

PVHS
International
Baccalaureate
Program Information

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Overview for Tonight



1. Principles of the IB Programme
2. Assessments
 - a. Internal and External
3. Student Options within the IB Programme
 - a. Course offerings
 - b. Individual Courses vs Diploma Candidate
4. Outcomes
5. Questions

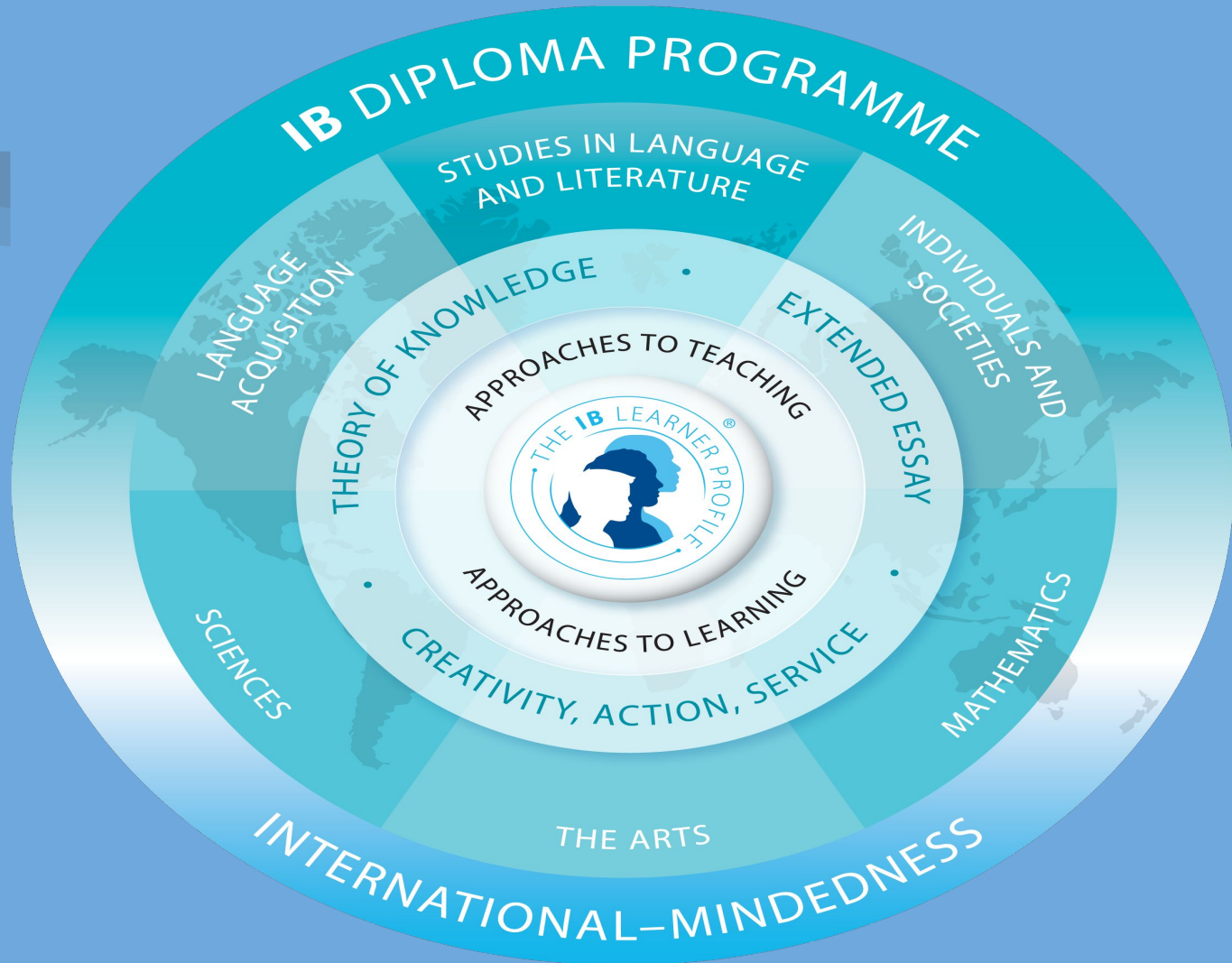
Putnam Valley High School

- 3,513 schools offer the IB Diploma Programme in the world
- OF about 24,000 high schools in US, 938 of offer the IB Diploma Programme
- *Putnam Valley High School* is 1 of the 938.

What our graduates are saying:

"IB has been an experience that I will take with me to college and the rest of my life. It has pushed me beyond my limits of what I expected out of myself. It has taught me how to manage my time, think out of the box, and truly challenge my intellectual abilities."


-PV IB Student Class of 2021





“A foundation for the future...”

For **ALL** students:

- Multiple pathways, levels, and assessments to showcase various abilities
 - Student-directed
 - Inquiry-driven
 - Enriching and dynamic content
- 

IB Learner Profile

IB is an *academic experience* that prepares students to be positive and productive citizens in the 21st century.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

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

Caring

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

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

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

Knowledgeable

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

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



Approaches to Learning

Enhances vertical and horizontal **collaboration**

Structures **interdisciplinary** projects

Encourages **student-directed** learning

Fosters an environment of **reflection**

Features **inquiry-based** learning

Furtheres the **art of thinking**



Student options through IB

- Rigorous **one and two-year** courses of study for juniors and seniors, in both **HL and SL** courses
- **Individual Courses or Diploma Program**

PVHS IB Course Offerings

IB classes offered serving approximately half of the school

Group 1: Studies in Language & Lit.

Language and Literature

Group 2: Language Acquisition

Spanish, French, Mandarin

Group 3: Individuals and Society

History of the Americas

World Topics

Psychology

Business Management

Group 4: Sciences

Biology, Chemistry, Physics,

Environmental Systems and Societies

Computer Science

Sports, Exercise, and Health

Group 5: Math

Analysis and Approaches

Group 6: The Arts

Dance, Music, Visual Arts, and Film



IB ASSESSMENTS

INTERNAL ASSESSMENTS

- *Language- Individual Oral Assessment*
- *Historical Investigation*
- *Musical Composition and Analysis*
- *Film Analysis and Creation*
- *Science Laboratory*
- *Mathematics Investigation*

EXTERNAL ASSESSMENTS

- *Essays*
- *Structured problems*
- *Short-response questions*
- *Data-response questions*
- *Text-response questions*
- *Case-study questions*
- *Listening assessments*
- *Multiple-choice questions*

Diploma Candidates so far...

- *35 Diploma Candidates* of which *31 Diplomas* were awarded.
- (Currently 15 Seniors and 16 Juniors)
- Pathways: [PVHS IB Webpage](#)
- 6 IB Courses (3 HL and 3 SL) plus the Core:
 - *Theory of Knowledge*
 - *Creativity, Activity, Service*
 - *Extended Essay*

Theory of Knowledge

- Explores and reflects upon the creation, use, access, maintenance, and delivery of knowledge..."How do I know?"
- Conduct an Exhibition - select real-world objects that support knowledge prompts (e.g., "Who owns knowledge?"; "Are some things unknowable?")
- Compose an Essay that addresses prescribed titles:
 - Title A: For artists and natural scientists, which is more important: what can be explained or what cannot be explained? Discuss with reference to the arts and the natural sciences.*
 - Title B: To what extent is the knowledge we produce determined by the methodologies we use? Discuss with reference to history and one other area of knowledge.*

Extended Essay

- To what extent can psilocybin affect a depressed patient's physiological health?
- To what extent does the anatomical structure of a male and female athlete have on their biomechanical movements that affect the likeliness of ACL injuries?
- To what extent do the film elements such as mise-en-scene, cinematography, and narrative of horror films stigmatize individuals with mental illness?
- How were the labor conditions and role in the family unit for Black women in the 1870s similar to those of Black women in the 1930s in the United States?
- To what extent does Suzanne Collins demonstrate feminist ideologies and nonconformity towards societal expectations and gender roles in Katniss Everdeen's relationships in *The Hunger Games*?
- To what extent are the updated 2022 Formula 1 tire design regulations an attempt to improve car performance and drive down lap times?



Creativity, Activity, and Service

The CAS project challenges students to:

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

Examples:

- Donation producing craft fair for local volunteers
- PVHS-PVMS- Theater bridge program
- Venison donation coordination
- Exercising and recovering from ACL and Meniscus Injury
- Program fostering young female softball players
- Creation of Micro Library location



Support for IB Students

IB Core Coordinators:

Creativity, Activity, and Service: Andrea Bily and Ryan Elsasser

Theory of Knowledge: Gerard Micera

Extended Essay: Marifran DeMaine

IB Programme Coordinator Vin DeGregorio

Assistant Principal Dr. Letitia Payne



Impact on Research & Library Media Support

Utilization of Scholarly Journals

- ★ Academic OneFile - **1060 uses v. 601- 76% increase**
- ★ Academic OneFile Select- **1090 v. 165- 560% increase**
- ★ ABC-CLIO American History - **571 v. 289- 97% increase**
- ★ Student requests for articles **38% increase**
- ★ Interlibrary loans: **Over 150 in 2023**



What our graduates are saying:

"It helped prepare me for the terminology the professors use during lectures and in the work they assign. It helped make the terminology easier to understand."

Class of '23 1 IB SL course

"I was able to write a 7 page paper and a 12 page annotated bibliography in a weekend."

Class of '23 Completed 3 IB courses at PV

"I think it's a great program to help students transition from high school learning to college learning, it takes us beyond the surface and really makes us look into the deeper meaning of what we're learning."

Student Class of '23 2 IB courses

Special

THANKS

**Lynn Keller
Gail Orefice
Kim MacNeil
Dawn Cassone**



Questions