



Welcome to the International Baccalaureate Program!

أهلاً وسهلاً	Willkommen!	Bem-vindo!	Bienvenido	Dobrodosli!
어서오세요	Καλώς Ορίσαστε	Bienvenu!		
Բարի եկաք	歡迎光臨	Mirese erdhe!	Добро пожаловать	
Aapka swaagat hain!				

An Introduction to IB Curriculum and Core Components

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 programs of international education and rigorous assessment**. These programs encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

IB Programme Models



The IB Learner Profile

The aim of all IB programs 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.



As IB learners we 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.
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.

IBMYP: A *WORLD* of Difference

The Diploma Program for students aged 16 to 19 started in 1968 with first examinations in 1970. The Middle Years Program (MYP) for students aged 11 to 16 started in 1994. There are now more than 5,800 programs in 4,795 IB World Schools in nearly 160 countries serving over a million children worldwide.

The IB is unique.

- We offer a continuum of education, consisting of four individual programs. Primary Years, Middle Years, Diploma Years and Career Certificate Programs. We span the years from kindergarten to a pre-university diploma. While we are traditionally known for the Diploma Program, IB World Schools increasingly offer all four programs.
- We are proud of our reputation for high quality education sustained for over 40 years. Our curriculum represents the best from many different countries rather than the exported national system of any one. Our challenging Diploma Program assessment is recognized by the world's leading universities. We maintain our high standards by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.
- We encourage international-mindedness in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity. All IB students learn a second language and the skills to live and work with others internationally—essential for life in the 21st century.
- We encourage a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn. We encourage community service because we believe that there is more to learning than academic studies alone.
- We ensure that our programs are accessible to students in a wide variety of schools—national, international, public and private—in 158 countries. These IB World Schools form a worldwide community in which there is no such thing as a “typical” school (more than 50% of IB students are in state-funded schools). IB World Schools cooperate in curriculum development, student assessment and the governance of the IB, making this a unique international collaboration.
- Henrico County Public Schools offers the Middle Years Program (MYP) at five (5) sites: Grades 6-8 at Fairfield, G. H. Moody and Tuckahoe Middle Schools and Grades 9-10 at Henrico and J. R. Tucker High Schools. The Diploma Program (DP) is offered at Henrico and J. R. Tucker High Schools in Grades 11-12.

Parents of IB Students

- Parents of current and future IB students are involved in an important decision-making process regarding the education of their child and may be keen to understand the IB programs as well as the challenges and advantages they may bring.
- IB World Schools aim to provide parents with enough detailed information to answer any concerns, and we encourage parents to contact the IB coordinator of their child's school in order to discuss any queries they may have.
- You can visit www.ibo.org to note the authorization and accomplishments of our IB World Schools.
- You can find full contact details of all IB World Schools by using the "Find an IB World School" option on the left-hand side of every page.

You can learn more about our two high school sites at <http://blogs.henrico.k12.va.us/henricoib/> and <http://blogs.henrico.k12.va.us/emharper/>

What is so special about IB programs?

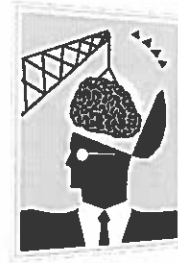
- IB programs are recognized around the world and ensure an increased adaptability and mobility for IB students.
- The curriculum and pedagogy of IB programs focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.
- IB World Schools must undergo an exhaustive authorization process in order to offer one or more of the programs, which includes a study of the school's resources and commitment to the IB mission and philosophy.
- IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.
- Many students graduating from the Diploma Program find that it enhances their opportunities at tertiary institutions. The IB works closely with universities around the world to gain recognition for IB programs.
- The core components of IB programs encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.
- The IB produced publications for schools to inform and support them as they offer IB courses. It is now beginning to produce material for use directly with students and to work closely with selected publishers and providers to offer material for students.

What IB has to Offer:

- "Brand name" recognition of national and international excellence in instruction as moderated and examined by international experts
- The Virginia General Assembly voted that IB scores must be given parity with AP scores. Virginia public colleges and universities must also have a recognition policy for those that achieve the IB Diploma.
- Studies show that more than 80% of IB students finish their degree in 5 years or less, with half of these students continuing on the graduate work.
- IB Students learn to approach unfamiliar situations and uncertainties, being able to explore new strategies, ideas and roles while being expressive and able to defend their beliefs.
- International components are built into the curricula and programmatic core so that students are prepared for a rapidly expanding global marketplace with the ability to acquire in-depth knowledge in a variety of disciplines.
- Learner profile traits are built into curricula and programmatic core so that students develop into strong, self-aware leaders.
- IB requires school-generated honesty policies that detail how each school will create a school community that supports integrity and academic honesty.
- Creativity, Activity, and Service requirements build good and thoughtful citizens, providing opportunities for the student to get involved in the larger community.
- The knowledge and skills obtained in the IB program help these highly motivated students to seek extra challenges and become lifelong learners.
- The IB offices at Henrico and J. R. Tucker High Schools support their students and parents with accessible information, personal care, a dedicated school counselor, college information and application support, and academic support through tutoring and study groups.

Additional information can be viewed on the IBO website: www.ibo.org

IB Builds Your BRAIN



A little bit about brain theory:

The brain is divided into two hemispheres. These hemispheres have specialized functions for sensory response, memory, motor skills, and even for thinking. Most scientists and researchers seem to agree that there are definite differences in the way each hemisphere of the brain works. Essentially, the right brain is holistic, convergent, and able to ascertain the big picture. The right brain deals with emotions, feelings, creativity, and intuition. The left brain is linear, divergent, and focuses on one thing at a time. The left brain deals with more logical subject areas, such as mathematics and speech.

Which Type of Learner Are You ?

LEFT (Analytic)	RIGHT (Global)
Successive Hemispheric Style	Simultaneous Hemispheric Style
The "Splitter"	The "Lumper"
1. Verbal	1. Visual
2. Responds to word meaning	2. Responds to tone of voice
3. Sequential	3. Random
4. Processes information linearly	4. Processes information in varied order
5. Responds to logic	5. Responds to emotion
6. Plans ahead	6. Impulsive
7. Recalls people's names	7. Recalls people's faces
8. Speaks with few gestures	8. Gestures when speaking
9. Punctual	9. Gets "lost in thought"
10. Prefers quiet study	10. Prefers sound/music while studying
11. Acts from facts	11. Acts from imagination

What does this have to do with IB?

The traditional curricula favor a left-brain mindset in which logic, lists, facts, and sequences predominate. Yet, the future, described by Daniel Pink in his *A Whole New Mind*, is one in which “right brain skills such as big-picture, simultaneous, and contextual thinking will be in higher demand.” Luckily, IB curricula and assessment criteria require BOTH, integrating information with concepts, and reasoning with imagination.

How does IB do this?

In grades 9 and 10, all learning is linked to the six Global Contexts, basing all instruction in real life perspectives. Students are taught holistically by linking subjects together in what Pink calls a “symphony” of learning. Problem solving and inquiry skills are taught across the curriculum, in art and history as well as math and science. Students are required to reflect on their learning --on their approaches and strategies and on their answers themselves.

In grades 11 and 12, instruction is connected through Theory of Knowledge. Students must evaluate the information they are presented and connect it to a more global understanding of the subject areas as well as themselves and the world. By investigating how we know, students create connections among their subject areas in new and exciting ways.

Another way IB fuses creative and logical thinking together is through the extensive writing requirements in both the Middle Years and Diploma Programs. All subjects – as well as core activities like CAS, the Personal Project, and the Extended Essay -- require essays and reflections. All subject exams are predominantly essay/short answer response exams – even mathematics! A strong writing curriculum emphasizes logical and sequential communication through structured and coherent argument. As well, it fosters creativity by encouraging students to make connections, see the “big picture,” and express themselves as individuals.

Finally, IB draws both halves together through the Learner Profile. All instruction is filtered through this list of character traits so that learning is about more than acquiring knowledge for a test; it becomes the key to being a better human being!

What does this mean for you?

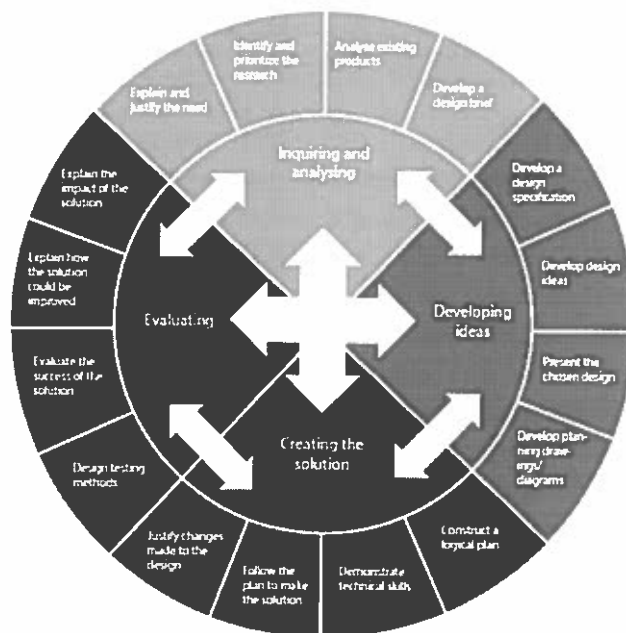
This means that whether you are right-brained and imaginative or left-brained and logical, an IB education will make you a stronger student and a more effective person. The IB holistic model strengthens right-brained large concepts with facts and gives left-brained sequences freedom to inspire with feelings. So, regardless of how you learn, you have something to gain from an IB education!



IB Curriculum: The Difference is the Core

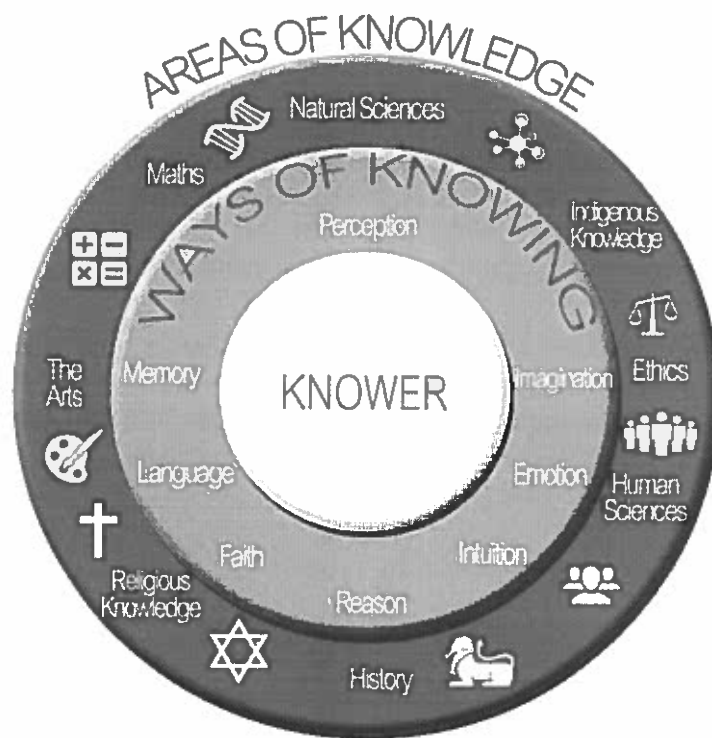
In addition to rigorous courses, which are featured in all the specialty programs in HCPS, IB offers its core components:

Experiential Learning: This component, called *Action and Service* in the Middle Years Program and *Creativity, Activity, Service* in the Diploma Program, provides students with hands on learning experiences using the IB “design cycle”. This cycle codifies investigative techniques students will use throughout their lifetimes. By tackling a problem or a goal through researching possibilities, designing approaches, planning strategies, creating new things, and then evaluating how well the product or process went, students are equipped to face their academic, professional and personal futures. Students demonstrate and document aspects of the design cycle by making goals that also address eight learner outcomes: increasing awareness, undertaking challenges, planning and initiating activities, working collaboratively, showing perseverance, engaging with global issues, considering ethical implications, and developing new skills. This core aspect is required in both the Middle Years and Diploma Programs.



The Personal Project: Using the same design cycle introduced through Action and Service, students begin a Personal Project in grade nine and finish it in grade ten. The project may take many forms – original art, drama, dance, music or literature; a research project; a scientific experiment; an invention or specially designed object or system; or an entrepreneurial or philanthropic project. Students have a supervisor and receive support through their academic classes as well as weekly seminar. Students are required to complete the Personal Project as a culmination of their MYP experience and as an entrance requirement to the Diploma Program.

Theory of Knowledge: TOK is the capstone course in the Diploma Program and the IB experience. In this two-year course, students pursue understanding the great questions of the human condition by identifying ways of knowing, definitions of knowledge, knowledge questions, ways in which knowledge is verified and organized, areas of knowledge, and ethical implications of knowledge. In a course in which the world is their textbook, students learn to analyze knowledge claims as well as their underlying assumptions and implications. Through a broad array of experiences, students study how to communicate effectively and efficiently in both written and oral media. The TOK assessments, the oral presentation and the essay, are required for students pursuing the IB Diploma.



The Extended Essay: Just as the Personal Project is the culminating project of the Middle Years Program, the Extended Essay is the core component of the Diploma Program. Beginning in their junior year, students embrace a topic of their choosing in an IB approved subject area. Students engage in high-level research and even experimentation in order to produce an analytic 4000-word independent essay on their chosen topic. Subjects range from literature to history, from chemistry or biology or business, from world religions to politics. Students are supervised and supported by individual teacher supervisors, as well as through Theory of Knowledge and in weekly seminar. The Extended Essay is a requirement for the IB Diploma.

***Excerpt from "High-Impact Educational Practices:
What They Are, Who Has Access to Them, and Why They Matter"***

By George D. Kuh

A Brief Overview

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes - e.g., technology and society, global interdependence - with a variety of curricular and co-curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies - which may address U.S. diversity, world cultures, or both - often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy - and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting - usually related to their career interests - and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

IB and AP: IB Makes a Difference (Page 1)

	International Baccalaureate	Advanced Placement
Authorization to Offer Program	Schools must undergo an extensive two-year application process in order to be approved to offer an IB program.	Any high school may choose to offer Advance Placement coursework.
Teacher Training	IBO requires that all teachers working in an IB Diploma Program be trained at authorized training programs that last between three and five days. Re-training occurs approximately every five years due to curriculum development.	Teacher training is available for Advanced Placement courses, but is not required. Teachers must give up summer vacation time in order to undergo any lengthy training; other training sessions are one-day meetings.
Program Format	Students in the Diploma Program are part of a concerted and directed effort involving all their teachers who meet regularly. Theory of Knowledge is a central course that provides an external look at learning in all subjects.	Students pick and choose their AP subjects; their teachers in different subjects do not meet for the purposes of planning to deliver a coherent educational program.
Program Content	Each year, students take one course in each of six areas: English, Foreign Language, History, Experimental Sciences, Mathematics, and an elective. Extra certificate courses are possible. IB emphasizes students' facing challenges even in subject areas that are difficult for them (requires perseverance and ability to overcome obstacles.)	The student chooses from among a variety of courses in different subjects. There are no guidelines or requirements for forming a program. Students are free to pick and choose only those subjects that they feel are areas of strength.
Level of Difficulty	All IB courses carry weighted Honors-level credit. Courses should be considered to be college level. HL courses are more rigorous than AP courses; SL courses are as rigorous and sometimes more rigorous than AP courses.	All AP courses carry weighted Honors-level credit. Courses should be considered to be college level.
Program Accountability	Each IB program must be accredited by the IBO. Teachers must be trained. Teachers submit samples of their graded assignments for moderation by IB officials yearly to maintain standard.	No outside standard for accountability available
Student Accountability	The Diploma is based on external scoring including a series of examinations. The standard is international.	A grade is awarded based on externally scored examination. The standard is national.

IB and AP: IB Makes a Difference (Page 2)

	International Baccalaureate	Advanced Placement
Feedback from Exams	Each teacher receives two detailed reports following each exam session. One report gives a summary of how students worldwide did on the exam in that subject, including the range of scores and recommendations for improvement. The second report specifically addresses the performance of the students in that school.	Teachers receive a list of the composite scores for the students who took the exams in their subject. If more than 12 students take a particular exam, the teacher gets a chart showing what percentage of students scored at what grade level on each of the exam tasks. No narrative feedback provided.
Basis for Grade Award	Varies from subject to subject; approximately half of the grade is based on a variety of assessments, oral and written, which are done over the course of 2 years and two or more examination sittings (generally on 2 days). A significant portion of the grade includes input from the teacher.	One-shot examination on one day. No input from the teacher is included.
Eligibility	Students must be enrolled in the specific IB course in order to be eligible for examination.	Any student may opt to take the AP examination, whether he or she has taken an AP course or not. (Hence, IB students often opt to take AP Exams.)
Cost	Examinations are MANDATORY for all IB Candidates. The county pays all fees for those students.	Examinations are VOLUNTARY. The county covers no fees, since the exams are not required. Exams currently cost close to \$90 per exam. Financial aid is available for families meeting certain federally-mandated income requirements.
Content Focus	IB courses are process-oriented, and emphasize critical thinking, interpretation, and analysis rather than memorization of facts and formulas. Examination is primarily by essay (college-like assessment). The focus is on depth of study; the English exam, for example, includes two 2-hour essays.	Some AP courses include a heavy emphasis on memorization of facts; this is particularly true in mathematics and the sciences. AP exams include a significant Multiple Choice section. The focus can be on breadth rather than depth; the English exam, for example, includes three 40-minute essays.
College Rewards	Significant recognition is provided by a large number of colleges worldwide. Credit is awarded on a subject-by-subject basis depending upon subject scores. Typically, IB diploma holders enter with sophomore standing. Other rewards commonly offered: full-ride or partial scholarships; waiver of application fees, and preferential admission for IB Applicants.	Significant recognition is provided by a large number of colleges nationwide. Credit is awarded on a subject-by-subject basis depending upon examination scores. Students passing three or more AP exams (with a minimum score of 3 out of 5) qualify for AP Honors status.