (RTTT) funds, states had to promise that they would fully adopt a set of common college- and career-ready standards supplemented with only 15% of their own standards.

Will my child's IB school have difficulty implementing the CCSS because of the IB programme?

- Feedback from teachers tells us that IB World Schools have an advantage when implementing the CCSS. CCSS represents a shift in teaching from covering a wide breadth of content to a greater focus on depth of understanding and interdisciplinary approaches to teaching and learning. These very characteristics define what makes an IB education so effective.
- IB teachers receive specialized training to teach in IB classrooms that prepares them to incorporate the CCSS into their instruction.

Will students in IB programmes still have to take CCSS tests?

- Yes, if the school is part of a district that is committed to undertake the CCSS assessments.
- Most students in US public school systems already take state-mandated tests. IB students will continue to take IB exams and state-mandated exams, the same as in the past.

Additional resources

For more information about IB and the CCSS:

<http://www.ibo.org/en/about-the-ib/the-ib-by-region/ib-americas/connecting-ib-to-the-common-core/>

To learn more about an IB education in-depth go to this link:

<http://ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>

You can find samples of IB examinations here:

<http://www.ibo.org/en/programmes/diploma-programme/sample-exam-papers/>

The Common Core State Standards Initiative:

www.corestandards.org/

Common Core State Assessments: Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC):

<http://www.parcconline.org/about-parcc>

www.smarterbalanced.org/

If your questions aren't answered here, please contact us at: <https://ibanswers.ibo.org/> or call us on 301-202-3025.