IB Diploma Programme at Atlanta International School

Class of 2015

http://www.ibo.org/diploma
The IB Diploma

- a rigorous, broad and in-depth 2-year program of study,
- which encourages students to be knowledgeable and inquiring,
- and to develop analytical and critical thinking skills.
Learner Profile
IB students strive to be...
The IB Diploma

Emphasizes

• cultural understanding,
• international-mindedness,
• open-mindedness
• respect of other points of view and to be caring and compassionate.
International Mindedness

- International curriculum.
- Infused with global thinking, case studies, and debates.
- Promotes cultural awareness, acceptance and tolerance.
- Global perspective
- Critical thinking and problem solving.
- Internationally benchmarked exams.
The Basics

- Two years of rigorous and demanding academics that prepare you for university.

- You choose six subjects that you will study in both 11th and 12th Grade.

- Pick one subject from each part of the hexagon. Three at higher level and three at standard level.
Six Academic Areas

Studies in Language & Literature

Language Acquisition

Experimental Sciences

The Arts

Individuals & Societies

Mathematics
Six Academic Areas

- Literature or Language and Literature
- Geography, History or Economics
- Language B or ab initio
- Biology or Physics or Chemistry
- Theatre or Art or Music, or another Language, or another Science, or History or Geography or Economics
- Mathematics: 3 courses
Assessment

- External Exams 50-80% of the grade.
- Internal assessment makes up the rest.
- Grades 1 to 7.
- International benchmark standards, Assessed against criteria.
- 24 Points needed to obtain full diploma. (maximum of 45)
- 3 additional points are available from TOK and Extended Essay.
- An average of 4 is needed in HL subjects.
Central to The Program

- Studies in language and literature
- Language acquisition
- Experimental sciences
- Theory of knowledge
- Creativity, action, service
- Extended essay
- Mathematics and computer science
- Individuals and societies
- The arts

ATLANTA INTERNATIONAL SCHOOL
Central to The Program

IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE
INDIVIDUALS AND SOCIETIES
EXTENDED ESSAY
APPROACHES TO TEACHING
APPROACHES TO LEARNING
CREATIVITY, ACTION, SERVICE
MATHEMATICS
THE ARTS
INTERNATIONAL-MINDEDNESS
LANGUAGE ACQUISITION
THEORY OF KNOWLEDGE
The Learner Profile

- Knowledgable
- Balanced
- Risk-takers
- Inquirers
- Principled
- Reflective
- Communicators
- Open-minded
- Thinkers
- Caring
Theory of Knowledge

• encourages each student to reflect on the nature of knowledge
• by critically examining different ways of knowing (perception, emotion, language and reason)
• and different kinds of knowledge (scientific, artistic, mathematical and historical).
Extended Essay

A research paper of up to 4,000 words, which investigates a topic relating to one of the subjects studied, and which encourages students to develop the skills of independent research that will be expected at university.

“What are the roles and the significance of dance in *Pride and Prejudice* and *Emma*?” (English Literature)
Creativity, Action and Service

- A minimum of 150 CAS Hours over the Junior and Senior year in a variety of balanced activities in Creativity, Action and Service,
- Evidence that the activities meet the eight Learning Outcomes during the Junior and Senior year,
- One Extended CAS project.
University Recognition

• The IB Diploma is recognized for University Entrance Worldwide.

• Over 1000 colleges and universities in the USA offer credit for the IB.

• IB Graduates have higher acceptance rates at top universities.
### College Acceptance 2005

<table>
<thead>
<tr>
<th>School</th>
<th>IB Diploma Acceptance Rate</th>
<th>General Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory</td>
<td>78.2%</td>
<td>42%</td>
</tr>
<tr>
<td>UGA</td>
<td>94.3%</td>
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<tr>
<td>Georgia Tech</td>
<td>80.5%</td>
<td>59%</td>
</tr>
<tr>
<td>Georgetown</td>
<td>27.2%</td>
<td>21%</td>
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## College Acceptance 2005

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<th>School</th>
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<tr>
<td>Colgate</td>
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<tr>
<td>Princeton</td>
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<td>NYU</td>
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<td>Yale</td>
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</tbody>
</table>
“IB is well known to us for **excellent preparations**. Success in an IB programme correlates well with **success** at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.”

— Marilyn McGrath Lewis, Director of Undergraduate Admission - Harvard University

“Send us prepared students a la IB…It is the “best” high school prep curriculum an American school can offer.”

— Marilee Jones, Former Director of Undergraduate Admission - Massachusetts Institute of Technology
Virginia Tech surveyed a large sample of students - 3688 students (IB and AP) [...] Virginia Tech concluded that student performance indicated that important positive attitudes toward learning are developed at high schools offering the IB program.
What IB students say

• “I am very thankful for the opportunity to participate in a program that holds my future to a standard of excellence that does not waiver. From the IB programme, I have acquired study habits and work skills that will serve me well in college and throughout my life.”

• Sierra Minott, Fort Myers High Class of 2006 Fort Myers, Florida
“...I find that [IB’s] greatest benefit was that it left me with a **better understanding of myself:** my capabilities, my strengths as well as my weakness. By pushing my boundaries, the program compelled me to **strive for a higher degree of excellence** and in doing so it fostered within me both **academic and personal growth**...”

*In Their Own Words: Quotes about IBO*
University Information

http://www.ibo.org/diploma/recognition/recognitionpolicy/index.cfm
The IB is conducting many studies about its programs. Academic Performance of IB students entering the University of California system from 2000-2002.

[...] analyses demonstrated [that] performance in the Diploma Programme was the best predictor of college performance [...] Among] subject group exams, scores on the experimental sciences IB exams were the best predictors of college GPA [...]. The data show that IB students in the UC system tend to perform better [...], and that performance in the IB programme in high school significantly predicts achievement in college.

http://www.ibo.org/research/policy/programmevalidation/diploma/
Bilingual Diploma

• completion of two language subjects at the A level with a minimum grade of 3 or higher in both.

OR

• completion of a course from group 3 or group 4 in a language that is not the student’s group 1 language with a minimum grade of 3.
Group 1: Language A

- required of every student
- native, near-native, first language, proficient, etc.
Group 1: Language A

Language A: Literature

- students develop “an understanding of the techniques involved in literary criticism, [which promotes] the ability to form independent literary judgments.”
  - close reading
  - comparative studies
  - works in translation
  - genre appreciation
- 13 works for HL / 10 works for SL
Group 1: Language A

Language A: Language and Literature

• Students “will [look] more openly at the method of inquiry embodied in critical literacy” and “[understand] the constructed nature of meanings generated by language and the web of relationships they share with the social world”

- cultural contexts
- media studies
- language and society
- critical perspectives

• 6 works for HL / 4 works for SL
School Supported Language A

• Is for a fluent language user whose particular language is not English, French, German, or Spanish

• Recently: Dutch, Serbian, Thai, Nepali, Mandarin, Hebrew
Group 2

Languages

B and Ab

Initio
Language B

SL

English, Spanish, German, French, Mandarin

• "B" language is a foreign language in the traditional sense.

• Students should have studied the language for a very minimum of 2, preferably 3 years before beginning a Language B SL subject.

• It is a communication based course designed for non-native speakers of the language.

• Both oral and written skills are assessed.
Language B HL

Chinese, English, French, German and Spanish

- All the requirements from Language B SL studied in more depth and higher degree of difficulty, in addition to the study of literature. (2 works of literature)

- Both oral and written skills are assessed.
• A Spanish Ab Initio is a language new to the student.

• It is for students with little or no previous experience of the language.

• Accelerated course 3 years of Spanish taught in 2 years.
Group 3

Individuals and Societies
Economics, Geography, History
**World History 1890-1990**

**Aims:**
- Promote an understanding of history as a discipline.
- Encourage an understanding of the present through critical reflection upon the past.
- Encourage an understanding of the impact of historical developments.
- Develop an awareness of one’s own historical identity.

**Standard/High Level 20th century prescribed subject:**
Communism in crisis 1976–89

**World history topics:**
- Causes, practices, effects of wars
- Origins and development of authoritarian and single-party states
- The Cold War

**High Level Regional Focus:**
Aspects of the history of Europe and the Middle East
Geography

Core Theme: Patterns and Change
Population, development, sustainability, resources

Paper 2 units (SL/HL)
- Freshwater Issues / Conflicts
- Leisure Sport and Tourism
- Urban Environments

IA (SL/HL)
- 1 project completed in grade 11

SL/HL
SENIOR TRIP
Impact from Hurricane Katrina (cycle tour)

The key local, national and global issues will be studied
ECONOMICS

- Understanding/application of economic theory
- Analysis/evaluation of impact and current issues
- Development issues today
Group 4

Experimental Sciences

Biology, Chemistry, Physics

If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics!
Experimental Science

- **Standard** level (SL)
  
  110h of theory
  
  + 40h of lab work
  
  = 150h

- **Higher** level (HL)
  
  180h + 60h = 240h

- SL theory is **less** complex than HL

After years of avoiding abduction by martians, Joe decides that perhaps now it’s not such a bad idea.
Biology

• Comfortable with
  • reading and writing English,
  • learning new vocabulary,
  • interpreting and applying data,
  • biochemistry,
  • studying and memorizing information

“Whoa! Watch where that thing lands - we’ll probably need it.”
Chemistry and Physics

- Comfortable with **math** (algebra and trigonometry).
- Math **Studies limits** the ability to reach **top grades** in **HL**

Physics
- **No calculus**

God, as a kid, tries to make a chicken in his room
Pre-diploma Courses

• The current 10th grade courses include aspects of the DP SL syllabi, so…

• …your performance in 10th grade is indicative of how you are likely to do at SL.

“Mr. Osborne, may I be excused? My brain is full.”
Group 5

Mathematics

Studies SL, Standard SL, Higher Level HL
Mathematical Studies SL

• Students with varied backgrounds and abilities.
• Designed to build confidence and encourage an appreciation of mathematics in students.
• Very strong in Statistics, also Pre-calculus, Introductory Calculus, Financial Mathematics, Logic, and other topics.
• At AIS, about half of 10th Honors students and all 10th Core students choose Math Studies.
• Supports other curricula with Logic and...
Mathematics Standard Level

- Students must possess a strong knowledge of 9th and 10th grade mathematical concepts.
- Are equipped with the skills needed to apply mathematical techniques correctly.
- Students who will need a sound mathematical background as they prepare for future studies.
- The majority of 12th grade is Calculus.
- At AIS, about half of students from 10th Honors and about half of 10th High Honors choose Math SL.
Mathematics Higher Level

• Students with an excellent background in mathematics who are highly skilled in a range of analytical and technical skills.

• Students will pursue mathematics at university either as a subject in its own right or within courses such as physics, engineering and technology.

• Students require AIS 10th High Honors preparation or equivalent.

• Students must possess a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.
Group 6

The Arts

Theatre, Music, Visual Arts
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV 12</td>
<td>Students return wish list of courses to their advisors (Yellow Form)</td>
</tr>
<tr>
<td>NOV 12-DEC 12</td>
<td>Students will meet individually with counselors and complete a new choice form which will be signed by parents and teachers. (Green Form)</td>
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</tbody>
</table>