IB 101

a short course explaining the elements of the IB DP to parents of current IB MYP Scholars sophomores
Preliminaries: IB Vocabulary

- IB = International Baccalaureate
- DP = Diploma Programme, rigorous courses culminating with exams, grades 11-12
- MYP = Middle Years Programme, encompasses all 9th and 10th at Inderkum, a way of learning and approaching the world, emphasizes development along the Learner Profile
- Scholars = Those 9th and 10th graders who are taking on advanced/accelerated classes with the goal of taking DP courses
- All Scholars and DP courses are UC a-g approved
THE IB LEARNER PROFILE

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
MYP Service Learning

- MYP students also complete a service learning component.
- We ask for 20 hours spread over 9th and 10th grades.
- Students may use a broad range of activities to complete their service, and it is okay to “double count” service done through a club.
- Logs are available in the IB office, A107.
MYP Personal Project

• The Personal Project is an individual, self-directed project completed in grade 10 and required for full completion of the MYP.
• Information is conveyed through English class, with time to complete reflections.
• Students work with advisors to design their projects around an area of interest: pursue your passions!
• Projects will be completed in early March.
Diploma Programme Courses

Group 1: English
Group 2: 2\textsuperscript{nd} Language
Group 3: History
Group 4: Science
Group 5: Mathematics
Group 6: Arts or Elective

To earn an IB Diploma, students must take 3 HL & 3 SL, one from each category, though some take 4HL & 2SL
Math Pathways

IB has revised the DP Math courses, to begin in 2019-20. Teachers are reviewing the syllabi and attending workshops in March. The new courses will fill the same general roles.

Non-IB math options include Math 3/3+, Trigonometry/Pre-Calc, AP Calculus AB, and Statistics. See the handout for more details.
Which math class is right for my IB DP student?

Math Applications and Interpretation SL

❖ Greater emphasis on statistics and mathematical modeling, intro to calculus, excellent prep for further college math
❖ Consider if going into humanities, social sciences, health fields
Which math class is right for my IB DP student?

Math Analysis and Approaches SL

❖ Integrated, has statistics but more oriented toward algebra & calculus
❖ Consider if going into health fields, biology, chemistry, engineering, computer science
Which math class is right for my IB DP student?

Math Analysis and Approaches HL

❖ Integrated, covers about as much stats as the Applications course but much more calculus than Analysis SL

❖ Consider if going into engineering, computer science, physics, math

❖ A highly challenging course
The Sixth Subject

IB Theatre HL

IB Biology HL

Informational Technology in a Global Society (ITGS) HL
The DP Core

IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE

INDIVIDUALS AND SOCIETIES

EXTENDED ESSAY

APPROACHES TO LEARNING

CREATIVITY, ACTIVITY, SERVICE

THE ARTS

INTERNATIONAL-MINDEDNESS

LANGUAGES ACQUISITION

SCIENCE

MATHEMATICS

THEORY OF KNOWLEDGE
Theory of Knowledge (TOK)

- 2nd semester as junior plus 1st as senior
- Interdisciplinary
- Explores nature of knowledge
- Encourages appreciation of cultural perspectives
- Assessed via oral presentation and essay responding to student’s choice from a set of questions
Extended Essay (EE)

- Independent research project, on topic of student’s choice
- 4000 words maximum
- Begin midway through 11th and complete in first quarter of 12th
- Led by coordinator, plus have guidance from a teacher
Creativity, Activity, Service (CAS)

Done across 11th & 12th grades, with the goal of developing students who are

- Reflective thinkers
- Willing to take on new challenges & roles
- Active participants aware of their roles as members of the community
- Balanced, participating in a range of experiences
Earning the IB Diploma

- Complete 6 subjects worth up to 7 points each, based on Internal Assessment & Exam results
- EE + TOK = 0 to 3 points
- Diploma granted for at least 24 out of 45 possible points; 30+ points usually earn greater university credits
- Notification of IB results is in July
Details for the Diploma

Some of the fine print:

◦ Student must earn 12+ points from three HL subjects and 9+ from three SL subjects
◦ All grades must be 2 or higher (max of two 2s or three 3s)
◦ CAS requirements must be met
◦ EE and TOK must be completed, and neither grade can be an E (failing)
IB Diploma or Certificate?

- Think about your goals for college and career plus your extracurricular commitments.
- Earning an IB Diploma does not require excellence in every subject, but it does teach you much about how to succeed across the curriculum.
- Alumni consistently tell us they appreciate the content and rigor of their IB DP courses when they are in college.
- Consider your performance and level of comfort in 10th grade. Are you ready for more challenges?
- Some will need to take Scholars Summer Art class.
Certificate (Course) Candidates

- Anything less than full Diploma requirements, may take 1-6 DP Courses
- Core components (TOK, EE, CAS) are optional, but will at least do Senior Project
- Flexibility in scheduling based on interests, strengths, activities and obligations
- Benefit from the increased rigor and writing demands of IB DP courses
- May earn some college units, particularly from HL courses
IB Certificate Schedules

- Students will fill their schedules with a combination of IB DP, Advanced Placement, and College Prep classes.
- Strive for a schedule which is challenging but not overwhelming. You need to be ready to handle college courses.
- Universities consider the courses you’ve taken, not just the grades you’ve earned.
AP Exams for IB Classes?

Students have the option of taking AP tests in addition to IB tests to maximize their chance of earning units. Additional review may be needed.

- AP Calculus AB or BC
- AP English Language
- AP Spanish/French

Universities are more likely to recognize the rigor of IB or AP than community college credits when it comes to determining university acceptance.
AP Courses at IHS

Certificate students may consider these AP courses.

❖ English Language, English Literature
❖ U.S. History, Government, Economics
❖ Calculus
❖ Spanish Language, French Language
❖ Studio Art
It’s never too early to begin college planning!

Holidays and breaks are great opportunities to visit colleges. Do the Scholars/IB trips.

Sophomores

* Students took the PSAT in the fall. Take advantage of test prep through the collegeboard.org and Khan Academy sites.
* If you are in Math III, consider trying the SAT this summer as that is the highest math included.
* Consider taking SAT Subject Tests for subjects in which you are particularly strong.
* Start doing some majors and career exploration through bigfuture.collegeboard.org or careergps.com.
Junior Timetable

Fall

• Attend college fairs
• Sign up to do the PSAT again, do free Khan Academy SAT prep by linking to your PSAT results.
• Create list of majors, colleges and universities of interest. Use CollegeBoard.org resources & sign up for their scholarship.

Spring

• Will take SAT in the spring at no charge; sign up for another date and/or ACT. (late spring-summer)
• Consider taking relevant AP exams.
• Register and take two or three SAT Subject tests in areas of strength related to prospective majors. (late spring-summer)
• Visit prospective colleges.
• Begin Service Academy and ROTC application process. Students will need to a congressional nomination for Academies.
Senior Timetable

Summer
* Visit prospective colleges or service academies.
* SAT and/or ACT preparation, repeat test.
* Create list of universities with admission deadlines.
* Begin college applications and writing essays.
* Complete IB EE and other summer assignments.

Fall
* Take SAT/ACT if necessary.
* Discuss colleges with counselor & coordinator.
* Request letters of recommendation from teachers.
* Complete and submit all college applications.
* Begin FAFSA and discuss finances.
* Register for IB Exams.
Tips for Families

- Acknowledge the stresses of adolescence + high school + a rigorous program
- Be supportive but not intrusive while maintaining reasonable expectations
- Tutoring is available from teachers, plus peer tutoring is Monday – Thursday in A205 & A201
- IHS IB Academic Honesty Policy – cheating often results from prioritizing grades over learning and/or poor time management
- We review grades, but you can reach out to us if you want to discuss schedule changes
TIME MANAGEMENT

Make plans, both short & long term.

Schedule breaks as part of your work time.

Have a place & eliminate distractions.

Try, use your resources, and know when to ask for help.

IB is not easy, but it’s quite possible!
Grade Point Average (GPA)

Unweighted GPA = average determined when adding up grade points and dividing by number of classes. A = 4, B = 3, C = 2, D = 1.

Weighted GPA = find average with additional point for every semester grade earned in most Scholars, IB and AP classes, so A = 5, B = 4, C = 3, D = 1.

Inderkum vs. College Admission GPA
Colleges will recalculate your GPA; most give extra weight for IB and AP classes. Application GPA likely will be between the weighted & unweighted values as shown on your Inderkum transcript in Infinite Campus.
Thank you for coming and have a good night!

With thanks, modified from a presentation by Pensacola High School IB Staff
IB DP Coordinator’s Role

- IB administrator
- Quasi-guidance counselor for IB students
- Fulfill IBO procedural requirements
- Conduct IB staff meetings
- Coordinate IB events
- Monitor academic progress
- Recruit incoming students
- Register students for IB exams
- Schedule/Coordinate/Administer IB exams
- Collaborate and coordinate with IB Counselors
- Manage IB budget
- Address issues of malpractice of IB policies
- Meet with and counsel IB students and parents
Additional Information on MYP Assessment Criteria (Rubrics)
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Criterion A</th>
<th>Criterion B</th>
<th>Criterion C</th>
<th>Criterion D</th>
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<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td><strong>Individuals &amp; Societies (Soc. Sci)</strong></td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Publishing</td>
<td>Thinking critically</td>
</tr>
<tr>
<td><strong>Language Acquisition (W. Lang)</strong></td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating in response to spoken, written and visual text</td>
<td>Using language in spoken and written form</td>
</tr>
<tr>
<td><strong>Language &amp; Literature (ELA)</strong></td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
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<td><strong>Mathematics</strong></td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
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<td><strong>Physical &amp; Health Ed.</strong></td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
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<tr>
<td><strong>Sciences</strong></td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
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4 objectives = 4 rubrics
## Objective

**Criterion A: Knowing and understanding**

1. use a wide range of terminology in context
2. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

<table>
<thead>
<tr>
<th>Level</th>
<th>Level descriptor</th>
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<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
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</table>
| 1-2   | The student:  
   i. uses limited relevant terminology,  
   ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |
| 3-4   | The student:  
   i. uses some terminology accurately and appropriately,  
   ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |
| 5-6   | The student:  
   i. uses a range of terminology accurately and appropriately,  
   ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |
| 7-8   | The student:  
   i. consistently uses a wide range of terminology effectively,  
   ii. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |
Teachers analyze the language in the achievement levels.

Teachers define the expectations for the assessment (exam, project, presentation, etc) for each achievement level. What will the student do or demonstrate for a 1-2, 3-4, 5-6, or 7-8?

Teacher provides task-specific clarifications to define these expectations for the students. This can be on the rubric or in the prompt or exam itself.

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## Enlightenment Philosophers DBQ Unit – MYP Rubric

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<tr>
<td><strong>Criterion A: Knowing and understanding</strong></td>
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<td>i. use a wide range of terminology in context</td>
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<td>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</td>
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<tr>
<th>Task-specific Objectives</th>
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<tr>
<td>i. Relevant terminology for this assessment includes pre-defined vocabulary (<em>philosophes</em>, <em>natural laws</em>, <em>universal</em>, <em>social sciences</em>) and other subject-specific language including but not limited to: economics, freedom, watershed, rights, the Age of Enlightenment/Reason, society, and equality</td>
</tr>
<tr>
<td>ii. Content and concepts that students are expected to show knowledge and understanding of include how and why specific Enlightenment thinkers believed that greater individual freedom could improve human society. This includes John Locke (politics), Voltaire (religion), Adam Smith (economics), and Mary Wollstonecraft (gender equality)</td>
</tr>
</tbody>
</table>

**Essay Prompt:** The Enlightenment Philosophers: What was Their Main Idea?
### Sample Criterion A

#### W. History Assessment Criteria

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<thead>
<tr>
<th>Level</th>
<th>Level descriptor</th>
<th>Task-specific clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td>i. Student does not use vocabulary above and/or uses it inappropriately</td>
</tr>
<tr>
<td>1-2</td>
<td>The student: i. uses limited relevant terminology, ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</td>
<td>ii. Philosophers are identified but connections between them and evidence to support analysis is weak or missing</td>
</tr>
</tbody>
</table>
| 3-4   | The student: i. uses some terminology accurately and appropriately, ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. | i. Student uses task-specific vocabulary accurately in some parts of the essay  
ii. Philosophers and main ideas are identified with satisfactory examples or references to original texts in some parts of the essay |
| 5-6   | The student: i. uses a range of terminology accurately and appropriately, ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. | i. Student appropriately uses task-specific vocabulary throughout a majority of the essay  
ii. Student provides a substantial explanation of the main ideas of all philosophers, supported by appropriate quotations and/or references to the original texts in most cases |
| 7-8   | The student: i. consistently uses a wide range of terminology effectively, ii. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. | i. Student uses task-specific vocabulary effectively throughout all sections of the essay  
ii. Student provides a detailed explanation and understanding of the main ideas of all philosophers, supported by appropriate quotations and/or references to the original texts in most cases |
Infinite Campus and MYP Reporting

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>A+/A</td>
</tr>
<tr>
<td>7</td>
<td>A-</td>
</tr>
<tr>
<td>6</td>
<td>B+</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>C+</td>
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<tr>
<td>3</td>
<td>C</td>
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<tr>
<td>2</td>
<td>D+</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

The assessment is given an MYP rubric score (0-8) in the Criteria section of Infinite Campus.

The same assessment is given the corresponding % in the HS final grade book score.
FAQs

How many rubric assignments will teachers include?

Each rubric (A-D) should be used at least once per semester/twice per year at minimum. Some teachers might include more.

When will MYP grades be reported?

MYP grades will show as in progress throughout the year in Infinite Campus. They will be “posted” or final at the end of the course.

Do MYP course grades have to correspond to semester grades?

Not necessarily. This depends on how the teachers have set up their grade calculations. Some teachers opt to include other assignments or categories that may impact the overall high school final grade (A-F).

What grades will colleges see?

Colleges will see a student’s official transcript, which only includes the student’s high school final grades (A-F).