



Parent Information Night

International Baccalaureate and Advanced Placement Programs Vestal High School

January 5, 2022

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 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.

For More Information:

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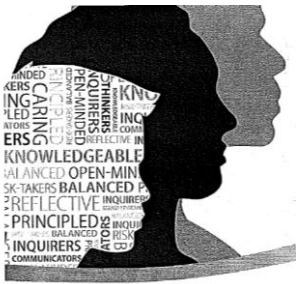
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Vestal Central Schools Web Page:
www.vestal.k12.ny.us, click on the Counseling and Guidance
link under Vestal High School, then select IB/Honors Program

International Baccalaureate Website: www.ibo.org

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.

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, 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.

IB Diploma Requirements At-A-Glance

Course Requirements	<ul style="list-style-type: none"> • Six IB Courses (3 or 4 at higher level and remainder at standard level), taken in grades 11 & 12 • Complete IB assessments in each course
Distribution Requirements	Six subject groups: English, Second Language, Individuals and Societies, Science, Mathematics, Arts & Electives (or an extra from one of the first five groups)
Theory of Knowledge (TOK)	<ul style="list-style-type: none"> • Spring semester of junior year, fall semester of senior year • Completion of an essay (1200-1600 words) and exhibition
IB Extended Essay	<ul style="list-style-type: none"> • Complete 4000-word Extended Essay based on original research • Due in December of senior year
Creativity, Activity, Service	<ul style="list-style-type: none"> • Complete roughly 2-3 hours per week of extracurricular activities, distributed across the arts, sports, volunteer services, grades 11 & 12 • Students will complete a month-long CAS project during grade 12 (including planning, execution, and reflection) • Students must produce written reflections on the activities.
Awarding of Diploma	In general, a minimum score of 24 points out of 42 for 6 examinations (scores are on a scale of 1 to 7) and satisfactory completion of Extended Essay, TOK, and CAS
College Credit for IB Courses	The best source of specific and up-to-date information about an individual institution's policy regarding credit or advanced standing is its catalog or website. Remember that individual colleges or universities grant credit for these courses, not the International Baccalaureate Organization or the Vestal Central School District
Fees	\$119 subject fee per exam, paid in the examination year (total of 6 exams over junior and senior year)

IB Diploma Courses at Vestal High School 2022 - 2023

- English HL (2 years)

- Spanish HL/SL
 - French HL/SL
 - German HL/SL
- (2 years)

NOTE: *IB courses may require a summer assignment along with the regular coursework*

- History of Americas HL (2 years, 1st year is AP US History)
- History SL (same course as above with Regents-level US History)
- Economics SL (1 year)
- Psychology SL (1 year)

- Biology SL (1 year in addition to Regents Biology)
- Chemistry HL (2nd year of study after completion of Chemistry SL)
- Chemistry SL (1 year)
- Physics HL (2nd year of study after completion of Physics SL)
- Physics SL (1 year)
- Environmental Systems and Societies SL (1 year)
- Computer Science SL (1 year w/prerequisite)

- Math Analysis and Approaches HL (2 years)
- Math Analysis and Approaches SL (2 years)
- Math Applications and Interpretation SL (1/2-year lab junior year, full year senior year)

- Music HL (2nd year of study after completion of Music SL)
- Music SL (1 year w/Music Theory prerequisite)

- Visual Arts HL (2nd year of study after completion of Visual Arts SL)
- Visual Arts SL (1 year)

- Theory of Knowledge (2 semesters - spring of junior year & fall of senior year)

Extended Essay Requirement

“The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper.” – IB

As a required component, it provides:

- *practical preparation for the kinds of research required at the undergraduate level*
- *an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject area*

Emphasis is placed on the research process:

- *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*

Students are supported throughout the process with advice and guidance from an Extended Essay supervisor.

Extended Essay Deadlines:

- Selection of Subject Area, Research Question, and Supervisor:
December/January of Junior Year
- Outline and Annotated Bibliography: May of Junior Year
- First Draft: September of Senior Year
Edited Draft (reviewed by supervisor
& revised): October of Senior Year
Final Draft - submitted to IB for grading: December of Senior Year

Sample Extended Essay Titles

Brexit and Immigration: How the Latter Shaped Britain's Historical Vote

To What Extent is Equine-Assisted Therapy an Effective Treatment for Autism and is it Linked to Social Advances?

An Analysis of the Political, Social, and Economic Factors Affecting Stem Cell Research in the United States and Singapore

To What Extent did Reagan-Era Fiscal Policy Contribute to the Increased Homelessness of the Mentally Ill throughout the 1980s?

The Effects of Propaganda Use on the Communist Ideals of North Korea

In Defense of the Universality of Art: A Rebuttal of the Institutional Theory of Art through the Darwinian Theory of Beauty

An Analysis into Africa's Attempts in Energy Production

How Does the Intrinsic Nature of Conformity Under Authority Exemplify the Malleability of Human Morality?

The Symbolic and Stylistic Similarities between The Persistence of Memory by Salvador Dali and The Great Gatsby by F. Scott Fitzgerald and Their Significance to 1920's Culture

China's One-Child Policy – A Violation of Human Rights?

An Analysis of Tribal Conflict in Kenya using Galtung's Theory, and Solutions

Surface Tension in Capillaries

The Effect of the Development of the Liquid Fluoride Thorium Reactor on the Relationship Between Economic Growth and Environmental Degradation

The Effect of Social Stigma Against the LGBTQ Community on the Initial Spread of the AIDS Epidemic in the United States (1981 – 1996)

The Character of Jane Eyre as a Role Model for Modern Women as Found in the Novel Jane Eyre by Charlotte Brontë

To What Extent Does the United States' Surveillance, Specifically its Acquisition of Business Data, Violate Human Rights, and Can It Be Justified?

An Analysis of the Contribution of Physical Education and School Nutrition to the Emerging Epidemic of Childhood Obesity Present in the United States

The Collapse of the Soviet Union in 1991: What Was the Most Important Factor in the Fall of the Soviet Union?

To What Extent Has Assistive Technology Proven to be an Effective Learning Tool for Students with ADHD?

An Investigation into the Influence of French Impressionism on Bill Evans and Upon the Jazz World

Creativity, Activity, and Service Requirement

“The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.” – IB

- **Creativity** is interpreted broadly to include a wide range of arts activities, as well as the creativity students demonstrate in designing and implementing service projects.
- **Activity** can include not only participation in individual and team sports, but also taking part in expeditions and in local or international projects.
- **Service** encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals, and working with refugees or homeless people.

Specific Requirements:

- CAS activities must occur in some form throughout an 18-month period
- Commitment is roughly 2-3 hours per week over those 18 months
- Students must initiate and carry through a project involving at least two of C, A, and S over a period of at least a month
- Students must reflect on their activities and document that they have met the seven learning outcomes shown below

Learning Outcomes of CAS:

1. *Identify own strengths and develop areas for growth.*
2. *Demonstrate that challenges have been undertaken, developing new skills in the process.*
3. *Demonstrate how to initiate and plan a CAS experience.*
4. *Show commitment to, and perseverance in, CAS experiences.*
5. *Demonstrate the skills and recognize the benefits of working collaboratively.*
6. *Demonstrate engagement with issues of global significance.*
7. *Recognize and consider the ethics of choices and actions.*

Sample CAS Activities and Projects

Creativity

Music Programs
-in school and out of school

Science Olympiad
Mock Trial
Odyssey of the Mind

Scouting
Camp Counselor Volunteering
Drama, Dance
School Clubs
Newspaper, Yearbook
Youth Cultural Programs

Activity

Recreational Sports Teams
Varsity Sports Teams
Ski Club
Scouting
Karate, Tae Kwon Do Classes
Yoga Classes

Sports Camps, Lessons
Stage Construction for Musical
Habitat for Humanity Building Volunteer
Special Olympics Counselor
Dance Performance & Classes

Service

American Red Cross
Roberson Museum
National Honor Society Tutoring
Volunteer Fire Auxiliary
Discovery Center
Special Olympics
Hospital Volunteer
Food Kitchens (various)
Boy Scouts Swim Instructor

Interact, SADD, Peace Clubs
Cider Mill Playhouse
Habitat for Humanity
Willow Point Nursing Home
Animal Care Council
Vestal Public Library
Waterman Conservation Center
Equine Therapy

Sample CAS Projects

- *Three students organized and ran the Vestal Fall Festival 2013, including activities and a 5K run to benefit CHOW.*
- *A student collected personal hygiene products for the "Care and Share" organization of Binghamton.*
- *In conjunction with his Eagle Scout project, a student built raised garden beds at his church. The produce will benefit a local food pantry.*
- *Three students organized an Organ Donation Awareness Week, including a school-wide trivia contest and an information/sign-up table.*
- *A student developed and conducted dance classes at a local elementary school.*
- *Students conducted fundraising for the Anna-Sahay organization, supporting poverty relief in India.*
- *Several students collected money to support the Binghamton University branch of Partners in Health.*
- *Three students held a Mitten Tree Drive to benefit Vestal Hills families after the 2012 flood.*
- *A group of students organized and ran the International Festival at VHS.*

International Baccalaureate Fees

May 2022 Exam Session

- \$119 Subject Fee per exam, payable in the year that the exam is taken
- Extended Essay, CAS, and Theory of Knowledge
 - No additional charges for full diploma candidates
 - Available to all students, extra charge for non-diploma candidates
 - \$91 Extended Essay
 - \$46 Theory of Knowledge
 - \$10 Creativity, Activity, and Service

Notes:

- IB Exam fees are due in November of the exam year
- Subject fees are refundable until January 15th of the testing year
- Students on free/reduced lunch can have IB fees partially covered by New York State
- Scholarship money is available for students who do not meet the above criteria but still need financial support (amounts vary each year)

Sample IB Schedules

Sample Schedule

(student took IB Chemistry SL sophomore year, was accelerated in Math, will end up with 4 HL courses)

1 English IB HL/1	1 English IB HL/2
2 Math Analysis IB HL/1	2 Math Analysis IB HL/2
3 Spanish IB HL/1	3 Spanish IB HL/2
4 IB Physics SL	4 Chemistry IB HL
5 Lab / Phys Ed	5 Lab / Phys Ed
6 Lunch	6 Lunch
7 Economics IB SL	7 Free / Elective
8 Free / TOK	8 TOK / Free
9 Orchestra	9 Orchestra

Sample Schedule 2

(student was not accelerated in any subjects, no science senior year)

1 English IB HL/1	1 English IB HL/2
2 Algebra 2	2 Math Applications IB SL
3 German IB HL/1	3 German IB HL/2
4 US History	4 IB Economics SL
5 Lab / Phys Ed	5 Phys Ed / Free
6 Lunch	6 Lunch
7 Environmental Systems IB SL	7 Free / Elective
8 IB Art HL/1	8 IB Art HL/2
9 IB Math Applications Lab / TOK	9 TOK / Free

Sample Schedule 3

(student was accelerated in Math only, would have 0 period or no lunch for grade 11 second semester)

0 Free / TOK	
1 English IB HL/1	1 English IB HL/2
2 Math Analysis IB/SL 1	2 Math Analysis IB/SL2
3 French IB HL/1	3 French IB HL/2
4 Chemistry IB SL	4 Biology IB SL
5 Lab / Phys Ed	5 Lab / Phys Ed
6 Lunch	6 Lunch
7 Economics IB SL	7 History of the Americas IB HL
8 AP US History	8 TOK / Free
9 Vestal Voices	9 Vestal Voices

The Vestal Scholar Certificate

From the Vestal High School Course Description Guide...

“Vestal High School offers special recognition to students who successfully complete a rigorous program of study. This recognition is called the Vestal Scholar Certificate. To be eligible for a Scholar Certificate, students must take and pass a minimum of six IB or AP courses. There is no distribution requirement, nor is there a requirement for Community Service or completion of an Independent Project. A student does not need to take the culminating exam in the course to receive a Scholar Certificate credit. Multi-year courses count as one credit towards a Scholar Certificate only if the student completes both years.”

What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.

TO IB OR NOT TO IB

By Nisha Dalvie,
*A Senior IB Diploma
Candidate*

For the sophomores of Vestal High School, it's the time to make an important decision: to IB or not to IB. After witnessing some of the presentations by Mrs. Lowenstein and Mrs. Martino, it's clear that some students are on the fence. Since a 5 minute presentation just can't do the program justice, here's a quick breakdown of the biggest questions for those of you who don't know if IB is the right choice.

By far, the biggest concern about the IB program is the workload. If you become a candidate, will you have time to play varsity sports, keep up with the musical, hang out with friends, and then get a few hours of sleep? There is a wide-spread belief that taking an IB class comes with so much work that you'll have to give up your other commitments. But according to many senior IB diploma candidates, that simply isn't true.

Jared Mohr explains, "It all depends on what IB classes you take. Some classes, like IB Econ, assign

less homework than others, like IB Chem." Part of being a diploma candidate is finding out which IB classes are best for you. There is a huge selection, and even the required classes like IB English and some kind of IB language offer a lot of flexibility in terms of homework. If you're willing to manage your time perfectly, the IB workload isn't too much to manage even for the busiest student. If you procrastinate however, be warned! There may be many late nights ahead.

Other issues that pop up about the IB program are the extra requirements; CAS and the Extended Essay. They seem like a lot of extra work, but calm down! Just like Mrs. Lowenstein assures, "the creativity, action, and service hours are really just the things you're already doing outside of class." As for the extended essay, the IB candidates assure you not to worry. It's easy to write over summer break, especially if you pick a topic that you're actually interested in. Anything goes in terms of subject material. Once you start writing, you'll find it's just your typical essay, not the 4000 word monster it's made out to be.

And finally, the number one question that everyone has about the IB diploma: isn't it just easier to take AP classes? This entire argument is based around the idea that colleges recognize AP over IB, and if you take IB classes instead of AP classes you'll be missing out on college credit. I have no idea where this myth came from, but I can't stress enough that it isn't true. Pretty much every college that accepts AP credit will also accept IB-HL credit. Colleges know exactly what the IB program is. They also know that it's the most rigorous curriculum Vestal has to offer. If they see you're a candidate, they know that you've really challenged yourself.

The bottom line is, if you're not sure about IB classes or the diploma or whatever, try it out! Just take one IB class, and find out if it's a right fit for you. Don't brush it off just because you've heard people say it doesn't matter or it's too much work. Discover for yourself how much of the program you can handle. Vestal is one of few high schools to offer the IB diploma. Why would you waste the opportunity?