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P u b l i c S c h o o l s

IB Diploma Scheduling and Considerations

Canyon del Oro High School

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IB Diploma Coordinator

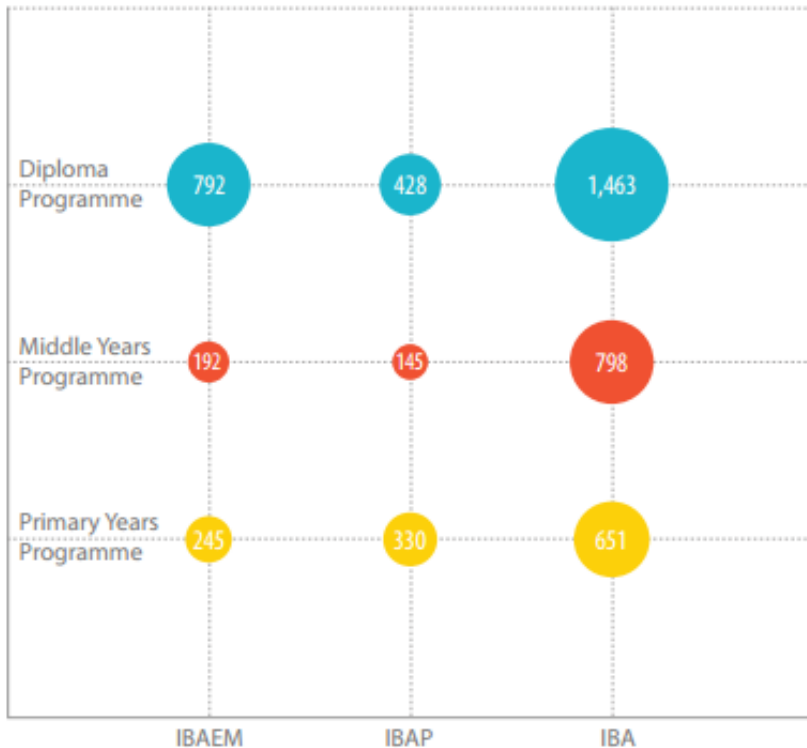
Brief History of the International Baccalaureate Organization

- Established the IB Diploma Programme in 1968
- Created in English & French initially at the International School of Geneva
- International education designed to help manage the complexities of our world
- Intended to develop skills & attitudes to take action & improve it
- Steeped in international mindedness which includes:
 - an attitude of openness to, and curiosity about, the world and different cultures. Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others
 - developing a deep understanding of the complexity, diversity and motives of human actions and interactions.
 - Middle Years Programme added in 1994
 - Primary Years Programme added in 1997
 - Career Related Programme added in 2012

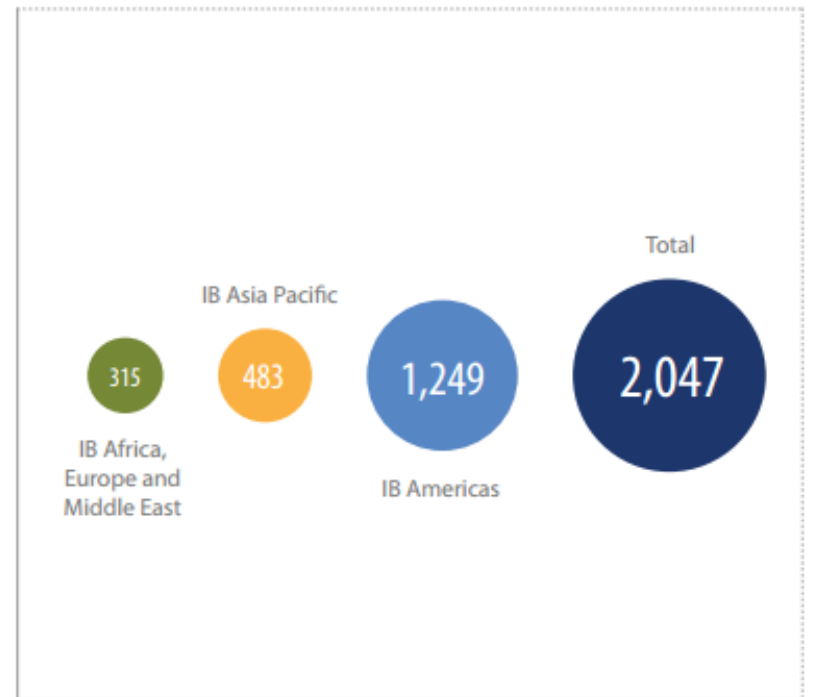


Global View – 2014 IB Annual Review

Number of authorized programmes, by region



Universities that recognize the IB with published policy statement





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Public Schools



The Diploma Programme

- Two year pre university curriculum, primarily aimed at students aged 16-19
- The curriculum model contains 6 subject groups
 - Students must select 3 HL and 3SL course
- Group 1-Language A Literature (mother tongue)
 - 13 works HL, 10 works at SL
 - Syllabus must comply with course requirements in the subject guide for using prescribed reading lists
- Group 2-Language B (language acquisition)
 - Learned language in school
 - Both HL or SL
 - Ab initio (SL only) – designed as a 2 year program to begin in the start of the DP years
 - Pamoja online learning option currently being used for ab initio (Spanish, Mandarin, French)
 - Students meet during Group 2 periods



The Diploma Programme

- Group 3-Individuals and Society
 - History – Americas route
 - Social & Cultural Anthropology
- Group 4-Experimental Sciences
 - Chemistry
 - Computer Science
- Group 5-Mathematics
 - Math HL-designed for applied sciences such as engineering
 - Math SL-designed to prepare or be a foundation for university science
 - Math Studies –
 - Further Math HL-completed all options in HL as an extension
- Group 6- The Arts
 - Dance, Film, Music, Visual Arts
 - Students can take a 2nd Group 2,3,4,5 & satisfy Group 6 requirements



DP Core

The DP Core includes:

- Theory of Knowledge (TOK)
 - Interdisciplinary course designed to provide coherence by exploring the nature of knowledge across disciplines
 - 100 hours to be taught concurrently over entire program
 - Required presentation & essay on one of 6 prescribed titles for the examination session
- Extended Essay (EE)
 - 4,000 word essay to investigate topic of interest, designed to acquaint students with independent research & writing skills expected at university
 - Generally in an HL subject students are studying
 - 40 hours approximately
- Creativity, Activity, Service (CAS)
 - CAS encourages students to be involved in artistic pursuits, sports and community service work. It is ideally experiential learning to promote awareness & appreciation of life beyond school academics
 - Starts at beginning of program and ideally meets weekly for at least 18 months



DP Programme Options

Language and literature

Language A: literature [SL/HL](#)

Language A: language and literature [SL/HL](#)

Literature and performance [SL](#)

Language acquisition

Classical languages [SL/HL](#)

Language B [SL/HL](#)

Language ab initio [SL](#)

Individuals and societies

Business management [SL/HL](#)

Economics [SL/HL](#)

Geography [SL/HL](#)

Global Politics [SL/HL](#)

History [SL/HL](#)

Information technology in a global society [SL/HL](#)

Philosophy [SL/HL](#)

Psychology [SL/HL](#)

Social and cultural anthropology [SL/HL](#)

World religions [SL](#)

Sciences

Biology [SL/HL](#)

Chemistry [SL/HL](#)

Computer Science [SL/HL](#)

Design technology [SL/HL](#)

Environmental systems and societies [SL](#)

Physics [SL/HL](#)

Sports, exercise and health science [SL](#)

Mathematics

Further mathematics [HL](#)

Mathematical studies [SL](#)

Mathematics [SL/HL](#)

Arts

Dance [SL/HL](#)

Film [SL/HL](#)

Music [SL/HL](#)

Theatre [SL/HL](#)

Visual arts [SL/HL](#)



Instructional Minutes

State/District Requirements

- 180 hours per period per year
- Grades 9-12 are required to attend 720 hours per year
- Annual instructional hours are specified in A.R.S. §15-901(A)(2)(a)(b) or (c).

IBO Requirements

- SL – 150 teaching hours, HL-240 teaching hours TOK – 100 teaching hours
- Hours are totals for the 2 year of the program
- All 3 parts of the core, EE, TOK & CAS are compulsory & central to the philosophy of the DP Programme



**2016-2017
CDO BELL SCHEDULE**

Bell Schedule

Note: with the IBO Core a 7th Hour becomes necessary based on the schedule model

As TOK requires 100 hours, CAS, EE and college & career advisement are integrated throughout the year during the TOK period

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
PERIOD 1 7:00 – 8:13 (73 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 8:13 (73 min)	
		TUTORIAL 7:45 - 8:20 (35 min)		TUTORIAL 7:45 - 8:20 (35 min)		TUTORIAL 7:45 - 8:20 (35 min)			
PERIOD 2 8:20 – 9:20 (60 min)		PERIOD 2 8:20 – 9:52 (92 min)		PERIOD 2 8:20 – 9:52 (92 min)		PERIOD 4 8:20 – 9:52 (92 min)		PERIOD 2 8:20 – 9:20 (60 min)	
PERIOD 3 9:27 – 10:27 (60 min)								PERIOD 3 9:27 – 10:27 (60 min)	
PERIOD 4 10:34 - 11:33 (59 min)		PERIOD 3 9:59 – 11:32 (93 min)		PERIOD 3 9:59 – 11:32 (93 min)		PERIOD 5 9:59 – 11:32 (93 min)		PERIOD 4 10:34 - 11:33 (59 min)	
PERIOD 5 11:40 - 12:39 (60 min)	<u>1ST LUNCH</u> 11:33 – 12:13 (40 min) Bell to Bell	PERIOD 4 11:39 - 1:12 (93 min)	<u>1ST LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell	PERIOD 5 11:39 - 1:12 (93 min)	<u>1ST LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell	PERIOD 6 11:39 - 1:12 (93 min)	<u>1ST LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell	PERIOD 5 11:40 - 12:39 (60 min)	<u>1ST LUNCH</u> 11:33 – 12:13 (40 min) Bell to Bell
<u>2ND LUNCH</u> 12:39 – 1:19 (40 min) Bell to Bell	PERIOD 5 12:13 - 1:12 (59 min)	<u>2ND LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell	PERIOD 4 12:12 - 1:45 (93 min)	<u>2ND LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell	PERIOD 5 12:12 - 1:45 (93 min)	<u>2ND LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell	PERIOD 6 12:12 - 1:45 (93 min)	<u>2ND LUNCH</u> 12:39 – 1:19 (40 min) Bell to Bell	PERIOD 5 12:13 - 1:12 (59 min)
PERIOD 6 1:19 – 2:19 (60 min)								PERIOD 6 1:19 – 2:19 (60 min)	
PERIOD 7 2:26 – 3:25 (59 min)		PERIOD 6 1:52 – 3:25 (93 min)		PERIOD 7 1:52 – 3:25 (93 min)		PERIOD 7 1:52 – 3:25 (93 min)		PERIOD 7 2:26 – 3:25 (59 min)	



Instructional Minutes

Required Hours over 2 years:

TOK: 100 hours

SL: 150 hours

HL: 240 hours

- These are required minimum hours

For each period CDO is well above the required number of hours on 2 year course offerings.

Period	Total Minutes per Period	Total Hours per Period
1	10894	181.566667
2	11126	185.433333
3	10825	180.416667
4	11106	185.1
5	10882	181.366667
6	10965	182.75
7	10997	183.283333
	Total Minutes	Total Hours
	76795	1279.91667



Assessment

- Students are assessed both internally and externally designed to measure individual performance against stated curriculum & assessment objectives for each subject
- Through the use of external/internal assessments students have multiple measures of learning
- All subject work is weighted by the IB to produce a final grade that been directly graded or moderated by IB examiners
 - Internal Assessments include
 - Oral exercises in language, practical mathematical investigations, laboratory experiments & artistic performances
 - Assessed by teacher but externally moderate by IB examiners
 - Examiner reports provided to teachers to further assist in professional development
 - External Assessments
 - End of course exams
 - Typically 2 exams for SL & 3 exams for HL
 - Exam will run from May 3-19 this academic year



University Recognition and IB Research

- There are IB World Schools in nearly 150 countries throughout the world, and students send exam results to higher education institutions in nearly 90 countries annually.
 - Information on IB recognition at country level: <http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>
 - University in the US and around the world policy index provided by universities to the IB through October 2015: <http://www.ibo.org/globalassets/publications/university-policy-index-en.xlsx>
 - IB recognition resource library: <http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/>



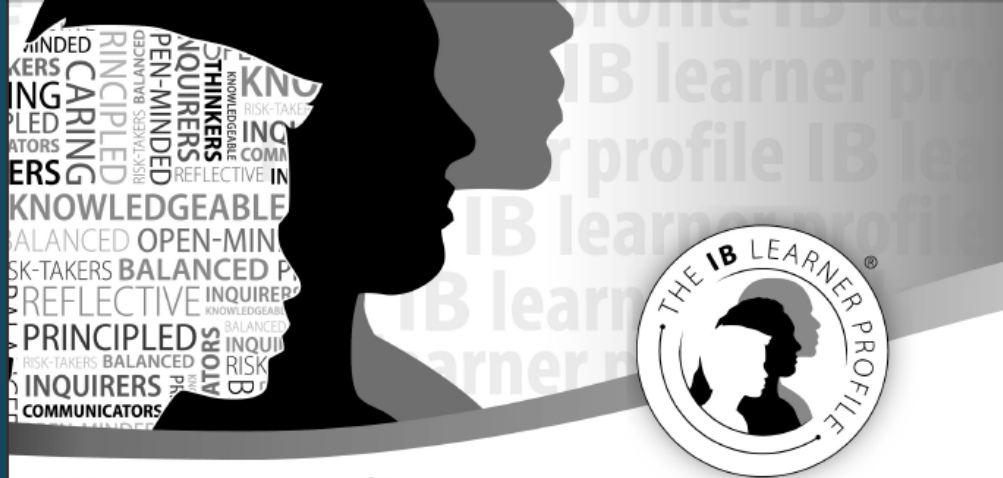
IB mission statement

The International Baccalaureate 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 organization 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.

The IB Learner Profile is →
the mission statement in
the form of learning
outcomes



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.

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 analyse 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Public Schools

Q&A



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