

IB
&
AP



The Diploma
Core
TOK • EE • CAS



IB by the
Numbers

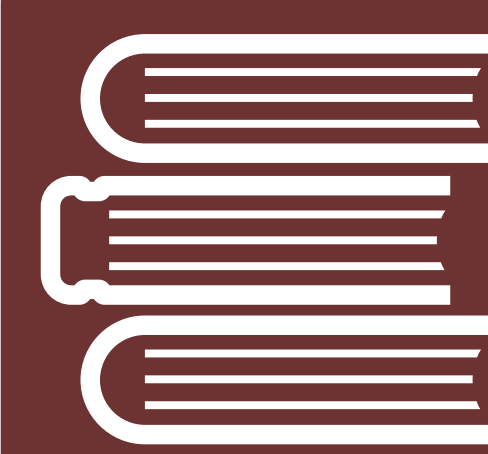


Higher
Acceptance



What is IB?

ALPHARETTA
HIGH SCHOOL



6
Diploma
Subjects



25
Subjects
Offered

September 2026

Statement of
Intent due



January 15

tinyurl.com/AHSIBIntent2027



Shadow
an IB
Student

Meet with
Fortunato



What is IB?

International Baccalaureate Diploma Programme



IB Philosophy

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future.

... an IB education:

- centers on **learners**
- develops effective **approaches** to teaching and learning
- works within **global** contexts
- **explores** significant content



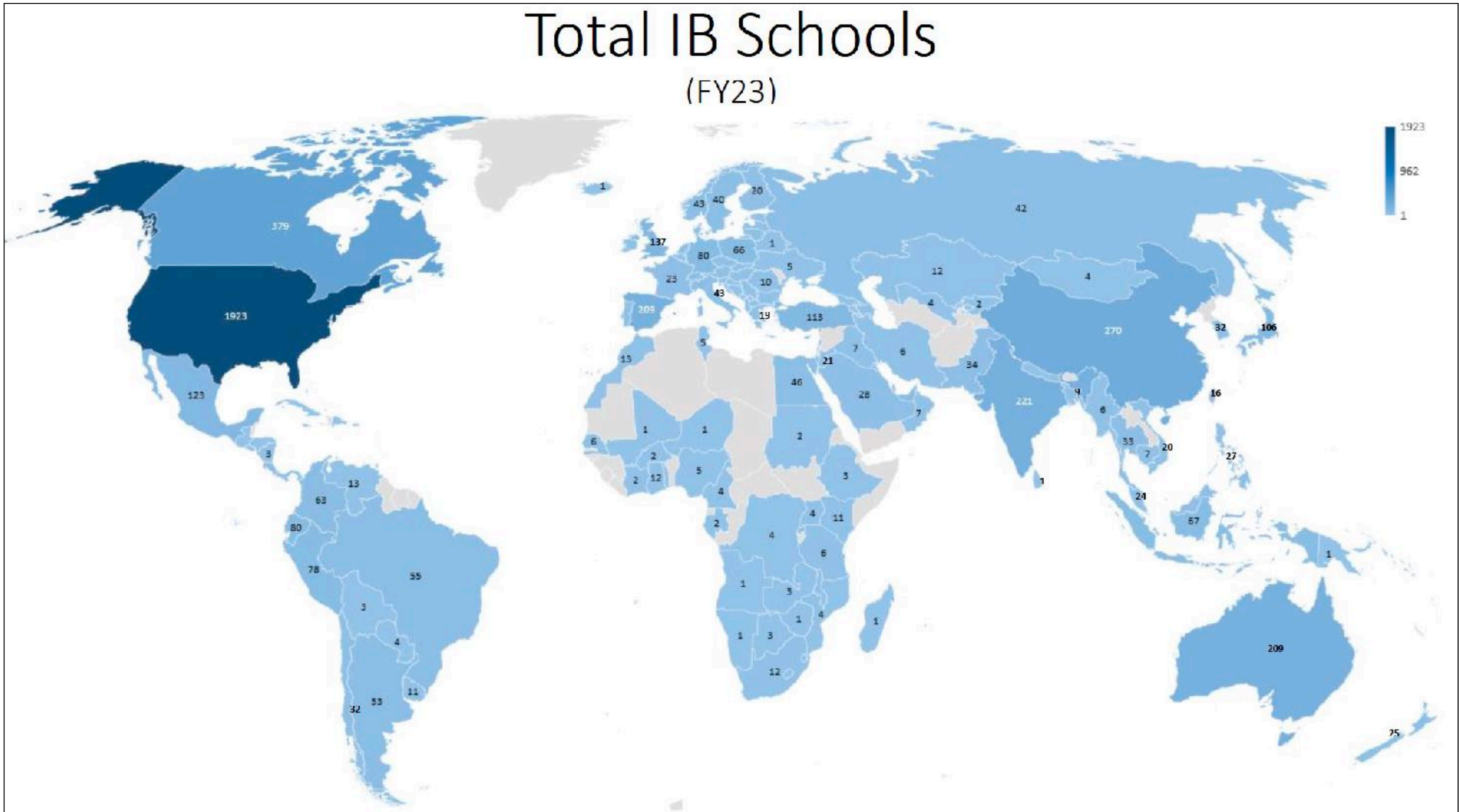
IB Philosophy

An IB education:

- “**empowers** young people for a lifetime of **learning**, independently and in collaboration with others...to engage with global challenges through inquiry, action and reflection”
- “creates learning **communities** in which students can increase their understanding of language and culture, which can help them to become more globally **engaged**”
- “provides **opportunities** to develop both disciplinary and **interdisciplinary** understanding”



IB by the Numbers

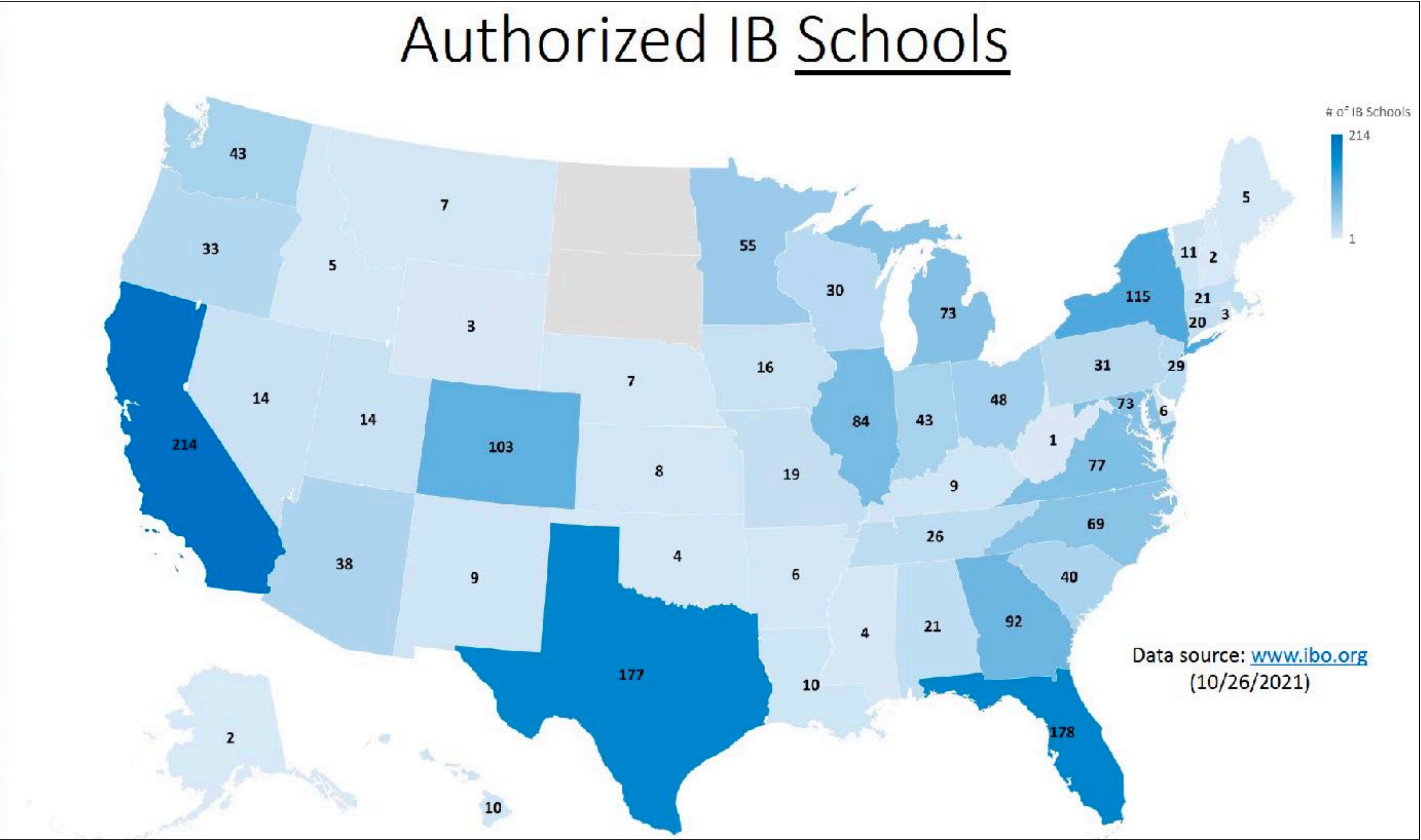


Graphic courtesy of CASIE



IB by the Numbers

Authorized IB Schools

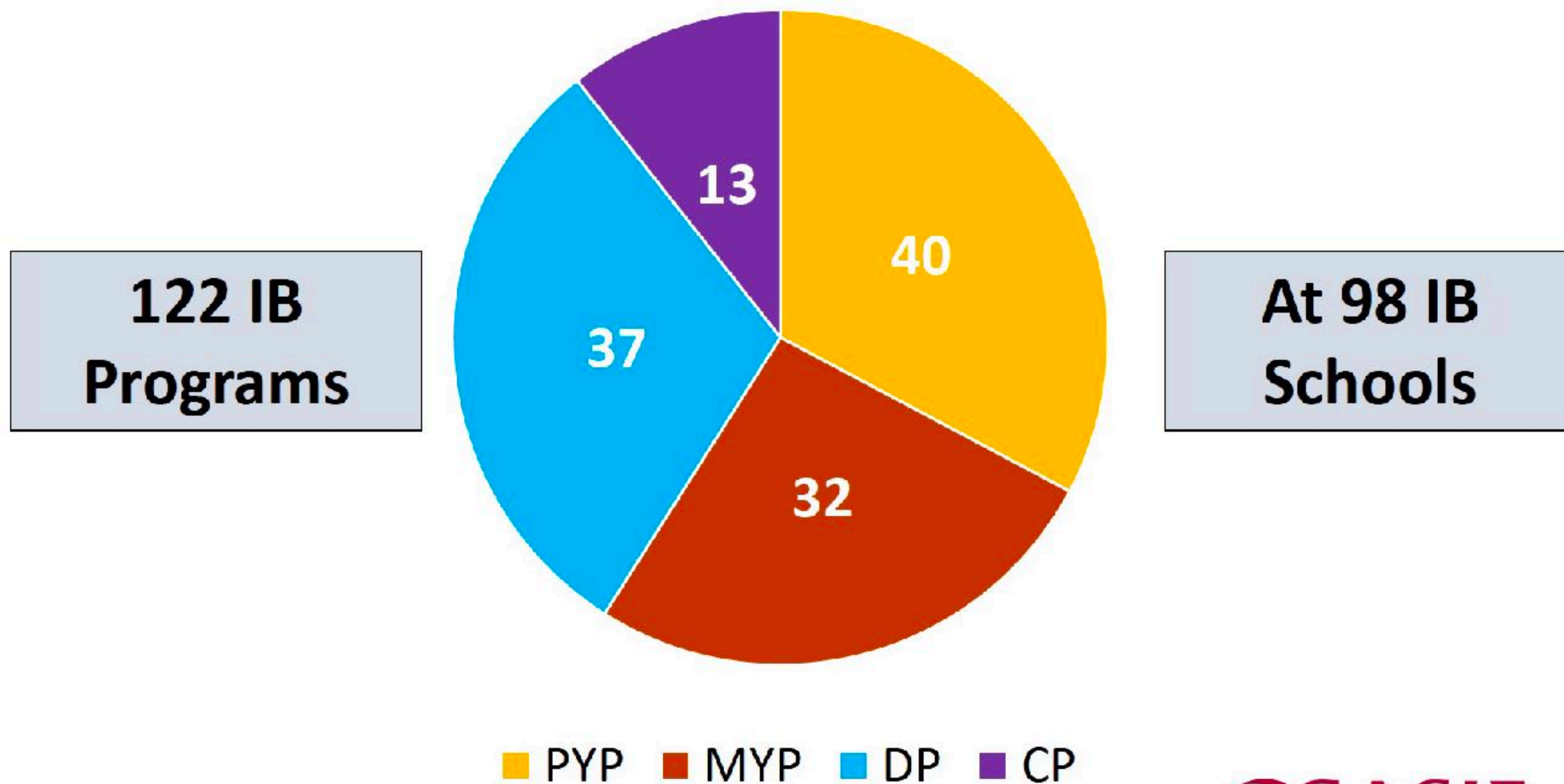


Graphic courtesy of CASIE



IB by the Numbers

Authorized IB Programs in Georgia



www.casieonline.org

Data source: www.ibo.org (10/14/22)



IB by the Numbers

3978 Diploma Programme Schools Worldwide

1731 DP Schools in the Americas

928 DP Schools in the United States

38 DP Schools in Georgia

1 of 4 FCS High Schools

2026-27 Academic Year
67 Diploma Programme Candidates
186 Course Candidates



IB by the Numbers

928 DP Schools in the United States

3

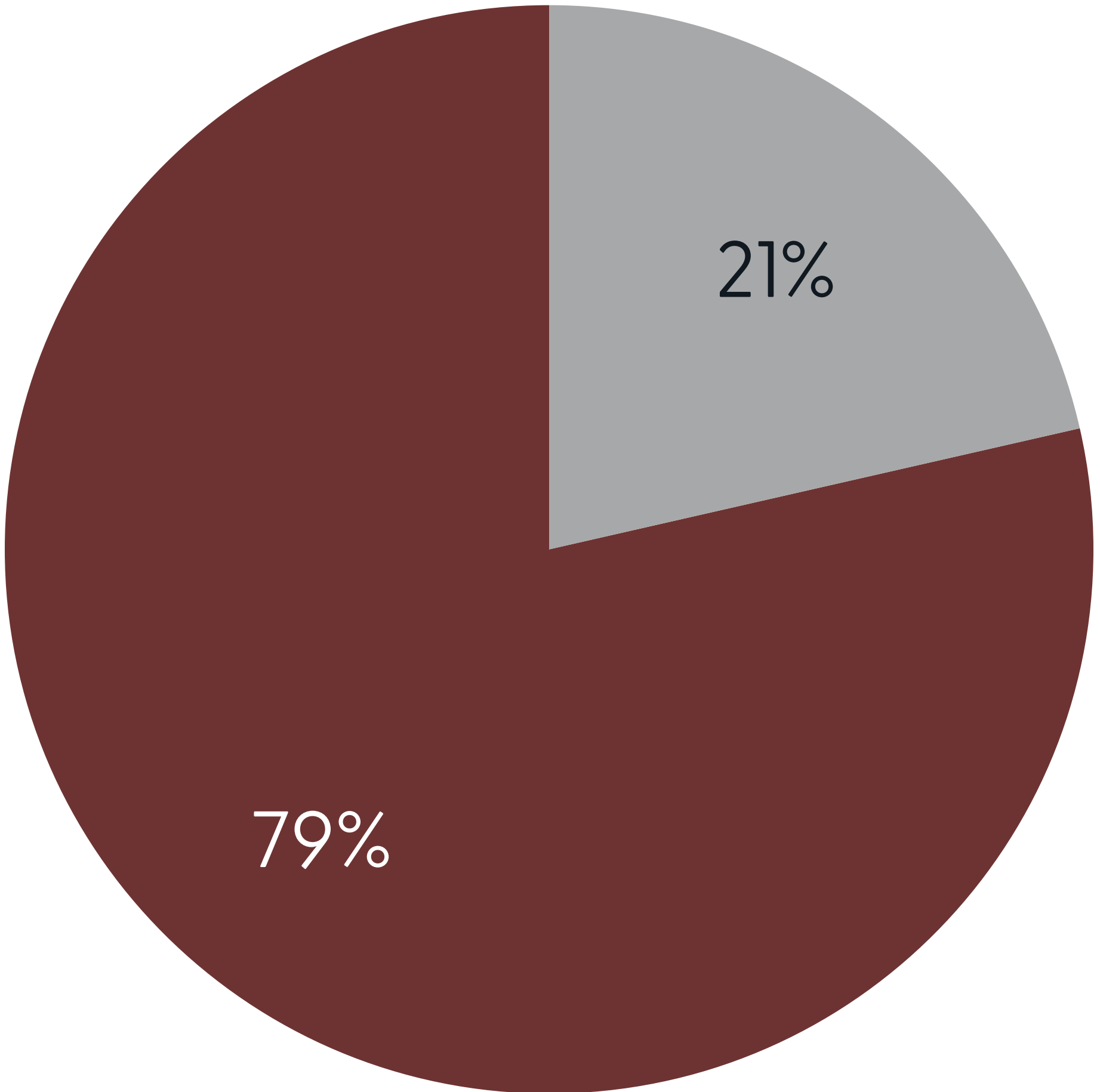
% of high schools in the US offering IB Diploma

2026-27 Academic Year
67 Diploma Programme Candidates
186 Course Candidates

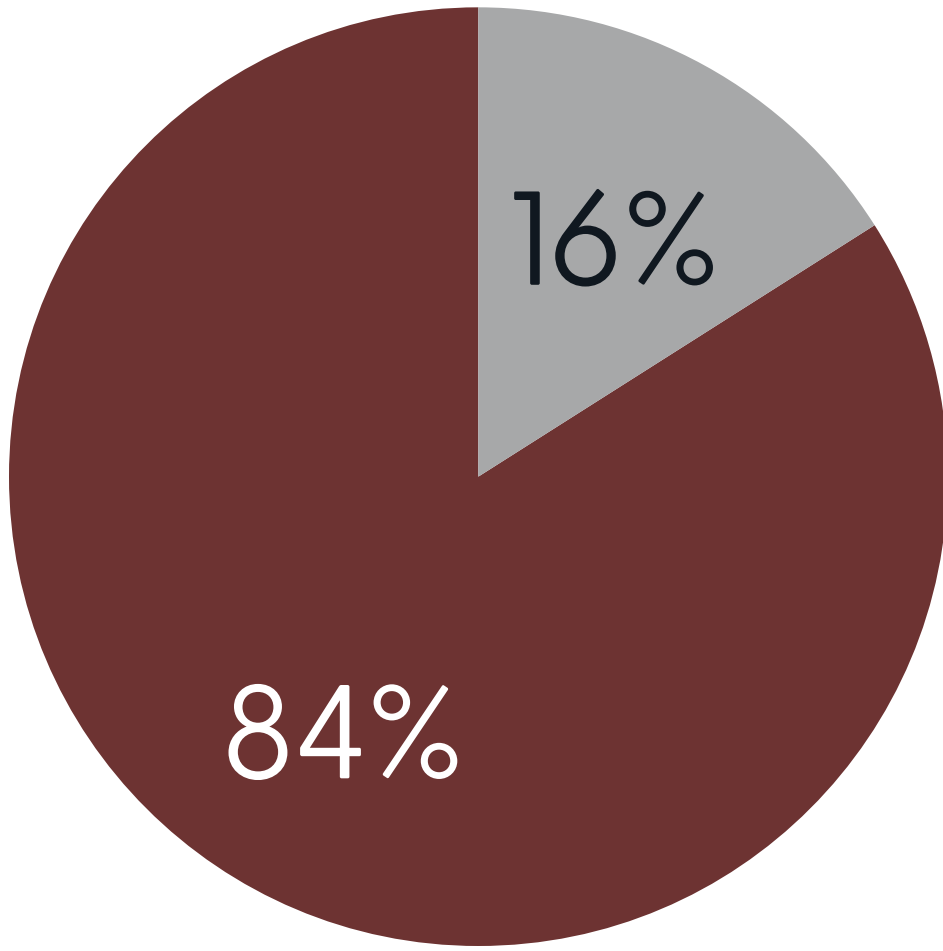


IB by the Numbers

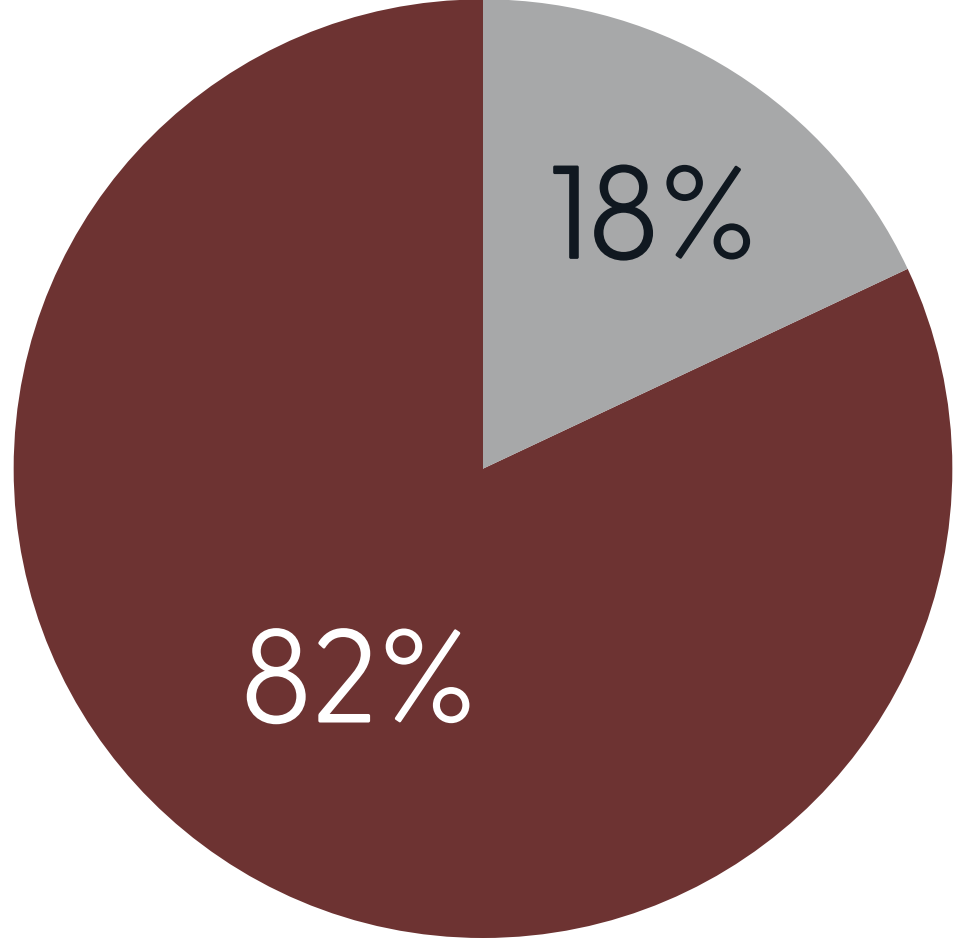
IB Diploma Award Rate May 2026



Alpharetta High School



Americas



Worldwide

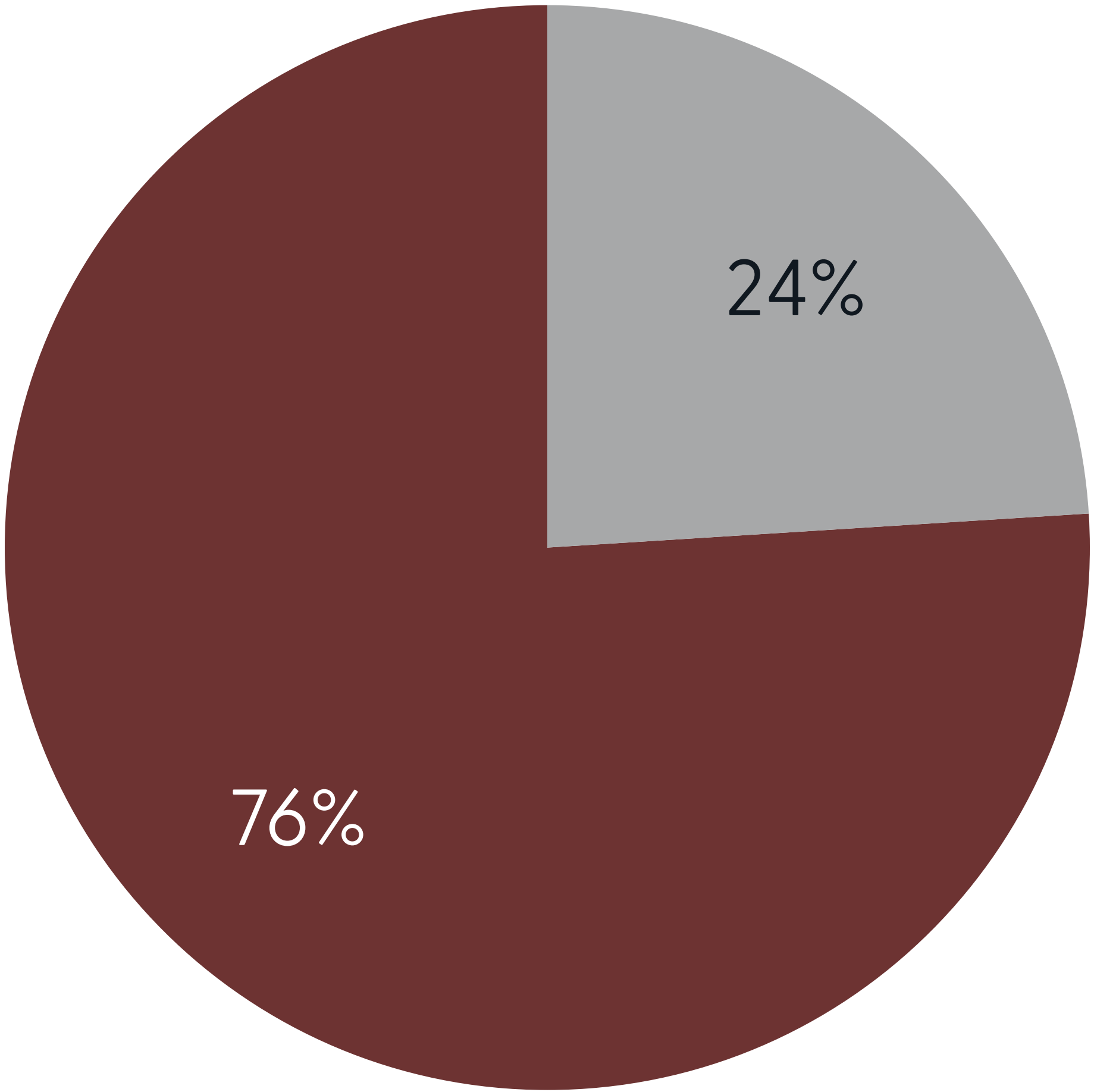


IB by the Numbers

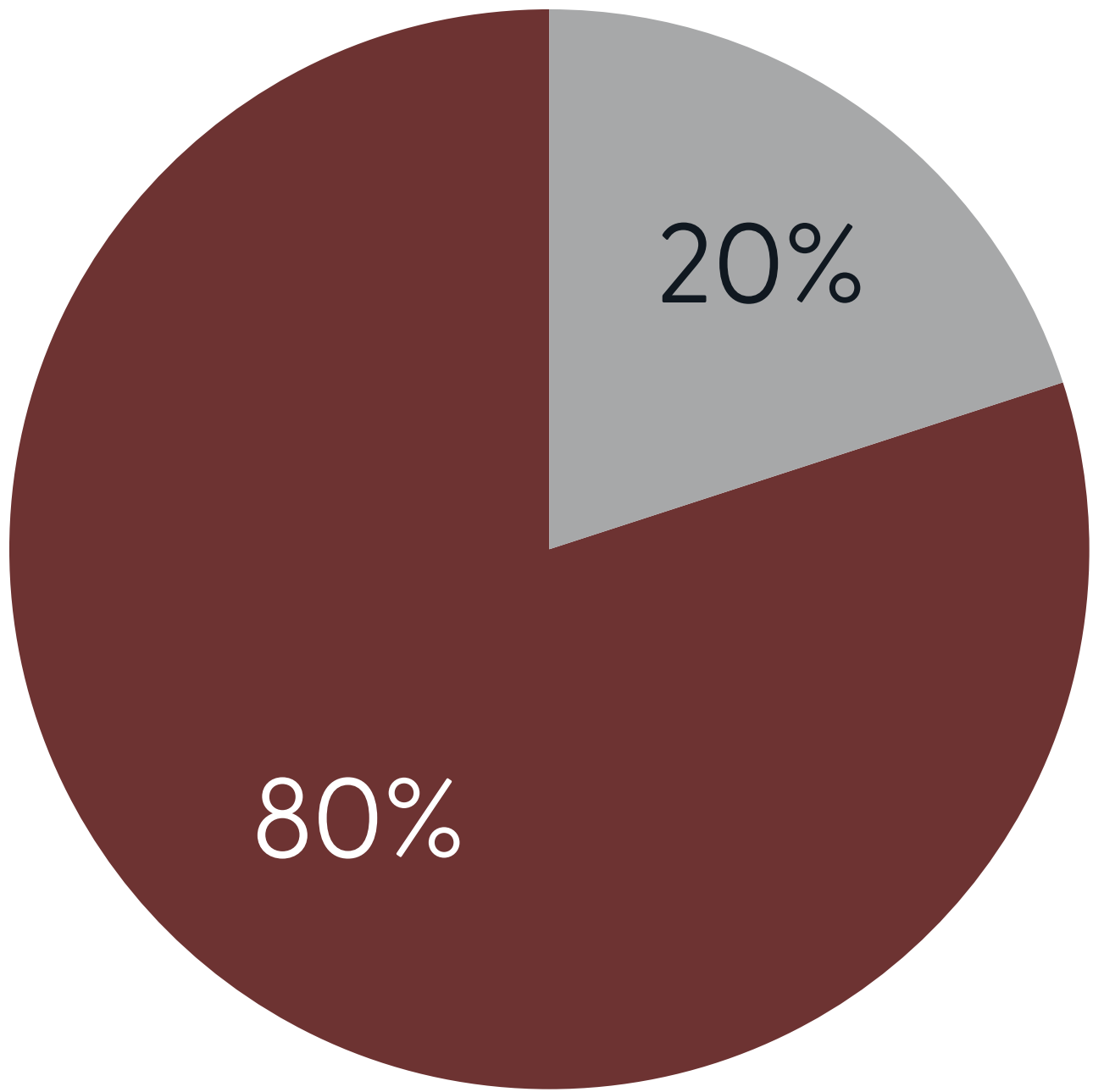
IB 4+ Scores
May 2026

10

of IB classes
with 100%
pass rate



Alpharetta High School

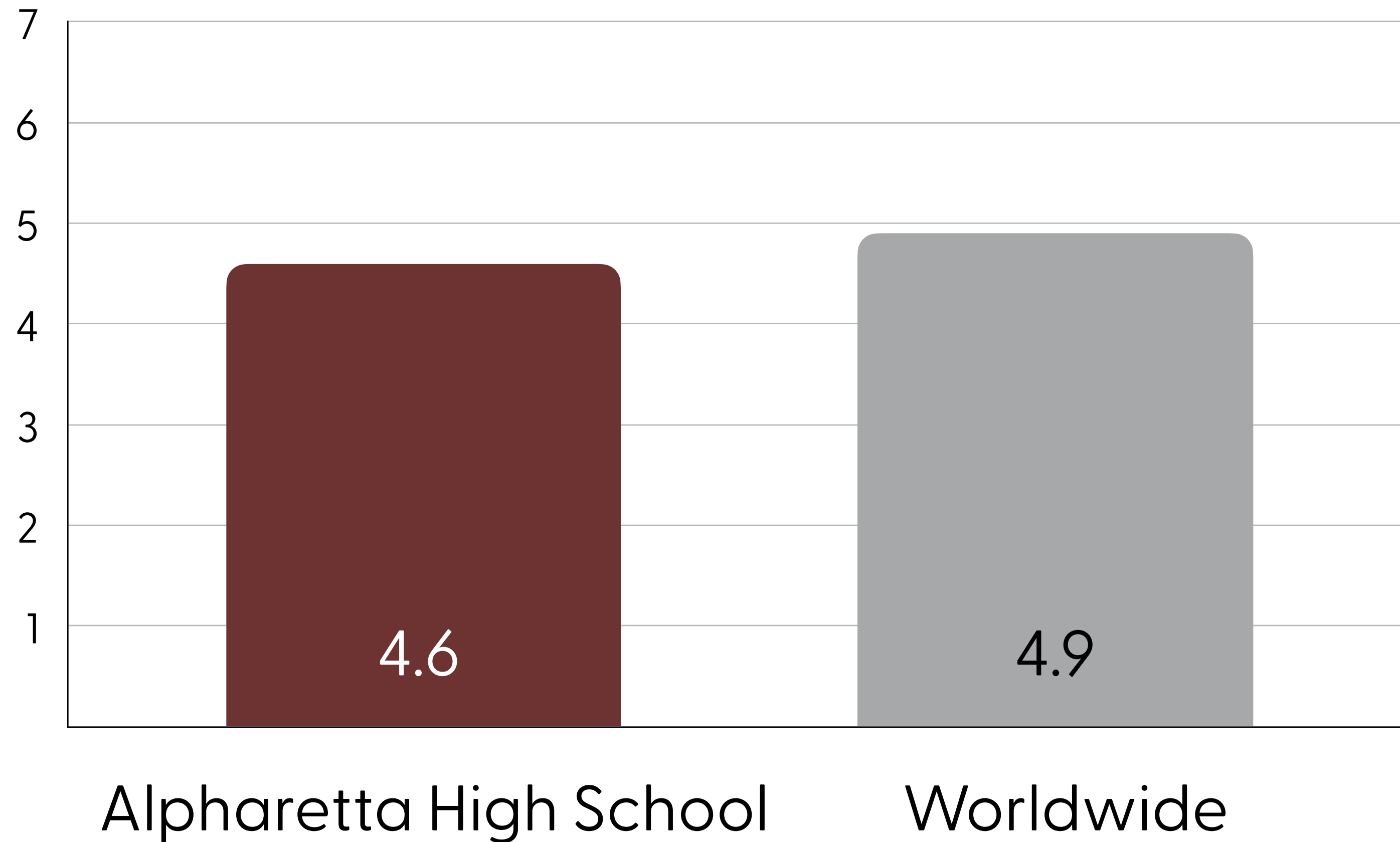


Worldwide



IB by the Numbers

IB Average Scores
May 2026



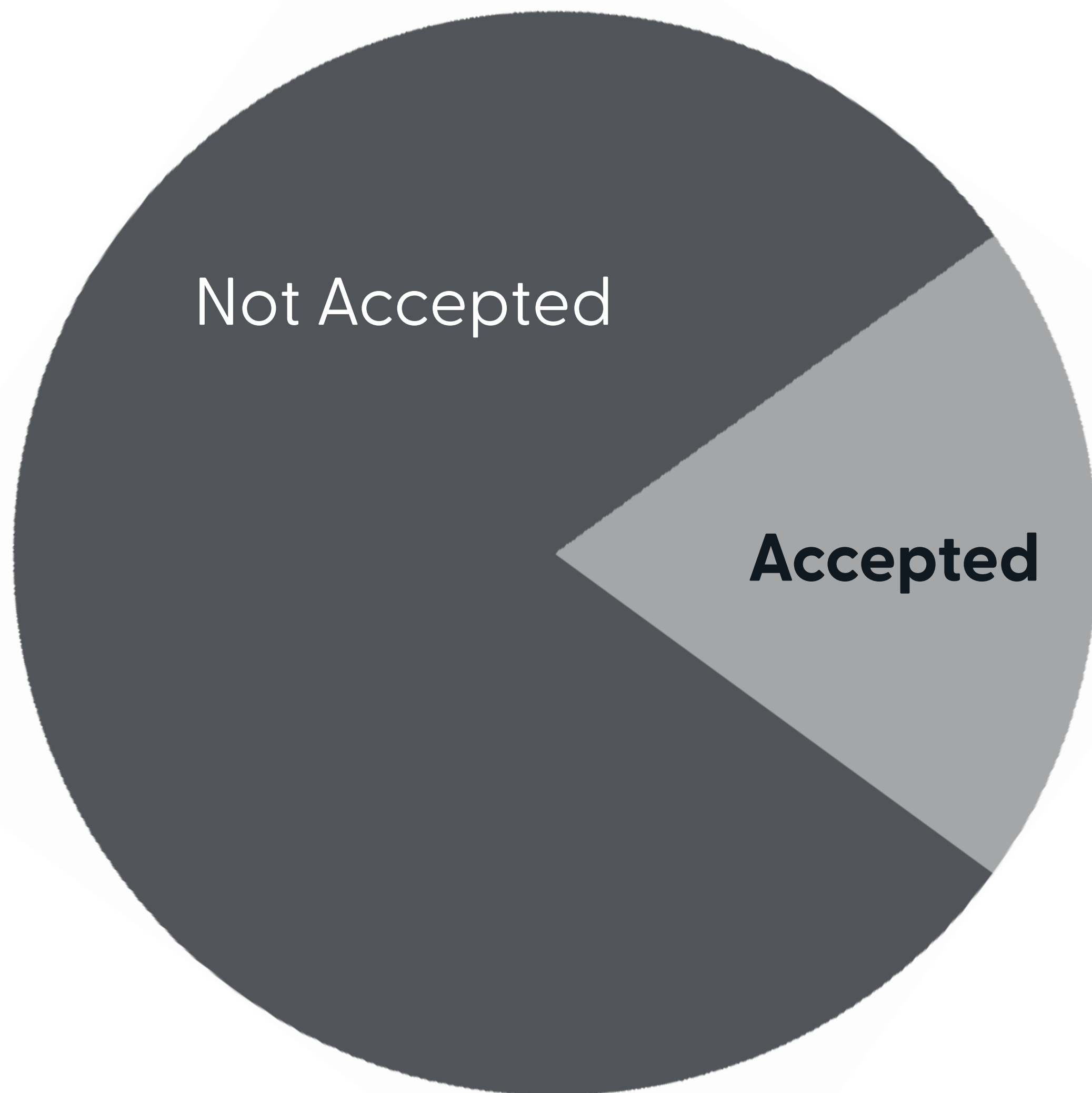
13

of IB classes
exceeding
worldwide
averages

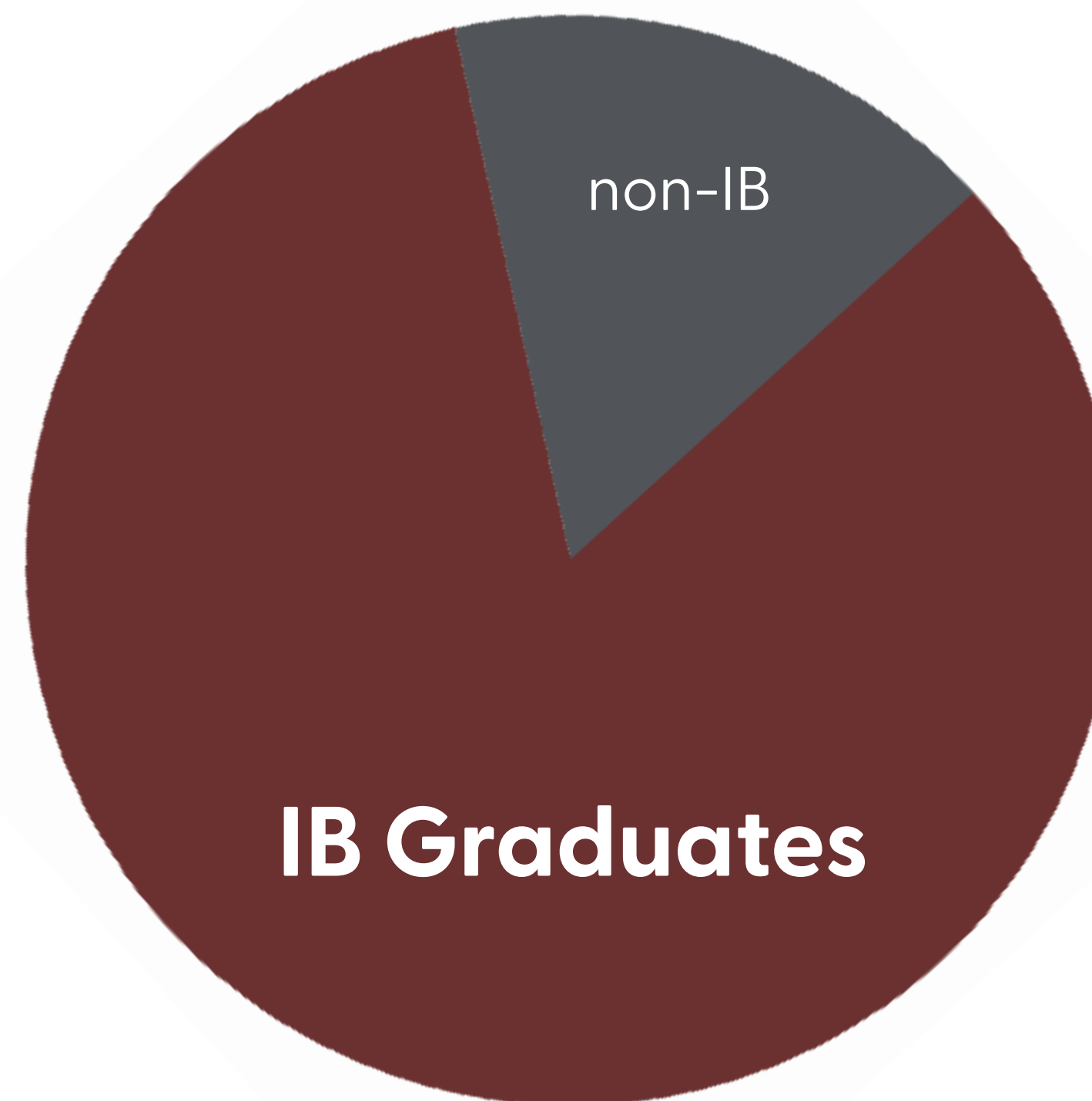


Higher Acceptance

2024 Graduate Data



Ivy League Applicants



Ivy League Acceptances

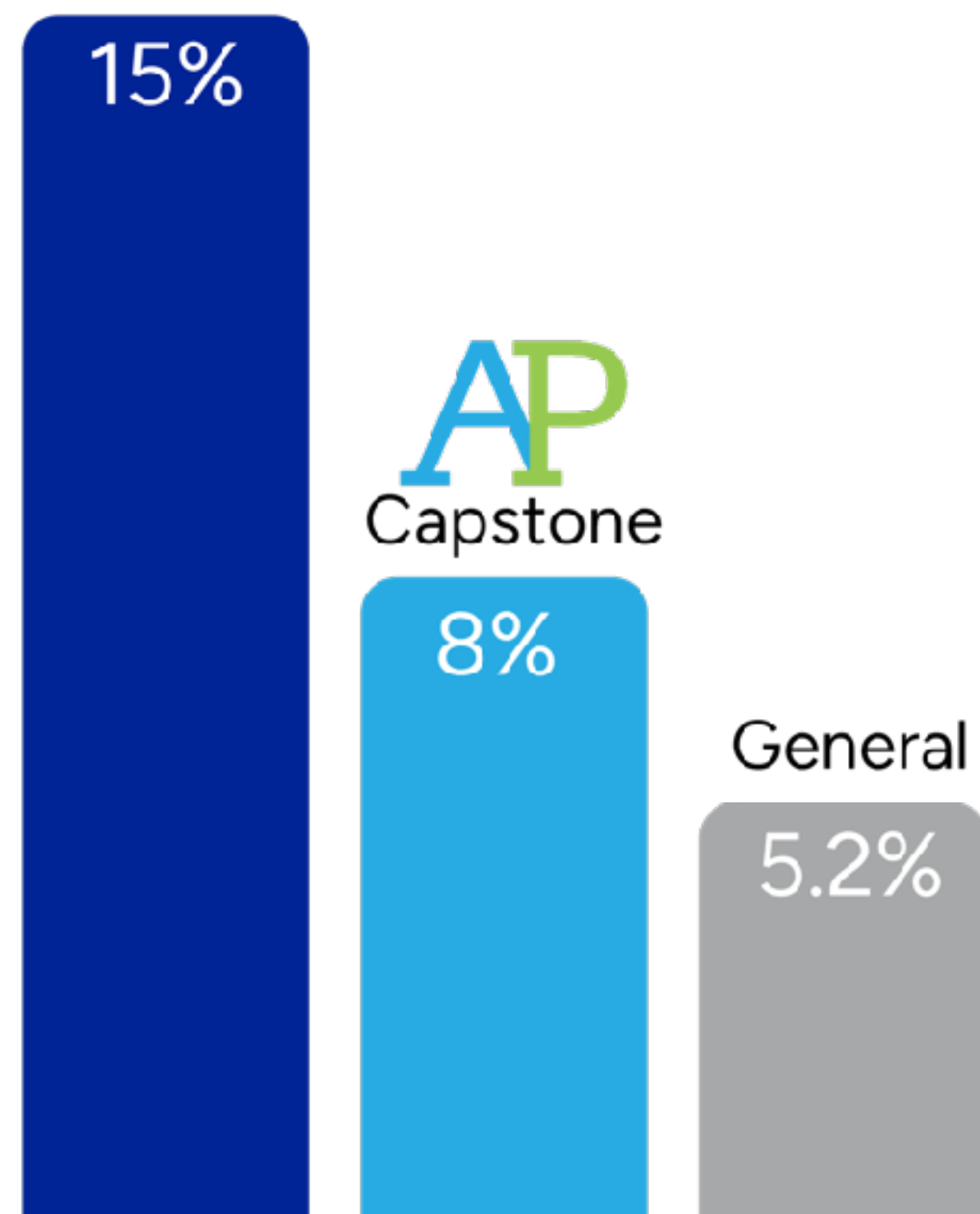
83%

were AHS IB Diploma
Program Graduates





Diploma



2026 Acceptance Rates

Higher Acceptance

2024 Graduate Data

83%

were AHS IB Diploma
Program Graduates

20%

of AHS's applicants
were accepted

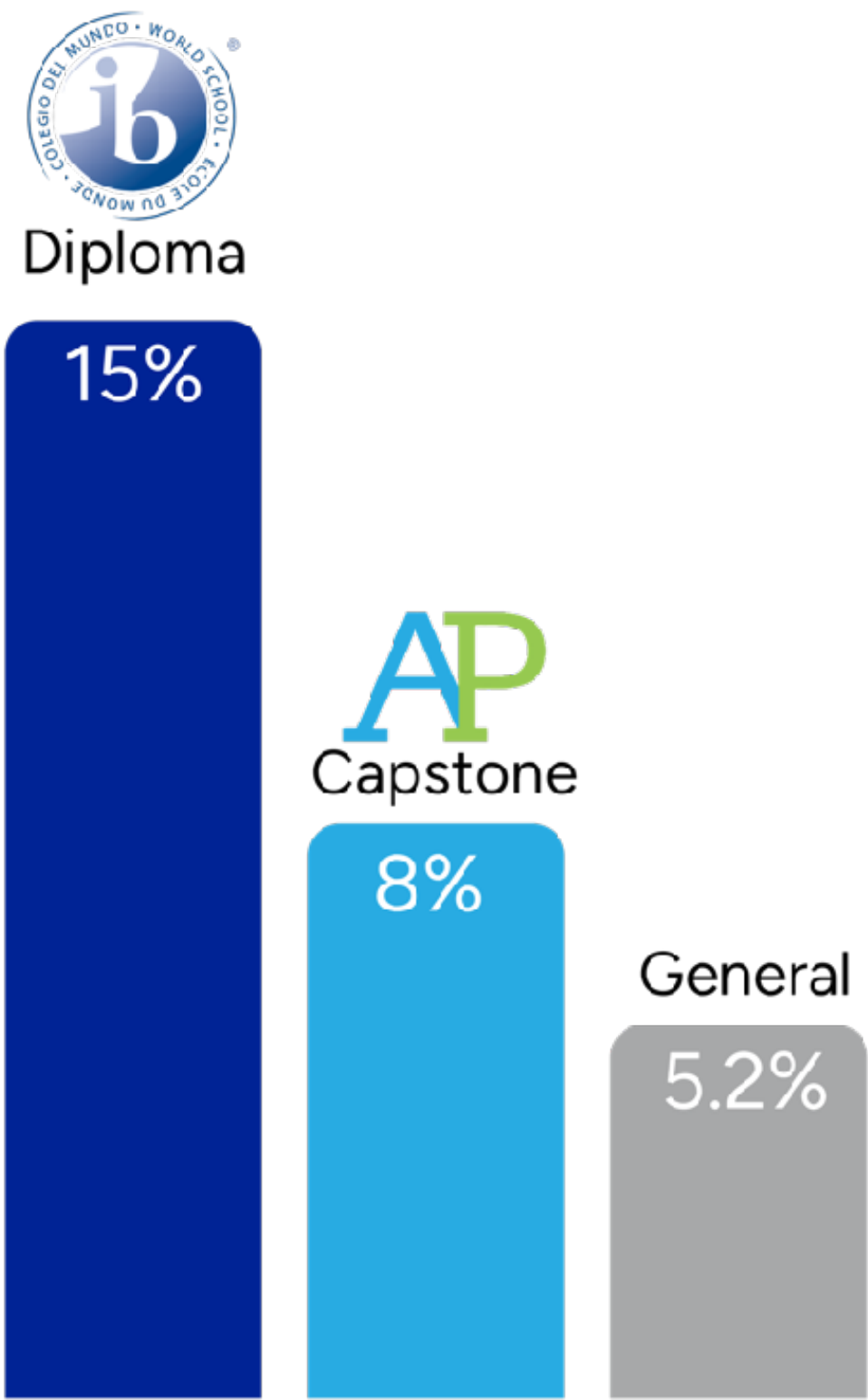


Higher Acceptance

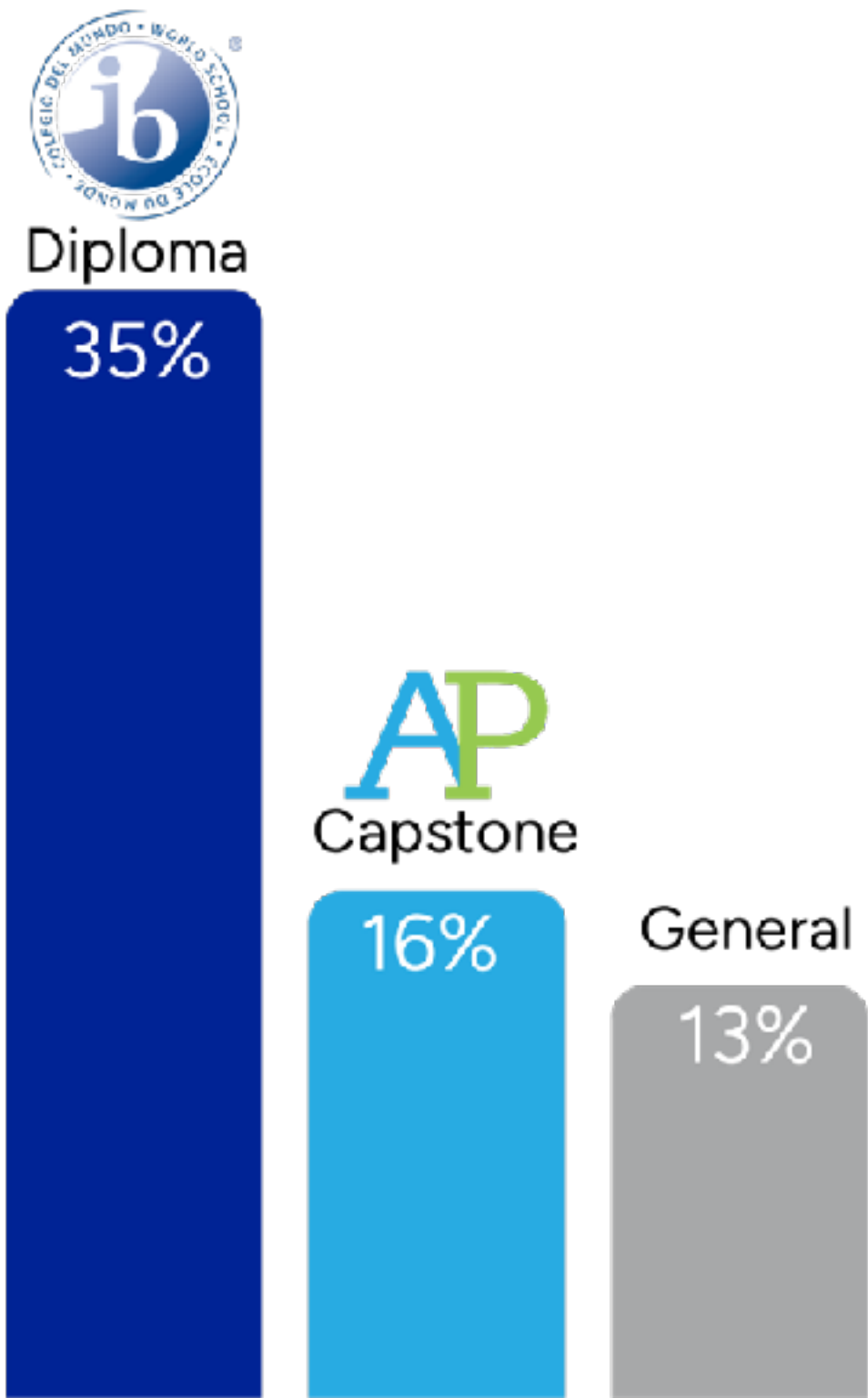
2026 Graduate Data

20%
Higher

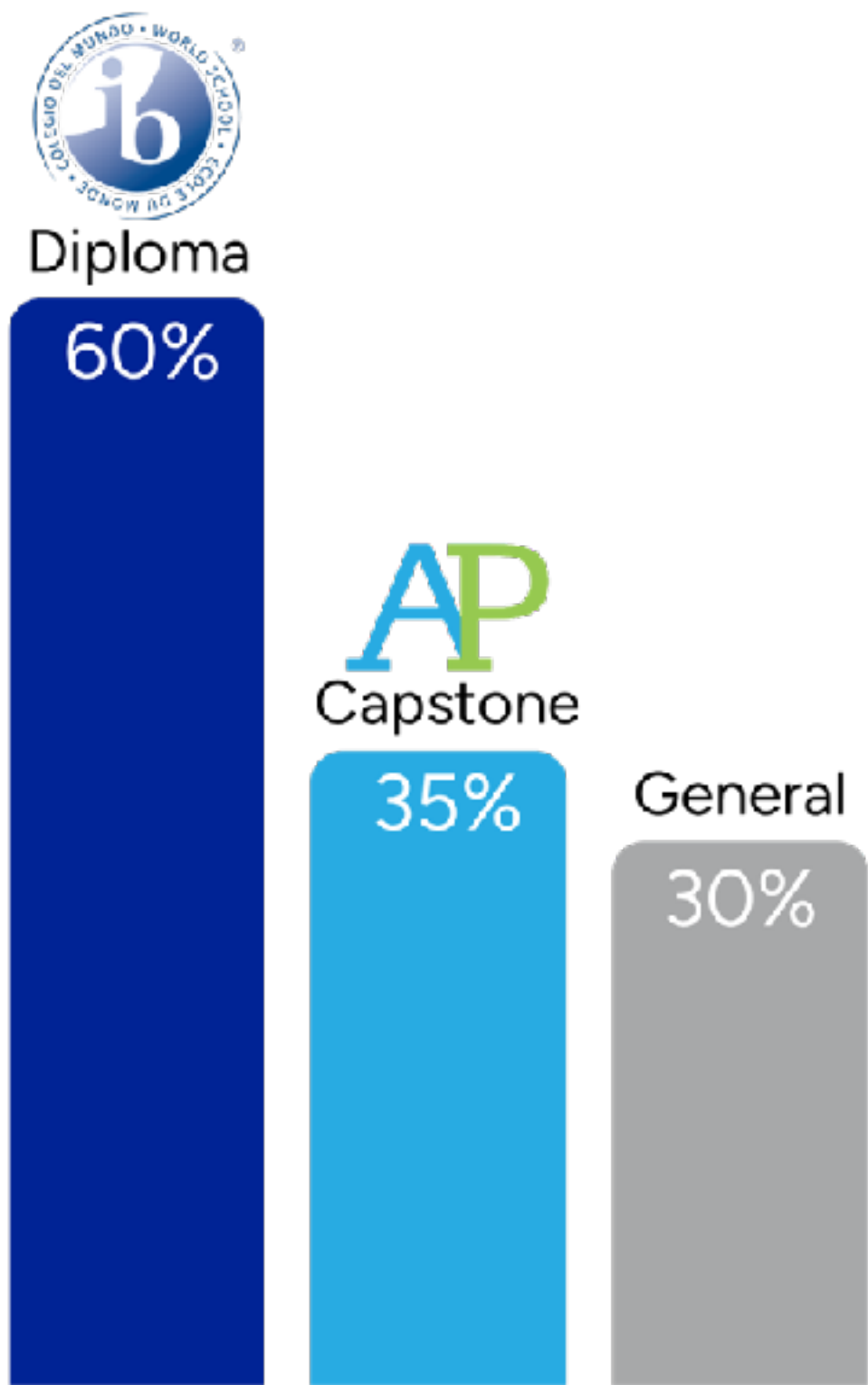
Average college
acceptance of IB
vs. non-IB



2026 Acceptance Rates



2026 Acceptance Rates



2026 Acceptance Rates



Higher Acceptance

**AHS IB Diploma Programme Students
have been accepted at...**

Agnes Scott College
Amherst College
Art Institute of Atlanta
Auburn University
Augusta University
Barnard College of Columbia University
Berry College
Boston University
Brandeis University
Brown University
Case Western Reserve University
Clark Atlanta University
Clemson University
Colorado State University
Cornell University
CU Boulder
Drexel University
Duke University
Embry-Riddle University
Emory University

Furman University
George Washington University
Georgia Institute of Technology
Georgia State University
Goucher College
Hampton University
Harvard University
Howard University
Kennesaw State University
Loyola of Chicago University
Mercer University
Michigan State University
New York University
Northern Illinois University
Northwestern University
Notre Dame University
Oglethorpe University
Ohio State University
Ohio University
Oregon State University

Parsons School of Design
Pennsylvania State University
Purdue University
Rice University
Rochester Institute of Technology
Rutgers University
Savannah College of Art & Design
Spelman College
St. John's College
St. Louis University
Syracuse University
UC Davis
UC Irvine
United States Naval Academy
University of Alabama
University of Central Florida
University of Georgia
University of Illinois
University of Maryland
University of Massachusetts

University of Miami
University of Michigan
University of Notre Dame
University of Pennsylvania
University of South Carolina
University of South. California
University of Tennessee
University of Toronto
Valdosta State University
Vanderbilt University
Washington University
Williams College

*...and more that didn't
fit on the slide!*

Students Attended



Higher Acceptance



Find countries/territories and universities that recognize IB programmes

University

Country/Territory

IB programme

☒ Diploma Programme

☐ Diploma Programme Courses

☐ Career-related Programme

☐ Middle Years Programme

Credit or scholarships

☐ Credit / Advanced Standing

☐ Scholarships

Country/Territory

United States of America

State/Province

All states/provinces

University name

Type a university name

Language of Instruction

All languages

Find universities

ibo.org/university-admission

Country/Territory: United States of America X

State/Province: Georgia X

Programme: Diploma Programme X

Agnes Scott College

United States of America

✓ DP

X DP Courses

X CP

X MYP

Details

✓ Credit Policy

Cornell University

United States of America

✓ DP

✓ DP Courses

X CP

X MYP

Details

✓ Credit Policy

Emory University

United States of America

✓ DP

✓ DP Courses

X CP

X MYP

Details

✓ Credit Policy

Georgia College and State University

United States of America

✓ DP

✓ DP Courses

X CP

X MYP

Details

✓ Credit Policy

Georgia Institute of Technology

United States of America

✓ DP

✓ DP Courses

✓ CP

X MYP

Details

Group 1: A1 & A2 English Literature, Language and Literature, Literature and Performance

IB Level and Score

HL4	ENGL 1101 (3 credit hours)
HL5	ENGL 1101 (3 credit hours)
HL6	ENGL 1101 (3 credit hours)
HL7	ENGL 1101 (3 credit hours) and ENGL 1102 (3 credit hours)
SL5	ENGL 1101 (3 credit hours)
SL6	ENGL 1101 (3 credit hours)
SL7	ENGL 1101 (3 credit hours)

Students with A1 or A2 level language other than English should reach out to the academic department corresponding to the language they studied for additional credit or placement beyond what is offered by Language B placement.

Example:
UGA Credit Equivalency





 INTERNATIONAL BACCALAUREATE ADVANCED PLACEMENT WHICH PATH IS BEST FOR HOW YOU LEARN?	
<i>I like to ask...</i> HOW? WHY? Focuses on exploring content knowledge through a variety of projects, literature, and experiences 	<i>I like to ask...</i> WHO? WHAT? Focuses on learning specific facts and information through memorization toward May examinations
Rigorous, upper-level courses Can earn college credit	
<i>I learn best by...</i> DOING Develops deep conceptual knowledge through project application and real-world scenarios <i>I want to study a...</i> HOLISTIC PROGRAM Student-centric, focused on an interdisciplinary, classical liberal arts education in grades 11 & 12	<i>I learn best by...</i> HEARING Develops expansive content knowledge through reading, instruction, & practice preparing for exams <i>I want to study...</i> INDEPENDENT COURSES Content-centric, focused on individual, prescribed topics and specific required content



AP

AP Literature Exam

- Read at least 5 passages
- Answer 55 Multiple Choice Questions
- Read 2 more passages
- Write 3 essays
- Answer all questions
- Based on what you remember

over ~3 hours and in one sitting

Who & What

21. Which of the following best describes the relationship between the first paragraph and the second?
- (A) The first paragraph is mainly concerned with aesthetic issues, and the second, with pragmatic ones.
 - (B) The diction is sophisticated in the first paragraph and simple in the second.
 - (C) The point of view in the first paragraph is mainly subjective; in the second, it is mostly objective.
 - (D) The romantic tone of the first paragraph becomes rather arrogant in the second.
 - (E) A question posed in the first paragraph is answered in the second.



AP

AP Literature Exam

- Read at least 5 passages
- Answer 55 Multiple Choice Questions
- Read 2 more passages
- Write 3 essays
- Answer all questions
- Based on what you remember

over ~3 hours and in one sitting

Who & What

“And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” Pauline Hopkins, *Contending Forces*

Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.

You may choose a work from the list below or one of comparable literary merit. Do not merely summarize the plot.

Absalom, Absalom!
The Age of Innocence
Another Country
Brideshead Revisited
Ceremony
The Color Purple
Daisy Miller
Death of a Salesman
The Glass Menagerie
The Grapes of Wrath
Great Expectations
Heart of Darkness
Invisible Man
King Lear
Maggie: A Girl of the Streets
M. Butterfly
A Midsummer Night's Dream
My Ántonia
Native Son

No Exit
One Flew Over the Cuckoo's Nest
One Hundred Years of Solitude
Oryx and Crake
A Passage to India
The Piano Lesson
The Plague
The Poisonwood Bible
Pride and Prejudice
A Raisin in the Sun
Snow Falling on Cedars
Sula
The Sun Also Rises
Tess of the D'Urbervilles
Waiting for Godot
When the Emperor Was Divine
The Women of Brewster Place
Wuthering Heights



How & Why

IB



IB Lit Exam Example

- No multiple choice
- Apply what you learn

over two sessions on different days



IB



How & Why

Answer **one** question. Compare and contrast **two** of the works you have studied.

1. How do **two** of the works you have studied portray the struggle to be understood?
2. Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in **two** of the works you have studied?
3. Discuss how **two** works you have studied present concepts of good and bad, not as absolute notions, but as a matter of individual perception.
4. Referring to **two** works you have studied, discuss how the author has created a convincing “world”.

IB Lit Exam Example

- No multiple choice
- Apply what you learn

over two sessions on different days



How & Why

IB



- How is the relationship between the two characters established in this extract?
- To what effect does the narrator combine objective facts and subjective perception in this text?

IB Lit Exam Example

- No multiple choice
- Apply what you learn

over two sessions on different days



IB



Assessments for IB

Internal Assessments



Global Politics

Business Management

the environment. The pandemic has promoted overconsumption based on their external environment through unsustainable practices.

STEEPLE Analysis

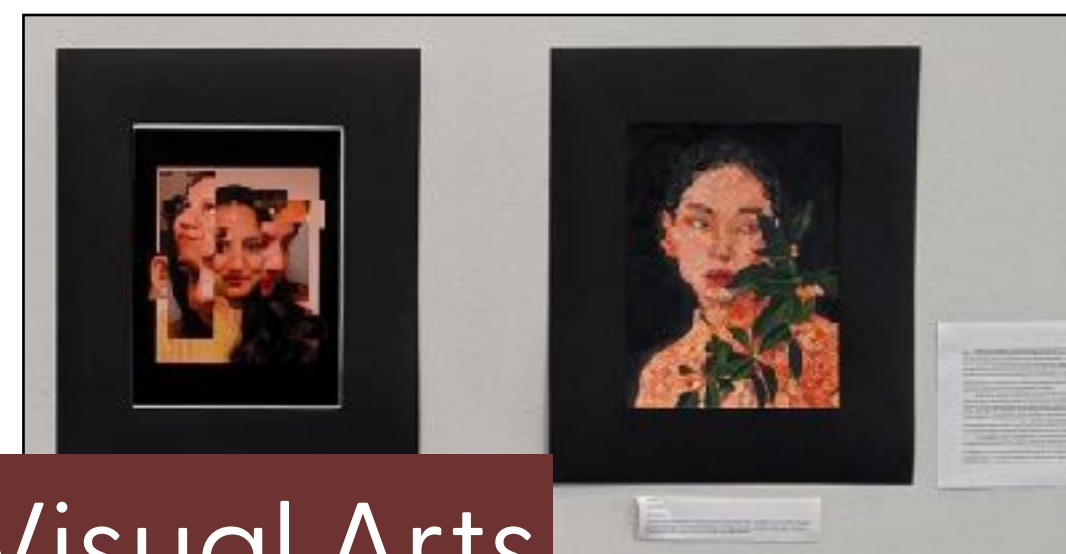


Social (COVID) - The COVID pandemic brought about the rise of online shopping, and hence the foundation for online businesses like Temu and Shein to thrive in western countries where the ease of product availability led to the culture of overconsumption.

Technological (AI Algorithms) - The rise in AI algorithms allows for a more streamlined experience for users in the app, with highly targeted ads and product promotion. This further promotes the culture of overconsumption as people see more products that they want for fun and are more likely to buy quick-waste products.

Economic (Inflation) - At the time of Temu's rise, the American inflation rate had lowered to 8.5% from 9.1% in June 2022, while accompanied by a 6.73% growth of wages during that same time.

Visual Arts



Enviro Sys & Soc

11. Pin the spot where the sample was taken.

12. Calculate the distance between the spot where the sample was taken and the side of the road.

RESULTS, ANALYSIS, AND CONCLUSION

Raw Data: Distance from Roads Effect on water pH in bodies of water in Alpharetta.

Body of Water	Distance from road	pH Trial 1	pH Trial 2	pH Trial 3	Other notes
Windward Lake	124.672 ft	7	7	7	Next to a dam

Lit & Performance



Dance



IB assessments measure whether students have mastered advanced academic skills, for example:

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

IB



Assessments for IB

Internal Assessments

- Graded **internally** by your teacher
- Completed either during Y1 or Y2
- Random samples sent to IB for moderation and feedback
- Various formats: oral, essay, product, lab, performance...

External Assessments

- Graded **externally** by IB
- Timed, standardized IB exams given in May at end of course (typically Y2)
- Taken over multiple days
- 2-3 parts for most exams, largely written

IB assessments measure whether students have mastered advanced academic skills, for example:

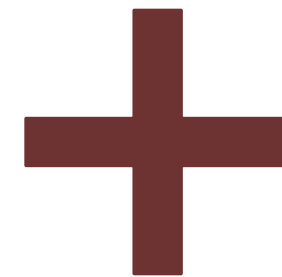
- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Assessments for IB

IB



**Internal
Assessments**



**External
Assessments**



1 - 7

Assessments for AP

AP

**AP Exams
(external)**



1 - 5

COURSE FRAMEWORK

11	Introduction
11	The Founding Documents
13	Course Framework Components
15	Historical Thinking Skills and Reasoning Processes
19	Course Content
24	Course at a Glance
29	Unit Guides
31	Using the Unit Guides
33	UNIT 1 – Period 1: 1491–1607
61	UNIT 2 – Period 2: 1607–1754
97	UNIT 3 – Period 3: 1754–1800
149	UNIT 4 – Period 4: 1800–1848
205	UNIT 5 – Period 5: 1844–1877
255	UNIT 6 – Period 6: 1865–1898
311	UNIT 7 – Period 7: 1890–1945
375	UNIT 8 – Period 8: 1945–1980
443	UNIT 9 – Period 9: 1980–Present

UNIT 3		Period 3: 1754–1800		UNIT 4		Period 4: 1800–1848		UNIT 5		Period 5: 1844–1877					
~17		Class Periods		10–17%		AP Exam Weighting		~17		Class Periods		10–17%		AP Exam Weighting	
4	3.1 Contextualizing Period 3			4	4.1 Contextualizing Period 4			4	5.1 Contextualizing Period 5						
WOR 1	3.2 The Seven Years' War (The French and Indian War)			2	4.2 Parties and the Era of Jefferson			1	5.2 The Mexican American War						
WOR 2	3.3 Taxation Without Representation														
NAT 2	3.4 Philosophical Foundations of the American Revolution														
WOR 6	3.5 The American Revolution														
SOC WOR 3	3.6 The Influence of Revolutionary Ideals														
PCE 3	3.7 The Articles of Confederation														
PCE 3	3.8 The Constitutional Convention and Debates over Ratification														
PCE 5	3.9 The Constitution														
WOR 2	3.10 Shaping a New Republic														
ARC 1	3.11 Developing an American Identity			SOC 3	4.12 African Americans in the Early Republic			6	5.12 Comparison of Period 5						
MIG SOC 5	3.12 Movement in the Early Republic			GEO 1	4.13 The Society of the South in the Early Republic										
6	3.13 Continuity and Change in Period 3			6	4.14 Causation in Period 4										

May Exam

PART A: MULTIPLE-CHOICE

Questions 1–4 refer to the following excerpt.

“May it . . . please your most excellent Majesty, that it may be declared . . . in this present parliament assembled, and by the authority of the same, That the said colonies and plantations in America have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain; . . . and [they] of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever.”

The Declaratory Act, passed by the British Parliament in 1766

1. Which of the following contributed most directly to the enactment of the law in the excerpt?
(A) The increasing divergence between colonial and British culture in the 1700s
(B) Debates over how Britain's colonies should bear the cost of the Seven Years' War (French and Indian War)
(C) The drafting of a declaration of independence for Britain's colonies in North America
(D) Conflicts between colonists and British army leaders over recognizing Native American sovereignty
2. The actions described in the excerpt most immediately led to
(A) Parliament strengthening its approach to generating new tax revenue in the North American colonies
(B) major and sometimes violent conflicts emerging between the various colonial regions
(C) a colonial convention to call for independence from Britain
(D) Britain delegating greater authority to colonial assemblies

Rigor in AP

AP

Quantity of Content

Short amount of time

~140 days of content from August – March, allowing time for exam prep prior to May exams

Rigor in IB

IB



Depth
of
Understanding
and
Mastery

Longer period for learning

The IB Diploma Programme is completed over 2 years

Exam is at the end of Year 2

International Baccalaureate
Diploma Programme Subject Brief
Individuals and societies: History—Higher level
First assessments 2017

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer two questions, each chosen from a different topic.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.
- Where the word region is used it refers to the following four regions: Europe, the Americas, and Africa and the Middle East.

Topic 6: Causes and effects of Early Modern wars (1500–1750)

11. Compare and contrast the short-term causes of **two** Early Modern wars, each chosen from a different region.
12. Evaluate the role and importance of mercenaries in **one** Early Modern war.

Topic 7: Origins, development and impact of industrialization (1750–2005)

13. “The availability of natural resources was the most important cause of industrialization.” With reference to **two** countries, each chosen from a different region, to what extent do you agree with this statement?
14. Examine the impact of industrialization on standards of living and working conditions in **one** country.

Rigor in IB

IB



Depth
of
Understanding
and
Mastery

Longer period for learning

AP discusses the 'what' and IB
discusses the 'what, why, and how.'

IB Diploma Graduate, Class of 2022

Rigor in AP

AP

Quantity of Content

Short amount of time

IB



Potential Positives

- Most colleges around the US will give credit for strong test scores on either AP or IB exams, with limitations set by each college.
- AP and IB coursework is consistent worldwide, so the student, the school and the college all know what is expected. Yes, there are variations based on schools and teachers, but the curriculum is standardized.
- AP and IB students are able to get an idea of the level of work needed for a college-level class while still in a high school course.
- Taking AP/IB courses in your high school allows a student to remain active in high school activities and events, as they stay on their HS campus.
- AP and IB students are in classes with other people who are looking to really challenge themselves in their coursework and in class interactions/projects.

Potential Negatives

- Obtaining college credit for AP/IB exams is not consistent nationwide, and there is the potential to not receive any credit for a lower exam score.
- At times, there are limitations on the variety of AP/IB courses offered at a high school.
- There is a cost associated with AP/IB exams, which while not huge, can still be daunting for some students and families.

IB



 **UNIVERSITY OF GEORGIA**
Undergraduate Admissions

Score of 4
generally
receives credit
(varies by
college)

Potential Positives

- Most colleges around the US will give credit for strong test scores on either AP or IB exams, with limitations set by each college.
- AP and IB coursework is consistent worldwide, so the student, the school and the college all know what is expected. Yes, there are variations based on schools and teachers, but the curriculum is standardized.
- AP and IB students are able to get an idea of the level of work needed for a college-level class while still in a high school course.
- Taking AP/IB courses in your high school allows a student to remain active in high school activities and events, as they stay on their HS campus.
- AP and IB students are in classes with other people who are looking to really challenge themselves in their coursework and in class interactions/projects.

Potential Negatives

- Obtaining college credit for AP/IB exams is not consistent nationwide, and there is the potential to not receive any credit for a lower exam score.
- At times, there are limitations on the variety of AP/IB courses offered at a high school.
- There is a cost associated with AP/IB exams, which while not huge, can still be daunting for some students and families.

IB



 **UNIVERSITY OF GEORGIA**
Undergraduate Admissions

Potential Positives

- Most colleges around the US will give credit for strong test scores on either AP or IB exams, with limitations set by each college.
- AP and IB coursework is consistent worldwide, so the student, the school and the college all know what is expected. Yes, there are variations based on schools and teachers, but the curriculum is standardized.
- AP and IB students are able to get an idea of the level of work needed for a college-level class while still in a high school course.
- Taking AP/IB courses in your high school allows a student to remain active in high school activities and events, as they stay on their HS campus.
- AP and IB students are in classes with other people who are looking to really challenge themselves in their coursework and in class interactions/projects.

Potential Negatives

- Obtaining college credit for AP/IB exams is not consistent nationwide, and there is the potential to not receive any credit for a lower exam score.
- At times, there are limitations on the variety of AP/IB courses offered at a high school.
- There is a cost associated with AP/IB exams, which while not huge, can still be daunting for some students and families.

AHS currently
offers 25 different
IB courses

IB



 **UNIVERSITY OF GEORGIA**
Undergraduate Admissions

Fulton County
pays for all
IB exam
registration
costs

Potential Positives

- Most colleges around the US will give credit for strong test scores on either AP or IB exams, with limitations set by each college.
- AP and IB coursework is consistent worldwide, so the student, the school and the college all know what is expected. Yes, there are variations based on schools and teachers, but the curriculum is standardized.
- AP and IB students are able to get an idea of the level of work needed for a college-level class while still in a high school course.
- Taking AP/IB courses in your high school allows a student to remain active in high school activities and events, as they stay on their HS campus.
- AP and IB students are in classes with other people who are looking to really challenge themselves in their coursework and in class interactions/projects.

Potential Negatives

- Obtaining college credit for AP/IB exams is not consistent nationwide, and there is the potential to not receive any credit for a lower exam score.
- At times, there are limitations on the variety of AP/IB courses offered at a high school.
- There is a cost associated with AP/IB exams, which while not huge, can still be daunting for some students and families.

Potential Positives

- The availability of dual enrollment options is very widespread, and this is especially important for students who attend a high school with no AP/IB courses. In addition, the wide range of courses offered for dual enrollment students at each college is great.
- If you pass a DE course, a majority of public colleges (and some private ones) will award you credit for the courses.
- For students in some states, the cost of a dual enrollment course is minimal.
- If you are attending dual enrollment courses at a local college, you are in class with true college students, which allows DE students a chance to both see and learn from this experience. Students also are able to get an idea of the level of work needed for a college-level class.

Potential Negatives

- The consistency of dual enrollment colleges and courses varies greatly so make sure you choose locations and courses which will prepare you for upper level major courses at your potential future colleges.
- A number of very competitive colleges might not accept dual enrollment coursework and it varies depending on whether the DE course is taught on the college campus or on in the high school (HS campus DE is sometimes referred to as Concurrent Enrollment by colleges).
- Dual Enrollment courses will remain on your permanent record, so if you are looking at graduate school programs or if you really struggle in a DE class, this could be an issue. When UGA calculates an overall college GPA, DE work is a part of this calculation.

DE

 UNIVERSITY OF GEORGIA
Undergraduate Admissions

No help
available from
AHS staff (only
professors)

Potential Positives

- The availability of dual enrollment options is very widespread, and this is especially important for students who attend a high school with no AP/IB courses. In addition, the wide range of courses offered for dual enrollment students at each college is great.
- If you pass a DE course, a majority of public colleges (and some private ones) will award you credit for the courses.
- For students in some states, the cost of a dual enrollment course is minimal.
- If you are attending dual enrollment courses at a local college, you are in class with true college students, which allows DE students a chance to both see and learn from this experience. Students also are able to get an idea of the level of work needed for a college-level class.

Potential Negatives

- The consistency of dual enrollment colleges and courses varies greatly so make sure you choose locations and courses which will prepare you for upper level major courses at your potential future colleges.
- A number of very competitive colleges might not accept dual enrollment coursework and it varies depending on whether the DE course is taught on the college campus or on in the high school (HS campus DE is sometimes referred to as Concurrent Enrollment by colleges).
- Dual Enrollment courses will remain on your permanent record, so if you are looking at graduate school programs or if you really struggle in a DE class, this could be an issue. When UGA calculates an overall college GPA, DE work is a part of this calculation.

DE

 **UNIVERSITY OF GEORGIA**
Undergraduate Admissions

Most colleges consider DE less rigorous than IB or AP

Potential Positives

- The availability of dual enrollment options is very widespread, and this is especially important for students who attend a high school with no AP/IB courses. In addition, the wide range of courses offered for dual enrollment students at each college is great.
- If you pass a DE course, a majority of public colleges (and some private ones) will award you credit for the courses.
- For students in some states, the cost of a dual enrollment course is minimal.
- If you are attending dual enrollment courses at a local college, you are in class with true college students, which allows DE students a chance to both see and learn from this experience. Students also are able to get an idea of the level of work needed for a college-level class.

Potential Negatives

- The consistency of dual enrollment colleges and courses varies greatly so make sure you choose locations and courses which will prepare you for upper level major courses at your potential future colleges.
- A number of very competitive colleges might not accept dual enrollment coursework and it varies depending on whether the DE course is taught on the college campus or on in the high school (HS campus DE is sometimes referred to as Concurrent Enrollment by colleges).
- Dual Enrollment courses will remain on your permanent record, so if you are applying to graduate school programs or if you really struggle in a DE class, this could be an issue. When UGA calculates an overall college GPA, DE work is a part of this calculation.

DE

 **UNIVERSITY OF GEORGIA**
Undergraduate Admissions

DE classes go on and stay on your college transcripts.

Good Question

Which is better—IB, AP, or Dual Enrollment?

IB



DE

&

AP



Good Question

Which is better—IB, AP, or Dual Enrollment?

IB

Learn through **doing**
Concepts **connected**
Learner focused



Learn through **hearing**
Courses **stand alone**
Content driven

DE

&

AP



Gooder Question

Which is better **FOR ME** based on my goals and how I learn best?

IB



Learn through **doing**
Concepts **connected**
Learner focused

Learn through **hearing**
Courses **stand alone**
Content driven

DE

&

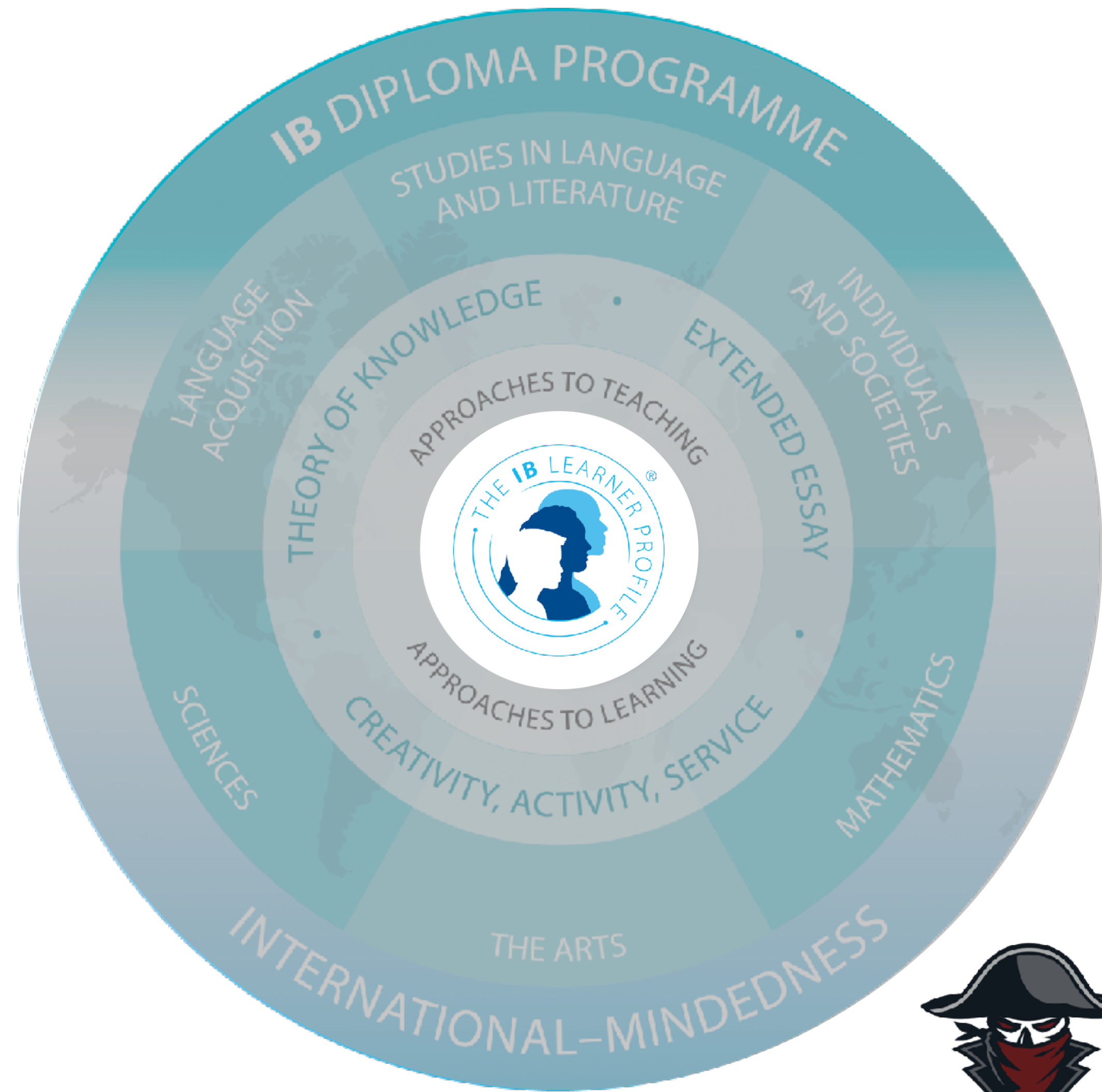
AP



Learner Profile

The “Heart” of IB

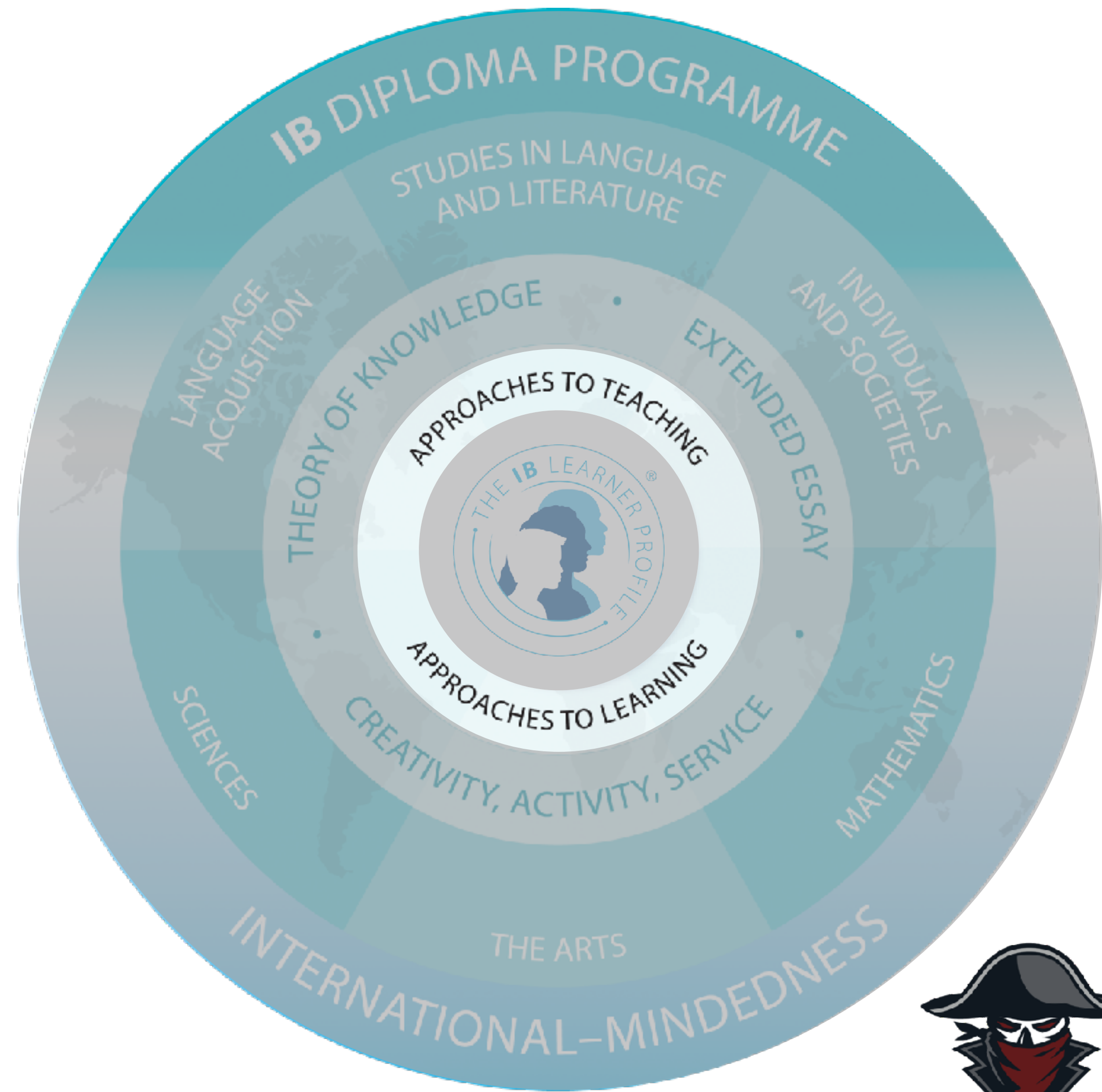
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective



Approaches to Learning

The “How” of IB

- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self-Management Skills



Approaches to Learning

The “How” of IB

- Thinking Skills

Category	Associated thinking skills
1. Remember	Recognizing, recalling
2. Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
3. Apply	Executing, implementing
4. Analyse	Differentiating, organizing, attributing
5. Evaluate	Checking, critiquing
6. Create	Generating, planning, producing

DP subjects place a premium on the development of higher-order thinking skills rather than on simple memorization of content.

IBO, Approaches to Learning and Teaching in the DP

(Anderson and Krathwohl, 2001)



Approaches to Learning

The “How” of IB

- Thinking Skills

DP subjects place a premium on the development of higher-order thinking skills rather than on simple memorization of content.

IBO, Approaches to Learning and Teaching in the DP

Teaching idea

When planning DP lessons, consider what higher-order questions you will ask your students to encourage higher-order thinking. Also be sure to plan time for students to think about their answers to questions, rather than engaging in rapid “ping-pong” questions and answers that do not give students time to think deeply about their responses.



Approaches to Learning

The “How” of IB

- Thinking Skills

DP subjects place a premium on the development of higher-order thinking skills rather than on simple memorization of content.

IBO, Approaches to Learning and Teaching in the DP



PROJECT ZERO

 HARVARD
GRADUATE SCHOOL OF EDUCATION

Types of Thinking Categories

CORE THINKING ROUTINES

INTRODUCING & EXPLORING IDEAS

DIGGING DEEPER INTO IDEAS

SYNTHESIZING & ORGANIZING IDEAS

INVESTIGATING OBJECTS AND SYSTEMS

PERSPECTIVE-TAKING

CONSIDERING CONTROVERSIES, DILEMMAS, AND PERSPECTIVES

GENERATING POSSIBILITIES AND ANALOGIES

EXPLORING ART, IMAGES, AND OBJECTS

GLOBAL THINKING



Approaches to Learning

The “How” of IB

- Thinking Skills

Effective reflective activities should challenge students to think more deeply, and students need to be explicitly aware of the role of the activities.

IBO, Approaches to Learning and Teaching in the DP

Another challenge I faced was how to interpret history from my own lens. I cannot separate my inherent bias from my interpretation, therefore, direct quotes from political leaders themselves made up much of the evidence for my argument. Firsthand accounts can be cross-referenced, and then I, the historian, contextualize and interpret those quotes; connect them to public opinion polls and analyze the reasoning for these beliefs. Even so, sampling bias may occur, underlying how even sources deemed factual are to an extent, interpretive.



Approaches to Learning

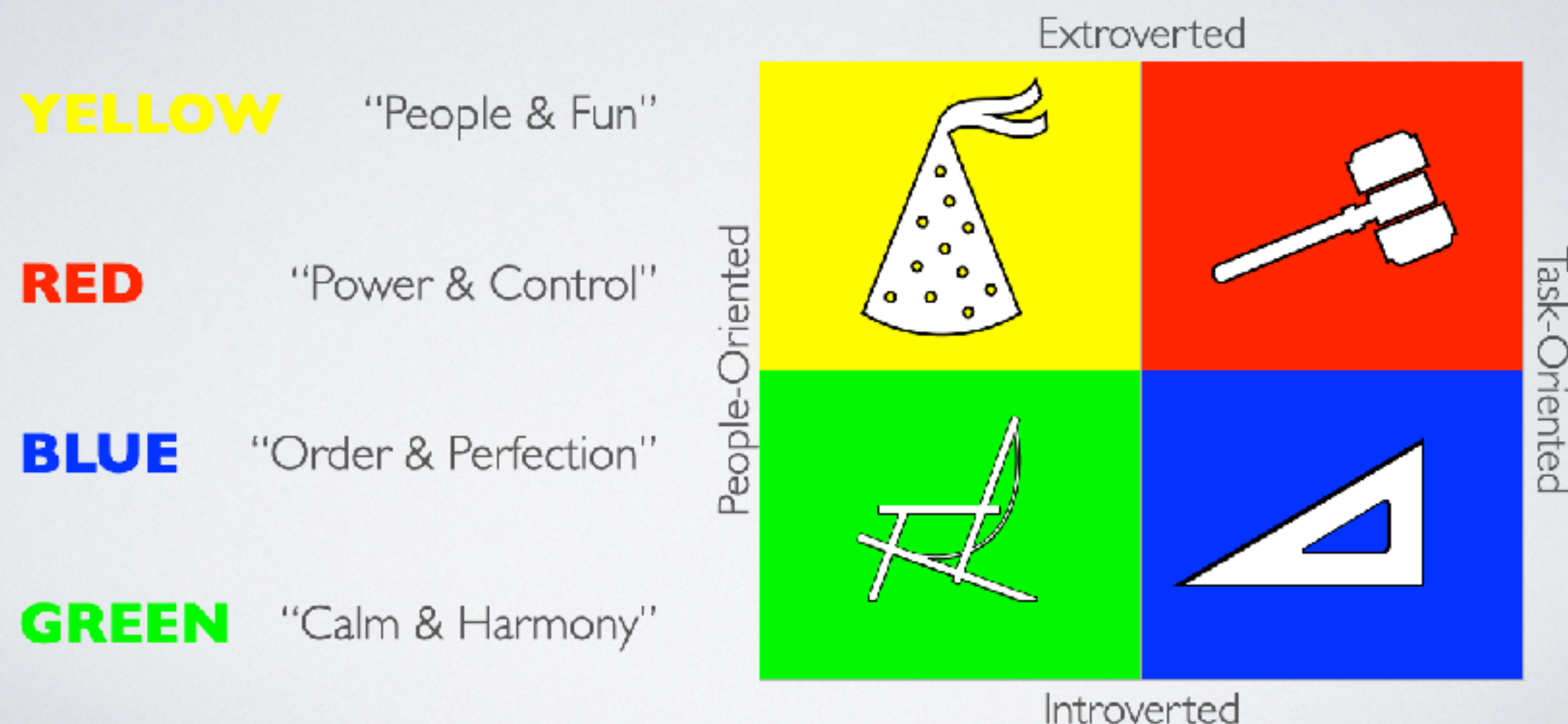
The “How” of IB

- Social Skills

To function effectively in the school environment, students need to be adept at both peer-related and teacher-related social communication and behaviour.

IBO, Approaches to Learning and Teaching in the DP

WHAT IS **YOUR** COLOR?



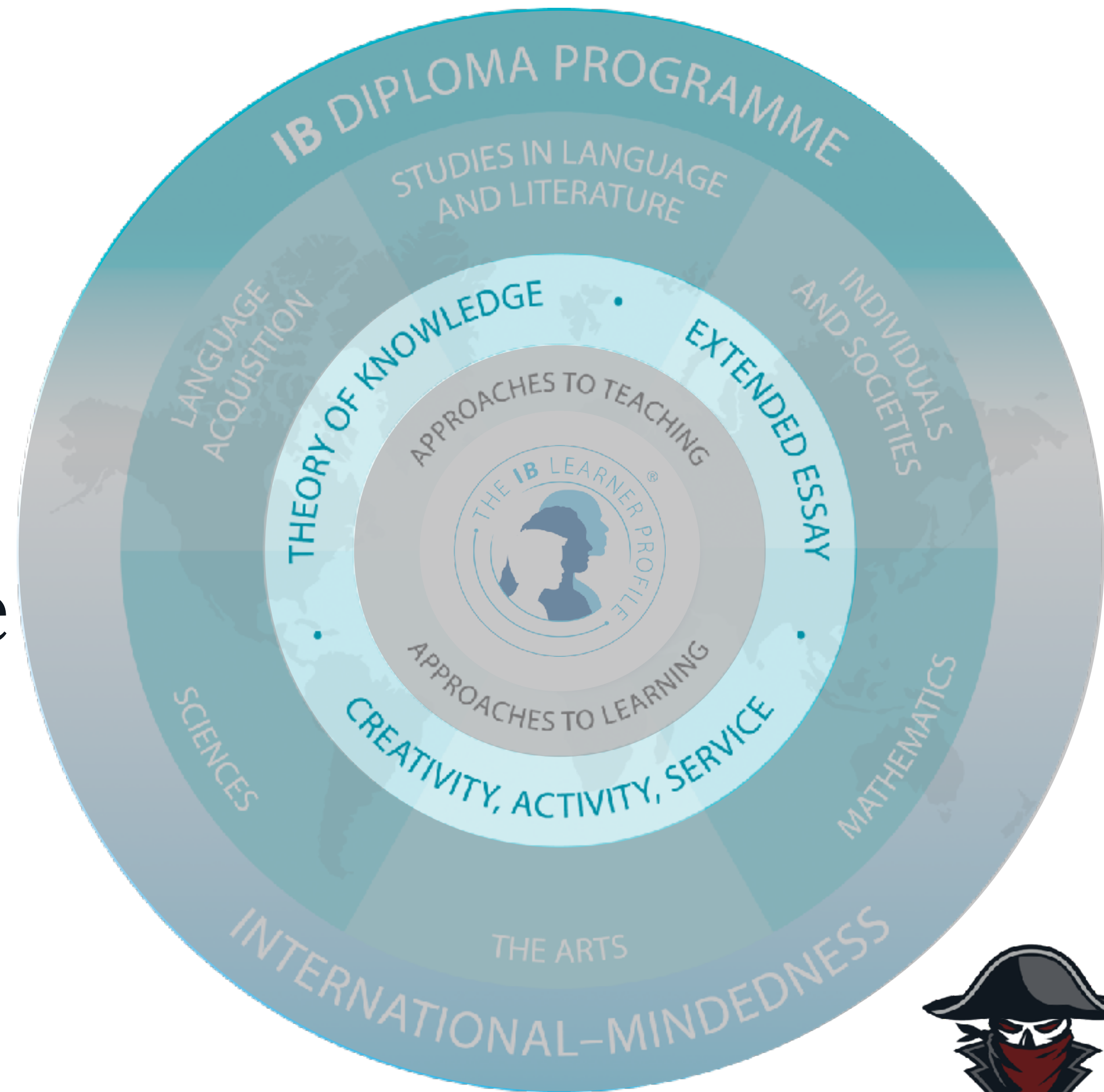
The Diploma Core

The “Hub” of IB

Theory of Knowledge

Extended Essay

Creativity, Activity, Service



The Diploma Core

Theory of Knowledge (TOK)

- Discussion-oriented class taken during both year 1 and year 2
- Ties all the IB subjects together
- Questions and arguments about “what is knowledge?”
- TOK Exhibition & TOK Essay contribute to earning Diploma

Theory of knowledge is a very cool class, but be prepared to question everything you think you know. The first question from the first day that I still remember is, ‘What math invented or discovered?’

DP Graduate, Class of ‘21



The Diploma Core

Extended Essay (EE)

- 3000-4000 word research paper
- Students choose topics and work with supervising teacher
- Begin January, Year 1
- Completed December, Year 2

To what extent has Amazon's investment in warehouse automation impacted its logistics efficiency and profitability?

How did the theology of Catholicism during the Oxford Movement affect women in Ireland circa 1930?

How does the Maillard reaction and its outcomes differ when generated at different pH levels?

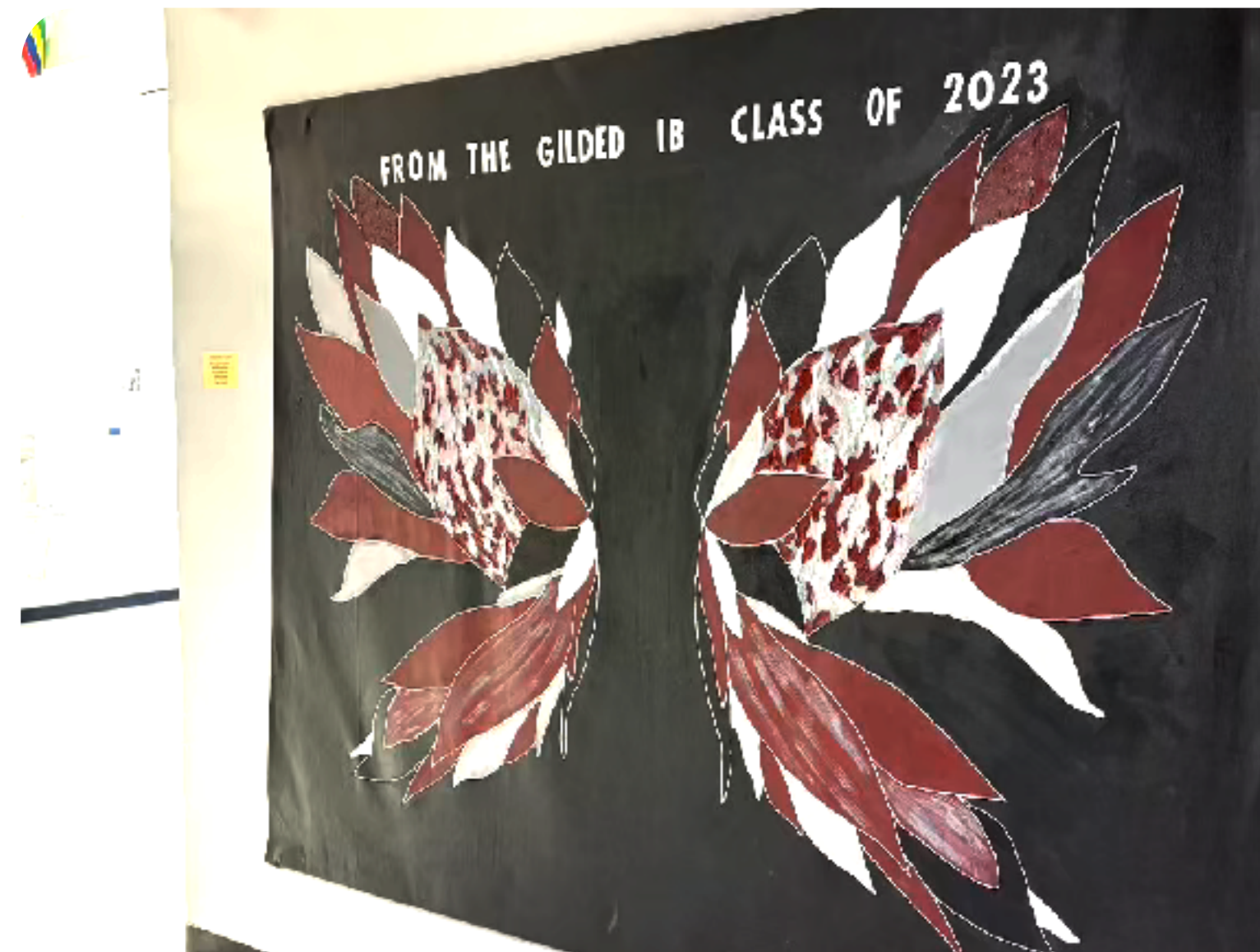


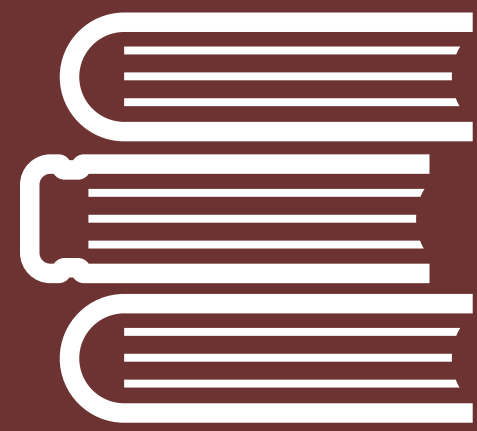
The Diploma Core

Creativity, Activity, Service (CAS)

- Regular Experiences over 18 months (year 1 & year 2)
 - **Creative** experiences: art, music, cooking, etc.
 - **Active** experiences: walking, yoga, athletic practice, etc.
 - **Service** experiences: tutoring another student, volunteering, etc.
- Month-long project (year 2)

*CAS Project
Class of 2023*





6

Diploma Subjects



Subject Areas

- 1 Language A ➡ *Literature*
- 2 Language B ➡ *World Lang.*
- 3 Ind. & Soc. ➡ *Soc. Studies*
- 4 Science ➡ *Science*
- 5 Math ➡ *Math*
- 6 Arts ➡ *IB Elective*

(1 from each)

3 Higher Level

*2 years long
Greater depth*

3 Standard Level

*1 or 2 years
Topical survey*

Example Year 1 Schedule



★ SL class completed in one year

- 1 Language A
 - 2 Language B
 - 3 Ind. & Soc.
 - 4 Science
 - 5 Math
 - 6 Arts
- +TOK

S1 (8/5/2024 - 12/20/2024)					
	M	T	W	R	F
1	IB HistofAmerHLY1 8:20 AM - 9:13 AM Room: 3212 SMILEY, ADAM F	IB Theory of Knowledge Y1 8:20 AM - 9:13 AM Room: 2218 OLIVER, E.	IB HistofAmerHLY1 8:20 AM - 9:13 AM Room: 3212 SMILEY, ADAM F	IB Theory of Knowledge Y1 8:20 AM - 9:13 AM Room: 2218 OLIVER, E.	IB HistofAmerHLY1 8:20 AM - 9:13 AM Room: 3212 SMILEY, ADAM F
2	IB French SLY1 9:14 AM - 10:10 AM Room: 4211 AGODIO, A.	IB French SLY1 9:14 AM - 10:10 AM Room: 4211 AGODIO, A.	IB French SLY1 9:14 AM - 10:10 AM Room: 4211 AGODIO, A.	IB French SLY1 9:14 AM - 10:10 AM Room: 4211 AGODIO, A.	IB French SLY1 9:14 AM - 10:10 AM Room: 4211 AGODIO, A.
3	IB EngALangandLit HL Y1 10:11 AM - 11:07 AM Room: 2323 GREEN, K.	IB EngALangandLit HL Y1 10:11 AM - 11:07 AM Room: 2323 GREEN, K.	IB EngALangandLit HL Y1 10:11 AM - 11:07 AM Room: 2323 GREEN, K.	IB EngALangandLit HL Y1 10:11 AM - 11:07 AM Room: 2323 GREEN, K.	IB EngALangandLit HL Y1 10:11 AM - 11:07 AM Room: 2323 GREEN, K.
4	Lunch - 1st Sem 11:08 AM - 12:04 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 3/20/2024	Lunch - 1st Sem 11:08 AM - 12:04 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 11:08 AM - 12:04 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 11:08 AM - 12:04 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 11:08 AM - 12:04 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024
5	Advisement 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 3/20/2024 Flex/Student Success Skills 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 3/20/2024	AHS Anchor Time - Off Campus 12:05 PM - 12:39 PM Room: Off Campus Extended Lunch / KETCHUP Start: 9/3/2024	AHS Anchor Time - Off Campus 12:05 PM - 12:39 PM Room: Off Campus Extended Lunch / KETCHUP Start: 9/3/2024	AHS Anchor Time - Off Campus 12:05 PM - 12:36 PM Room: Off Campus Extended Lunch / KETCHUP Start: 9/3/2024	Advisement 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024 Flex/Student Success Skills 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024
6	IB Global Politics HLY1 12:40 PM - 1:36 PM Room: 3217 PHILLIPS, N.	IB Global Politics HLY1 12:40 PM - 1:36 PM Room: 3217 PHILLIPS, N.	IB Global Politics HLY1 12:40 PM - 1:36 PM Room: 3217 PHILLIPS, N.	IB Global Politics HLY1 12:37 PM - 1:36 PM Room: 3217 PHILLIPS, N.	IB Global Politics HLY1 12:40 PM - 1:36 PM Room: 3217 PHILLIPS, N.
7	IB Environ Sys SL Y1 1:37 PM - 2:33 PM Room: 3305 MOORE, J.	IB Environ Sys SL Y1 1:37 PM - 2:33 PM Room: 3305 MOORE, J.	IB Environ Sys SL Y1 1:37 PM - 2:33 PM Room: 3305 MOORE, J.	IB Environ Sys SL Y1 1:37 PM - 2:33 PM Room: 3305 MOORE, J.	IB Environ Sys SL Y1 1:37 PM - 2:33 PM Room: 3305 MOORE, J.
8	IB Math: Analysis&Appr HL Y1 2:34 PM - 3:30 PM Room: 4323 AYAN, F.	IB Math: Analysis&Appr HL Y1 2:34 PM - 3:30 PM Room: 4323 AYAN, F.	IB Math: Analysis&Appr HL Y1 2:34 PM - 3:30 PM Room: 4323 AYAN, F.	IB Math: Analysis&Appr HL Y1 2:34 PM - 3:30 PM Room: 4323 AYAN, F.	IB Math: Analysis&Appr HL Y1 2:34 PM - 3:30 PM Room: 4323 AYAN, F.

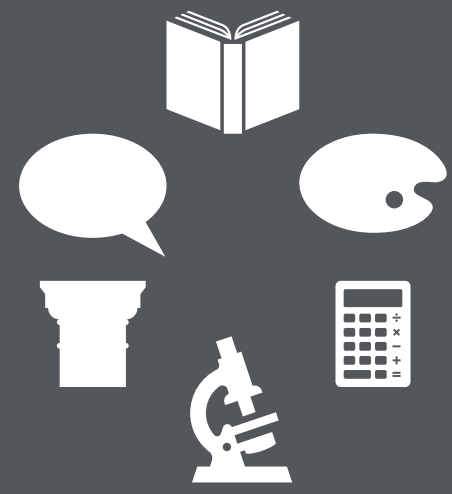
Example Year 2 Schedule



★ SL class completed in one year

- 1 Language A
- 2 Language B
- 3 Ind. & Soc.
- 4 Science
- 5 Math
- 6 Arts + TOK

S1 (8/5/2024 - 12/20/2024)					
	M	T	W	R	F
1	IB HistofAmerHLY2 8:20 AM - 9:13 AM Room: 3223 SKELTON, E.	IB Theory/Knowldg Y2 8:20 AM - 9:13 AM Room: 3212 SMILEY, A.	IB HistofAmerHLY2 8:20 AM - 9:13 AM Room: 3223 SKELTON, E.	IB Theory/Knowldg Y2 8:20 AM - 9:13 AM Room: 3212 SMILEY, A.	IB HistofAmerHLY2 8:20 AM - 9:13 AM Room: 3223 SKELTON, E.
2	IB Math: Analysis&Appr SL Y2 9:14 AM - 10:10 AM Room: 4323 AYAN, F.	IB Math: Analysis&Appr SL Y2 9:14 AM - 10:10 AM Room: 4323 AYAN, F.	IB Math: Analysis&Appr SL Y2 9:14 AM - 10:10 AM Room: 4323 AYAN, F.	IB Math: Analysis&Appr SL Y2 9:14 AM - 10:10 AM Room: 4323 AYAN, F.	IB Math: Analysis&Appr SL Y2 9:14 AM - 10:10 AM Room: 4323 AYAN, F.
3	IB French ab initio SL Y2 10:11 AM - 11:07 AM Room: 4211 AGODIO, A.	IB French ab initio SL Y2 10:11 AM - 11:07 AM Room: 4211 AGODIO, A.	IB French ab initio SL Y2 10:11 AM - 11:07 AM Room: 4211 AGODIO, A.	IB French ab initio SL Y2 10:11 AM - 11:07 AM Room: 4211 AGODIO, A.	IB French ab initio SL Y2 10:11 AM - 11:07 AM Room: 4211 AGODIO, A.
4	IB Visual Arts HLY2 11:08 AM - 12:04 PM Room: 7220 MAGILL, K.	IB Visual Arts HLY2 11:08 AM - 12:04 PM Room: 7220 MAGILL, K.	IB Visual Arts HLY2 11:08 AM - 12:04 PM Room: 7220 MAGILL, K.	IB Visual Arts HLY2 11:08 AM - 12:04 PM Room: 7220 MAGILL, K.	IB Visual Arts HLY2 11:08 AM - 12:04 PM Room: 7220 MAGILL, K.
5	Advisement 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024 Flex/Student Success Skills 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024	AHS Anchor Time - IB Support 12:05 PM - 12:39 PM Room: 2216 MCLEMORE, / MITCHELL	AHS Anchor Time - IB Support 12:05 PM - 12:39 PM Room: 2216 MCLEMORE, / MITCHELL	AHS Anchor Time - IB Support 12:05 PM - 12:36 PM Room: 2216 MCLEMORE, / MITCHELL	Advisement 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024 Flex/Student Success Skills 12:05 PM - 12:39 PM Room: Off Campus JANKOVIC, W. Start: 8/20/2024
6	Lunch - 1st Sem 12:40 PM - 1:36 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 12:40 PM - 1:36 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 12:40 PM - 1:36 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 12:37 PM - 1:36 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024	Lunch - 1st Sem 12:40 PM - 1:36 PM Room: Off Campus LUNCH - OFF CAMPUS Start: 8/20/2024
7	IB EngALangandLit HL Y2 1:37 PM - 2:33 PM Room: 2216 MCLEMORE, L.	IB EngALangandLit HL Y2 1:37 PM - 2:33 PM Room: 2216 MCLEMORE, L.	IB EngALangandLit HL Y2 1:37 PM - 2:33 PM Room: 2216 MCLEMORE, L.	IB EngALangandLit HL Y2 1:37 PM - 2:33 PM Room: 2216 MCLEMORE, L.	IB EngALangandLit HL Y2 1:37 PM - 2:33 PM Room: 2216 MCLEMORE, L.
8	IB Sports/Ex/Hlth Y1 SL 2:34 PM - 3:30 PM Room: 2309 JOHNSON, A.	IB Sports/Ex/Hlth Y1 SL 2:34 PM - 3:30 PM Room: 2309 JOHNSON, A.	IB Sports/Ex/Hlth Y1 SL 2:34 PM - 3:30 PM Room: 2309 JOHNSON, A.	IB Sports/Ex/Hlth Y1 SL 2:34 PM - 3:30 PM Room: 2309 JOHNSON, A.	IB Sports/Ex/Hlth Y1 SL 2:34 PM - 3:30 PM Room: 2309 JOHNSON, A.



25 Subjects Offered



Higher Level

Lang/Lit HL
Hist/Americas HL
Global Politics HL
Math Analysis HL
Visual Arts HL
Dance HL
Music HL

Standard Level

- ★ Lit/Perf SL
- Spanish SL
- French SL
- Chinese SL
- Spanish ab initio SL
- French ab initio SL
- Chinese ab initio SL
- ★ Global Politics SL
- ★ Business Mgmt. SL
- ★ Enviro S/S SL
- ★ Sports Sci SL
- ★ Biology SL
- Math Analysis SL
- ★ Math Applications SL
- ★ Visual Arts SL
- ★ Dance SL
- ★ Music SL
- ★ Art History SL Launching 27-28

★ SL class completed in one year

INTERNATIONAL
BACCALAUREATE

CREATE
YOUR
FUTURE



Apply Now!

Early Action
October 15

Regular Decision
January 15

**STATEMENT OF
INTENT 2027**



SOPHOMORES

SHADOW

AN

IB STUDENT



OCTOBER 7
OCTOBER 28

TINYURL.COM/IBSHADOW2026

IS IB RIGHT? FOR ME!

LET'S CHAT!

[tinyurl.com/
MeetwithFortunato](https://tinyurl.com/MeetwithFortunato)



Next Steps



Kate
Zurinkas

*United States Naval Academy
Class of 2023*



Benjamin
Henry

*Amherst College
Class of 2023*



Hrinmai
Manikandan

*UAB School of Optometry
Class of 2023*



Isabel
Neely

*Mercer University
Class of 2024*



Olivia
Fishman

*Military Service
Class of 2025*

IB



Next Steps



Being in the IB program prepared me well for such a diverse college and well-rounded curriculum at the Naval Academy...The IB science classes that I took are actually the reason I chose my major, and I love it.

Kate
Zurinkas

*United States Naval Academy
Class of 2023*



Next Steps

IB



**Benjamin
Henry**

*Amherst College
Class of 2023*

Beyond academics, balancing [IB] helped me transition smoothly into college life, where daily tasks extend far beyond the classroom. Without a doubt, IB at Alpharetta played one of the most important roles in shaping where I am today!

IB



Next Steps



[IB] helped me gain master's admission and excel in graduate coursework...IB's emphasis on critical thinking has been essential in my eye disease research lab work and Children's Hospital volunteering.

Hrinmai
Manikandan
*UAB School of Optometry
Class of 2023*

IB



Next Steps



My time in IB [broadened] my horizons to limitless bounds...Though the program can be challenging, it set me up with critical analysis skills which have been crucial in my personal development as well as my academic studies.

Isabel
Neely

*Mercer University
Class of 2024*

IB



Next Steps



Olivia
Fishman

*Military Service
Class of 2025*

IB helped me prove to myself that I have the strength and determination to persevere and succeed in whatever I commit to, no matter how challenging. I learned a lot — not just what was on the exams, but also about life and about who I want to be.



Next Steps

I Plan to Pursue IB

- Complete the Statement of Intent
- **OPTIONAL** Shadow an IB Student
- **OPTIONAL** Meet with Mr. Fortunato to talk through your questions



Statement of Intent



Shadow A Student



Schedule Meeting

- Are you choosing that because it's actually what's best for **YOU**?
- What doors will that open for you that IB wouldn't?
- What is your plan for doing that?
- What will you pursue instead?

Open-Minded

Communicators

Risk-Takers

Balanced

Reflective



Caring

Principled

Inquirers

Knowledgeable

Thinkers

I Plan to Pursue Something Else

IB



Next Steps



I Plan to Pursue IB



Statement
of Intent



Shadow
A Student



Schedule
Meeting

Bottom Line

Whether IB or
something else,
what's best for **YOU**
is what's best.

- How do you learn best?
- What is the best way you demonstrate understanding?
- Are you ready to be among the best?

I Plan to Pursue Something Else



Next Steps

Helping Your Student Decide

- What does your student enjoy about current classes?
- What does your student wish was different?
- How does your student react when facing a challenge?
- What are your students academic goals or plans?
- Are the targets and outcomes of IB in line with who your student wants to become?

IB



Inquirers
Knowledgeable
Thinkers

Communicators
Principled



Balanced
Reflective

Open-
Minded
Caring
Risk-Takers

GOT QUESTIONS?

Email fortunatof@fultonschools.org

Schedule a Meeting



**STATEMENT
OF INTENT**



**Early Action
October 15**



**SHADOW
A STUDENT**



**October 7
October 22**