

THE IB EXPERIENCE

The IB program can be divided into two areas. On one side students choose single IB courses and have the option to take the exam to earn that subject's IB Certificate for college credit. On the other side, students enter into the two-year Diploma Program, which involves taking all IB courses during their junior and senior years. Diploma students must also complete the core components of the IB Program, which consist of a Theory of Knowledge class, a written extended essay and community services activities.

Although only a small number of students pursue the demanding IB Diploma curriculum, more than half of Northern and Central high school juniors and seniors take one or more IB courses.

IB Certificate

- Students select IB Courses of their choice
- Courses consist of an advanced curriculum in that subject
- At the end of the course, students have the option to take the IB exam to earn college credit in that subject
- Majority of students choose this method

IB Diploma

- Involves six areas of study that lead to IB examinations.
- Required to take at least three higher level (two year) courses and three standard level (one year) courses during junior and senior year.
- Candidates must also complete core components of IB Diploma

"I feel that the way you are taught to think in IB classes is much more like the thinking required of you in college level classes. I didn't have a major paradigm shift when I went to college because of the IB classes."

- Kacie Leblong, '01 Central graduate

"The IB program is why I did so well in college, it is also why I was able to appreciate my travels to Europe and New Zealand with a much more open mind,"

- TJ Hartridge, '04 Northern graduate



THE IB CORE

In addition to taking courses listed in the IB Diploma Hexagon curriculum to the left, students who pursue the Diploma must also complete the program's three core components. A Theory of Knowledge class, extended essay and community service activities.

Theory of Knowledge — This interdisciplinary course examines how we understand various forms of knowledge from mathematic, historic, logical, linguistic, philosophic, aesthetic, and scientific perspectives.

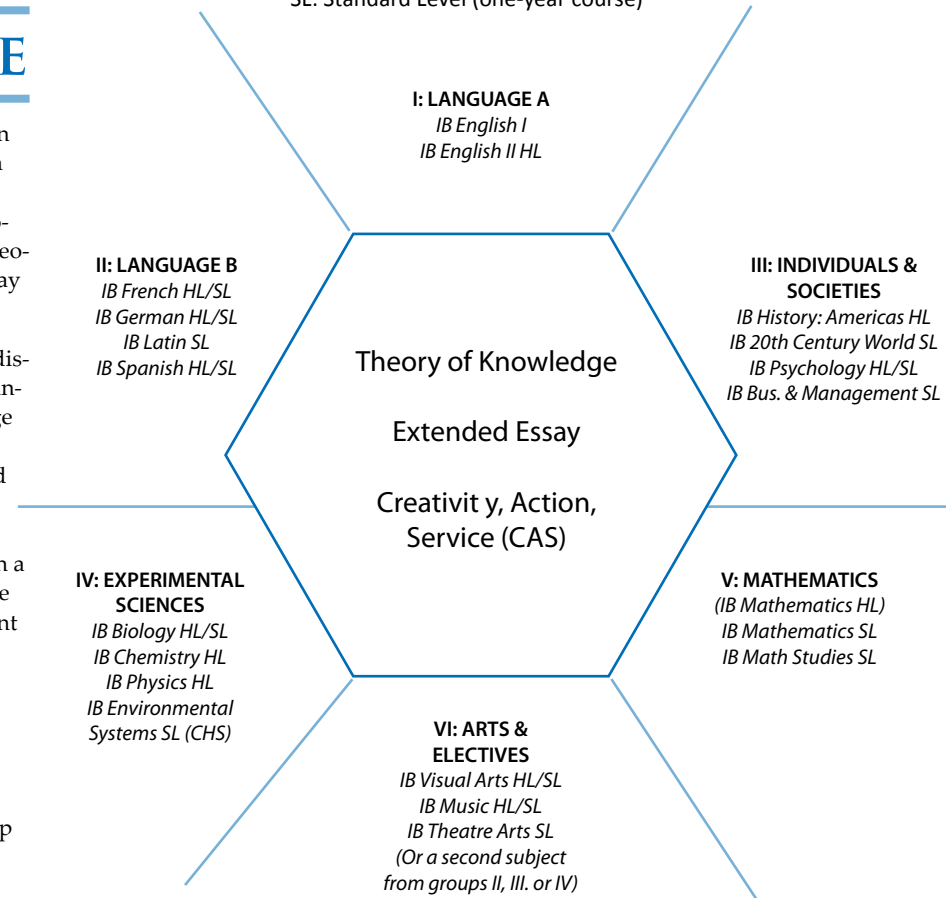
Extended Essay — Students research a topic of their choice within one of the six IB subject groups and then present the results of their investigation in a 4000-word essay.

Creativity, Action, Service (CAS) — Successful IB students are active not only in the classroom, but in the community as well. Students develop a creative project, take part in an extracurricular activity, and become involved in a community-service project. Through CAS, students can share their special talents while developing awareness, concern, and the ability to work cooperatively.

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THE IB DIPLOMA HEXAGON

HL: Higher Level (two-year course)
SL: Standard Level (one-year course)



For more information, please contact the IB Coordinator at your high school
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IBO Educational Philosophy Statement:

“Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for richness of life.”

About The IB Program

Portage Northern and Portage Central high schools were the first two public high schools in West Michigan authorized to offer the International Baccalaureate Program, with classes beginning in the 1998-1999 school year.

The International Baccalaureate Diploma Program is a comprehensive and fully developed curriculum with an international focus. Highly motivated, self-disciplined, and committed students who have the academic potential to complete a challenging course are encouraged to participate in the program.

Colleges and universities internationally recognize the efforts and achievements of IB students, and successful IB Diploma and Certificate candidates are often given special consideration by university admissions or credit transfer offices. Many universities have learned that the successful IB student will be a successful college student. Additionally, the IB curriculum provides students with an opportunity to earn college credit for course work completed in high school.

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. 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.



INTERNATIONAL BACCALAUREATE



Portage Northern



Portage Central

