

Minnetonka High School



Connecting the Dots



10 Things to Know about International Baccalaureate

11th

12th



1. What is IB?

2. The heart of IB

3. Valued attributes

4. What it means to be a diploma candidate

5. IB nuts and bolts

6. The Core of IB

7. IB is a community of learners

8. What sets IB apart

9. Alumni testimonials

10. IB is doable!



What is IB?



- Program that stresses the 'whole person'
- Utilizes international standards
- Based on an integrated curriculum
- Stresses globalism
- Uses multiple learning styles/assessments
- A pre-university diploma



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The Heart of IB

IBO Mission

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.

Aim of IB Programs



To develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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IB Learner Profile

IB learners strive to be:



Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



IB Learner Profile

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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What does it mean to be an IB Diploma Candidate?

You are a curious, motivated student who has chosen a rigorous program of study where you will earn your regular MHS high school diploma and seek a second—the International Baccalaureate (IB) diploma—that is recognized around the world as evidence of the depth of your skills and your readiness for college.



International



Minnetonka High School is one of:

- 20 IB Diploma Programme schools in Minnesota
- 868 IB Diploma Programme schools in the U.S.
- 1,420 IB Diploma Programmes offered in the Americas
- 4,267 IB schools in 145 countries

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The IB Diploma Program Curriculum Model

Two levels of IB courses:
standard level (SL), one-year courses
higher level (HL), two-year courses



Literature HL
 Language & Literature SL
 Literature & Performance SL
 *Spanish Language & Literature SL/HL
 *Chinese Language & Literature SL

History HL
 Business Management SL
 Economics SL
 Psychology SL
 *Spanish Global Politics SL

Math Studies SL
 Mathematics SL
 Math Applications HL (new)
 Math Analysis HL (new)

Music SL
 Visual Arts SL/HL

*for Immersion students pursuing the Bilingual IB Diploma

Chinese SL/HL
 French *ab initio*, SL/ HL
 German *ab initio*, SL/HL
 Spanish *ab initio*, SL/HL

Biology SL/HL
 Computer Science SL/HL
 Physics SL
 Sports, Exercise &
 Health Science SL/HL



The IB Diploma Program

Group 1: Studies in Language & Literature

Literature

*Spanish/Chinese Language & Literature

Group 2: Language Acquisition

Spanish Chinese

French German

Group 3: Individual & Societies

Economics Business & Management

Psychology *Spanish Global Politics

Group 4: Experimental Sciences

Biology Computer Science

Physics Sports, Exercise, Health Sci

Group 5: Mathematics

Math SL Math Studies

Math Analysis Math Applications

Group 6: Arts & Electives

Visual Arts Music



Extended Essay

Creativity, Activity, Service (CAS)

Theory of Knowledge (TOK)

*for Immersion students pursuing the Bilingual IB Diploma



Requirements to Earn the IB Diploma



- Test in **all** six areas (possible score 1-7)
- **3 HL** (higher level) and **3 SL** (standard level) exams
- Score a minimum of **24 points** (at least 12 points in HL, at least 9 points in SL)
 - No grade 1 awarded in a subject/level.
 - No more than two grade 2s (HL or SL).
 - No more than three grade 3s (HL or SL).
- Fulfill **CAS, Extended Essay and Theory of Knowledge** requirements



Criteria for the Bilingual IB Diploma Program



Successfully fulfilling one or both of the following:

- Two languages selected from group 1 with a grade of 3 or higher in both
 - (Chinese or Spanish Language & Literature)
- A group 3 subject in a language other than English with a grade 3 or higher
 - (Global Politics in Spanish).

See the [IB Bilingual Diploma Course Choice Worksheet-Spanish](#)

[IB Bilingual Diploma Course Choice Worksheet-Chinese](#)



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The Core of the IB Diploma Program





The Core of the IB Diploma Programme



Theory of Knowledge (TOK)

- TOK stimulates critical reflection on knowledge and experience
- Students attempt to answer the question “What do I know, and how do I know that I know it?”
- ToK is junior year with extensions into senior year English and History courses and nurtures the student through the transition into the IB program



The Core of the IB Diploma Program



The Extended Essay (up to 4,000 words)

- Written in an IB subject of interest on a topic developed with an advisor
- This essay acquaints diploma candidates with the kind of independent research and writing skills expected by universities.



The Core of the IB Diploma



Creativity, Activity and Service (CAS)

- **Creativity:** The artisanal, literary, musical, visual, and performing arts and crafts
- **Activity:** Physical activity
- **Service:** Community service

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IB is a Community of Learners

Fall Retreat-CAS



IB Bike Ride-CAS





The Extended Essay Event

IB is a Community of Learners



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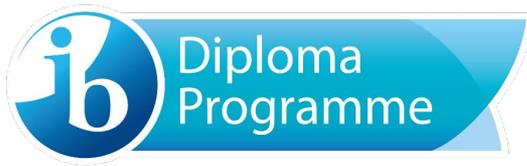
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What Sets IB Courses Apart?

- IB courses often **connect** together with respect to curriculum topics.
- IB courses are noted for their **writing** across the curriculum as well as class **presentations**.
- IB students must develop their **own ideas** in their writing and presentations as well as through class discussion (even IB math students write papers).
- IB science students develop and **conduct their own laboratory experiments**.
- All IB courses possess an **international** education component.
- IB **students and teachers** keep the IB learner profile in mind as they **work together** toward their shared goals.





What Sets IB Courses Apart?

- Must complete “internal assessments” (IAs) in each IB class
 - IA scores combined with the May IB exams give the student an IB grade of **1 through 7**
- IB assessments are “moderated” by IB examiners
- Students examined in a variety of ways:
 - oral presentations and interviews, lab work, artistic performances, papers that are written and revised, multiple choice exams (in science only), and writing under timed conditions.





Research on the Impact of IB

Various studies have been conducted on the performance of IB students, the standards of the IB program, the effect of the implementation of the program on a school. Results show that:

- ✓ IB students outperform their peers on state assessments
- ✓ IB Diploma students have higher acceptance rates to colleges
- ✓ IB Diploma students perform better in post-secondary education than their peers
- ✓ IB standards are aligned with best practice in education and support effective teaching practices
- ✓ IB has a positive impact on the culture of a school





Readiness Study*

“What is perhaps most notable about our findings is the degree to which IB standards were found to be related to the kinds of key cognitive strategies that our previous research points to as being so important for **success in colleges and universities**. We have learned that it’s not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims.”

- David Conley, Educational Policy Improvement Center at the University of Oregon

*For more complete information, see the [Study](#)





Difference between AP and IB

- AP classes move at a rapid pace, broadly surveying a particular discipline, similar to college entry-level survey classes. AP scores are based solely on the AP exam.
- IB courses move at a different pace, some over a two-year period, to allow time for in-depth research, inquiry, reflection and analysis. IB scores are based on classroom work done over time *and* on external exams.
- All IB courses require significant writing skills that develop over the two-year period, in addition to reading and higher level thinking skills. Students write papers in all subjects, including math, science and the arts.
- For more details, visit the FAQs page on the website

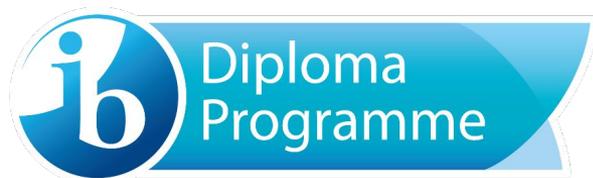


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MHS Alumni Say...

“While courses here are quite challenging, writing assignments are coming easier to me thanks to the amount of writing done in IB!”

-Nina '16, Stanford University

“The IB Diploma Programme has definitely prepared me for the level of coursework and writing at Loyola. In IB, I also learned time management skills and the importance of collaboration. IB teachers helped me improve my writing skills immensely!”

-Martina '16, Loyola University Chicago, Honors College

“IB credits allowed me to take upper-level classes and register for spring semester earlier than my classmates!”

-Elizabeth, Univ. of Pittsburgh

“It really was a life-changing experience for me, and I can't see myself being the same way without it.”

-Madeline, 2012 MHS grad





MHS Alumni Say...

“Take AP and IB classes! They may seem like a lot at the time, but you will be so thankful when you have tons of college credit!”

-Emily '16, University of Missouri

“I got an “A” on my 1st paper about the Iliad, and Achilles in particular. I blame you (English class) for that. The class is pretty easy since I’ve already learned all the writing stuff. I got the highest grade in my class out of the people that I have talked to.”

-Chris, CU Boulder

“IB puts more emphasis on a students taking charge of their own learning. This has played a huge role in our child taking an active interest in school. She is very, very motivated this year.”

-Parent, 2018 MHS grad

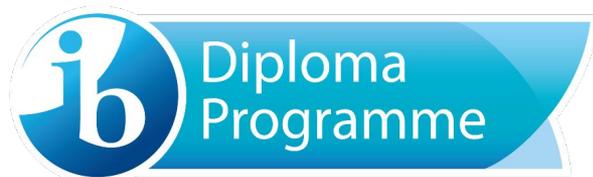


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MHS IB Statistics

- Worldwide, between 78-80% of eligible students earn it the diploma
- At MHS, 82% of our full IBDP have attained the IB diploma
- This year, we have 70 seniors and 54 juniors pursuing the full diploma
 - 30 seniors pursuing Bilingual IBDP (24 Spanish, 6 Chinese)
- More than 600 additional MHS students are taking one or more IB courses
- More than 450 juniors and seniors are taking at least one IB course and at least one AP course this year





What's Next?

- Additional resources at www.minnetonkaschools.org/ib
- Before you choose...
 - Talk with family and friends
 - Think about yourself as a learner and your goals regarding your high school education
 - Talk with your counselor
- If you're thinking about the full diploma program, visit Laura in the counseling office to investigate, complete the course choice worksheet, and ask questions



Take Action

IB Info Meeting:

February 12th

- Student Panel
- 6-7 p.m. in MHS Forum

February 20th

- Student Panel
- 8-8:35 a.m. in MHS Forum



Curriculum Fair:

February 21st

- During Lunch - Student Leaders
- 5:30-7:30 p.m. in Commons

Students will choose their courses:
March 1st - March 10th

- Full IBDP: EXPRESS YOUR INTEREST NOW on our website: <http://www.minnetonkaschools.org/ib>.
 - Meet with Laura and map a two-year plan!
- Individual IB courses: consult your family, the *Skipper Log*, your current teachers, your counselor, talk with friends, and/or talk with Laura about possible choices. We're all here to help.

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The World is Yours!

