

North Atlanta International Baccalaureate Diploma Program Guide

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.

What is the IB Diploma Programme?

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students in their junior and senior years. It is respected by leading universities across the globe. Students enter the IB Programme in their junior year at North Atlanta. Although coursework begins junior year, students will be asked to complete some summer assignment work prior to the start of junior year.

What the DP offers students

Through the DP, schools are able to develop students who:

- have excellent breadth and depth of knowledge;
- flourish physically, intellectually, emotionally and ethically;
- study at least two languages;
- excel in traditional academic subjects;
- explore the nature of knowledge through the programme's unique theory of knowledge course.

Entrance Requirements:

- Students must hold a combined GPA of at least 87% in all 9th and 10th grade core courses plus their world language courses prior to eleventh grade.
- Students must have completed two consecutive years in a world language course (Arabic, Chinese, French, or Spanish) prior to eleventh grade.
- Students should have a minimum PSAT score in Evidence-Based Reading & Writing of 500.
- Students that have attended NAHS in ninth and tenth grade must complete the MYP Personal Project and receive at minimum a grade of 5.
- Students must obtain TWO teacher recommendations (forms to be provided to the teachers) from 2 core teachers.
- Though not required, it is recommended that students take AP Human Geography in ninth grade and/or AP World History in tenth grade. Sophomores that know they want to start the IBDP as juniors and meet the criteria for placement, may also take AP English Language in tenth grade.

Expectations and Removal from the IBDP:

Once the schedule is created for an IBDP student, it is sometimes very difficult to make changes. Therefore, we strongly recommend that students commit to the IBDP at the start of their junior year. However, once a student is enrolled, there are only a few ways to exit the IBDP:

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- Excessive tardies and unexcused absences can result in a probationary period with the possibility of removal.
- Failure in one IBDP course can result in a probationary period with the possibility of removal.
- Failure in two or more IBDP courses will result in the student's removal from the IB Diploma Program.
- Two or more IB teachers expressing concern over student performance can initiate discussions that may lead to removal from the IBDP.
- Students may also be removed from the IBDP upon parent and counselor request.
- Severe infractions of Academic Dishonesty may also result in removal from the IBDP
- Scheduling issues that may impede student graduation is also cause to be removed from the IBDP.
- Students will be removed from the IBDP if the student did not complete the IB Extended Essay by the end of their junior year.

Inclusion Policy:

North Atlanta High School follows all federal and state guidelines in teaching students with special needs. The Atlanta Public Schools provides comprehensive services. Professionals are on staff to provide psychological services, health services, social services, education for the homeless, ELL instruction, gifted instruction, student support and services for students with special needs. Counselors are employed at both schools to meet routine and emergency needs. Paraprofessionals are employed throughout both schools helping physically and intellectually challenged students. A nurse is available to monitor specific medical needs. Student success is supported at every level. All students are part of the MYP in 9th and 10th grade. The DP and CP include students who are designated as gifted, homeless, ELL, SWD and 504.

Teachers follow a specific procedure when they observe students with learning differences. They have a variety of classroom diagnostic tools. If they suspect deeper issues than they normally address, they observe, gather R.T.I. data, and proceed to a series of meetings of the Student Support Team. Parents are involved in all parts of the process. Federal guidelines direct all efforts as resolving learning problems. Students are allowed to receive instruction in the least restrictive environments. Teachers are trained to accommodate learners by differentiating instruction and assessment. Teachers also imbed inquiry and problem-solving activities in their units to encourage student engagement for all learners. Where appropriate, teachers use technology and collaboration in order to reach all students' learning needs in the classroom. Teachers also engage in the gradual release model of teaching to encourage students to develop independence in their own education. All teachers have been trained in the Approaches to Learning skills and imbed these skills in their unit plans.

If needed, special education teachers assist through support and through co-teaching in the regular classroom to keep learning on target for special needs students and others. Special

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education paraprofessionals attend class with assigned students to provide additional support. This homogenized approach allows students to thrive in an inclusive environment. Where self-contained classes are designated to be best for student outcomes, highly qualified teachers and specially designed classrooms are provided. Parents and qualified coordinators monitor school activities and student progress.

All teachers have access to the MYP/DP/CP special needs material. Appropriate curriculum and assessment strategies are reviewed annually for all students with disabilities. Classroom teachers, special education teachers, parents, administrators and coordinators participate in these conferences. IEPs are written and followed. Students with significant cognitive or physical disabilities receive special consideration for grade promotion. Each student's accommodations are received by teachers and coordinators and they are signed off on to ensure understanding of the accommodations.

IB Coordinators work in collaboration with the Special Education and Student Support Coordinators regularly to ensure all students who require accommodations receive them in their IB classes as well as on IB exams. The IB Coordinator is responsible in facilitating the requests for IB student needs and makes the appropriate requests with the IB upon exam registration. It is at the discretion of the IB to allow for the accommodations which include, but are not limited to extended testing time, larger font on paper exams, and the use of a scribe during exams.

Both schools intentionally review the IB Special Needs Policy regularly during admissions in the programs and again during pre-planning week. Once the school receives the IB MYP Personal Project results and the DP exam results the IB MYP/DP/CP teachers along with the Special Education teachers and IB coordinators review the IB Special Needs Policy to discuss any necessary changes or additions to the school's IB Special Needs Policy to ensure all student's needs are being addressed.

Assessment Policy and Fees:

In order to complete the IBDP, parents and students must sign an agreement prior to November of the student's senior year stating that he or she will commit to completing all the required exams for the IBDP in addition to the other program requirements. As of 9/8/2020, Each IB Subject Examination costs \$116 (x6), APS current pays 90% of this cost for NAHS IBDP students who qualify for Free-Reduced Lunch and 75% for NAHS IBDP students who do not qualify for Free-Reduced Lunch.

Why enter the DP?

International research shows that there are many benefits to choosing the DP over other curricula:

- DP students are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them
- 78% of IB DP students enrolled in postsecondary institutions immediately after high school (US avg. is 69%). 98% continued on to their second year of study. The four year graduation rates at all four-year institutions (79%) were higher than the national average (39%) (*Bergeron, 2015*).
- DP students score higher on 9 out of 10 items that tested their knowledge of US government structure, functioning & history. Also, DP strongly promotes students' knowledge of public policy and understanding of effective advocacy techniques (*Saavedra, 2014*).
- In 12 Chicago high schools serving mostly low income, minority students with little or no family history of college-going, DP graduates were more likely to enroll in college, to enroll in selective colleges, to stay enrolled and to perform better than similar non-DP graduates (*Coca, Johnson, Kelley-Kempe, Roderick, Moeller, Williams, Moragne, 2012*).
- DP graduates are better able to adjust to university coursework, specifically highlighting a number of skills gained through participation in the DP that were helpful in college, inc. critical thinking, time management & research skills (*Conley, McGaughy, Davis-Molin, Farkas and Fukuda, 2014*).

College Acceptance Rates in the US (2012 data)

University or College	IB Students Acceptance or Rate	Total Population Acceptance or Rate
University of Florida	82%	42%
Georgia Institute of Technology	81%	59%
Brown University	18%	9%
Stanford University	15%	7%
Columbia University	13%	9%
University of California-Berkley	58%	26%
Harvard University	10%	7%
Davidson	64%	34%
Emory University	78%	42%
University of Miami	72%	30%
Cornell University	31%	18%
Duke University	28%	16%
University of Pennsylvania	24%	14%
Yale University	18%	7%
University of Georgia	95%	65%
Boston University	70%	58%
University of California – Los Angeles	48%	23%
University of Virginia	64%	32%

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UNC Chapel Hill	63%	32%
Princeton University	16%	8%

Source: IBDP Graduate Destinations Survey 2011/2012 conducted by i-graduate International Insight

How do SL and HL classes translate directly into college credit?

This varies tremendously by university. Many universities do not offer class credit for SL classes – only for HL. Others offer for both. Some states specify that they offer a set amount of credit for completing the IB Diploma without referencing which score/class to give what credit for, thus leaving it up to the universities to decide. Currently Georgia’s Board of Regents says students receiving an IB Diploma and attending a College/University within the State’s system of Universities, should receive 24 hours of credit at the discretion of the individual universities as to what classes should be given credit in. We have however, learned this is not always true. The state schools in Georgia can offer up to 24 hours, but do not have to offer the whole amount. Some colleges further differentiate awards based upon the scores students receive in individual subjects on their IB exams. (<http://www.forsyth.k12.ga.us/sfhs>)

How are IB Diploma points accumulated?

Students must take 6 IB classes, one English, one Foreign Language, one Social Science, one Science, one Mathematics, and a sixth as elective. Three of these must be Higher Level (HL) and three Standard Level (SL). Typically at NAHS, students take all of their exams during their senior year. Each is assessed by IBO on a scale of 1-7. Students must score a minimum of 24 points to achieve the IB Diploma. This means scoring an average of 4 on each of the six assessments for a total of 24 points. There are exceptions to these rules, like one where they must score 12 points in their 3 Higher Level classes, meaning if they score a 3 in one, they must make up the difference by scoring at least a 5 in another HL class. They also must score 3 or higher on HL classwork with some specific exceptions. (<http://www.forsyth.k12.ga.us/sfhs>)

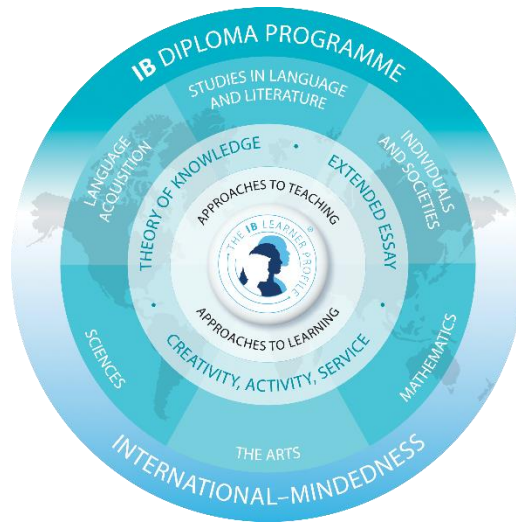
Linking the DP to other IB programmes

The DP is preceded by the IB’s Primary Years Programme (PYP) and Middle Years Programme (MYP). The three programmes are philosophically aligned, each centered on developing attributes of the [IB learner profile](#). The programmes are consistent in their pedagogical approach. All schools in the North Atlanta Cluster of schools are PYP (elementary) and MYP (middle) schools. Students who have taken the PYP and MYP will therefore be well prepared for the challenges of the DP at North Atlanta High School.

How teaching and learning is organized in the DP

The DP organizes teaching and learning through six subject groups, underpinned by the DP core. Students choose a course from within each subject group. For most courses, students take written examinations at the end of the DP (in May of their senior year). In many programme areas, students complete externally assessed coursework. Components of the DP core require students to produce coursework, for example.

The IB Diploma Programme curriculum sets out the requirements for study of the DP.



The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

The six subject groups and the courses in each group offered at NAHS are: Year I and Year II USUALLY mean junior year and senior year. Please note that some SL courses are only offered during senior year and some can be either.

		Junior Year	Senior Year	Special notes
GROUP 1	Studies in language and literature	IB Literature HL Year I	IB Literature Year II	HL only
GROUP 2	Language acquisition	IB Spanish SL/HL Year I IB French SL/HL Year I IB Chinese SL Year I IB Arabic SL Year I	IB Spanish SL/HL Year II IB French SL/HL Year II IB Chinese SL Year II IB Arabic SL Year II	Spanish and French offered at HL only for students who have more than 2

				years in the language.
GROUP 3	Individuals & societies	IB History HL Year I IB Business/Mgmt HL Yr I IB Business/Mgmt SL	IB History HL Year II IB Business/Mgmt HL II	History HL only <i>IB Bus/Man SL can be 11th or 12th grade</i>
GROUP 4	Sciences	IB Physics SL Year I IB Biology SL/HL Year I IB Sports & Exercise SL/HL Y1	IB Physics SL Year II IB Biology SL/HL Year II IB sports & Exercise SL/HL Y2	<i>Biology, Sports, Exercise & Chemistry can be taken in HL depending on student's World Language or interest. IB Physics can be taken only if student already took Algebra II.</i>
GROUP 5	Mathematics	IB Mathematics: : Analysis & Approaches SL Yr I	IB Mathematics: Analysis & Approaches SL Yr II IB Math: Applications and Interpretations SL – <i>offered senior year only</i>	SL only
GROUP 6	The Arts	IB Film Year I IB Dance Year I IB Visual Arts Year I IB Music Year I IB Theatre Year I	IB Film Year II IB Dance Year II IB Visual Arts Year II IB Music Year II IB Theatre Year II	<i>All of these arts courses may be taken as either SL or HL EXCEPT for Theatre</i>

Choosing subjects in the Diploma Programme

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

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FOUR Examples IB DP student schedules below:

*This is an example for students interested in **visual arts**:*

Junior Year:	Senior Year:
IB DP Literature HL Year I	IB DP Literature HL Year II
IB Spanish HL Year I	IB Spanish HL Year II
IB DP History HL Year I	IB DP History HL Year II
IB Biology SL Year I	IB Biology SL Year II
Pre-Calculus	IB Math Studies SL
IB Visual Arts SL Year I	IB Visual Arts SL Year II
IB Theory of Knowledge	IB Theory of Knowledge
Elective	Economics

This is an example that most IB DP students follow – taking IB Economics their senior year to complete the required 6 IB DP courses

Junior Year:	Senior Year:
IB DP Literature HL Year I	IB DP Literature HL Year II
IB Arabic SL Year I	IB Arabic SL Year II
IB DP History HL Year I	IB DP History HL Year II
IB Sports HL Year I	IB Sports HL Year II
IB Mathematics SL Year I	IB Mathematics SL Year II
elective	IB Business SL Year I
IB Theory of Knowledge	IB Theory of Knowledge
Elective	Elective

This is an example for a student who is mostly interested in **world languages** and has already taken 2 years previously in both languages before entering into the DP:

Junior Year:	Senior Year:
IB DP Literature HL Year I	IB DP Literature HL Year II
IB Arabic SL Year I	IB Arabic SL Year II
IB DP History HL Year I	IB DP History HL Year II
IB Biology SL Year I	IB Biology SL Year II
IB Mathematics SL Year I	IB Mathematics SL Year II
IB Theory of Knowledge	IB Theory of Knowledge
IB DP French HL Year I	IB French HL Year II
Elective	Economics

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This is an example for a student who is mostly interested in the **sciences** and wants to 'double up' in their DP science classes:

Junior Year:	Senior Year:
IB DP Literature HL Year I	IB DP Literature HL Year II
IB Arabic SL Year I	IB Arabic SL Year II
IB DP History HL Year I	IB DP History HL Year II
IB Physics SL Year I	IB Physics SL Year II
IB Mathematics SL Year I	IB Mathematics SL Year II
IB Theory of Knowledge	IB Theory of Knowledge
IB DP Biology HL Year I	IB Biology HL Year II
Physics	Economics

Managing IB related assessments and work over the course of the two-year IB DP programme:

North Atlanta High School subscribes to a program called Managebac which was developed for IB schools. This program is where students get their class calendars and upload all of their IB Internal Assessments such as History IAs and TOK presentations. They also upload all CAS requirements on Managebac as well. Teachers use Managebac to develop IB Unit Plans to ensure our IB DP classes are taught in the IB DP teaching Philosophy.

Assessment and Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information;
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge, understanding key concepts, applying standard methods

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external (graded by the IB) and internal assessment (graded by teacher) in the DP.

Depending on a student's IB Schedule, students typically take paper exams (External Assessments) in all 6 subjects plus have to complete an internal assessment during the course of their senior year.

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External assessment – tested in May of Senior Year

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include:

- essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions (though these are rarely used).

Internal assessment – assessed by March of senior year

Teacher assessment is also used for most courses. This includes:

- oral work in languages, laboratory work in the sciences, investigations in mathematics and history, artistic performances

IB Theory of Knowledge (TOK)

What is TOK?

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. At NAHS, IB Students take TOK over the course of both junior and senior year.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1600 word essay. At NAHS, the TOK exhibition is completed in their JUNIOR YEAR and the TOK paper is completed in their SENIOR YEAR.

The exhibition assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

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TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.
- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

The IB Extended Essay

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. One component of the International Baccalaureate® (IB) Diploma Programme (DP) core, the extended essay is mandatory for all students.

What is the extended essay?

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000-word paper.

What is the significance of the extended essay? The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

How is study of the extended essay structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is a teacher at the school. At NAHS, students begin their Extended Essays around October of their junior year and it is due in May of their Junior Year. At NAHS, we have an Extended Essay Coordinator who coordinates the Extended Essay Supervisors and students and also makes sure all work is uploaded on managebac.

Also at NAHS, students follow an extended essay assignment sheet over the course of the two school years. Periodically, students must meet with their supervisors to discuss the progress of their essays. All grades accumulated for EE assignments are entered in their TOK class grade book their junior year.

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How is the extended essay assessed?

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34. The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

Creativity, activity, service (CAS)

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP). Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. CAS work begins the 1st day of junior year and is due in April of their senior year. The student's TOK teacher is their CAS adviser during both years. At NAHS, we have TWO CAS Coordinators who supervise the advisers and students to make sure students are uploading their CAS work on managebac.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the eight learning outcomes for CAS.

How is CAS structured?

The 3 strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **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.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

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CAS projects

Example of a “creativity” project

A talented musician could learn a particularly difficult piece, or a different style of playing.

He or she could then perform for an audience, raising funds for a particular cause.

Example of an “activity” project

“Activity” projects do not have to be sports-related or competitive. A valuable “activity” project could help a student overcome a personal fear, such as rock climbing.

Requirements for CAS projects

CAS requires students to take part in a range of activities and projects. These should always involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

The IB doesn’t prescribe specific projects or activities to students. However, the IB does recommend that students take part in at least one project involving teamwork. All students should be involved in activities they’ve initiated themselves.

Managebac

NAHS subscribes to a program called Managebac which is tailored to meet the needs of IB DP schools. All Internal Assessments, Extended Essays, TOK Presentations and Papers, Group 4 Projects, CAS, and the Arts External Assessments are uploaded to Managebac by the students. This is where we ‘house’ all of their IB DP work to send to the IB their senior year. Students are trained on the use of managebac and all IB DP teachers use it for assignment uploads.