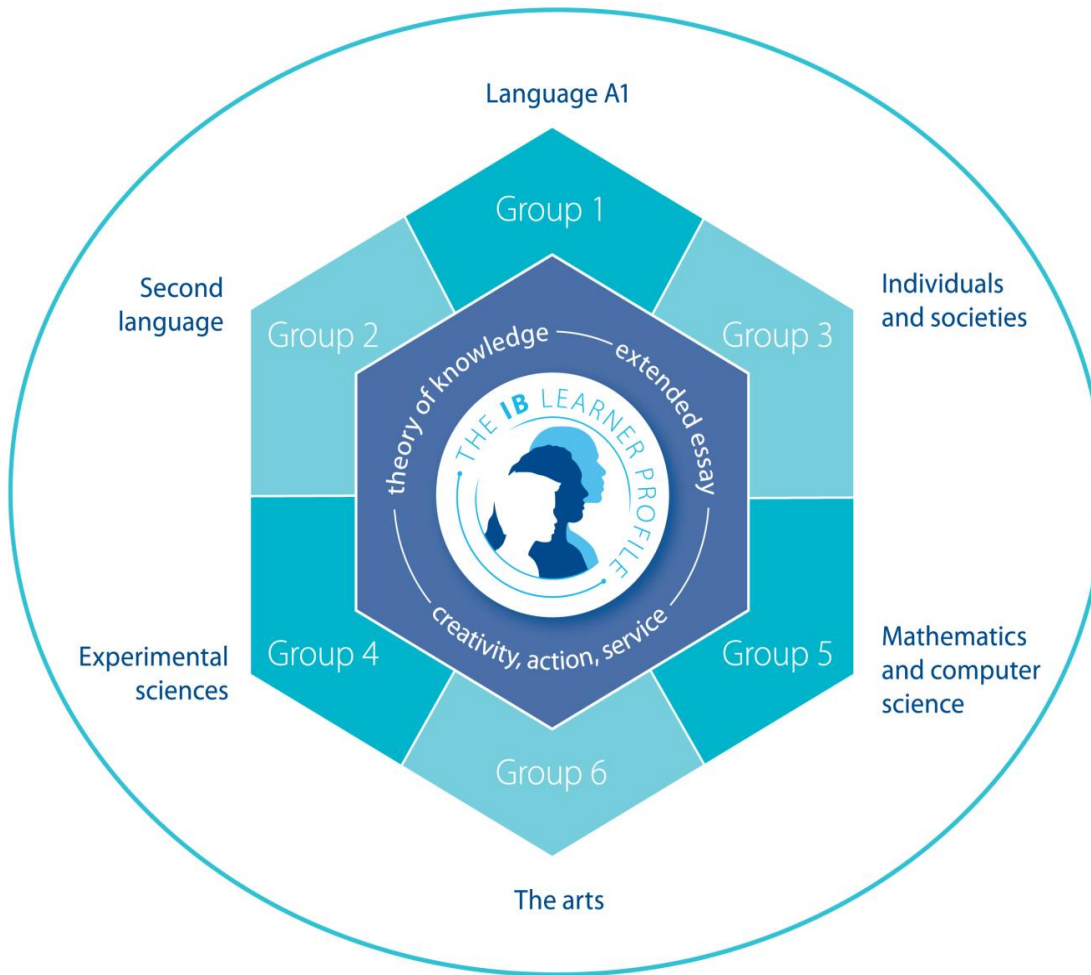




Pedro Menendez High School  
International Baccalaureate Program

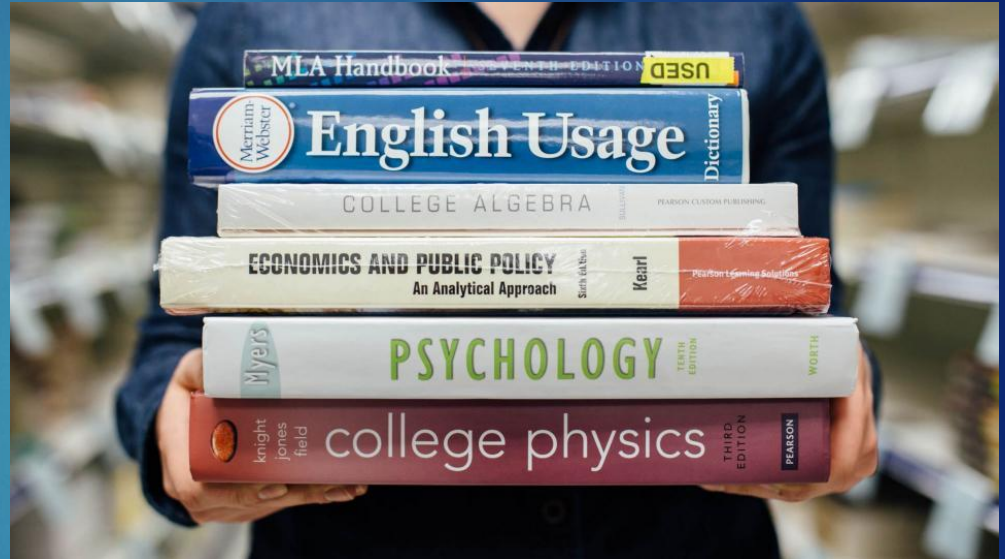
# What does the IB Program curriculum look like?



- **three subjects at higher level:** English, History, Spanish, Biology, Physics, Psychology, Art, Dance (240 hours each)
- **three subjects at standard level:** Spanish, Psychology, Math, Art, Dance (150 hours each)
- **three parts of the core:** TOK, EE, CAS

In addition to studying

# IB English IB Spanish and IB History



Students at Menendez have choices in Math, Science and in their IB 6<sup>th</sup> area elective:

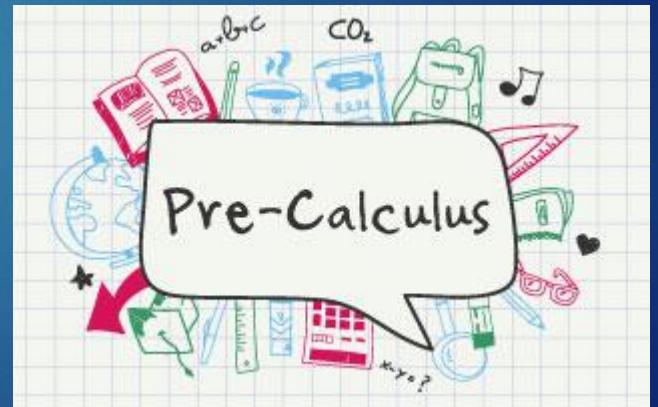


In Math, students may choose to study:

**Mathematical  
Studies  
(Statistics)**

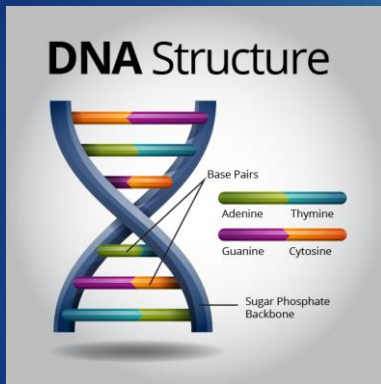
or

**Mathematics  
(Calculus)**



In Science, students may choose to study:

**Biology**



**Environmental  
Systems**



**Physics**



# Our IB students “specialize” in:

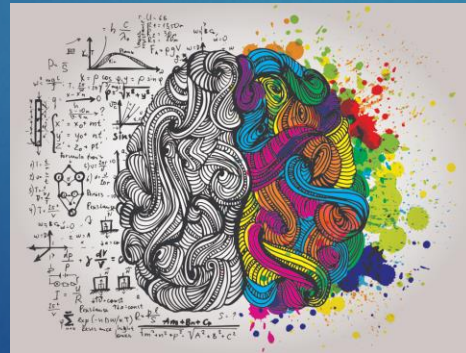
## Art



## Dance



## Psychology



# The Core: #1

*There are three core requirements*

## The extended essay:

- 4,000 words
- Offers the opportunity to investigate a research question of individual interest
- Familiarises students with the independent research and writing skills expected at the university level





# The Core: #2

## Creativity, Activity and Service (CAS):

- Encourages students to be involved in artistic pursuits, sports and community service
- Education outside the classroom
- Development of the learner profile





# The Core: #3

## Theory of Knowledge: TOK

- Interdisciplinary
- Explores the nature of knowledge across disciplines
- Encouraging an appreciation of other cultural perspectives



# An example of the difference between HL and SL

- ▶ HL/ Higher Level Psychology (2 year)
  - ▶ Paper 1 A/B (Core): Biological, Cognitive, Sociocultural
  - ▶ Paper 2 (Option, 2): Abnormal, Human Relationships
  - ▶ Paper 3 (Research): Qualitative Research Methodology
  - ▶ Internal Assessment: Modification of Simple Psychological Experiment
  
- ▶ SL/ Standard Level Psychology (1 year)
  - ▶ Paper 1 A/B (Core): Biological, Cognitive, Sociocultural
  - ▶ Paper 2 (Option): Abnormal
  - ▶ Internal Assessment: Replication of a Simple Psychological Experiment

# Why IB?

- Opportunity to earn college credit
- Recognized by colleges as the most rigorous program and diploma offered
- Allows students to build on their strengths and exercise their weaknesses
- Develops well-rounded students who can major in anything
- Creates a sense of “academic family”
- Community service and extended essay provide opportunities to go above and beyond



# What does the research say about the impact IB has on college?



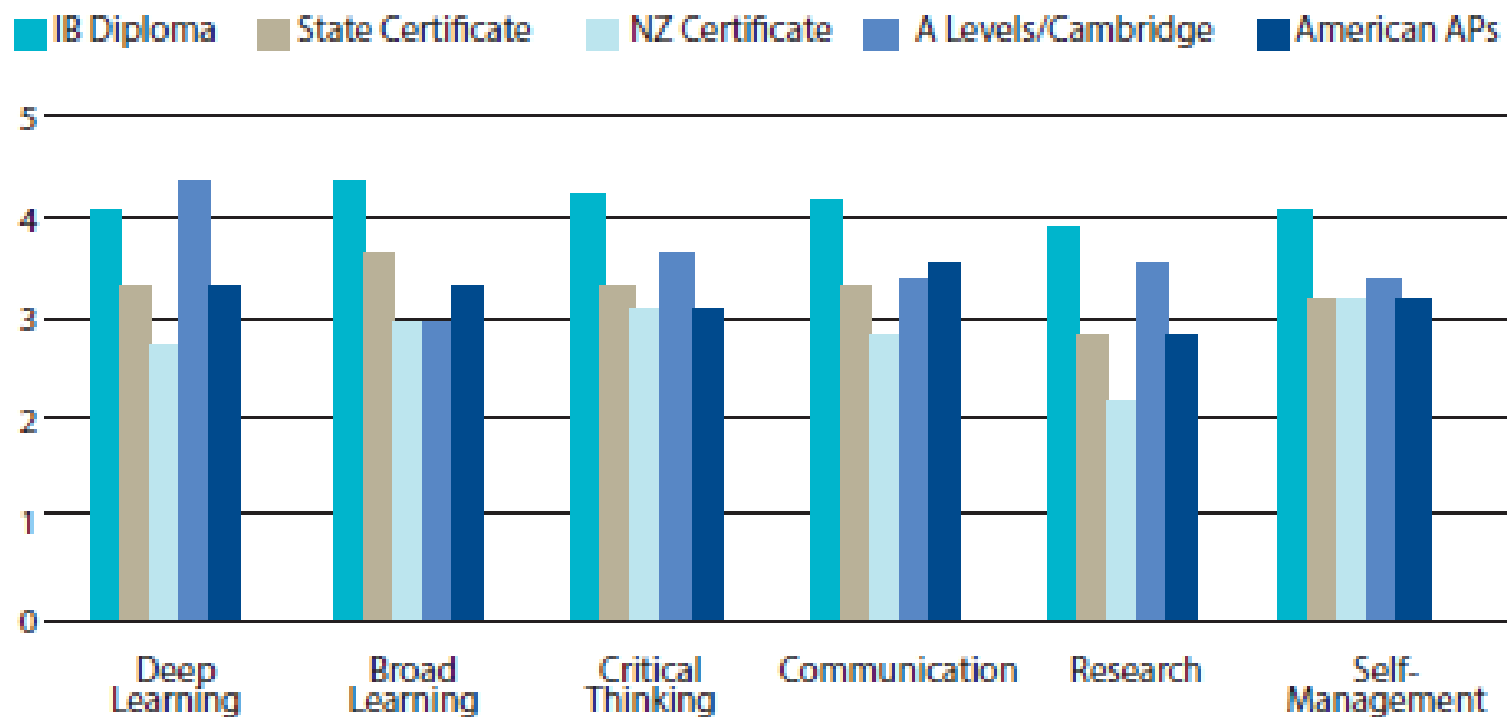


## College Acceptance Rates based on the Student Survey

College Name	Overall Acceptance Rate	All IB Applied	All IB Accepted	IB Acceptance Rate	IB Diploma Applied	IB Diploma Accepted	IB Diploma Rate
American University	63.0%	98	79	80.6%	58	49	84.5%
Amherst College	18.0%	50	14	28.0%	46	13	28.3%
Appalachian State University	64.0%	29	27	93.1%	22	22	100.0%
Arizona State University	85.0%	88	86	97.7%	42	41	97.6%
Auburn University	83.0%	32	23	71.9%	21	15	71.4%
Baylor University	81.0%	44	44	100.0%	28	28	100.0%
Boston College	32.0%	137	70	51.1%	102	57	55.9%
Embry Riddle Aeronautical University	78.0%	18	18	100.0%	14	14	100.0%
Emory University	42.0%	167	128	76.6%	156	122	78.2%
Florida A&M University	71.0%	36	35	97.2%	33	32	97.0%
Florida Institute of Technology	84.0%	20	19	95.0%	17	16	94.1%
Florida International University	64.0%	68	67	98.5%	65	64	98.5%
Florida State University	70.0%	410	381	92.9%	392	371	94.6%
University of Central Florida	62.0%	278	266	95.7%	270	259	95.9%
University of Chicago	42.0%	156	94	60.3%	146	87	59.6%
University of Colorado	80.0%	239	229	95.8%	201	193	96.0%
University of Delaware	48.0%	69	43	62.3%	35	30	85.7%
University of Denver	77.0%	48	43	89.6%	46	41	89.1%
University of Florida	58.0%	786	695	88.4%	767	682	88.9%
University of Georgia	65.0%	92	86	93.5%	70	66	94.3%
University of North Florida	70.0%	43	41	95.3%	42	40	95.2%
University of Notre Dame	34.0%	92	33	35.9%	65	27	41.5%
University of Oregon	86.0%	47	47	100.0%	20	20	100.0%
University of Pennsylvania	21.0%	212	67	31.6%	192	64	33.3%
University of Pittsburgh	55.0%	53	47	88.7%	32	30	93.8%
University of Puget Sound	72.0%	46	46	100.0%	30	30	100.0%
University of Rochester	56.0%	59	57	96.6%	50	49	98.0%

IB Exam	Score of 4	Score of 5-7	Gen Ed Credit
	<b>3 Credits/Exam</b> unless otherwise noted	<b>6 Credits/Exam</b> unless otherwise noted	
Biology	<a href="#">BSC 2005/BSC 2005L</a> (4 credits)	<a href="#">BSC 2005/BSC 2005L</a> and <a href="#">BSC 2010/BSC 2010L</a> (8 credits)	B
History of Americas	WOH L000 <sup>1</sup>	WOH L000 <sup>1</sup> and <a href="#">AMH 2020</a>	<a href="#">AMH 2020</a> = S and D (no Gen Ed credit for WOH L000)
English Literature <sup>2</sup>	<a href="#">ENC 1101</a>	<a href="#">ENC 1101</a> and <a href="#">LIT 2110</a>	<a href="#">ENC 1101</a> = C, <a href="#">LIT 2110</a> = C or H and N
Environmental Systems	ISC L000 <sup>1</sup>	ISC L000 <sup>1</sup>	
Math Studies	MAT 1033	MAT 1033 and <a href="#">MGF 1106</a>	<a href="#">MGF 1106</a> = M (no Gen Ed credit for MAT 1033)
Mathematics	<a href="#">MAC 1147</a> (4 credits)	<a href="#">MAC 1147</a> and <a href="#">MAC 2233</a> (7 credits)	M
Physics	<a href="#">PHY 2020</a>	<a href="#">PHY 2020</a> /PHY L000 <sup>2</sup> and <a href="#">PHY 2053/PHY 2053L</a> (9 credits)	<a href="#">PHY 2020</a> , <a href="#">PHY 2053</a> , <a href="#">PHY 2053L</a> = P (no Gen Ed credit for PHY L000)
Psychology	<a href="#">PSY 2012</a>	<a href="#">PSY 2012</a> and PSY L000 <sup>1</sup>	<a href="#">PSY 2012</a> = S (no Gen Ed credit for PSY L000)
Spanish B	<a href="#">SPN 1131</a> (5 credits)	<a href="#">SPN 1131</a> and <a href="#">SPN 2200</a> (5 and 3 credits)	
Visual Arts	<a href="#">ART 2305C</a>	<a href="#">ART 2305C</a> and ART L000 <sup>1</sup>	

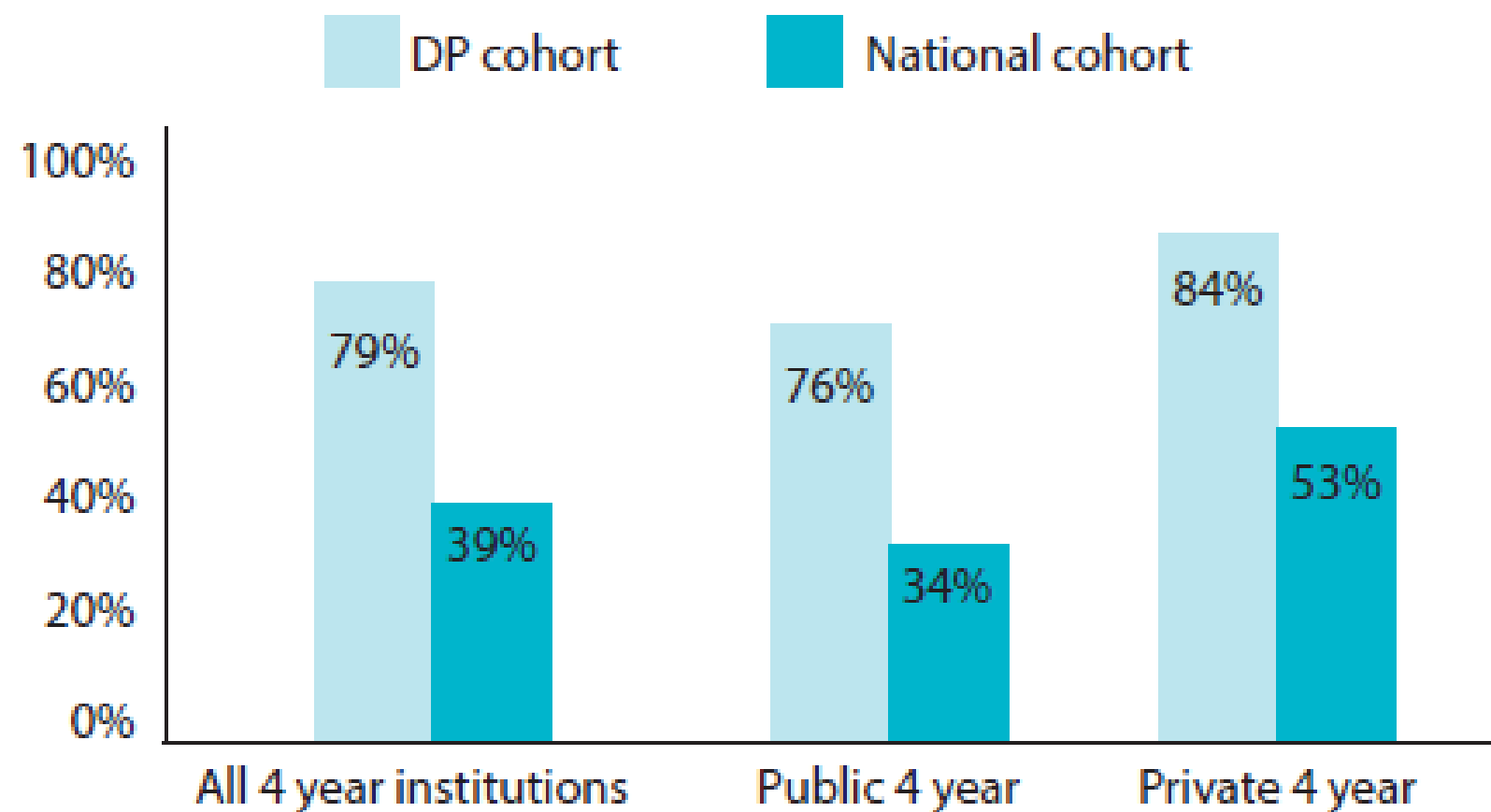




*Highly selective institutions like Stanford, perceive IB students as strongly prepared, capable, ready to take on the challenges of the curriculum that we offer.*  
(Debra Von Bargen, Assistant Dean of Admission, Stanford University, USA)

*Four-year graduation rates for United States' DP students by institution type compared to the national average.*

*(Source: Bergeron, L, 2015)*



# Do TOK & EE really matter?

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N



# Bright Futures Scholarship

Type	16 High School Course Credits <sup>1</sup>	High School Weighted GPA	College Entrance Exams (ACT <sup>®</sup> /SAT <sup>®</sup> ) <sup>2</sup>	Service Hours
<b>FAS</b>	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	29/1290	100 hours
<b>FMS</b>	3 - Social Science 2 - World Language <i>(sequential, in same language)</i>	3.00	26/1170	75 hours

Merit Recognition Program	College Entrance Exams (ACT <sup>®</sup> /SAT <sup>®</sup> )	Service Hours	Bright Futures Award
National Merit <sup>®</sup> Finalists and Scholars		100 hours	FAS
		75 hours	FMS
National Hispanic Scholars		100 hours	FAS
		75 hours	FMS
Advanced International Certificate of Education (AICE) - Diploma		100 hours	FAS
		75 hours	FMS
International Baccalaureate (IB) - Diploma		100 hours	FAS
		75 hours	FMS
AICE - Curriculum	29/1290	100 hours	FAS
	26/1170	75 hours	FMS
International Baccalaureate (IB) - Curriculum	29/1290	100 hours	FAS
	26/1170	75 hours	FMS



# Questions?