

Parent Information Night



International Baccalaureate and Advanced Placement Programs

Vestal High School

January 4, 2024

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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Vestal Central Schools Web Page:

www.vestal.k12.ny.us; [click on the Counseling & Guidance link under Vestal High School, then select IB/Honors Program](#)



IB Learner Profile

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-Takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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, Language Acquisition, 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"> • Consistent, regular involvement in extracurricular activities, distributed across the creativity, activity, and service, 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 and AP Courses at VHS

- IB English HL
- IB Spanish, French, German HL
- IB History of Americas HL, IB Economics SL, IB Psychology SL, AP US History, AP World History: Modern
- IB/AP Biology SL, IB/AP Chemistry HL/SL, IB/AP Physics HL/SL, IB Environmental Systems & Societies SL, IB/AP Computer Science SL
- IB Math HL/SL (levels for students who were/were not accelerated), AP Calculus
- IB Music HL/SL, IB Visual Arts HL/SL
- IB Theory of Knowledge (TOK)

Sample IB Schedules

Sample Schedule 1

(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 2

(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

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 has the Coronavirus Pandemic influenced public perception of the oppression of the Uyghur minority in China?

The Effect of Social Media Use on Political Misperceptions During the 2020 U.S. Presidential Campaigns

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

How has Indigenous American policy changed throughout American history and during different policy eras?"

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

Linguistic Strategies of Modern-Day Tyrants

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

The Relationship Between Light Refraction and Medium: Why does a pencil appear to be bent in a glass of water?

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

The Effectiveness of Adding Regular Physical Exercise to the Treatment Plan of Children with Autism

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 Evaluation of Barack Obama's Impact on Democratic Party Clean Energy Policy

Creativity, Activity, Service Requirement

“The CAS requirement is a fundamental part of the program 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
- Regular, consistent involvement in one strand (C,A,S) is expected 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

CHOW
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.*
- *A student formed a vocal music group that performed for local retirement homes.*
- *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 2024 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).

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.”

Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



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.

Article from Vestal High School BearFacts Newspaper
February, 2012

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?