

# Why International? Why Baccalaureate?

The  
International Baccalaureate Programme  
at West Hall High School



# What does it mean to be international?

- Genuine awareness of the interdependence of countries and peoples.
- Ability to see one's own culture, language and nation in a global perspective
- Ability to recognize and rejoice in diversity

# Importance of the Global Economy

- Interdependence
- Global Labor Market
- Languages
- Increasingly multi-national teams in corporations for problem solving – critical, analytical thinking skills.
- Importance of articulation, preferably in more than one language

# Being a responsible citizen of the world

- Conservation of natural resources
- Responsible use of power
- Understanding needs of those less fortunate
- Responding to disasters

# Recognizing one's own heritage in a global context

- Understand one's own heritage.
- Appreciate one's own country
- Recognize impact of history
- Understand role in the world
- Contribute to the world
- Learn from other cultures

# Nationalism vs. Internationalism

- Understand your role as a citizen of your country
- Understand your role as a citizen of the world

# International Baccalaureate?

## International

- Global perspective
- Importance of language development
- Multiculturalism
- Critical thinking skills

## Baccalaureate

- Unified curriculum
- Required standards in all subject areas
- Specialization
- Cross-disciplinary sections
- Rigor
- Community Service

# *What is the International Baccalaureate Organization (IBO)?*

- Serves as a non-profit educational foundation
- Founded in 1968
- Offers an international, unified curriculum

Source: The International Baccalaureate Organization website - <http://www.ibo.org>

# *Purpose of IBO*

- “The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”
- “To this end, the IBO works with schools, governments and international organizations to develop challenging 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.”

# Values of an International Education

## Intrinsic

- Holistic Education
- Academically rigor
- Critical, analytical thinking skills
- Genuine language skills
- Global perspective
- Challenge and reward

## Pragmatic

- It works!
- Provides very successful college placement of IB students who are then successful in college
- Results in high test scores
- Attracts motivated students/families
- Helps attract international business

# The International Baccalaureate Learner Profile

As they follow IB  
programmes, students  
should develop  
progressively to become:

# IB Learner Profile

- **Inquirers**

- Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- Skills developed:

- Constructive inquiry and research
- Independent active learners



# IB Learner Profile

- **Knowledgeable**
  - They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.



# IB Learner Profile

- **Critical thinkers**
  - They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.



# IB Learner Profile

- **Risk-takers**
  - They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.



# IB Learner Profile

- **Communicators**
  - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.



# IB Learner Profile

- **Principled**
  - They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.



# IB Learner Profile

- **Open-minded**
  - Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.



# IB Learner Profile

- **Caring**

- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.



# IB Learner Profile

- **Well-balanced**
  - They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.



# IB Learner Profile

- **Reflective**
  - They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.



# The IB Programme at West Hall High School

**Only schools authorized by the IBO as IB World Schools can offer the Diploma Programme.**

The authorization process took over 2 years:

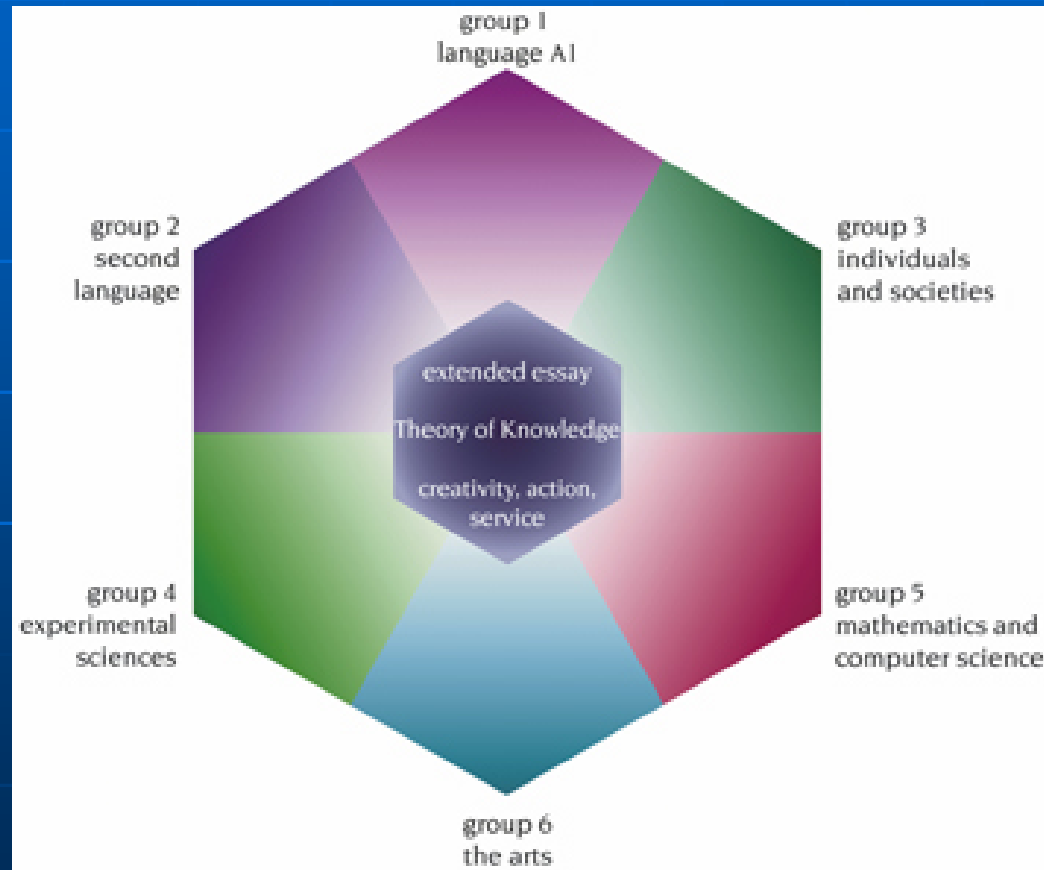
- **Feasibility study and identification of resources**
- **School visit**
- **Formal Authorization as an IB World School in Feb. 2008**
- The school's delivery of the programme is evaluated by the IBO every five years after authorization.

# *IB Diploma Programme (DP)*

- Grades 11-12
- 6 classes on an AB block schedule (every other day for both 11<sup>th</sup> and 12<sup>th</sup> grade years) 4<sup>th</sup> period regular elective
- Exams taken at the end of 2 years of study
- IB – colleges mostly interested in fact that students took IB classes, not in what they make on the IB exams

# What is in the curriculum?

The curriculum contains six subject groups together with a core made up of three separate parts.



# *Diploma Programme Components*

- Six curricular areas of courses
  - Three higher level – 240 hours min.
  - Three standard level – 150 hours min.
  - Our students will have 260+ hours for each class!
- Creativity, Action, Service (CAS)
- Extended Essay
- Theory of Knowledge (TOK)

# *Diploma Programme Curriculum*

- Organized into 6 areas, which include:
  - Group 1 – Language A (First language)
  - Group 2 – Language B (Second language)
  - Group 3 – Individuals and Societies
  - Group 4 – Experimental Sciences
  - Group 5 – Mathematics and Computer Sciences
  - Group 6 – The Arts/Electives

# *Diploma Programme Curriculum*

- IB courses to be offered at WHHS

|         |  |
|---------|--|
| Group 1 | World Literature (English or Spanish)                      |
| Group 2 | Spanish (Or English B for Bilingual Students)              |
| Group 3 | Economics, History of the Americas (2009), ITGS (elective) |
| Group 4 | Physics, Environmental Science                             |
| Group 5 | Mathematical Studies, Math SL                              |
| Group 6 | Visual Arts, Theatre Arts, Music                           |

# *Creativity, Action and Service (CAS)*

- Involves 50 hours of volunteerism for each area (over 2 year period) – total of 150 hours
- Encourages students to participate in activities that are a benefit to others in their community and to reflect upon those activities
- Should be in areas of passion and contribute to individual growth

# *Extended essay*

- Prescribed limit of 4,000 words.
- Offers the opportunity to investigate a topic of individual interest – student choice
- Acquaints students with the independent research and writing skills expected at university.
- Students are assigned faculty mentors who teach subjects related to their research topic
- Students have 1 ½ years (junior and senior years) to complete the extended essay
- Mrs. Dunn and Mrs. Ecke are the EE Coordinators and will help with deadlines
- Students in IB Advisements with Mrs. Dunn and Mrs. Ecke

# *Theory of Knowledge (TOK)*

- Taught as a separate interdisciplinary course
- Challenges students to think critically
- Wants students to demonstrate an understanding of knowledge at work in the world
- Involves a lot of class discussion, not a lot of homework

# *Assessments*

## ■ Internal Assessments

- Completed in class
- Assessed by the teacher based on IB guidelines
- Sampled and moderated by evaluators around the world

## ■ External Assessments

- Exams taken at the end of the senior year
- Three HL and three SL exams
- Exams assessed by evaluators around the world

## ■ Assessment Formats

- Projects, portfolios, class presentations, laboratory work, oral exercises in language subjects, artistic performances

# GPA: The HOPE and class rank

- The HOPE scholarship is calculated with academic classes using a 4.0 scale (4.0 for an A, 3.0 for a B, etc.).
- However, for an IB or AP class, they will add .5 to the number.
- So for an IB student who takes 6 IB classes in the junior year and 6 more in the senior year, HOPE will add .5 to each of those grades.

# Sample HOPE GPA of IB Student

- Here is an example of a student who makes only 1 A in their IB classes:

|                 |    |     |      |      |
|-----------------|----|-----|------|------|
| ■ IB English:   | 95 | 4.0 |      | =4.0 |
| ■ IB Language:  | 85 | 3.0 | + .5 | =3.5 |
| ■ IB Economics: | 82 | 3.0 | + .5 | =3.5 |
| ■ IB Science:   | 75 | 2.0 | + .5 | =2.5 |
| ■ IB Math:      | 80 | 3.0 | + .5 | =3.5 |
| ■ IB Elective:  | 70 | 2.0 | + .5 | =2.5 |

- So the HOPE average for this student for their junior year would be: 3.25 (with the additional weight added by HOPE for IB) instead of 2.83.

# IB and Class Rank

Current Policy (from p. 8 of the agenda):

|  | <u>Level 2</u> | <u>Level 1</u> |
|--|----------------|----------------|
| ■ 95 – 100   | 5.0            | 4.0            |
| ■ 90 – 94  | 4.5            | 4.0            |
| ■ 85 – 89  | 4.0            | 3.0            |
| ■ 80 – 84  | 3.5            | 3.0            |
| ■ 75 – 79  | 3.0            | 2.0            |
| ■ 70 – 74  | 2.5            | 2.0            |
| ■ Below 70   | 0              | 0              |
| ■ Students who want to earn the same number of quality points would have to take a total of 6 Honors/AP classes their junior year and 6 Honors/AP classes their senior year. |                |                |

# IB and Colleges

- Colleges love both AP and IB classes.
- However, the Guidance Counselors will be asked to determine if a student has taken the most rigorous curriculum offered at WHHS.
- The IB Programme will be the most rigorous curriculum, with AP being the next most rigorous offered. If a student took 10 AP classes, that would be getting closer to IB rigor.
- Taking college classes is also an option, but is not considered by colleges to be as high level as IB or AP, uses HOPE hours, and does not earn any quality points for class rank.

# *University Recognition and Acceptance*

2003 IB Survey of High School IB Diploma Programme Seniors

| <b>College or University</b>              | <b>Total Pop. Acceptance Rate</b> | <b>Diploma Candidate Accept. Rate</b> |
|---|-----------------------------------|---------------------------------------|
| University of Florida                     | 58.0%                             | 88.9%                                 |
| University of North Carolina, Chapel Hill | 35.0%                             | 63.6%                                 |
| Duke University                           | 25.0%                             | 39.4%                                 |
| Harvard University                        | 11.0%                             | 12.1%                                 |

Source: 2003 Student Survey of High School Seniors Participating in the International Baccalaureate Programme (Figure 5)

<http://www.ibo.org/ibna/research/studentsurvey.cfm>

# *University Recognition*

- The IB Diploma Programme is well-known with universities abroad and is gaining recognition among universities in the U.S.
- IB recognition at the university/college level varies on a school by school basis
- For more information on IB recognition at an institution you might be interested in attending, please visit that university's website for their specific IB recognition policy
- Georgia recently passed IB Recognition requirement for colleges

# College Success Rates

- Regular college-prep students: GPA dropped from 3.6 to 2.6
- AP only students: GPA dropped from 3.9 to 3.1
- IB students: GPA dropped from 3.8 to 3.3

# IB and college

- Yes! Students can earn college credit for IB classes (much like AP classes)
- Yes! Taking IB classes can help students get into all types of colleges
- Yes! Being an IB Diploma student can possibly even get a student into Yale or Harvard
- BUT, that's not really the important thing about IB and college...

The most important thing about  
IB and college:

Students who take IB  
classes succeed in  
college!

# *Summary of Benefits of IB*

- Offers one of the most challenging, rigorous curricula available in the world
- Encourages the education of the whole person
- Develops students' critical and analytical thinking skills
- Assists with successful college placement of IB students and scholarship opportunities
- Trains students to have genuine language skills
- GPA and Class Rank
- Results in students who SUCCEED in college

# Who should apply for the IB Programme?

- Those who, being academically able and motivated, want to undertake a challenging programme.
- Students do not need to have done outstanding work to consider beginning the Diploma. They must, however, be willing to work hard, and be able to organize their time effectively.
- Students are advised to talk to their teachers and the IB Coordinator if they have any questions about the programme and its appropriateness for them.

# What kind of student succeeds in IB?

- MOTIVATION is the key
- Challenges himself/herself academically
- Reads well
- Communicates clearly and effectively
- Open to new ideas / taking risks
- Possess critical thinking skills
- Willing to develop modern language skills
- Possesses or wants to develop good time and stress management skills

# What you can do now

- Take challenging courses
- Find out more about IB
- Attend parent meetings
- Get involved with CAS
- [www.ibo.org](http://www.ibo.org)
- Questions: [Laurie.ecke@hallco.org](mailto:Laurie.ecke@hallco.org)

# Thank you for coming!

- Questions?
- Web Links: [www.ibo.org](http://www.ibo.org)
- IB Coordinator Contact:  
Laurie.ecke@hallco.org

