

This session will  
be recorded



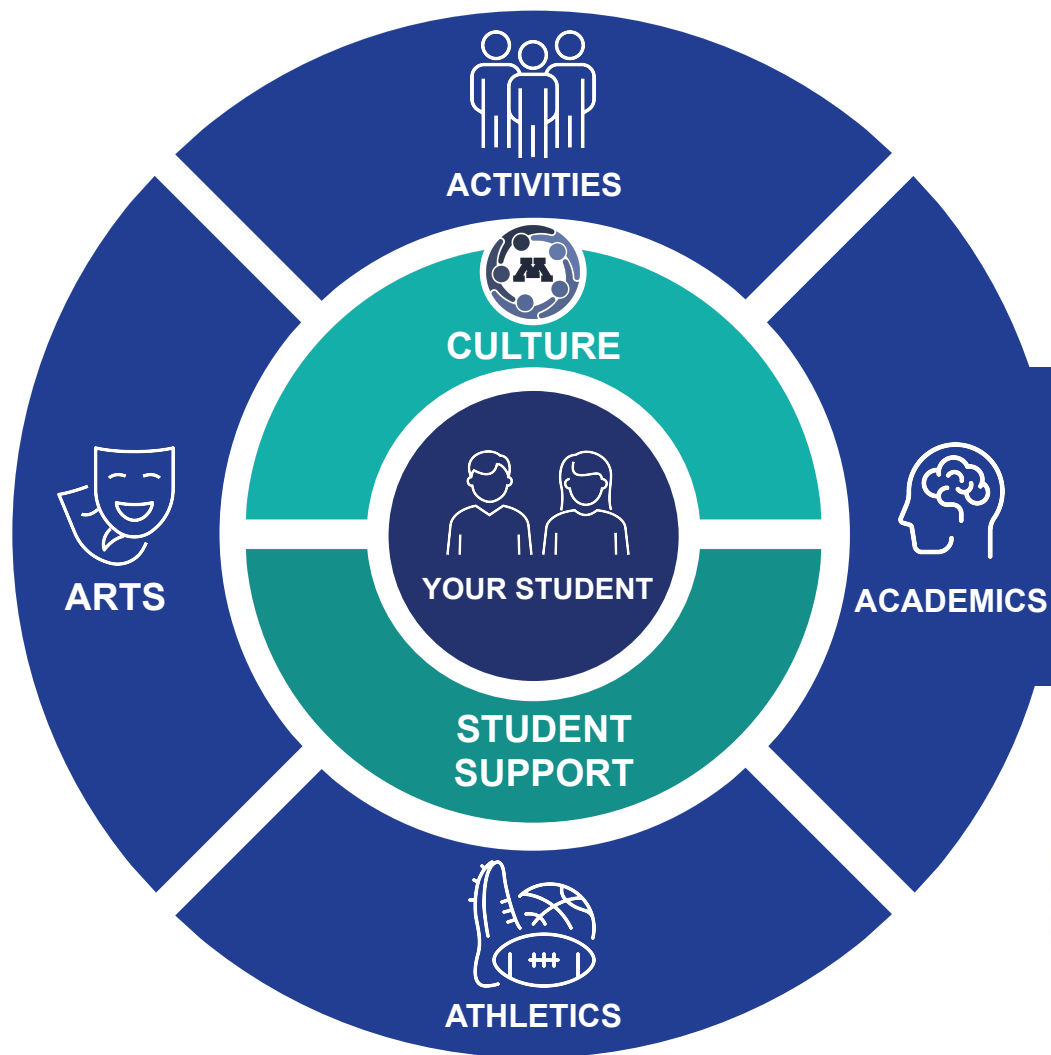
# THE MINNETONKA EXPERIENCE

## International Baccalaureate Diploma Program

**Housekeeping**

Please MUTE your microphone :)

The lovely Kelley will monitor the chat, so feel free to drop questions in there



# A SCHOOL OF OPPORTUNITIES

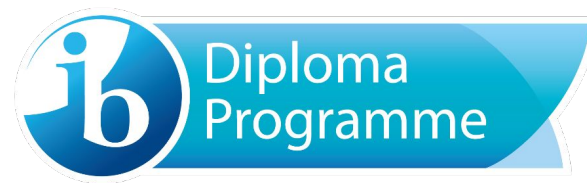


TonkaOnline



# 10 Things to Know about International Baccalaureate

- 
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
- Inquiry, research component in each class





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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.



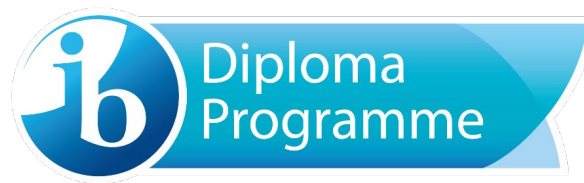
# Aim of IB Programs



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.

**Knowledgable** 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:

- 22 IB Diploma Programme schools in Minnesota
- 963 IB Diploma Programme schools in the U.S.
- 5,402 IB schools in 159 countries
- 3,073 IB Diploma Programme schools in 153 countries

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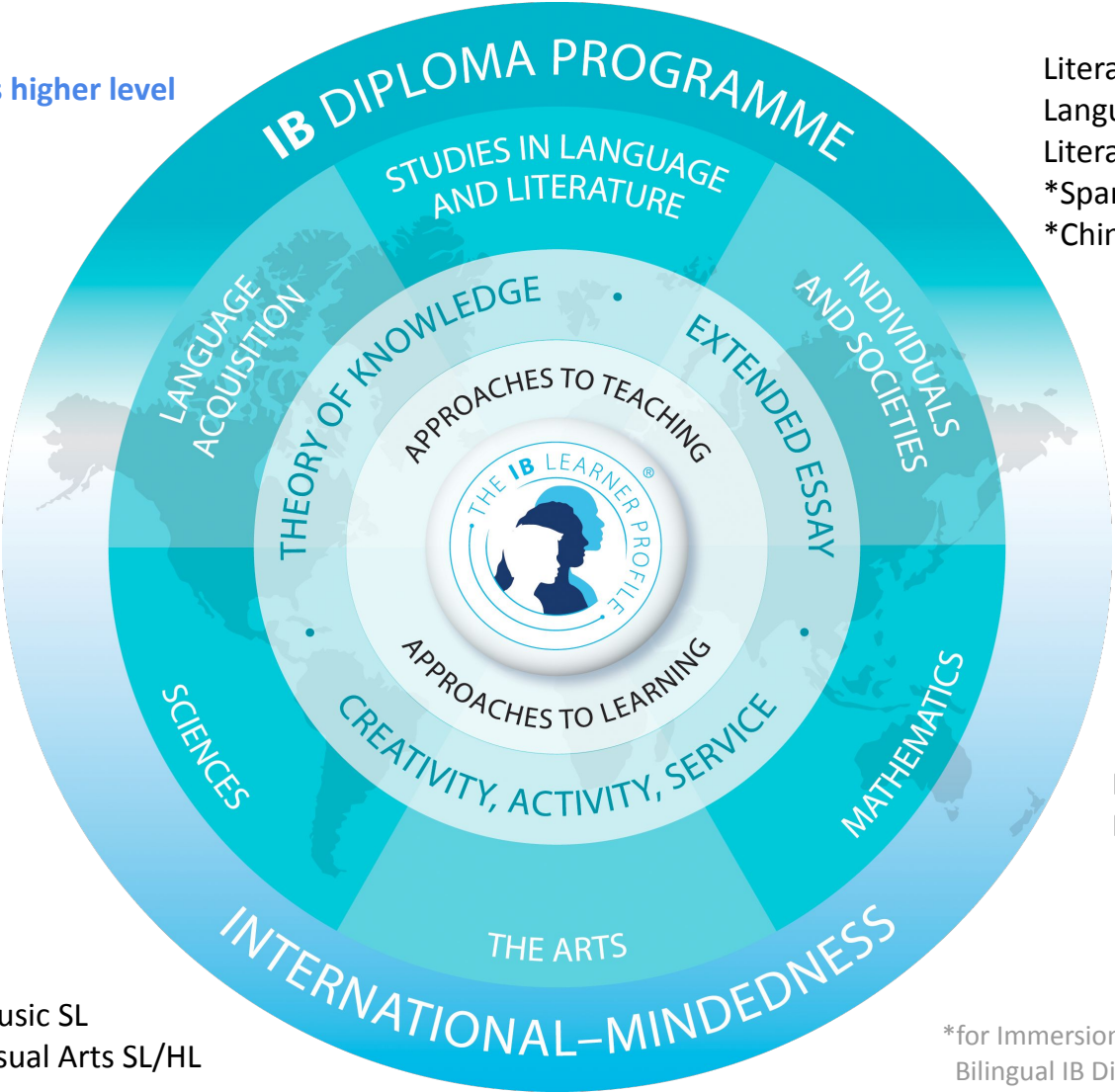
# The IB Diploma Program Curriculum Model

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

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 Sci SL/HL

Music SL  
Visual Arts SL/HL



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 Applications SL/HL  
Math Analysis SL/HL

\*for Immersion students pursuing the  
Bilingual IB Diploma



# The IB Program

## Group 1: Studies in Language & Literature

English Literature

\*Spanish/Chinese Language & Literature

## Group 2: Language Acquisition

Spanish

German

French



Extended Essay

Creativity, Activity, Service (CAS)

Theory of Knowledge (TOK)

## Group 3: Individual & Societies

History

\*Spanish Global Politics

Economics

Business & Management

Psychology

## Group 4: Experimental Sciences

Biology

Computer Science

Physics

Sports, Exercise, Health Science

## Group 5: Mathematics

Math Analysis Math Applications

## Group 6: Arts & Electives

Visual Arts

Music

\*for Immersion (or native speakers) students pursuing the Bilingual IB Diploma







# 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](#)



# Why Pursue the Bilingual IB Diploma Program

- Opportunity for Minnetonka Immersion students to showcase their abilities in more than one language.
- It is a rare, differentiating opportunity—only 25% of the 2020 IB Diplomas awarded worldwide were Bilingual.
- This achievement can be advantageous for students applying to universities that require evidence of Proficiency in the language of instruction.





# 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

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## 6. The Core of IB

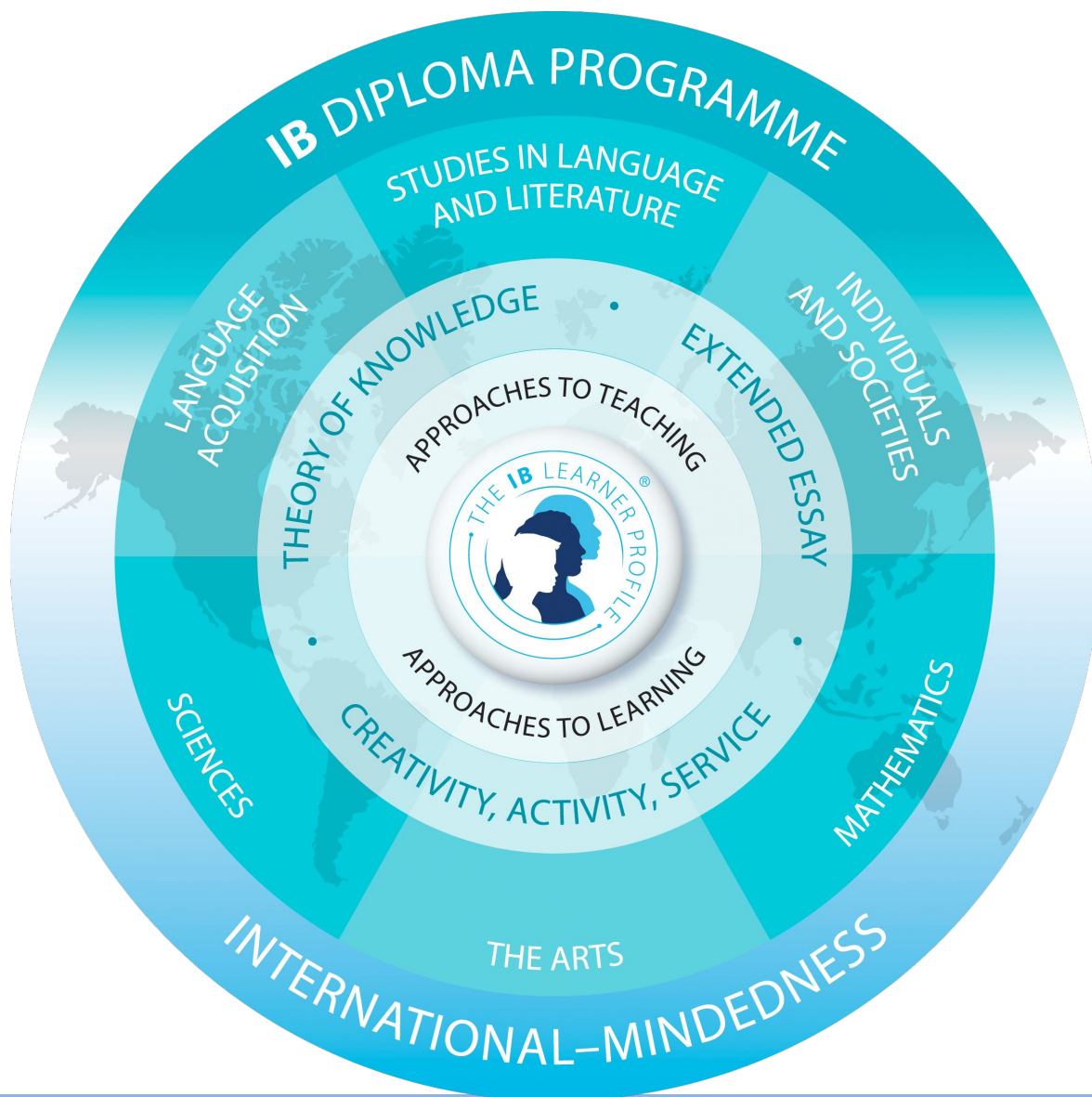
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# The Core of the IB Diploma Programme





# The Core of the IB Diploma Programme



## Theory of Knowledge (TOK)

- Focuses on a person's relationship to knowledge--how do we know things? How do we evaluate knowledge claims?
- 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 Programme

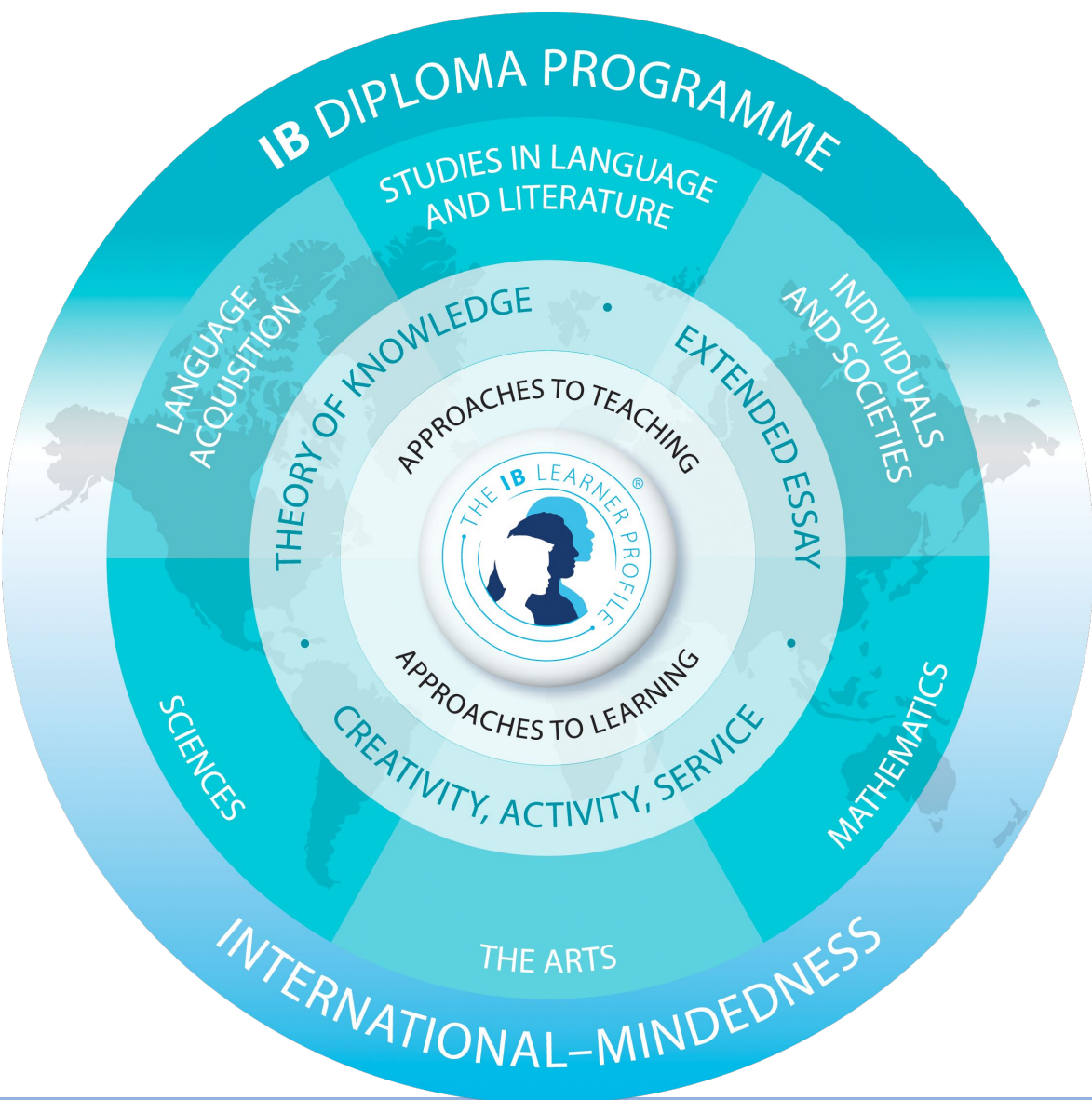


## The Extended Essay (up to 4,000 words)

- 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.
- Potential pairing with Minnetonka Research



# The Core of the IB Diploma Programme



## Creativity, Activity and Service (CAS)

The opportunity for students to intentionally engage in experiences beyond their academics, challenging them to set goals in already-beloved pursuits, and take risks in trying new ones. Students then thoughtfully reflect on their participation.

Creativity: taking part in the arts - visual, musical, culinary, writing, digital, textile/weaving, performance, dance, etc.



Activity: getting physical exercise - team sports and or individual fitness programs, including cardio, balance, strength, technique, skill, etc.



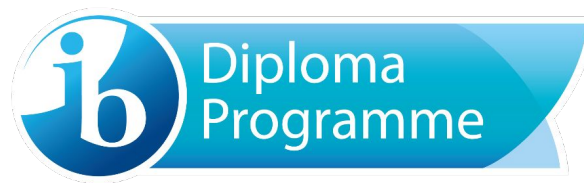
Service: getting out and giving back - locally including direct, indirect, and advocacy actions. and globally,





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# IB is a Community of Learners

## Fall Retreat-CAS



## IB Bike Ride-CAS

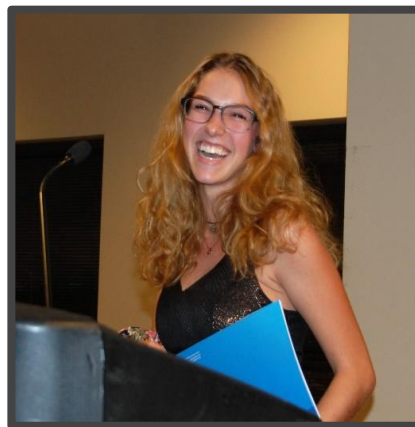






# IB is a Community of Learners

## The Extended Essay Event







## DISCOVER VIETNAM

**June 2023**

Vietnam

13 days



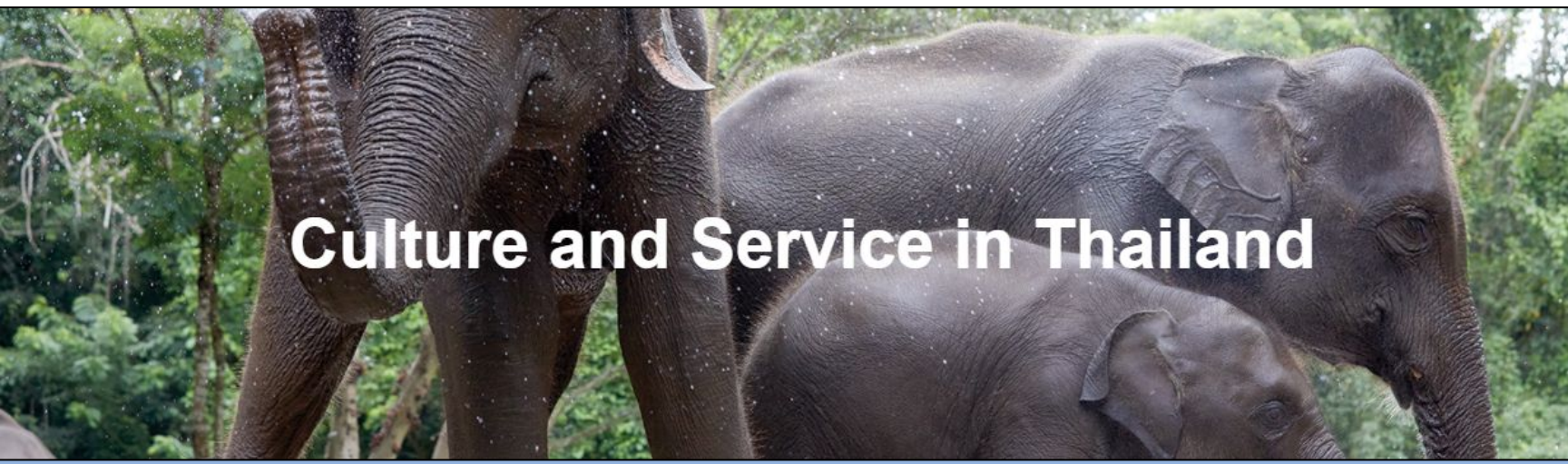
**June 2023**

Thailand, Cambodia & Vietnam

14 days



## Thailand, Cambodia & Vietnam



## Culture and Service in Thailand



**Educational Tours**

**June 2023**

Thailand

15 days

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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](#)



## Differences 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





## MHS Alumni Say...

"I got an "A" on my 1<sup>st</sup> 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

"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

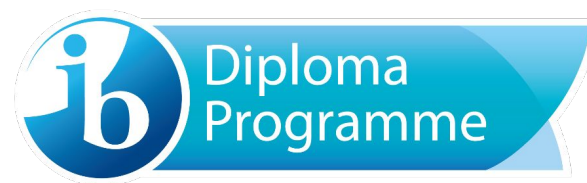
"I have been very satisfied with my time in the IBDP because it was such a unique and valuable experience. I was actually pleasantly surprised with the work load - I thought it would be more time consuming. However, other than the EE, IAs, and a few weeks here and there, it was very manageable. I loved having a smaller community and the opportunity to really get to know the students and teachers and participate in fun activities with them. Also, despite the stress of it in the moment, I actually really enjoyed the EE, TOK essay, and the History IA. It was fun to go super in depth about a topic and significantly improve my writing and presenting skills. I think all of these skills that I learned will be very useful for college. I also loved how connected the classes felt with each other and how applicable the information I learned was to other areas of my life."

-2021 MHS grad



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# MHS IB Statistics

- Worldwide, 88% of eligible students earn it the diploma in 2021 (typically 78% worldwide)
- At MHS, 93% of our full IBDP attained the IB diploma in 2021 (typically 87-94% MHS)
- This year, we have 60 seniors and 64 juniors pursuing the full diploma
  - 30 seniors pursuing Bilingual IBDP (23 Spanish, 6 Chinese)
- More than 600 additional MHS students are taking one or more IB courses
- Time Management is key!





# Take Action

**Drop in Q&A:**  
February 22nd

- 12-12:30pm



**IB Student Info Meeting:**  
February 23rd

- 7:55-8:35 a.m. - MHS Forum

**Students will choose their courses:**  
**February 25<sup>th</sup> - March 7<sup>th</sup>**

**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.

[laura.herbst@minnetonkaschools.org](mailto:laura.herbst@minnetonkaschools.org)



**The World is Yours!**

Raise your digital hand or feel free to drop a question in the chat :)