



The International Baccalaureate Program at Notre Dame Academy



INFORMATION BOOKLET

Angela Joseph
IB DP Coordinator
Tel: 419-475-9359 ext. 3171
ajoseph@nda.org

CONTENTS

IBO Mission Statement	3
The IB Learner Profile	4
The IB Program Overview	5-10
The Six Academic Subjects	7
TOK	8
CAS	9
EE	10
IB Exam Policies	11-12
The IB Program at NDA	13-16
IB-Trained Teachers at NDA	14
How to Prepare for IB at NDA	15
How to Prepare for the Start of the Program	16

IBO Mission Statement

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 assessments.

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.

The Ideals of IB's Mission

- Challenging programs
- Rigorous assessments
- Inquiring, knowledgeable, caring young people
- Peaceful world through intercultural understanding
- International education
- Active, compassionate, lifelong learners
- Understanding that other people, with their differences, can also be right.

The IB learner profile

The aim of all IB programmes is 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

From IBO 2006 Learner Profile Booklet.

The IBO Learner Profile summarizes the central core characteristics that the IB Program strives to foster and develop in students.

IB Program Overview

The IBO's Diploma Programme (DP) was created in 1968. It is a challenging pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.

The programme was born out of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believed that students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

The programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The DP's grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools.

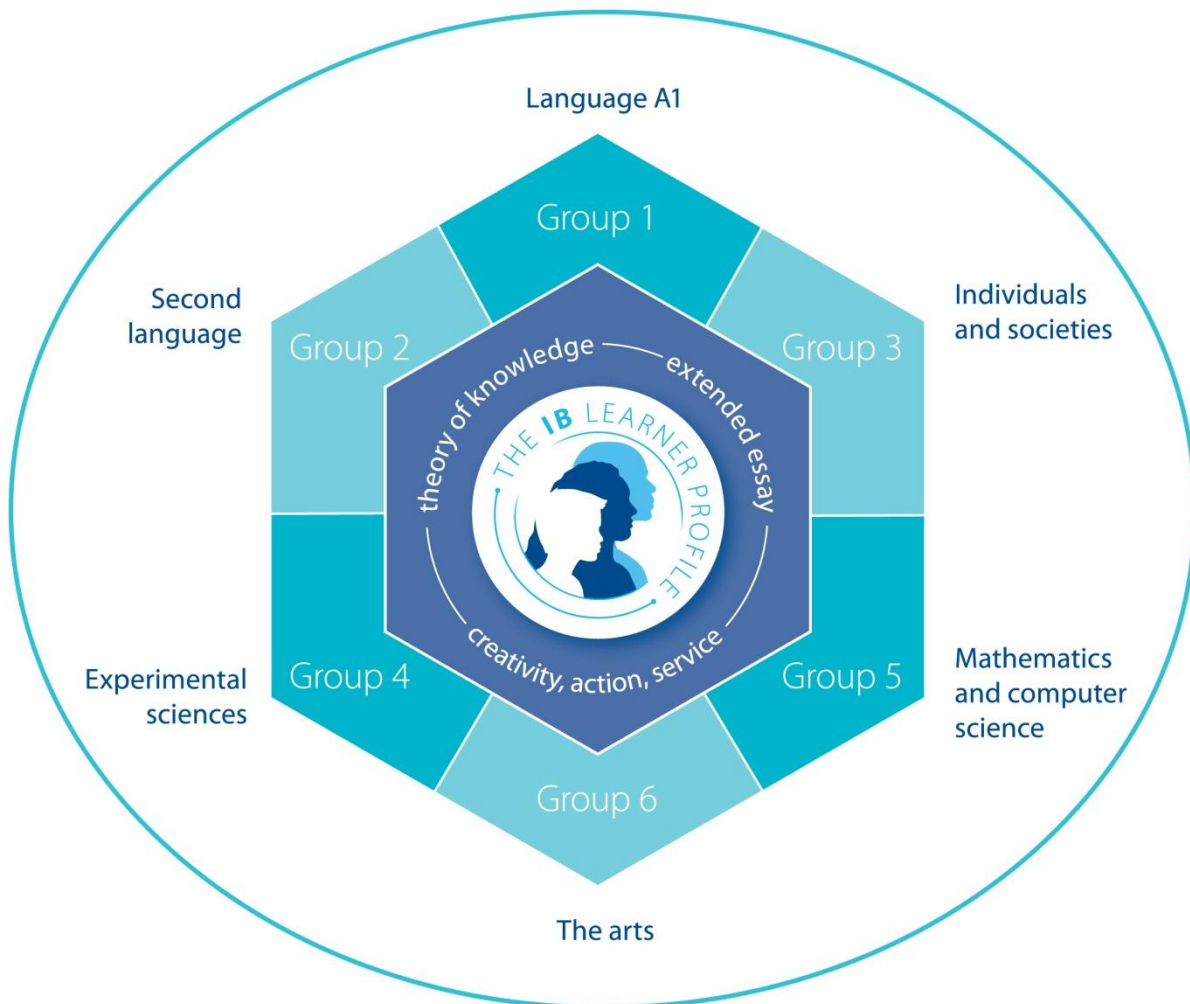
The IBO has shown, over the course of 40+ years, that students are well-prepared for university work. They are accepted by universities all over the world.

The programme is a comprehensive two-year curriculum, available in English, French, and Spanish. The DP incorporates the best elements of national systems, without being based on any one.

For a thorough description of the International Baccalaureate Organization and its services, visit the website: www.ibo.org.

To locate specific information about college recognition policies regarding the IB on this site, scroll to the bottom and click on "The IB in your region". Then, on the left-hand side, locate "The IB In...". Use the drop-down menu below to locate the United States (or any country that interests you), and click on "Find". On the resulting screen, scroll down to locate "Universities and institutions that recognize the IB program", and choose from the drop-down menu the particular institution that interests you. The page that appears will provide contact details and a policy statement for that particular institution.

The DP Programme Hexagon



Full Diploma Candidate Requirements:

- Each candidate is required to take six exams, at least three, but not more than four, at the Higher Level and the others at the Standard Level.
- In addition to successfully completing the six subject exams, each diploma candidate must complete the following:
 - The Extended Essay (EE)
 - Theory of Knowledge (TOK)
 - Creativity, Action and Service (CAS)

Certificate Candidate Requirements:

- Each candidate must sit for the exam(s) that correspond with the IB course(s) in which they are enrolled.

The Six Academic Subjects

These are studies concurrently. Students are required to study both the humanities and the sciences. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

Diploma Programme (DP) students must select one subject from each of the six groups. At least three but not more than four are taken at the higher level (HL), the others are standard level (SL). Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others.

Active citizenship and global perspectives are encouraged in each area of the curriculum.

The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

Group 1: Language A (the primary language)

Students ideally develop strong written and oral skills, respect for the literary heritage of their first language, and an international perspective.

Group 2: Second Language

All DP students are examined in a second language. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3: Individuals and Societies

Students in this subject area will study the social interactions among people from both a historical and a current perspective.

Group 4: Experimental Sciences

Practical laboratory experiences are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5: Mathematics

Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 6: The Arts

Emphasis is placed on practical production by the student and exploration of a range of creative work in a global context.

The IB Core: Theory of Knowledge (TOK)

What is it about?

- It is a course that encourages critical thinking about knowledge itself, to try to help young people Make sense of what they encounter.
- The course's core content consists of questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having knowledge?
- TOK fosters internationalism in conjunction with the aims of the IB Learner Profile.
- TOK embodies many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's point of view; a sense of responsibility

Aims of the TOK course:

- To develop a fascination with the richness of knowledge as a human endeavor, and an understanding of the empowerment that follows from reflecting upon it
- To develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- To encourage students to reflect on their experiences as learners in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- To encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities
- To encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as a citizen of the world

Objectives of the TOK course:

Having followed the TOK course, students should be able to:

- 1) Critically analyze knowledge claims
- 2) Generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues, ways of knowing and students' own experience as learners
- 3) Demonstrate an understanding of different perspectives on knowledge issues
- 4) Draw links and make effective comparisons between different approaches to knowledge issues
- 5) Demonstrate an ability to give a personal, self-aware response to a knowledge issue
- 6) Formulate and communicate ideas clearly with due regard for accuracy and academic honesty

Sample questions that are explored in TOK:

What different functions does language perform? Can we ever know anything purely through emotions? Does knowledge require some kind of rational basis? What kinds of explanations do human sciences offer? Should scientists be held morally responsible for the application of their discoveries? How have technological innovations, such as developments in computing, affected the nature and practice of mathematics? Is there a distinction between morality and ethics? Does art have to have meaning? Can history provide a guide to understanding contemporary affairs?

Assessment:

Students are required to write a 1200-1600 word essay on a title from the ten choices prescribed by IBO. They also must make one or more individual and/or small group presentations to the class during the course in which they identify and explore the knowledge issues raised by a real-life situation that is of interest to them.

The IB Core: Creativity, Action and Service (CAS)

What is CAS?

C-Creativity: arts, and other experiences that involve creative thinking.

A-Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

S-Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes.
- personal challenge—tasks must extend the student and be achievable in scope.
- thoughtful consideration, such as planning, reviewing progress, reporting.
- reflection on outcomes and personal learning.

What is NOT C.A.S.

The following activities cannot be counted as C.A.S. projects

- already part of your IB programme
- paid “jobs”
- passive activities (just watching/going to a lecture, museum, etc.)
- if you do not an adult to supervise/assess you
- political work, campaigning, etc.
- religious (proselytizing, teaching, etc.)

How is C.A.S. Evaluated?

Over the course of their C.A.S. experience, students must meet these learner outcomes:

Increase awareness of strengths and areas for growth	Undertaken new challenges
Planned and initiated activities	Worked collaboratively with others
Shown perseverance and commitment in activities	Engaged with issues of global importance
Considered the ethical implications of actions	Developed new skills

Reflections/evidence

- Students must provide evidence of their achievement of the eight CAS learning outcomes. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos/DVDs, poetry, originally composed song lyrics, or essays. All of these can be submitted through the Managebac software program.
- Students also *reflect* on their C.A.S. activities and reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning.

How much time should be spent on C.A.S.?

IB recommends that each student spend 3-5 hours a week participating in C.A.S. activities.

Any C.A.S. questions can be directed to Mrs. Cheryl Pryor, CAS Coordinator (cpryor@nda.org)
or Ms. Angela Joseph, IB Coordinator (ajoseph@nda.org)

The IB Core: Extended Essay (EE)

What is the Extended Essay?

The Extended Essay (EE) is a 4000-word mini-thesis written to showcase the analysis and writing skills of the Diploma candidate. The paper is intended to be an independent project. Students choose a topic and a Mentor to provide guidance throughout the process of writing the EE.

Extended Essay Resources at NDA:

- 1) The Extended Essay Guide available in Ms. Joseph's office, the Resource Center, and in the IB Folder in Public. The general rubric for the Extended Essay and the subject specific rubric are in this guide.
- 2) An EE Mentor. This is a teacher with expertise in the subject chosen by the student. The student must ask the Mentor to serve in this role.
- 3) Sample Extended Essays are available for you to examine. An Extended Essay Resource Book is available in Ms. Joseph's office and in the Resource Center. Spend some time examining this resource.
- 4) A series of lessons to guide you through the process of writing the EE. Each of these brief lessons will focus on the steps to take to complete the project successfully. A lesson schedule will be available at the beginning of your 11th grade year.

Please remember that this is an independent project. Ms. Joseph, Mrs. McGowan, and your Mentor will monitor your work along the way but we are not allowed to edit or give you specific input on your essay. You must take responsibility for the writing and editing.

Your first draft should be completed and submitted to your Mentor by **the first day of your 12th grade year**. The finished paper will be sent for external assessment in February of 2012.

IB Exam and Grading Policies

IB Exams:

- Every student is expected to take the IB Exam, and complete all IB assessments for each course.
- Exams typically run through the first three weeks of May.
- IB Diploma and Certificate candidates must be registered through IB for their courses by the end of their **junior** year. At this time a **\$141.00** registration fee per student is paid by NDA to IBO. If an NDA student decides to withdraw from an IB course after this registration fee is paid to IBO, then the family of the student will be responsible for reimbursing this fee to NDA.
- Each examination fee is currently **\$96.00**. NDA families will be responsible for this fee
- IBO offers additional services such as: enquiry upon results, Diploma replacements, appeals, and sending out examination results to multiple institutions. Each service requires the payment of an additional fee.

IB Exam Marks:

Subject-Specific Examinations:		TOK and EE Marks:	
1	very poor	E	elementary
2	poor	D	mediocre
3	mediocre	C	satisfactory
4	satisfactory	B	good
5	good	A	excellent
6	very good		
7	excellent		

Final IB Subject Marks (1-7) are determined based on three criteria:

- The Predicted Grade: the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards
- Internal Assessment: work completed in the class that is assessed by the teacher using IB criteria, and often sent to IB for overview.
- The Final Examination: taken at the end of the senior year

IB Exam and Grading Policies

A diploma is NOT awarded if any of the following conditions apply:

- The student earns less than a total of 24 points in all six subject areas
- A student does not complete the TOK course, CAS, or the EE
- A student earns an “E” mark for either TOK and EE
- A student earns a “1” in any subject
- A student is found guilty of malpractice
- Other conditions apply if a student earns between 24-27 points, or over 28 points total

Validity and Reliability of Results:

The IBO works to ensure that candidates receive an impartial assessment through a clear set of core values and a comprehensive system of checks and balances.

IB has established for itself certain core values for its assessment of candidates defined as follows:

Validity: Does the assessment cover what is actually taught? Are the assessed skills and content appropriate to the particular discipline?

Reliability: Are the assessment instruments dependable? Is assessment consistent no matter who is doing the marking?

Transparency: Is the process as open as possible? Do teachers, schools, and parents have access to information about the process?

Universality: Is the assessment free of national and cultural bias? Does it avoid privileging certain academic traditions?

Feasibility: Is it “deliverable”? Can the logistics and economics of assessment be managed?

The grading system used by the IBO is **criterion-referenced** meaning that each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded to a predetermined percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards applied consistently.

The IB Program at NDA

IB courses offered at NDA:

<u>Group 1:</u> English A: Literature (HL)	<u>Group 2:</u> Spanish B SL Latin SL (2012)	<u>Group 3:</u> History HL
<u>Group 4:</u> Biology HL Physics SL	<u>Group 5:</u> Mathematical Studies SL Mathematics SL	<u>Group 6:</u> Theatre Arts SL Visual Arts SL/HL

On-Line IB Course Options:

On-line IB courses are offered through a single organization that has been authorized by IB: Pamoja Education. Pamoja is located in the UK, and they deliver a variety of courses that are taught by teachers around the globe, and students are also from all over the world. All on-line courses are delivered over two years, and a maximum of 25 students are in each course, which allows for interaction between students and feedback from the teacher.

The current on-line course offerings open to IB students at NDA are:

<u>Group 2:</u> Mandarin (Chinese) SL Spanish ab initio	<u>Group 3:</u> Economics HL ITGS HL Psychology SL
<u>Group 5:</u> Mathematics HL	<u>Group 6:</u> Film SL

IB on-line courses will allow NDA to provide students with more course options. They are open to **Full Diploma Candidates** only, and students are allowed to take no more than **one** on-line course. Students will also be responsible for a **\$950.00** fee to pay for course delivery. NDA will cover an additional \$950.00 in tuition that Pamoja Education charges per enrolled student.

Please visit: www.pamojaeducation.com for more detailed information about course content and course delivery.

IB-Trained Teachers at NDA

<u>Group 1:</u> Ms. Lindsay Sutton Mrs. Jean Walker Mrs. Kelly Wood	<u>Group 2:</u> Mrs. Cathy Cook Mrs. Alison Tansey Mr. Steve Strauss	<u>Group 3:</u> Mrs. Susie Huffman Mrs. Kristine Malik
<u>Group 4:</u> Mrs. Chris Chapman Mrs. Jackie Sperling	<u>Group 5:</u> Mrs. Karri Adler Mr. Joe Gerhardinger Mr. Matt Gruenwald Mrs. Marcia Miller	<u>Group 6:</u> Mr. David DeChristopher Mrs. Susan Kozal Mrs. Trish Sanders
<u>TOK:</u> Mrs. Laura Gallaher Ms. Angie Joseph Mr. Steve Strauss	<u>CAS:</u> Mrs. Cheryl Pryor Ms. Angie Joseph	<u>EE:</u> Mrs. Laurie Gallaher Mrs. Kathryn McGowan Ms. Angie Joseph

Students are encouraged to approach the above teachers (in bold) for more information about specific content, course delivery, or course assessment strategies.

How to Prepare for IB at NDA

Recommended Course of Study:

9 th Grade	10 th Grade
English 1 Honors	English 2 Honors
Spanish 1 Honors (or higher) OR Chinese 1 Honors OR Latin 1 Honors (or higher)	Spanish 2 Honors (or higher) OR Chinese 2 Honors OR Latin 2 Honors (or higher)
World History Honors	AP Psychology
Biology (Regular or Honors)	Chemistry (Regular or Honors)
Math 1 Honors (or higher)	Math 2 Honors (or higher)
Speech and Drama 1 OR Art 1	Art 2 (required for IB Visual Arts only) OR Elective
Theology 1	Theology 2
Health/PE	Computer Apps/Elective

IB Application Process:

- 1) Fill out IB Application and return to Ms. Joseph (by October of 28th)
- 2) Interview with Ms. Joseph
- 3) Have a parent meeting with Ms. Joseph

The IB Program is meant to be **self-selecting**, but several considerations must be made before a student can be enrolled in an IB course:

- Student should maintain an 88% or higher in all coursework
- Student should be highly academically motivated and independent
- Student should enjoy critical thinking and the idea of being challenged academically

If this sounds like you, you could be IB!

How to Prepare for the Start of the IB Program

Parents:

- Have you read and discussed this Information Booklet with your daughter?
- Have you read the General Regulations put forth by IBO for IB candidates and their families?
- Have you and your daughter signed and turned in the IB Program Contract?
- If your daughter has decided to take an on-line course, have you read and turned in the IB On-line Course Contract?
- Do you have any lingering questions????

Students:

- Have you read and do you understand the IB Information Booklet?
- Have you read the General Regulations put forth by IBO?
- Have you signed the IB Contract, and if necessary, the IB On-line Contract?
- Are you attending the IB Retreat in August, 2012? ☺
- Have you completed your IB Summer Work?
- Do you have any lingering questions????

Please remember that there are a large number of individuals at NDA that want to help make this program a positive experience for all, as well as a successful experience for your daughter. Please do not hesitate to call or email with questions or concerns: **Ms. Angela Joseph (IB Coordinator):** ajoseph@nda.org

Welcome to your IB journey!