

Shawnee Mission East High School

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM



INFORMATION BOOKLET
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**IB Organization
MISSION STATEMENT:**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors classwork, the IB Diploma Program requires each student to take courses in six academic areas. To qualify for the International Baccalaureate Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, and Service (CAS) Program, and write an extended essay during the 11th and 12th grade years.

The diploma candidate must also take a unique course known as Theory of Knowledge. In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities around the world; indeed, many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advance standing.

The IB Curriculum

Six subject groups comprise the core of the IB Curriculum. The IB Diploma candidate is required to select one subject from groups 1 - 5; a sixth subject may be selected from group 6 or from groups 1 - 5.

Group 1: Studies in Literature and Language	English HL
Group 2: Language Acquisition	Spanish SL/HL, French SL/HL, Latin SL
Group 3: Individuals and Societies	History of the Americas HL
Group 4: Experimental Sciences	Physics SL, Biology SL, Chemistry SL
Group 5: Mathematics	Math Analysis SL/HL Math Applications SL
Group 6: The Arts	Visual Arts SL/HL Psychology SL/HL Music SL/HL

IB Diploma Requirements

At least three and not more than four of the six subjects are two-year courses taken at the Higher Level (HL) over the junior and senior years, the others are one-year courses taken either during junior or senior year at the Standard Level (SL) - with at least one SL spanning two years. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points.

To be eligible for the award of the IB Diploma at the conclusion of the senior year, all candidates, during the 11th and 12th grades, must

- successfully complete prescribed course work and an examination from each of the required courses,
- submit an “Extended Essay” of 4,000 words in one of the subjects of the IB curriculum,
- complete the Theory of Knowledge (TOK) course, and
- complete Creativity, Action, and Service (CAS) requirements.

The International Baccalaureate Organization (IBO) publishes an updated General Rules and Regulations Booklet each fall, which will contain any updates or changes to the specific requirements.

Admissions Process

Currently there is no admissions process to become an IB Diploma candidate. It is an opt-in program. However, there are a few academic requirements that students must meet due to the IB courses that must be taken:

- Students need to have completed their PE, health, fine arts, and Financial Literacy requirements during their 9th and 10th grade years.
- Most students have completed (at a minimum) Spanish 3, French 3 or Latin 2 by the end of their 10th grade year. For those students that have not, there are now possibilities to still pursue an IB Diploma.
- Students must have completed (at a minimum) Geometry by the end of their 10th grade year - preferably at the honors level.

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

At SM East HS, we encourage students who want to challenge themselves academically to seriously consider the International Baccalaureate Diploma Program. In order to help each student (and his/her parents) make a realistic decision about pursuing the IB Diploma Program, we have provided a profile of what we believe would be a successful IB student.

The successful International Baccalaureate student would...

...be self-motivated and family supported (the desire to pursue and succeed in the IB Diploma Program must ultimately come from within the student);

...have a desire to challenge him/herself intellectually and academically (someone who just wants to “get by” or who is “going through the motions” to get into college will be uncomfortable in an IB environment);

...be a competent reader (so as not to struggle with more difficult reading in IB courses, the student should be reading at or above his or her respective grade level);

...speak and write the English language clearly and effectively (since English is the primary language of the IB Diploma Program and since the IB Diploma Program demands clear and effective communication skills across the curriculum, this asset is essential to all IB students);

...possess (or be willing to acquire) analytical/critical thinking skills (since much of the IB curriculum requires investigative and discovery learning, these skills are essential);

...have strong language acquisition skills (it is required that all IB language students will have completed four to six years of study in a second language by the conclusion of the Program);

...possess (or be willing to acquire) good time and stress management skills;

...be open to new ideas and tolerant of different beliefs;

...participate in school and community activities.

The Diploma Program Curriculum

The program has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the center of the curriculum model and explained below.



Theory of Knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives.

Creativity, Activity, Service (CAS)

The IBO's goal is to educate the whole person; Creativity, Activity, Service (CAS) encourages students to share their energy and special talents with others by expecting students to engage in activities that demonstrate creativity, take action, and participate in community and social service. The goal is to have students increase awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment in their

activities, engage with issues of global importance, consider the ethical implications of their actions, and develop new skills.

Extended Essay (EE)

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programs of study, or they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

The IBO Learner Profile

At SM East High School, we encourage students who want to challenge themselves academically to seriously consider applying to our International Baccalaureate program. Due to the very nature of the IB (“an internationally recognized curriculum and examination program”), each student’s performance will be assessed in large part on pre-established standards set by the IBO. Additionally, the student must be aware of the fact that he/she must take the IB exam in May of the final year of each IB course in which he/she is enrolled. All IB students must be prepared for the IB exam(s). The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses.

IB learners strive to be:

INQUIRERS research	Who acquire the skills necessary to conduct purposeful, constructive
THINKERS creatively to	Who exercise initiative in applying thinking skills critically and make sound decisions and to solve complex problems
COMMUNICATORS one	Who receive and express ideas and information confidently in more than language, including the language of mathematical symbols
RISK TAKERS and which they	Who approach unfamiliar situations without anxiety, have confidence independence, are courageous and articulate in defending things in believe
KNOWLEDGEABLE and	Who have spent time in school exploring themes with global relevance importance, and have acquired a critical mass of significant knowledge
PRINCIPLED	Who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice
CARING a	Who shows sensitivity towards the needs and feelings of others and have

personal commitment to action and service

REFLECTIVE

Who give thoughtful consideration of learning and experience

OPEN MINDED
values and

Who appreciate their own cultures and are open to the perspectives,
traditions of other individuals and communities

BALANCED
balance

Who understand the importance of intellectual, physical and emotional
to achieve personal well being for themselves and others

IB Assessment

Any student enrolled in an IB course is required to complete the assessment requirements. IB is an international program, and as such the final marks that the students receive from the IBO for each IB course they have completed represent how successfully they have met IB's Diploma Program standards - standards that apply to students in 5,175 schools in 157 countries all around the United States and the world. Independent of these scores received from IB toward the Diploma, traditional "report card" grades in IB courses are determined in accordance with SME departmental guidelines. Like grades for all other classes offered at SME, IB classroom grades appear on the transcript of work completed at SM East High School to satisfy state graduation requirements. Students are, in effect, striving to earn two diplomas: the traditional diploma awarded by the state of Kansas, and the internationally-recognized diploma awarded by the IB.

How does IB determine grades? Each IB subject calls for the teacher to contribute a percentage of the final IB mark by assigning and then "internally assessing" IB-generated assignments and projects according to given IB criteria. The percentage varies from subject to subject, but generally a teacher's "internal assessment" of IB-generated assignments accounts for between 20% and 30% of the final IB mark. For example, IB English and IB world language teachers assign and grade prescribed oral presentations; IB science teachers assess student notebooks of practical laboratory work; IB math teachers score prescribed exploration projects. The teachers' "internal assessment" marks for all IB subjects are submitted to International Baccalaureate Curriculum and Assessment (IBCA), headquartered in Cardiff, Wales, in early April each year. In addition, IBCA requires that each teacher submit samples of student work so that the teachers' assessments can be checked for validity against the published criteria. In addition to completing "internal assessments," each student sits for IB assignments and examinations that are "externally assessed" by designated IB examiners around the world, a system coordinated by IBCA.

The results of the IB exams completed in May are published in July. Students are able to access their individual results on a special IB web site, and upon the request of each student, his or her IB results are then forwarded to the university he or she will be attending in the fall. Universities can use these results to award course credit or advanced standing, depending on

the student's performance on IB exams in relation to the results recognition policy of each university.

The IB also has its own method of assessment - one that is criterion-based, not norm based. What this means is that IBCA publishes a set of grading criteria for each IB assignment or exam it administers. IB examiners then mark each piece of student work based on how successfully - or to what achievement level - the student has performed according to the given criteria. In this way, all IB students around the world are graded the same way for each piece of work they submit. IB teachers are also familiar with the various assessment criteria and achievement levels and are always encouraged to share these with their students well before any assignment is due or exam is taken. In other words, the IB grading system is very transparent: anyone who wants to know how examiners and/or IB teachers will be grading any IB-required piece of student work has access to the criteria.

IB Exams

The majority of externally assessed works are the IB exams that our students will sit for in May. Most questions on the IB exams are essay questions, regardless of which IB subject is being examined, to give students more opportunity to explain what they know about a given topic rather than demonstrating what they don't know by simply selecting answers on a multiple choice exam. Usually, these papers are written over the course of two consecutive days. After each paper of the subject exam is completed by the student, the "scripts" (written answers) are sent to the assigned examiners. Each separate paper, of a subject exam, is assessed by a different examiner. These marked scripts are then submitted to Cardiff, where IBCA reviews and tabulates the marks for each student in each subject. As with the internal assessment marks of IB teachers being checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July.

The IB assessment system is a very well thought out program of quality control which encourages both students and teachers to pursue high but very reachable international academic standards. We feel that the demands of such a system are certainly worth the effort.

Frequently Asked Questions General Questions

FOR WHOM IS THE IB PROGRAM DESIGNED?

It is designed for highly motivated students who seek the challenge of a well-rounded, international curriculum.

HOW MANY YEARS DOES IT TAKE TO EARN THE IB DIPLOMA?

The program is a comprehensive two-year international curriculum started in the eleventh grade.

DO I HAVE TO PURSUE THE FULL DIPLOMA?

Our focus is the full IB Diploma. All students choosing to enroll in the SM East IB Diploma Program are accepted as Diploma candidates. Any student voluntarily stepping back from the IB Diploma program is subject to additional course requirements to meet state requirements for an SM East High School diploma. However, students may now enroll in IB courses and NOT pursue the entire diploma. Students **MUST** enroll in at least two IB courses and agree to the two-year commitment of those courses. Certificate students **MUST** take the IB assessments. TOK is reserved for full diploma candidates **ONLY**.

WHAT IS THE FOCUS OF THE IB CURRICULUM?

The curriculum focuses on both the sciences and the humanities. Diploma candidates must select one subject from each of the six IB groups listed earlier in this document. At least three but not more than four are taken at the Higher Level (HL), while the others are standard level (SL). HL Courses represent a minimum of 240 teaching hours (2 years) and SL courses cover a minimum of 150 hours (one year - with at least one SL subject taught over a two year time frame).

WHY ARE SOME COURSES TAKEN AT THE HIGHER LEVEL AND OTHERS AT THE STANDARD LEVEL?

This allows students to explore some subjects in depth and others more broadly, a deliberate compromise between early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory processes.

WHAT ARE THE BENEFITS OF AN IB DIPLOMA?

The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment. The IB Diploma is an internationally recognized standard of achievement. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, to make wise choices, and to respect others in a global community. Each university sets its own criteria for awarding college credit and/or scholarships for IB courses. Students and parents can view each university's IB policy for awarding credit at <http://www.ibo.org/recognition/university/> or by contacting the university.

DOES THE IB DIPLOMA REPLACE THE STATE OF KANSAS OR SMSD GRADUATION REQUIREMENTS?

No, but most of the IB courses will fulfill many of the Kansas and SMSD graduation requirements. The IB coordinator works very closely with his/her IB students and their SME counselor to ensure that all state graduation requirements and IB Diploma requirements are met.

HOW IS THE IB DIPLOMA PROGRAM SIMILAR TO THE COLLEGE BOARD ADVANCED PLACEMENT (AP) COURSEWORK?

Both are excellent preparations for higher education. Both offer rigorous curricula. Success in either program can be an excellent indicator for success in college. Both give students the opportunity to earn credit for college courses. Both are taught by specially trained teachers. Both require several hours of homework or off campus preparation each day.

HOW DOES THE IB DIPLOMA PROGRAM DIFFER FROM AP?

COURSEWORK:

IB represents a comprehensive program in which students are expected to complete a series of courses, research, service and leadership outside the classroom. AP offers individual courses students may elect to take.

▫ At its heart, IB expects students to complete rigorous coursework leading to an external exam from

each of the six IB core subject groups. AP students may choose to take one or more exams/courses.

- During the junior and senior years, the IB Diploma student writes an extended essay of approximately 4,000 words representing independent development of research on a subject his/her choice, outside of the class requirements. AP offers no similar opportunity outside of individual coursework.
- IB students take a Theory of Knowledge course during their junior or senior year. AP has no comparable course offering.
- IB students satisfy Creativity, Action, Service (CAS) requirements during the 11th and 12th grade years with documented participation. AP offers no comparable requirements or documentation of such.

ASSESSMENT:

IB assessments occur over the life of the course and potential college credit is earned through successful completion of various assessments. Students sit for two days of testing at the culmination of the coursework in May; additionally, student success is assessed by IB through formal written papers, one-on-one oral examinations, portfolios, dossiers, projects, etc. Students therefore have the opportunity to demonstrate to IB their achievement in both testing and non-testing environments. AP assessments are one-day exams at the culmination of the coursework in May; performance on this test determines whether or not college credit may be earned.

CAN A STUDENT WHO IS IN THE IB PROGRAM ALSO TAKE AP COURSES AND EXAMINATIONS?

Yes. Many IB students take at least one AP course.

HOW MUCH DOES IT COST TO BE IN THE IB DIPLOMA PROGRAM?

Like AP students, IB students must pay for exam fees. Fees are set by IBO each year. For the 2019-2020 school year, each exam cost \$119. This is a total of \$714. This cost is split over the two-year time in the program. A fee of \$357 is charged at the 11th grade year and then again at the 12th grade. This fee is subject to change.

