

INTERNATIONAL BACCALAUREATE



Isaac

IB Program At CHCP

The IB program at CHCP is more than just an academic program. It is an opportunity given to those students who exceed expectations. The IB program challenges the students and prepares them for college and real life situations. At CHCP IB students learn how to work together as a team and develop extracurricular skills that can be applied not only at school but in also in their everyday life.

Isaac

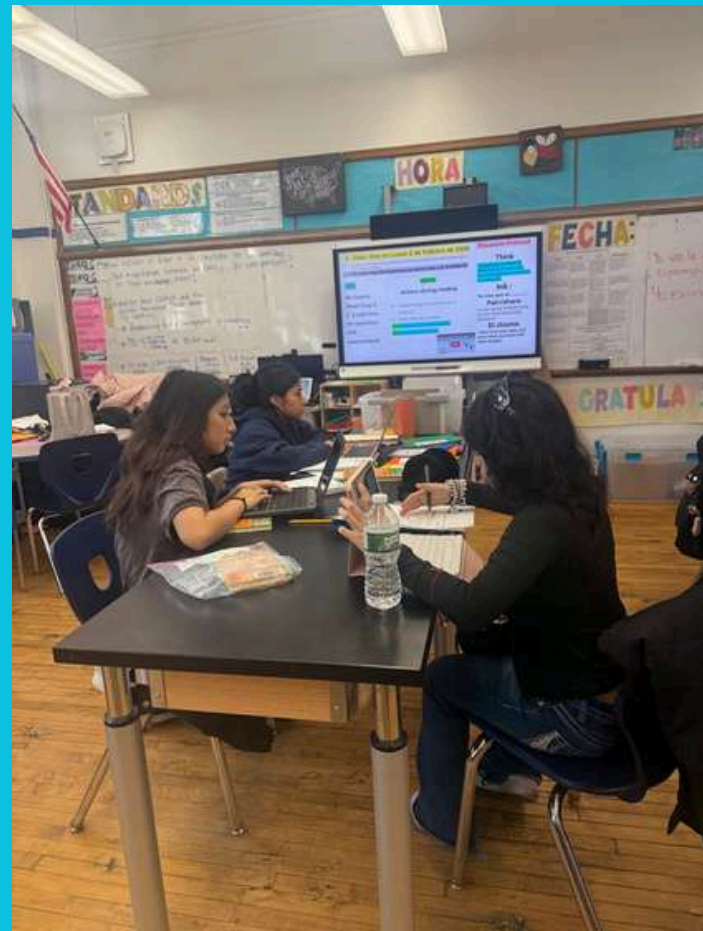


Who we are



IB is a two-year-long program, at CHCP, we offer the DP program that will award students with the IB Diploma after successfully completing the requirements. We have roughly 50 juniors and seniors participating in the program. Our school offers seven courses: Film, Spanish, Biology, Chemistry, Math (Statistics, Trigonometry, Geometry, etc.), U.S. History, and English. Along with three core requirements: CAS, TOK, and the EE. These classes equip students with knowledge and demonstrate how to apply that knowledge in real-life scenarios. Schools all around the globe offer IB, this comprises of 6 continents and over 161 countries, making it a well-renowned program. Anyone can take advantage of IB, and as IB students, we're encouraged to engage with them despite our geographical differences, per our emphasis on global engagement.

Hailey



The Power of IB

As Ib students, we're placed in an environment designed to give us the necessary skill sets to succeed. This course is designed to create strong inquirers, communicators, risk-takers, and thinkers. It also creates balanced, knowledgeable, principled, reflective, open-minded, and caring people per our 10 learner profiles that embody the value of IB. It prepares students for life beyond University by teaching us how to distinguish between reliable and unreliable sources, think and speak critically, write and analyze things from all perspectives, and learn through research and projects; essentially independent learning. Throughout the two years, we complete EA's and IA's designed to test if we've mastered the coursework and these characteristics. The EE is a EA where students are required to use research skills to develop research questions about a topic we select to explore in-depth. While offered assistance, this 4,000 word paper is essentially an independent research project and meant to replicate the experience of writing a paper in college.

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What IB Looks Like in the Classroom

In a classroom, IB usually follows a setting that is centered around the students through collaboration and guided lectures. The curriculum also encourages self-advocacy and real-world application. This is demonstrated through IB questions. IB questions require analysis, and connection making across subjects, challenging students to think critically and apply knowledge to new scenarios, making students go beyond. IB student work showcases their ability to develop well-structured arguments, use evidence effectively, and to be able to express complex ideas clearly. This often involves detailed research and thought. The Rubric helps emphasize on skills like analysis, evaluation, and synthesis. By engaging with these elements, IB students are able to have a strong foundation for higher education and lifelong learning. Students learn to be independent learners, problem solvers, and globally minded individuals.

English A: Literature – Individual Oral SL/HL						
	0	1-2	3-4	5-6	7-8	9-10
A: Knowledge, understanding and interpretation -How well does the candidate demonstrate knowledge and understanding of the extracts and the works/texts from which they were taken? -To what extent does the candidate make use of knowledge and understanding of the extracts and the works/texts to draw conclusions in relation to the global issue? -How well are ideas supported by references to the extract, and to the works/texts?	The work does not reach a standard described by the descriptors below.	-There is little knowledge and understanding of the extracts and the works/texts in relation to the global issue. -References to the extracts and to the works/texts are infrequent or are rarely appropriate.	-There is some knowledge and understanding of the extracts and the works/texts in relation to the global issue. -References to the extracts and to the works/texts are at times appropriate.	-There is satisfactory knowledge and understanding of the extracts and the works/texts and an interpretation of their implications in relation to the global issue. -References to the extracts and to the works/texts are generally relevant and mostly support the candidate's ideas.	-There is good knowledge and understanding of the extracts and the works/texts and a sustained interpretation of their implications in relation to the global issue. -References to the extracts and to the works/texts are relevant and support the candidate's ideas.	-There is excellent knowledge and understanding of the extracts and the works/texts and a persuasive interpretation of their implications in relation to the global issue. -References to the extracts and to the works/texts are well chosen and effectively support the candidate's ideas.
B: Analysis and evaluation -How well does the candidate use his or her knowledge and understanding of each of the extracts and their associated works/texts to analyse and evaluate the ways in which authorial choices present the global issue?		-The oral is descriptive or contains no relevant analysis. -Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of the global issue.	-The oral contains some relevant analysis, but it is reliant on description. -Authorial choices are identified but are vaguely treated and/or only partially understood in relation to the presentation of the global issue.	-The oral is analytical in nature, and evaluation of the extracts and their works/texts is mostly relevant. -Authorial choices are identified and reasonably understood in relation to the presentation of the global issue.	-Analysis and evaluation of the extracts and their works/texts are relevant and at times insightful. -There is a good understanding of how authorial choices are used to present the global issue.	-Analysis and evaluation of the extracts and their works/texts are relevant and insightful. -There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.
C: Focus and organization -How well structured, balanced and focused is the presentation of ideas?		-The oral rarely focuses on the task. There are few connections between ideas.	-The oral only sometimes focuses on the task, and treatment of the extracts, and of the works/texts may be unbalanced. -There are some connections between ideas, but these are not always coherent.	-The oral maintains a focus on the task despite some lapses; treatment of the extracts and of the works/texts is mostly balanced. -The development of ideas is mostly logical; ideas are generally connected in a cohesive manner.	-The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works/texts is balanced. -The development of ideas is logical; ideas are cohesively connected in an effective manner.	-The oral maintains a clear and sustained focus on the task; treatment of the extracts and works/texts is well balanced. -The development of ideas is logical and convincing; ideas are connected in a cogent manner.
D: Language -How clear, varied and accurate is the language? -How appropriate is the choice of register and style? ("Register" refers, in this context to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the essay).		-The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate. -Elements of style (for example, register, tone and rhetorical devices) are inappropriate to the task and detract from the oral.	-The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies. -Elements of style (for example, register, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.	-The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive. -Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and neither enhance nor detract from the oral.	-The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied. -Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.	-The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect. -Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral.

Not Just A Program But A Community

The IB program allows students to learn more attributes such as risk-taking, reflecting, inquirers, critical thinking and being open minded. These skills allowed myself and others work collaboratively with our peers and improve our team working skills. IB helps students prepare for a brighter future by helping them develop critical thinking skills and giving them more educational opportunities worldwide.



Joy and Privilege of IB:

Joy:

- Learning challenging subjects that make you think deeply
- Doing fun projects like TOK, IA, and Extended Essay
- Working with classmates in group projects and discussions
- Feeling proud when you finish hard assignments
- Celebrating achievements like IB nights, showcases, and graduations

Privileges:

- Preparing for college-level work in high school
- Earning college credits at many universities
- Developing critical thinking, research, and writing skills
- Becoming a global-minded student with international perspectives
- Standing out on college applications and scholarships

(Amaya)

What is the International Baccalaureate (IB) Diploma Program?

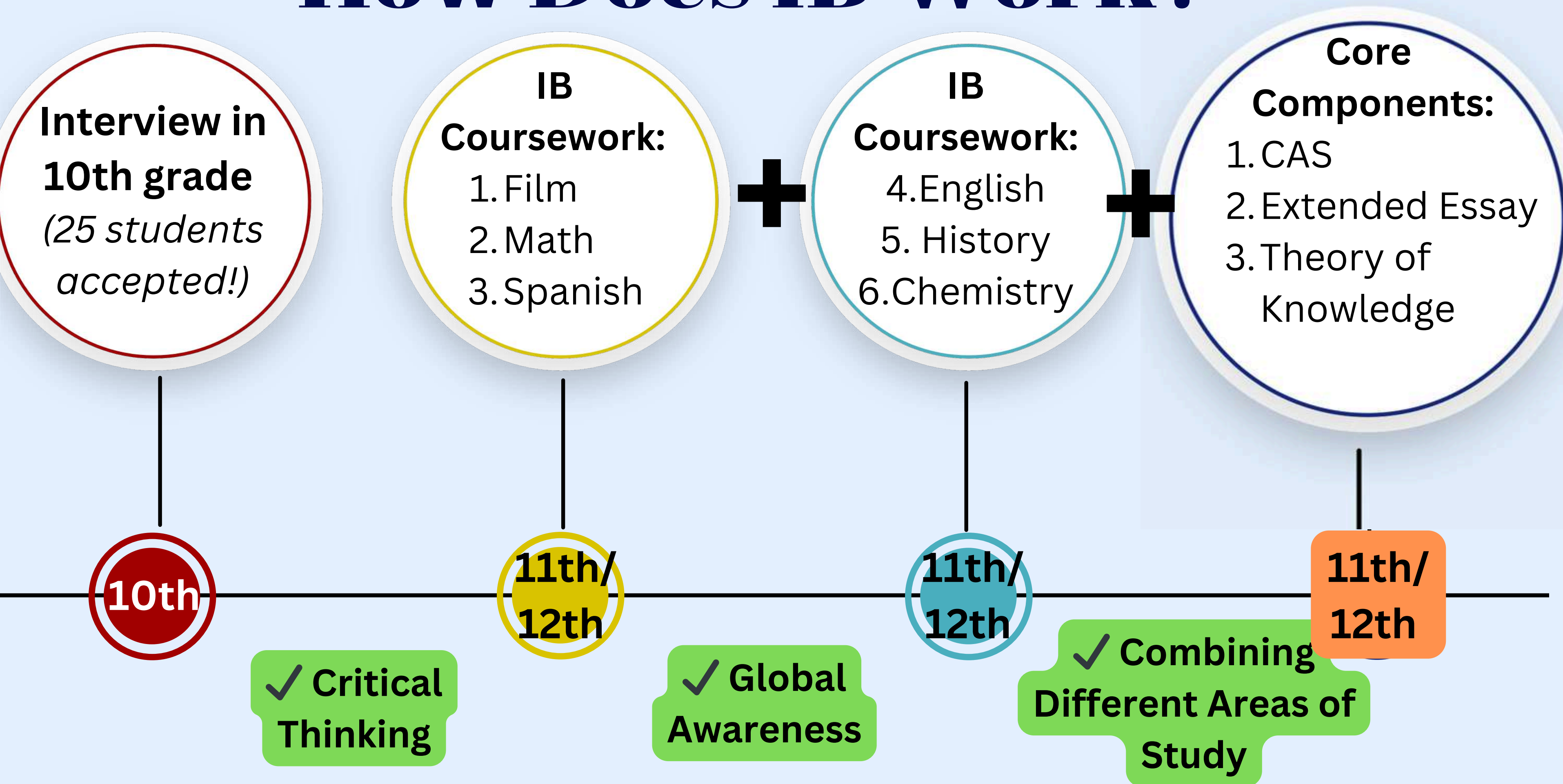
- The IB program gives students a chance to earn a rigorous, internationally recognized diploma, which they could then use for entry into universities.
- IB courses are known for being interdisciplinary, requiring a good deal of independent thinking, and assigning oral presentations and original research.



Students can earn up to **30 college credits** recognized globally with an IB Diploma.

How Does IB Work?

* Selection to 10th grade only 25 students get selected
* IB Diploma Program (IBDP) is a two-year program for 11th & 12th graders
* Requires coursework in six subject areas
* Core components: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS)
* Emphasizes critical thinking, global awareness, and interdisciplinary learning
* Assessments include internal coursework & external exams



Who is IB Looking for?

A Deep Thinker Who Enjoys Inquiry-Based Learning

They should enjoy reflecting on abstract concepts and engaging in deep discussions.

Willing to Take on a Heavy Workload

The IB Diploma requires students to manage coursework in six subjects, along with Theory of Knowledge (TOK), CAS (Creativity, Activity, Service), and the Extended Essay.

Time management and self-discipline are crucial.

A Student Planning to Apply to Competitive or International Universities

Many top-tier universities worldwide hold IB in high regard due to its rigor and well-rounded curriculum.

Benefits of IB

ENHANCED COLLEGE ADMISSIONS

IB students stand out due to rigorous coursework.

POTENTIAL COLLEGE CREDIT

Many colleges award up to 30 college credits to students with an IB Diploma

PREPARATION FOR UNIVERSITY SUCCESS

IB students develop essential skills like research, writing, and time management.

CRITICAL THINKING

Students learn to analyze, evaluate, and apply knowledge in new ways.

HOLISTIC APPROACH

IB focuses on well-rounded development, not just academics.

GLOBAL RECOGNITION & PRESTIGE

Accepted at universities worldwide.



Current IB Courses

- **THEORY OF KNOWLEDGE**
- **ENGLISH LANGUAGE AND LITERATURE**
- **MATH APPLICATIONS AND INTERPRETATION**
- **CREATIVITY, ACTIVITY, SERVICE**
- **HISTORY OF AMERICAS**
- **EXTENDED ESSAY**
- **SPANISH B**
- **CHEMISTRY**

IB = Higher College Acceptance Rate

University	General Acceptance Rate	IB Diploma Student Acceptance Rate
Massachusetts Institute of Technology	7.2%	23.1%
Stanford University	4.65%	17%
Harvard University	5.1%	12.2%
Princeton University	6.5%	17.2%
Yale University	6.3%	14.3%
Columbia University	6%	13.9%
University of Pennsylvania	9.4%	31.6%
Duke University	9%	36.2%
University of California, Berkeley	17.5%	45.5%
University of California, Los Angeles	18%	41.4%
New York University	33%	46.8%
University of Michigan, Ann Arbor	28.6%	70.8%