

IB DP--What's Required

Learner Profile, The CORE of the IB DP &
Approaches to Teaching and Learning

Learner Profile

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



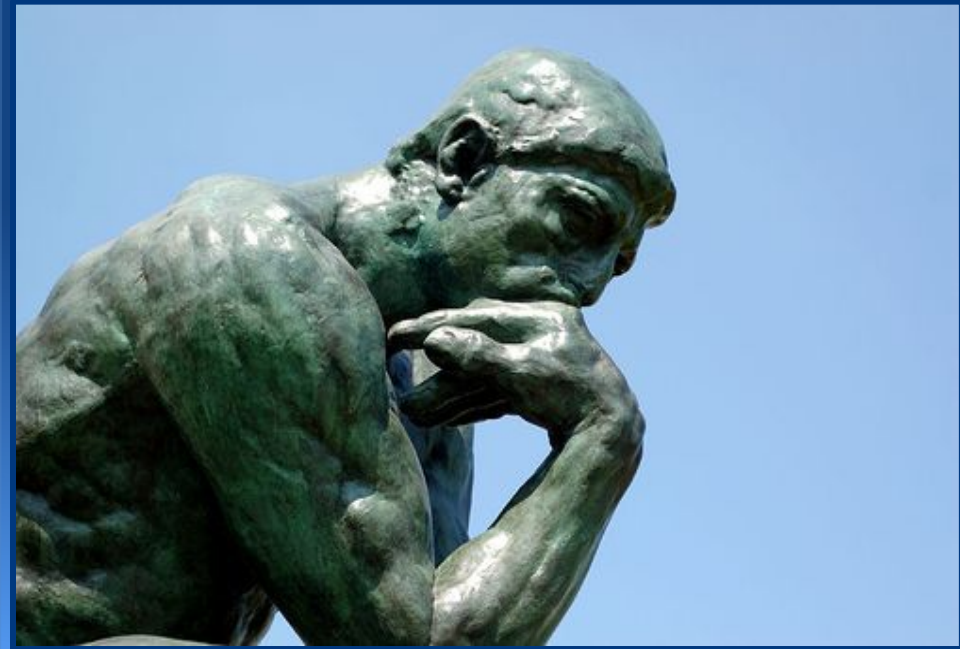
Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. (IBO.org)



Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. (IBO.org)



Certificate VS Diploma

- Take selected IB courses
 - Cannot enroll in TOK
 - Do not complete CAS or EE
 - May receive individual college credit for course
- Complete the Core of IB
 - Enrolled in all IB courses

The Difference Between AP and IB

IB DIPLOMA PROGRAMME:

- Holistic Program: The IB is a course of study made up of six areas which are studied concurrently. Students also take a class called Theory of Knowledge, write a senior research project (Extended Essay), and complete a program fulfilling the seven learning outcomes of Creativity, Activity and Service participation.
- Asks “why” more than “what”
- Significant accountability for teacher and student
- Graded world-wide
- Multiple Assessments: Essays, orals, and projects, performances in addition to the written exam, determine the final score (1-7)
- Emphasizes process and integration of content across content areas—process, application, integration
- IB students may also sit for AP exams if they choose

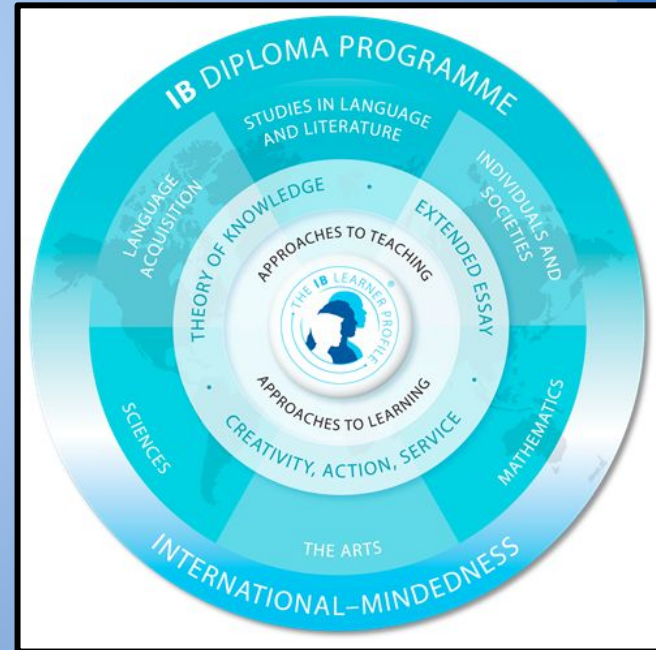
AP COURSES:

- Cafeteria Style: Students choose AP courses that fit their strengths and that are independent of one another
- No additional requirements
- Asks “what” more than “why”
- Less student and teacher accountability
- Graded in US
- Single Assessment: Scores (1-5)
- Content-driven
- AP students may not sit for IB exams unless enrolled in an IB class

Heart of the IB Diploma Programme

Three elements of the Core

- Theory of Knowledge (TOK) course
- Creativity, Activity, Service (CAS)
- Extended Essay (EE)



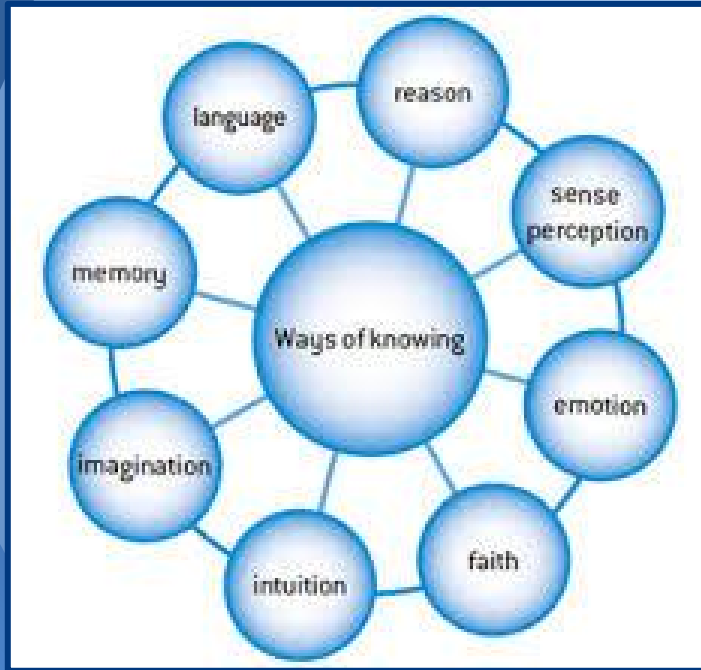
Theory of Knowledge (TOK)

Contentive tissue of the Programme



- Discusses learning from all six groups
- Time for reflection together
- Strengthens critical thinking skills
- Fosters international mindedness

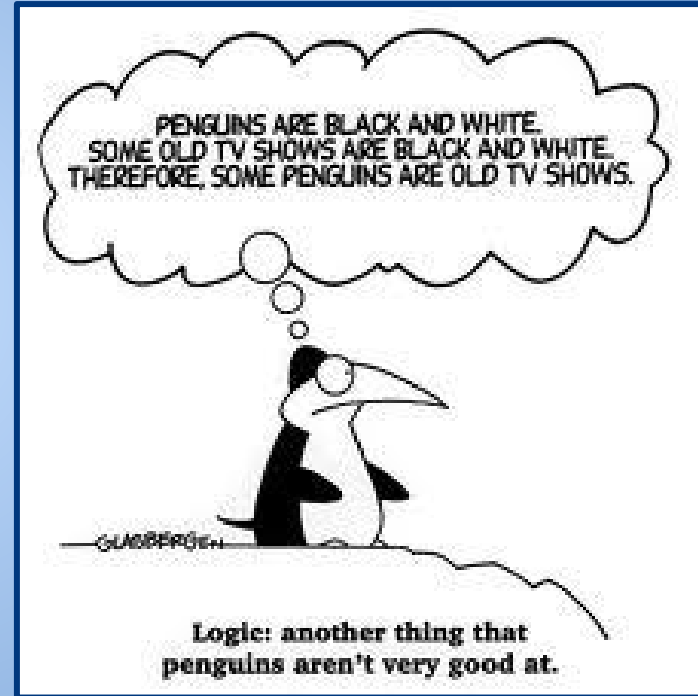
Theory of Knowledge (TOK)



- What is good thinking?
- How is knowledge constructed?
 - How do we know what we claim to know?
- What is truth?

TOK Assessments

- Two assessments
 - Essay--maximum of 1,600 words
 - Choice of topic; new topics each year from IB
 - Presentation--10 minutes per person
 - Can complete in group

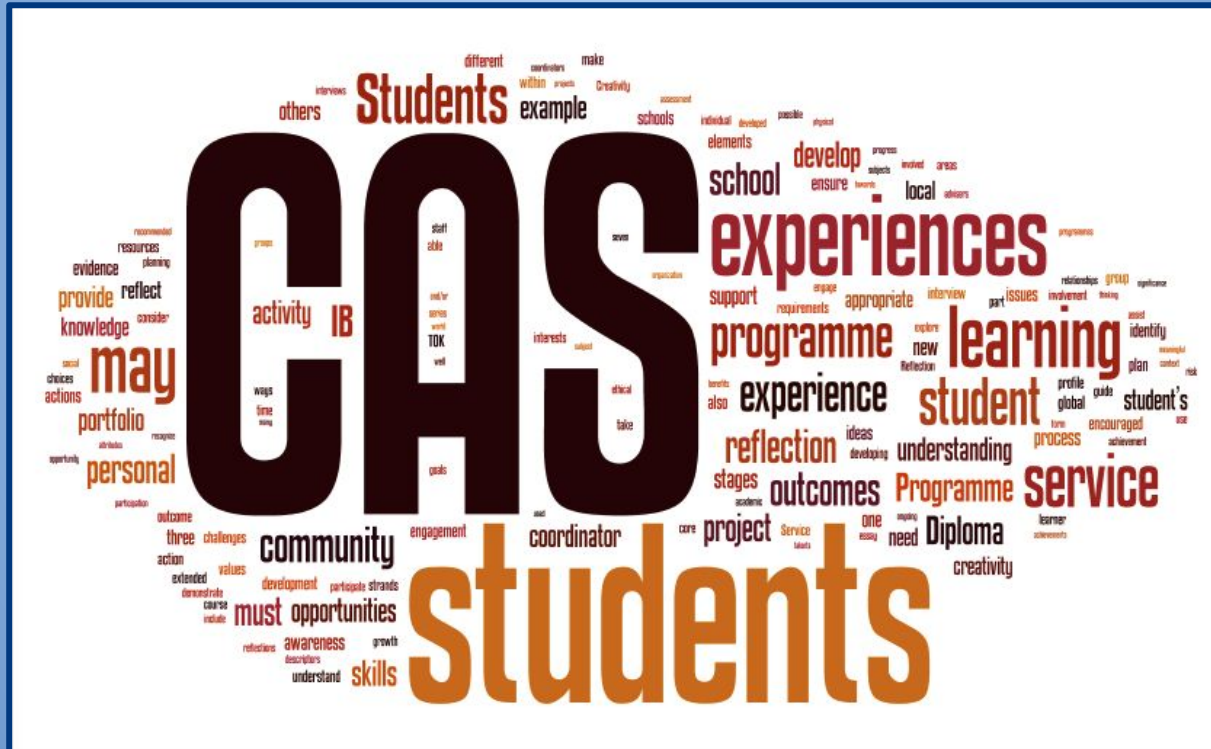


When will TOK be offered?

- Three semesters
- Two-three days a week
- Before school/
during lunch
- 100 hours over 1.5
years
- EE and CAS Guidance
Embedded



Creativity, Activity, Service (CAS)



Creativity

Creativity: exploring and extending ideas leading to an original or interpretive product or performance (CAS Subject Guide)



Activity

Activity: physical exertion contributing to a healthy lifestyle (CAS Subject Guide)



Service

Service: collaborative and reciprocal engagement with the community in response to an authentic need (CAS Subject Guide)



What is the purpose of CAS?



- Give back to our community
- Apply academic learning to the CAS experience
- Provides a balance

CAS Learning Outcomes

- LO 1: Identify own strengths and develop areas for growth
- LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO 3: Demonstrate how to initiate and plan a CAS experience

CAS Learning Outcomes

- LO 4: Show commitment to and perseverance in CAS experiences
- LO 5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO 6: Demonstrate engagement with issues of global significance
- LO 7: Recognize and consider the ethics of choices and actions

PLAN

- 1) Identify Goals
- 2) Decide how--
using previous
experience or
knowledge

ACT

Real Tasks

Concrete experience

Observe

Think about feelings
and interactions

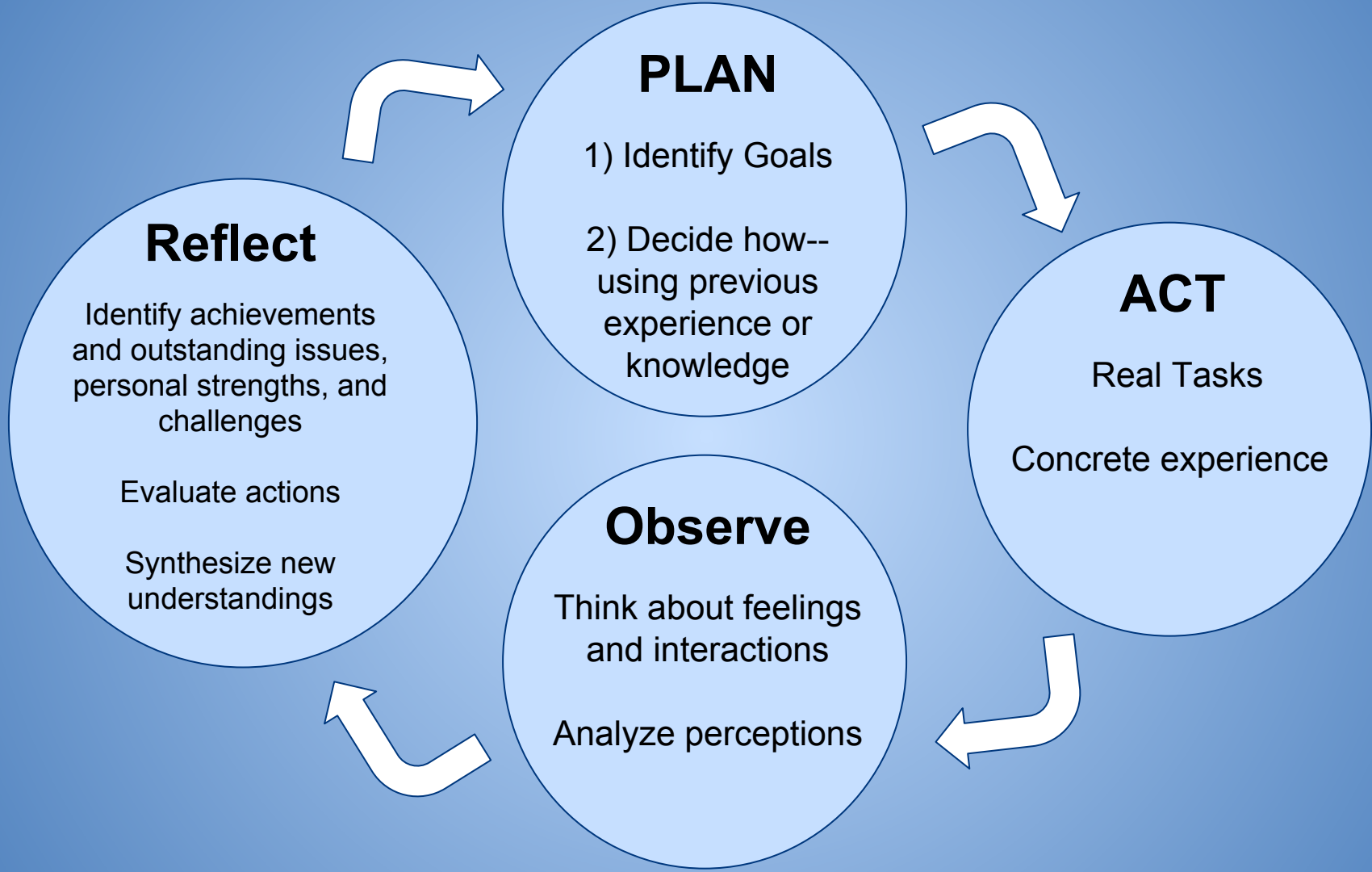
Analyze perceptions

Reflect

Identify achievements
and outstanding issues,
personal strengths, and
challenges

Evaluate actions

Synthesize new
understandings

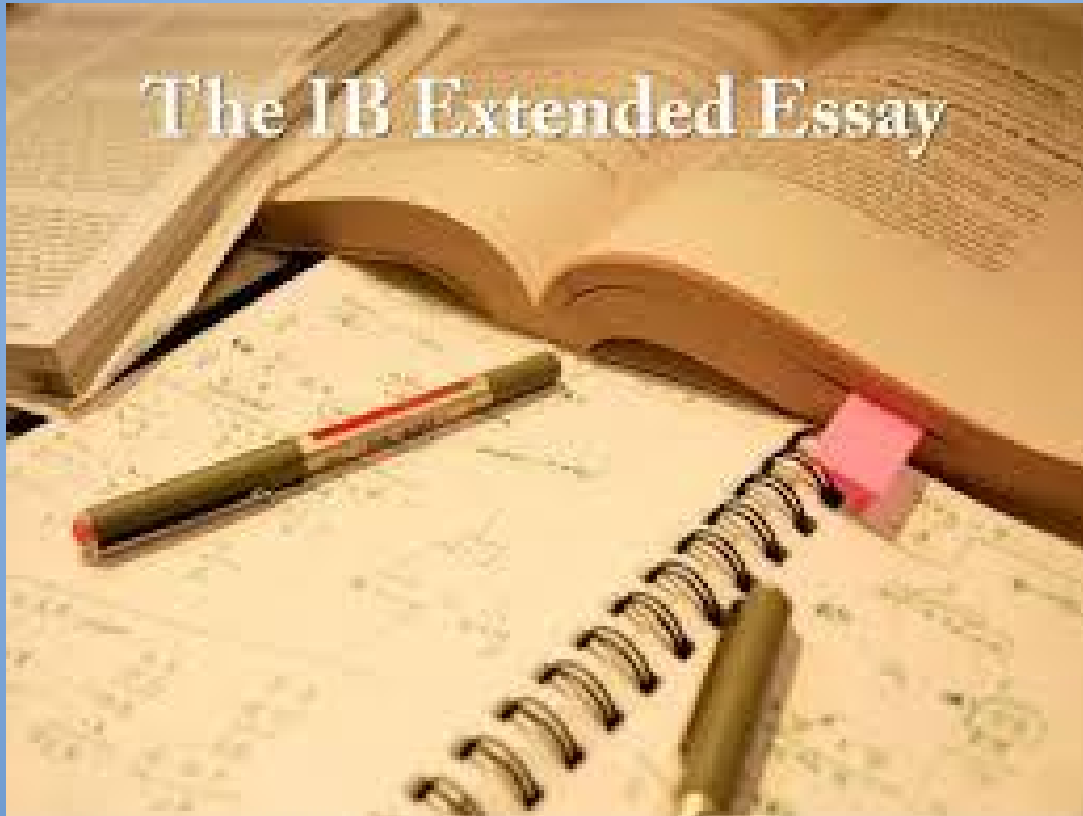


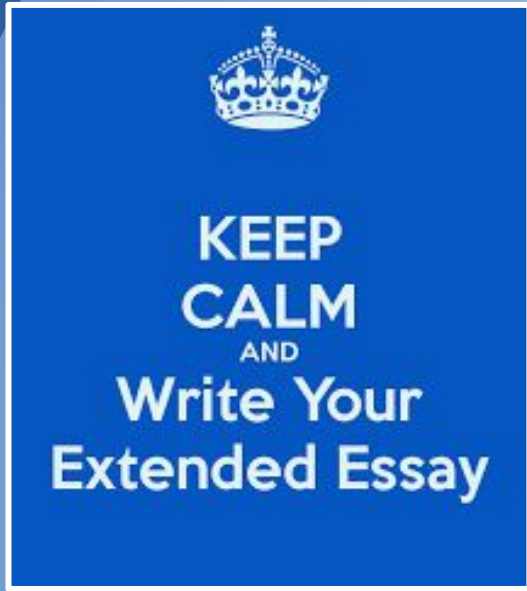
CAS Reflections

- Reflect with peers
- Meet with a CAS adviser
- Write summaries reflecting on growth



IB DP Extended Essay (EE)





- Independent research supported by teacher adviser

- 4,000 word research paper
- Year and a half to write
- Investigation of self-selected topic
- Focus on a subject area
- Completed outside of class

Sample EE Topics

- Fear or Compassion: An analytical look into the persuasive styles of Adolf Hitler and Franklin D. Roosevelt
- Natural Origins of Ebola
- A study of improvement in nutritional habits and their effects concerning allergies and asthma in the United States

Approaches to Teaching

INQUIRY

TEAM WORK AND COLLABORATION

INFORMED ASSESSMENT

- International-mindedness
- Multiple perspectives
- Technology integration
- Language development – Academic Vocabulary
- Student-centered vs. teacher-entered
- Concurrency of Learning—interdisciplinary
- Holistic approach
- Pedagogy that moves toward andragogy
(*art and science of teaching adults*)
 - Responsible for own learning
 - Involved in planning and evaluation of their instruction
 - Problem-centered learning vs. content-centered learning
 - Internal vs. external motivation
 - Need an understanding of reason for or importance of learning

CONCEPTUAL UNDERSTAND

DIFFERENTIATED BASED ON NEED

LOCAL AND GLOBAL CONTEXTS

High quality, research-based instruction

Approaches to Learning

ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.

Thinking Skills

Research Skills

Self-Management Skills

Communication Skills

Social Skills

Standard Level (SL)

VS

Higher Level (HL)

- Take three of each
- Differences vary by subject
- HL may include additional reading and/or assessments
- HL may be more in depth

Standard Level (SL)

VS

Higher Level (HL)

GROUP 2: SPANISH, FRENCH, LATIN:

There is a common syllabus at SL and HL (with literature as an additional component of the HL course in Spanish). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours.

GROUP 4: PHYSICS, BIOLOGY

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Standard Level (SL) VS Higher Level (HL)

The distinction between SL and HL is summarized below.

Part of the course	SL	HL
Part 1: Works in translation	Study of two works in translation from the prescribed literature in translation (PLT) list	Study of three works in translation from the prescribed literature in translation (PLT) list
Part 2: Detailed study	Study of two works, each of a different genre, chosen from the prescribed list of authors (PLA)	Study of three works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors (PLA)
Part 3: Literary genres	Study of three works of the same genre, chosen from the PLA	Study of four works of the same genre, chosen from the PLA
Part 4: Options	Study of three works freely chosen	Study of three works freely chosen
External assessment	SL	HL
Paper 1: Literary analysis	A literary analysis of a previously unseen passage in response to two guiding questions	A literary commentary on a previously unseen passage
Internal assessment	SL	HL
Individual oral commentary	A 10-minute oral commentary based on an extract from one of the works studied in part 2	A 10-minute oral commentary on poetry studied in part 2, followed by a discussion based on one of the other two works studied

Assessment in the IB

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.



In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Internal vs. External Assessment

INTERNAL ASSESSMENTS

- Completed in the classroom under teacher's supervision
- Graded by the Teacher
- Contributes to IB score for course
- Moderated by IB

EXTERNAL ASSESSMENTS

- Proctored locally
- Completed on a specific day at a specific time across the world
- Graded by IB
- Contributes to IB score for course
- Scored from 1-7

Internal vs. External Assessment

INTERNAL ASSESSMENTS

- Oral work in languages
- Fieldwork and labs in sciences
- Investigations in mathematics and social sciences
- Artistic performances

EXTERNAL ASSESSMENTS

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple Choice - rare

Assessment Sample - Lang. & Lit.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	70
Paper 1	A written comparative analysis of one pair of unseen texts.	2	25
Paper 2	In response to one of six questions, an essay based on at least two texts studied.	2	25
Written Tasks	At least four written tasks based on course material, two for external assessment.		20
Internal			30
Individual oral commentary	An oral commentary on an extract from a literary text studied; two guiding questions are given.		15
Further oral activity	At least two further oral activities. The mark of one is submitted for final assessment.		15

IV. Sample questions

- Writers often use a character who is alienated from his or her culture or society in order to explore cultural or social values. Examine this idea with reference to at least two works studied.
- It has been said that history "cannot be un-lived, but if faced with courage, need not be lived again." To what extent do at least two works studied "face" history in order to ensure that its wrongs "need not be lived again"?

What's required for IB DP?

- Take all IB classes junior and senior year
- Strong work ethic--personal best!
- Interested in international perspective
- Motivated to think critically
- Appreciation for new and different ideas
- Desire to try something new

Who should consider the IB DP?

- Curious
- Collaborative
- Hard working
- Organized
- Self-directed
- Internally motivated



- Open-minded
- Accepting
- Learns for the sake of learning
- Responsible, accountable, disciplined
- Personal Investment

How Can I Learn More About IB?

What is IB?

This introduction to the International Baccalaureate (IB) Programme is intended for students and families who are beginning their research. This is also a great opportunity for elementary and middle school parents, and interested community members to learn about the IB Programme. Our presentation aims to provide general information about IB, including the mission, philosophy, and intended outcomes of the IB Programme. The Learner Profile is also explored to help guide students and families in their decision.

- Wednesday, September 30, 2015 @ 7 p.m.
- Tuesday, January 12, 2016 @ 7 p.m.
- Location: High School Little Auditorium

The IB Diploma Programme — What Is Required?

This more in-depth presentation revisits the Learner Profile and explains the requirements to earn an IB diploma. The Core of the IB Diploma Programme (DP) is the emphasis of the presentation, including explanations of TOK, CAS, and the EE. The presentation will also provide information about teaching and learning according to IB. Community members and K-12 parents are encouraged to join us to further learn about this opportunity.

- Tuesday, October 6, 2015 @ 7 p.m.
- Location: High School Learning Commons



IB Graduate Lunch Meeting

High school students will hear directly from college students who participated in their high school's IB Diploma Programme. IB DP graduates will share their individual journeys and answer questions from our EGRPS students during 4th and 5th hour lunches. Thank you to the EGR Schools Foundation for making this event possible.

- Tuesday, November 3, 2015
- Location: High School Little Auditorium

Sophomore Enrollment Begins!



Mark Your
Calendar!

**November 2, 2015-
February 29, 2016**

See Mrs. McKinney for details

IB Graduate Night

IB DP graduates will share their two-year journey in pursuit of the IB Diploma. Specifically, they will speak about how their experiences helped them prepare for their post-secondary life. Graduates will also answer questions regarding their experiences. Community members and K-12 parents are encouraged to attend. Thank you to the EGR Schools Foundation for making this event possible.

- Tuesday, November 3, 2015 @ 7 p.m.
- Location: High School Little Auditorium

Academic Course Fair Night

This night is for all students and families who are interested in advanced courses in high school. Since the menu of course options is vast, learning about all the options is important to planning a productive four years. Instructors provide information about Advanced Placement (AP) courses and IB courses in an open house style format.

- Wednesday, February 3, 2016 @ 6:30 p.m.
- Location: High School



IB DP and Scheduling

During this presentation, we focus on helping 8th and 9th grade students and families interested in pursuing the IB DP with scheduling for the following school year. The presentation explains the Core of the IB DP (TOK, CAS, and the EE) and the Learner Profile. It also explores the commonalities and differences of Advanced Placement (AP) and IB.

- Monday, March 21, 2016 @ 7 p.m.
- Thursday, March 24, 2016 @ 7 p.m.
(8th and 9th grade students and parents)
- Location: High School Little Auditorium

Individualized Meetings with Parents and Students

These personalized meetings will take place after a student has registered as an IB DP candidate. The student and their family will meet with the IB Coordinator to select classes to complete the requirements for an IB Diploma and answer any remaining questions.