

The IB Programme

“[IB Schools] teach for inquiry, and foster pro-active learning, and thinking. They try to create not just a culture of demand, but a culture of opportunity.”

David Perkins, co-founder of Project Zero
Harvard Graduate School of Education



International[®]
Baccalaureate



What is IB?

- The **International Baccalaureate** is a non-profit educational foundation established in 1968.
- **Headquarters:** Geneva, Switzerland
- **IB Americas:** headquartered in Bethesda, Maryland



IB's Mission Statement

- **The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.**
- **These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**

Where is IB?

In the World

**5,400 schools
in 159 countries**

In the U.S.

**1,905 IB World Schools
962 IB Diploma schools
723 IB MYP Schools**

In Pennsylvania

**21 IB Diploma Schools
12 MYP Schools**

IB Program History in USC



- **Jan 1999**
DP Authorized
- **May 2001**
First exams
- **May 2002**
First IB Diplomas
Awarded



- **Sept 1998**
Pilot Year
- **June 2002**
MYP Authorized

What are MYP & DP?

- The Middle Years Programme (**MYP**) is a framework that encourages students in grades 5-10 to make practical connections between their studies and the real world.
- The Diploma Programme (**DP**) is a challenging, two-year program of international education for students in grades 11 and 12.

The MYP Coursework



The DP Coursework





IB Enrollment at USC

Full IB Diploma Candidates:

Juniors: 18

Seniors: 13

MYP

2017-2018

1,220 students

IB Diploma "Courses" students:

Juniors: 120

Seniors: 125

2018-2019

1,276 students

2020-2021

1,312 students

Why IB at USC?



IB provides these desirable opportunities for our students:

- A globally-focused curriculum
- Criterion-referenced assessment, conducted by examiners around the world
- A diploma that has global recognition



Why IB at USC?

The IB Program prepares students for college and career success by encouraging them to

- Learn how to learn.
- Critically reflect.
- Develop a strong sense of their own identity and culture.
- Develop the ability to communicate with and understand people from other countries and cultures.

IB Diploma Acceptance Rates

College/University	Overall Acceptance Rate	IB Diploma Acceptance Rate
U. of Pittsburgh	55.0%	88.7%
U. of Pennsylvania	21.0%	31.6%
U. of Virginia	39.0%	55.9%
Cornell University	29.0%	47.0%
Carnegie Mellon U.	38.0%	69.6%
Penn State U.	57%	87.6%

Training & Evaluation

- External training from the IBO, with a minimum of one teacher per discipline for MYP. All DP teachers are trained in their subject area.
- Internal training is ongoing
- The District receives an external evaluation from IB every five years. The evaluation is based on the MYP standards and materials submitted by the district.

Scheduling Timeline

January 31

Rising 10-12th grade course recommendations are due.
(Students are recommended for classes not programs)

February 15

Rising 9th grade course recommendations are due.

February 14-23

9-10th Graders meet with counselors (during the day)

February 16

Evening parent meeting to discuss scheduling & classes

February 22-25

8th Graders schedule (decision re: MYP)

March 12

Course verifications emailed home

The DP Coursework

“It’s possible to pair rigor and accountability with a degree of autonomy, and the IB is a good example of that.” --Daniel Pink, author of *A Whole New Mind*



IB Courses vs. Full Diploma

*Students may choose from
two paths in the IB Diploma Program:*



IB Diploma Courses
Full IB Diploma

IB Courses Students



Students select 1 or more IB classes but are not pursuing the IB Diploma:

Students are required to complete all IB internal and external assessments.

Students receive certificates for courses in which they have successfully met all assessment criteria.

Full Diploma Students

Study **6 courses** selected from
six subject groups, including both the
sciences and the humanities

Includes:

**3 subjects at higher level &
3 subjects at standard level**

Alternate choice:

*4 higher level and 2 standard level
subjects*



USC IB Diploma Program Courses

Group 1: **Language A: Literature**
English HL (2 yrs.)

Group 2: **Language B (2nd language)**
German HL or SL (2 yrs.)
French HL or SL (2 yrs.)
Spanish HL or SL (2 yrs.)
Mandarin *ab initio* (2 yrs.)
(for new USCHS students with no prior experience in German, French, or Spanish)

Group 3: **Individuals and Society**
History of the Americas HL (2 yrs.)
Psychology SL (1 yr.)
Economics SL (1 yr.)
Environmental Systems & Societies SL (1 yr.)

USC IB Diploma Program Courses

Group 4: **Sciences**

Computer Science SL *(1 yr.)*

Physics HL *(2 yrs.)*

Physics SL *(1 or 2 yrs.)*

Environmental Systems & Societies SL *(1 yr.)*

Group 5: **Mathematics**

Mathematics HL *(2 yrs.)*

Mathematics SL [Honors-level: weighted;
Academic-level: non-weighted] *(2 yrs.)*

Group 6: **The Arts**

Visual Arts HL *(2 yrs.)*

Visual Arts SL *(2 yrs.)*

Prerequisites for Full DP

To be a Full Diploma Candidate, a student must

- Have successfully completed at least Algebra 2 in his/her sophomore year.
- Have successfully completed Level 3 of French, German, or Spanish.
- Honors Chemistry and Honors Algebra II is a recommended prerequisite for IB Physics.

The IB Diploma Program

Core

Theory of Knowledge

Creativity, Activity, Service - CAS

Extended Essay



The IB Diploma Program

Core: *Theory of Knowledge (TOK)*

TOK focuses on:

critical thinking

the nature of evidence

the strength of judgments based on evidence

different ways of knowing

the role of knowledge in culture

the connection of knowledge to responsible action



The IB Diploma Program

Core: *Theory of Knowledge*

Sample prompts for TOK Essays:

“When mathematicians, historians, and scientists say that they have explained something, are they using the word *explain* in the same way?”

“The traditional TOK diagram indicates four ways of knowing. Propose the inclusion of a fifth way of knowing selected from intuition, memory, or imagination, and explore the knowledge issues it may raise in two other areas of knowledge.”

The IB Diploma Program

Core: ***Creativity*** • ***Activity*** • ***Service***

CAS Philosophy:

Students develop

- a balance between academics and extracurricular activities.
- a mindset that embraces the value of service to their community

The IB Diploma Program

Core: ***Creativity*** • ***Activity*** • ***Service***

Requirements:

- Completed over the 2-year period
- Documented achievement of the 7 CAS outcomes
- Participation in activities that require planning, doing, and reflecting

The IB Diploma Program

Core: *The Extended Essay*

A 4,000 word analytical research paper that...

...provides the opportunity to investigate a topic of special interest.

...acquaints students with independent, university-level research.

Titles of Recent Extended Essays

- To what extent is the efficiency of lossless data compression techniques on text affected by the size of data compressed?
- What role do impressionist techniques play in the effect of Claude Debussy's First Arabesque?
- To what extent did the rise of the middle class and the high-end fashion industry in India positively impact the economy overall?



The IB Diploma Program: **Assessment**

Internal

External

Grades

Diploma



The IB Diploma Program:

Assessment: Internal

Internal Assessment:

- created and scored by the teacher, according to IB requirements and rubrics
- grades submitted to IB for moderation by an IB examiner

The IB Diploma Program:

Assessment: External

External Assessment: submitted to IB-trained examiners for evaluation

- **Essays:** Language A, Theory of Knowledge, and the Extended Essay
- **Culminating exams:** May of senior year
(Full DP students may take up to 2 SL exams in their junior year.)

The IB Diploma Program:

Assessment: Grades

Grades:

- Final grades are awarded on a scale of 1 – 7.
- Grades are a combination of the scores on both the internal and external assessments.

Awarding of the IB Diploma:

- All assessment components must be completed.
- To receive the diploma, students must score a minimum of 24 points (45 points is maximum).
- A maximum of 3 points may be awarded for the work in **TOK** and **Extended Essay**.
- Students must gain at least 12 points in HL subjects; students must gain at least 9 points in SL subjects.



Awarding of the IB Diploma:

Students **will not** receive the diploma if:

CAS is not completed, a 1 has been earned on a test or the **EE** and **TOK** requirements have not been met.

Curriculum Review

- Every subject in each of the 6 areas is reviewed over a 5-year period.
- Revisions occur with input from IB personnel, examiners, and teachers.



Fees for IB Students

For 2021-22:

Exam fees: \$119 per exam paid by parents of
IB students

TOK, EE, CAS: \$89
(EE); \$45 (TOK); \$10

(Fees for Non-Diploma Students)

(CAS) paid by parents of IB certificate students

FAQ's



Q: Are only MYP students eligible for the DP?

A: No.

Q: Is the DP only for students who are not planning on majoring in math or science in college?

A: No. Some of our most successful Diploma students have majored in science or mathematics fields at prestigious universities.

FAQ's



Q: Does the DP prevent students from participating in other electives, such as performing arts or AP classes?

A: No. However, students will have to be more selective. As with all other course selections, choices have to be made.



FAQ's

Q: Are DP students in classes with the same, small group all day?

A: No. Some classes are blended; i.e., they are combined with AP or honors courses. Non-DP electives allow interaction with non-DP students. Students who choose multiple AP classes may find themselves in the same situation as DP students.

What the Research Says

“When compared with former AP students, IB students were significantly more likely to indicate that they: felt prepared for college-level coursework involving research; had executed a research project at UVA; were proud of their research; intended to conduct future research; and found their research skills to be important to future success.”

- University of VA Study on the Impact of the Extended Essay

What the Research Says

- **Regarding the impact of CAS:**

“Students and IB coordinators shared the sense that through service, students became more caring, open-minded and reflective, and developed more self-confidence and maturity. Students reported that they gained a better understanding of their place in the world and a feeling that they could make a difference.”

-Study conducted by RMC Research,
Bethesda, MD

University Recognition of IB

- “Students who have completed the entire IB Diploma Programme can earn credit for up to 8 courses toward graduation at W&J.”
-Washington & Jefferson College Website
- **Bucknell University** - In Lewisburg, PA for every examination with a 5 or higher receives 6 credits (Diploma students only)

University Recognition of IB

- Franklin and Marshall College - Lancaster, PA
IB Diploma recipients with a total score of 30 or more are awarded 8 course credits (one full year) toward a degree.
- Cornell University - Students can receive anywhere from 3 to 8 credits depending on the Higher Level subject area taken for score of 6 -7's.

Further University Information

Google:

IB University Policy
Index--complete listing
of colleges worldwide
and their policies
regarding IB



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**And now, some thoughts from
some of our best consumers...**

USCHS ALUMNUS



"IB prepared me for college. The time management and study skills I learned throughout the program proved invaluable in making the transition to university-level work. The international focus also helped shape my career plans; I feel well-equipped to live and work abroad."

Dan Capone, Wake Forest University

USCHS ALUMNUS



"The IB Diploma Program did not simply present an opportunity for a respectable education, but rather provided me with a well-rounded academic career complemented by a camaraderie of fellow students who have since become my closest friends."

Sidney Kushner, Brown University

USCHS ALUMNUS



“The IB Program taught me to write well and communicate my ideas effectively. Further, I have learned how to read a text critically and examine its meaning in terms of its origins, biases, and implications—not just its superficial meaning.”

Matt Vernacchia, Massachusetts Institute of
Technology

USCHS ALUMNA



“The DP encourages learning in a way that the AP does not. IB exams are fully open-ended so students have the opportunity to show what they DO know through their expression and interpretation, rather than what they DON’T know based on multiple choice memorization. The TOK class is fully discussion-based, which is also a great preparation for college.”

Poorwa Godbole, Stanford University

USCHS ALUMNA



“As a science/business major, I have an advantage because the DP has taught me to speak and write effectively. TOK teaches you how to think, a skill that you really come to value in college.”

Avisha Shah, University of Pennsylvania

USCHS ALUMNA



“The IB Program was extremely helpful in preparing me, not only for college-level work, but also for the style of thinking required to succeed on a global level.”

Brent Heard, Carnegie-Mellon University

USCHS ALUMNUS



- “My favorite part of the IB Diploma Program, and I think an integral part of the program, was the discussions we had in all of our classes. They definitely prepared me for the level of thinking and critical analysis I encountered in most of my college classes.”

Geethika Reddy, University of Pittsburgh

Questions?

For more information, please contact

Tanya Chothani

412.833.1600 ext. 2644

tchothani@uscsd.k12.pa.us



Key Differences Between MYP and Traditional Courses



IB MYP has an increased focus on...

- International Mindedness
- Global Contexts
- Approaches to Learning
- Learner Profiles
- Community Service

***What should an
MYP classroom look like?***







The MYP Classroom

1. Evidence of an MYP Statement of Inquiry:

The MYP emphasizes the power of “the big picture.” Teachers develop a central statement for each unit that captures what's so important about what students are learning.

The economic system of capitalism requires personal decisions based on limited resources, globalization, and sustainability. c

The MYP Classroom



2. Opportunities for students to practice critical thinking:

Students are active participants in the learning process.

Teachers will present focused questions and assessment tasks that invite critical student reflection about the content of the curriculum.

The MYP Classroom



3. Real-world problem solving drives instruction:

Students are engaged in studying, developing solutions for, and creating products that address critical concerns in the world. Students will be active in their pursuit of knowledge and understanding.

The MYP Classroom



4. An interdisciplinary focus where appropriate:

Holistic learning breaks down artificial barriers of different subjects commonly found in school, enabling students to discover the relationships between different knowledge areas and the real world.

"Cross-curricular Instruction"

The MYP Classroom



5. Evidence of Global Contexts and Approaches to Learning:

The six global contexts will be used as a lens by which the curriculum is viewed on a unit-by-unit basis each year of the program.



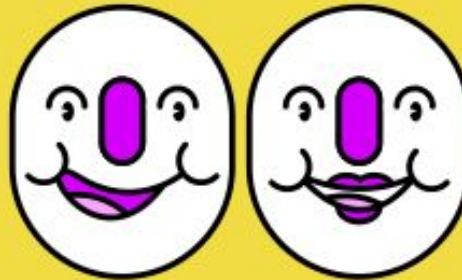
Globalization & Sustainability



"How is everything connected?"



Identities & Relationships



"Who am I? Who are we?"



Scientific & Technical Innovation



"How do we understand the world in which we live?"



Fairness & Development



"What are the consequences of our common humanity?"



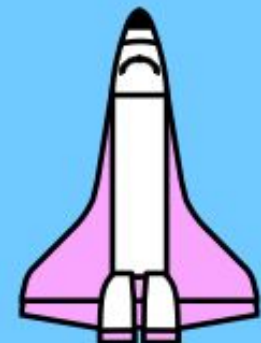
Personal & Cultural Expression



"What is the nature and purpose of creative expression?"



Orientation In Space & Time



"What is the meaning of when and where?"

The MYP Classroom



6. Learner-centered:

An inquiry based approach that incorporates active learning and cooperative group situations. Ultimately, the students becomes responsible for their own learning.

The MYP Classroom



7. Evidence of international-mindedness:

Developing students' attitudes, knowledge, and skills as they learn about their own and others' cultures.

Students develop an openness to and curiosity about the world and people of other cultures.

The MYP Classroom



8. Criterion related assessment:

Each subject area has specific assessment tasks that are used on a regular basis. These assessment pieces are holistic in nature and give a more honest appraisal of a student's learning than just a test. Students demonstrate their understanding in an authentic manner.

The MYP Classroom



9. Development of the attributes in the IB Learner Profile:

Over the course of the program, the students are engaged in becoming inquiring, knowledgeable, thinking, communicating, principled, open-minded, intellectually risk-taking, balanced, caring and reflective lifelong learners.

The MYP Classroom



10. Community and Service:

Teaching staff take advantage of units that are planned through both Community *and* Service to have service learning arise straight from the curriculum.

How does a student successfully earn an MYP certificate?

Course Offerings & Program Requirements



Program Requirements

- Completion of Levels Four and Five (Grades 9 and 10)
- Must take all eight MYP subjects concurrently
- Complete community service component
 - 15 hours in grade 5
 - 30 hours annually in grades 6-10
- **Personal Project** – Grade 10



Personal Project

- Demonstrates the students' understanding of the Global Contexts and their relationship to subjects and the world.
- Students are guided through the project by a faculty advisor. Some students may also need an “expert” or mentor to help guide them with the content of their research.
- Enables the students to demonstrate their personal abilities/skills and knowledge.
- Completed by April of the sophomore year.



Past Project Examples

- A lab research project studying microorganisms
- A robot designed to pick fruit
- A talent show to raise funds for charity
- A book of student-written international poetry
- A structured essay on environmental safety

Key Differences Between MYP and Traditional Courses



IB MYP has an increased focus on...

- International Mindedness
- Global Contexts
- Approaches to Learning
- Learner Profiles
- Community Service

Questions?



**For more information, please contact
your child's counselor or the building
principals.**

**Scheduling for MYP occurs through the
HS Counseling Office (grade 8) or
through the Boyce Middle School Office
(grade 5)**