

IB DP STUDENT HANDBOOK 2026 - 2027



LINCOLN



OUR MISSION

We inspire and challenge all of our learners to be kind and ethical members of a global community. We empower them to develop into self-aware, confident, innovative, and collaborative change-agents committed to honoring diversity and enhancing their world.

Students have the option of pursuing the IB Diploma in grades 11 and 12. The IB Diploma is a rigorous, externally-moderated program that is recognized and looked upon favorably by universities around the world. In some countries the IB Diploma may be required for university admission.

At Lincoln, we believe all students are capable of successfully completing the IB Diploma if they are willing to work hard, be organized, and attend to deadlines. Multiple methods to support our students have been implemented to assist them in their pursuit of the IB Diploma, resulting in a dramatic increase in the number of IB Diplomas being awarded.





ABOUT THE IB

The International Baccalaureate (IB) is an acclaimed, two-year university preparatory program which is based not on the curriculum of a single country but which amalgamates the best elements of many national curricula. The IB program is offered by more than 800 national and international high schools around the world. Students who meet the requirements of the program receive at the end of two years an internationally recognized IB Diploma.

Eleventh and twelfth grade students who enroll in the IB Diploma Program must complete three higher-level courses, three standard level courses, the Extended Essay, the Theory of Knowledge course, plus a CAS requirement.

What is the IB Philosophy?

The International Baccalaureate Organization; endeavors to develop the individual talents of young people and teach them to relate experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. To visit their website, go to <http://www.ibo.org>.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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ATTRIBUTES OF A LINCOLN LEARNER

LEARNER AS THINKER AND RESEARCHER



LEARNER AS AGENT OF CHANGE



LEARNER AS COMMUNICATOR



LEARNER AS SELF NAVIGATOR





WHAT CAN I STUDY?

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: Studies in Language and Literature (Language A)
- Group 2: Language Acquisition or a second Group 1 course
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts OR another subject from groups 1, 3, 4

Course selection information is listed on the Lincoln website. Students interested in taking an IB course not offered at Lincoln may be able to take it from an IB-approved online provider called Pamoja, at the student's own expense.

All IB Diploma students must choose:

- Three courses at higher level (HL)
- Three courses at standard level (SL)

In addition all IB Diploma students must complete:

- A course in the Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Action, & Service (CAS) program

Please note that placement in Spanish, Math, and Physics is based on past performance and placement tests. Additionally, students must have a teacher recommendation to enroll in HL courses. Should a student wish to take a course above their placement or for an HL course which they were not recommended, it is possible if the student completes an action plan for additional preparation. The action plan will be based on a discussion with the student, their parent or guardian, the subject teacher, the student's counselor, and the IB Diploma Coordinator.

Course changes are permitted for the first two weeks of Semester 1, Year 1 of the program. Level changes between HL and SL are permitted until the end of Year 1 of the program.

IB courses may be taken for individual IB course credit, if a student opts out of the IB diploma. The below subjects are offered yearly, but require a minimum of at least 5 students to run the course. Students who are enrolled in IB courses must complete all IB-related assessments during the two years of the Lincoln course, regardless of whether they register for IB examinations at the end of Year 2.

At Lincoln, an IB Diploma student is studying simultaneously for three diplomas in their courses: the US-accredited diploma, the Argentine *bachillerato*, and the IB Diploma. IB courses will "count" for credit towards graduation in the US and Argentine educational systems. For instance, taking an IB Mathematics class satisfies Math course requirements in all three programs. However, it's important to be aware that there are a few classes required by the US and Argentine diplomas that won't "count" towards the IB Diploma, such as Physical Education and *Estudios Culturales*.





WHAT SHOULD I STUDY?

- Where are your strengths?
- What are your preferences?
- Talk to your teachers and your counselor
- Review your grades from 9th – 10th grades
- Consider your university plans, in particular:
 - Language requirements for some universities
 - Medicine
 - Engineering
 - Economics or business courses
 - Will they accept the Math Applications course?
- Remember to maintain balance
- There are no **easy** IB subjects, and all of them will require effort and commitment.



EXAMPLES OF POSSIBLE IB DIPLOMA OPTIONS THAT YOU WOULD DISCUSS WITH YOUR COUNSELOR

IB Subject Group	Student 1: considering medicine	Student 2: considering engineering	Student 3: considering international law	Student 4: considering an arts college	Student 5: wants to preserve home language
Group 1 (Language A)	English A Lit (SL)	English A Lit (SL)	English A Lit (HL)	English A Lit (HL)	English A Lit (HL)
Group 2 (Language Acquisition OR if advanced Spanish speaker, 2 group 1 courses)	Español A Literatura (SL)	Spanish B (SL)	Español A Literatura (HL)	Español A Literatura (HL)	Spanish Ab Initio (SL)
Group 3 (Individuals and Societies)	Economics (SL)	History (SL)	Global Politics (HL)	ESS (SL) - counts for both	Econ (HL)
Group 4 (Science)	Biology (HL)	Chemistry (HL)	ESS (SL)		Physics (HL)
Group 5 (Math)	Math AA (HL)	Math AA (HL)	Math AI (SL)	Math AA (SL)	Math AI (SL)
Group 6 (Arts OR from Groups 1, 3,4)	Chemistry (HL)	Physics (HL)	History (SL)	Visual Art (HL) and Film (HL)	Japanese SSST (SL)

TIME COMMITMENT FOR THE IB DIPLOMA

Committing to a third diploma requires a significant time commitment. Keep in mind that each HL subject requires 240 hours of teaching time over 2 years, and each SL subject requires 150 hours over two years. The CAS program is about 150 hours over 1.5 years, TOK about 100 hours over 2 semesters, and the EE about 40 hours. Thus a student completing the IB Diploma should plan for at least 7-8 hours extra time for IB Diploma program work each week.

WHAT IS NEEDED TO OBTAIN AN IB DIPLOMA?

The IB computes scores on all IB assessments and releases results in July after students graduate. There are a maximum of seven points possible for each of the six required courses; in addition, there are three points possible for the combination of TOK and the Extended Essay. Thus, students can earn up to 45 points towards the IB Diploma.

In general, in order to receive the IB Diploma:

- a student will have to score a minimum of 24 points.
- a score of 24 points will not always guarantee an IB diploma, because at least 12 points must be earned in HL subjects, and 9 in SL subjects.
- a student must complete and earn a grade of at least a D on the EE and TOK assessments.
- a student must satisfactorily complete the CAS program.
- to earn a bilingual diploma, the student must score a 3 or higher in 2 Language A classes.



IB DIPLOMA CORE

A distinctive feature of the IB Diploma is the IB Core, consisting of three components. The Core is studied alongside the six subjects chosen by the student and completes the full Diploma. candidates must complete all of the requirements for the EE, CAS and TOK. TOK and EE components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Failing conditions that will prevent a student from being awarded a diploma, regardless of points received, are non-completion of CAS and gaining below a D in either EE and TOK.

COMPONENT 1: THEORY OF KNOWLEDGE (TOK)

In Theory of Knowledge (TOK), students reflect on the nature of knowledge and how we know what we profess to know. It's designed to encourage critical thinking by examining different ways of knowing (for example: sense perception, emotion, language and reason) and different areas of knowledge, including mathematics, natural science, human science, art and ethics. TOK is assessed through an exhibition that looks at the student's ability to apply TOK thinking to a real-life situation. Students must also write a 1,600 word essay with answering a single question chosen from six offerings set by the IB.

COMPONENT 2: THE EXTENDED ESSAY

The Extended Essay is an independent, self-directed piece of research that culminates in a 4,000 word essay. Students engage in research through an in-depth study of a question relating to a subject they study. Finally they produce an Extended Essay with support and guidance from a Lincoln-appointed supervisor.

COMPONENT 3: CREATIVITY, ACTIVITY, SERVICE (CAS)

Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the program, regularly reflecting on their learning outside of the classroom. Additionally, every IB Diploma student must complete a CAS project.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Examples of creativity activities include: participation in the school play, performing with a band, learning to play a new instrument either in band or on your own time.

Activity can include not only participation in individual and team sports. Examples include participation in interscholastic or intramural sports (ie. Ultimate Frisbee) offered at Lincoln, dance classes, or pursuing individual fitness goals in the gym.

Service encompasses a host of community and social service activities. Examples include participation in El Ceibo, Eco Club, or the ES Reading Buddy program. Student can also engage in personal service projects through a local NGO or community organization.



WHERE WILL THE IB DIPLOMA TAKE ME?

Research shows that IB graduates / students

- Are more likely to persist through college.
- Are better prepared for university level work.
- Demonstrate strong critical thinking skills.
- Demonstrate knowledge and skills which reflect community responsibility.
- Are prepared to attend top universities around the world.
- Have significantly higher grade point averages (GPAs) and higher university graduation rates than students who did not complete the IB Diploma Programme.

IB Diploma and University Acceptance

- Select Argentine universities will allow direct entry (no entrance exams) and offer scholarships to students with a strong score on the IB Diploma.
- In the U.S., public and private colleges can award credit for individual subject scores, allowing students to skip classes and/or they may give advanced standing, and/or they recognize the rigor of the IB, which helps in admissions.
- In the U.K., the schools will specify certain IB HLs and scores for course admission.
- In Canada, your IB courses will also impact your admission to certain courses.
- Many European universities require an IBDP; private and public look favorably on it.
- Many Asian universities look to see students are taking the most challenging course load the school offers; for our school, that is the full IBDP.





STUDENT SUPPORTS IN THE IB PROGRAM

At Lincoln we believe that the IB Program is accessible for all of our students. We firmly believe, given the right circumstances and support, every student is capable of the challenge of the IB Program. Lincoln's IB program is open-enrollment.

Some of the supports in place include:

- Diverse course offerings to cater to student interests.
- Language and learning support staff experienced in the IB.
- Dedicated time in the school schedule for office hours.
- Junior Seminar for the first semester of Year 1 in the Diploma program, with learning activities to support students in understanding the IB program and Core.
- Scheduled time for a study hall in the second semester of Year 2, so that students have more time to prepare for IB examinations.
- Grade 11/12 academic and social-emotional focused advisory sessions.
- Period 5 as a support for work completion when students miss a deadline.
- A balanced internal IB assessment calendar to insure that teachers spread out major IB deadlines.
- Early intervention action planning and meetings with students and parents to improve student performance.
- A published Google assessment calendar for each grade level so students may plan ahead and anticipate major assessments.
- An Extended Essay instructional program that provides increased student support with research skills.
- Opportunities to complete Creativity, Activity, Service requirements in a wide-range of extracurriculars.
- Purposeful mock exams and semester exams.
- A transparent, IB-aligned system for Lincoln grades.

Students and parents are asked to sign a letter of understanding to commit to the IB program. Students will receive a copy of this letter to bring home to discuss and sign during Year 1 of the IB program. We are excited to work with students on their IB learning journey!

COMPLAINTS PROCEDURE

When questions regarding the IB program arise, families should follow one of the communication chains:

Academic Issues: IB DP Teacher → IB Coordinator → Principal
CAS: Activity Advisor → CAS Coordinator → IB Coordinator → Principal
EE: EE Supervisor → EE Coordinator → IB Coordinator → Principal
TOK: TOK Teacher → TOK Coordinator → IB Coordinator → Principal

Should a high school student and/or their family member wish to express concern about a school-based academic decision or behavioral consequence that has already followed the initial steps of the communication chain above, they should contact the HS principal. The principal will review the concern in conjunction with other school leadership team members as necessary.



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FOR FURTHER INFORMATION CONTACT:

IB Coordinator: Sarah Fang
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Grade 11-12 Counselor: Douglas Dworak
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Grade 9-10 Counselor: Carolina Blanco
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