

# 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.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE  
AND LITERATURE

LANGUAGE  
ACQUISITION

THEORY OF KNOWLEDGE

APPROACHES TO TEACHING

INDIVIDUALS  
AND SOCIETIES

EXTENDED ESSAY



APPROACHES TO LEARNING

SCIENCES

CREATIVITY, ACTIVITY, SERVICE

MATHEMATICS

THE ARTS

# INTERNATIONAL-MINDEDNESS

# The Diploma Programme:

## What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

## What is the IB Diploma Programme (DP)?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own

- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service.

## The curriculum

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5.

DP subjects can be taken at higher level or standard level.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

Two DP subjects are classified as interdisciplinary subjects and so satisfy the requirements of more than one subject group:

- Literature and performance - group 1 and group 6
- Environmental systems - group 3 and group 4

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

## The Diploma Programme core

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

## 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.

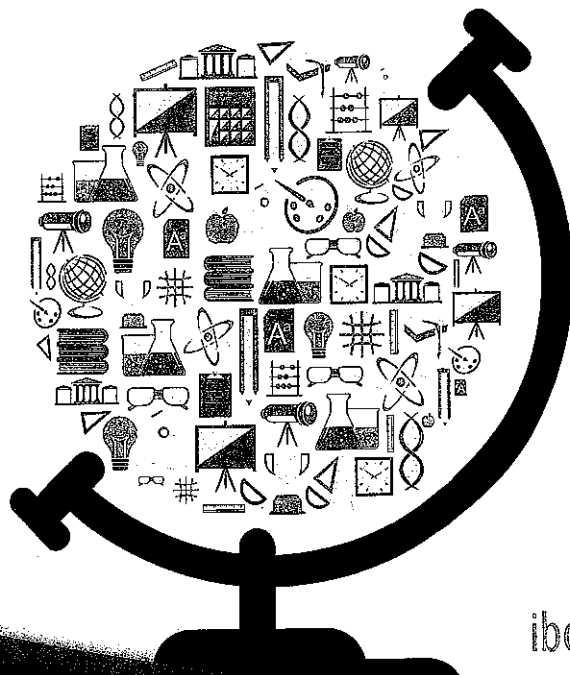
### Extended essay

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](http://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](http://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?

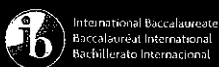
The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in 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](http://www.ibo.org/research)

## How can I learn more about the IB and DP?

- Visit the IB website at [www.ibo.org](http://www.ibo.org)
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.



## How Do Universities View The IB Diploma Programme?

Universities around the globe recognize the International Baccalaureate (IB) Diploma Programme for excelling in preparing students for successful university educational experiences and for life in a global society. In addition to some views on IB offered by admissions professionals from Michigan and highly selective universities immediately below, in this document you will find information on:

- How to investigate IB credit, standing, and scholarship opportunities offered by hundreds of universities worldwide
- IB related information on Michigan's public universities
- Information on the 14 US states that have legislated policies on how their public universities will recognize IB students' achievements
- Credit, standing and scholarship information for Diploma Recipients from "IB Friendly Universities"
- Credit policies of "IB Friendly Universities" for IB course students

### What Admissions Directors are saying?

**Brown University**, Panetha Ott, Admissions Officer

"I don't think there is anyone who does not respect the I.B."

**Duke University**, Christoph Guttentag, Director of Undergraduate Admissions "One of the advantages of an IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

**Harvard University**, Marilyn McGrath Lewis, Asst. Dean of Admissions "Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript." GPA is not nearly as important a factor in university admission as the IB Diploma. If a student has to choose, choose the Diploma over protecting the GPA."

**Michigan State University**, Pamela Horne, Assistant to the Provost for Enrollment and Director of Admissions "My eyes light up when I see 'International Baccalaureate Diploma Programme' on a transcript. Students who apply to Michigan State University with IB credentials are assumed to be mature, curious, and creative. They have proven to be successful in a rigorous program that is both broad and deep in its content and intellectual challenge. On campus, IB graduates move with ease in a diverse and global university that demands intercultural skill and adaptability. The challenge of completing

an IB diploma means that a student has engaged in the kind of rigorous work that is likely to help them become not just an outstanding college student and citizen of the world, but an exceptional one.”

### **Oakland University**

Oakland University values the International Baccalaureate Diploma Programme and its engaging and challenging curriculum that encourages critical thinking, intercultural understanding and respect.

**University of Michigan**, Cliff Sjogren, former Director of Admissions “A transcript that reveals a student’s enrollment in International Baccalaureate courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges. Further, a successful IB student will enroll at Michigan with some advantages over students who have taken less intensive programs...Unquestionably, a school that graduates each year a number of students with IB diplomas has demonstrated its commitment to high educational standards and that commitment will serve to influence admissions decisions at the University of Michigan.”

**Virginia Tech**, Dr. Eugene Carson “. . . IB students who attended that university (Virginia Tech) as freshmen significantly outperformed all other freshmen, including students who had taken Advanced Placement courses.”

### **IB credit and standing policies of hundreds of colleges and universities:**

The link below provides policy summaries for universities and colleges within a specific country and state. IB recognition is spreading and improving, and these policies are periodically updated, so be sure to check directly with the university under consideration <http://www.ibo.org/recognition/university/index.cfm>

**Important Note:** As mentioned earlier, university policies are changing as more and more IB students are having great success after leaving high school. Even if a published IB credit and standing policy excludes credit for SL courses, many universities do grant credit for these classes. Be sure to ask! Remember, too that universities offer placement exams which are often free and whose results can lead to credit as well.

### **States with Legislated IB Policies and Guidelines for Their Public Universities:**

California, Colorado, Florida, Georgia, Minnesota, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Texas, Utah, Wisconsin.



# King Soopers Reloadable Card Program 2017-2018 Registration

Thank you for participating in the King Soopers Reloadable Card Program for the Niwot High School IB Program.

## How It Works

1. Stop by the Niwot High School IB Office (Holly Zilling, 303.652.2550, [zilling\\_holly@svvsd.org](mailto:zilling_holly@svvsd.org)) with this King Soopers Card Registration and purchase reloadable King Soopers gift cards. Each card will have a \$2.50 preloaded balance. The first card per IB Enrolled student is free. Each additional card is \$2.50.

2. Visit any Kroger-affiliated store throughout the United States. Kroger-affiliated stores include (Loaf and Jug excluded):

<b>King Soopers</b>	<b>City Market</b>	<b>Kroger</b>
<b>Fred Meyer</b>	<b>Ralphs</b>	<b>Fry's</b>
<b>Fry's Marketplace</b>	<b>Dillons</b>	<b>Smith's Food &amp; Drug</b>
<b>QFC</b>	<b>Food 4 Less</b>	<b>Owen's</b>
<b>Foodsco</b>	<b>Hillander</b>	<b>Jayc</b>
<b>Pay-Less Supermarkets</b>	<b>Costa-Bell</b>	<b>Baker's</b>
<b>Fred Meyer Jewelers</b>	<b>Littman &amp; Barclay Jewelers</b>	

3. Before your groceries are scanned (in a separate transaction) reload your card(s). You can also reload at the customer service desk.

4. Complete your purchase using your King Soopers Card.

5. 5% of every dollar you reload onto your card will go toward your students IB Account in the Niwot High School IB Program.\*(see page 2 for additional information)

## Frequently Asked Questions

**Services charges or penalties?** No extra charges, no sign up fees, no penalties.

**Do the cards expire?** The card will only expire if the balance on the card is \$0 for 90 continuous days. If this happens, just stop by our school treasurer's office to pick up a new card.

**What happens if a King Soopers Card is lost or is thrown away?** Each reloadable King Soopers card comes with an ID Number on the back that keeps track of your balance. If your card is lost, your money isn't gone (provided someone didn't find the card and use it immediately). If your card is lost, the balance can be retrieved, your old number is retired, and a new card is issued with the balance from your lost card! A new card will then need to be purchased from the Niwot High School IB Office.

**What about gift cards purchased at the store?** Students can only earn credit from King Soopers Cards purchased & registered through the school treasurer's office.

**What can be purchased with King Soopers Cards?** Any merchandise in a King Soopers or its affiliated stores except services. Services include Western Union, Money Orders, Ticket Master, Postage Stamps, Lottery Tickets, & other King Soopers Gift Cards. Remember to use your King Soopers Card every time you fill your gas tank!

### **How do I find the balance on my King Soopers Card?**

- The balance is always printed on the bottom of your register receipt
- Visit [www.gcbalance.com](http://www.gcbalance.com)
- Call 1-866-822-6252
- Any cashier can check your balance.

**King Soopers Reloadable Card Program 2017-2018 Registration (Cont.)**

Card Serial Number: \_\_\_\_\_

Cardholder's Name: \_\_\_\_\_

Cardholder's Email: \_\_\_\_\_

Cardholder's Phone: \_\_\_\_\_

IB Student Account Name: \_\_\_\_\_

\*As the Cardholder I understand that the funds received by the IB Program from King Soopers in the above IB Student Account are to be used in the Niwot High School IB Program. If the enrolled student **withdraws** from the IB Program, moves to another school and/or graduates, any unused funds in the IB Student Account will not be returned or transferred. The IB Student Account will be closed and any unused funds will be considered a donation to the Niwot High School IB Program. **Funds cannot be used for AP Exams.** The Cardholder also understands that all funds collected after the above IB Student Account has been closed from the King Soopers Reloadable Card above will be donated to the Niwot High School IB Program.

Cardholder Signature \_\_\_\_\_

Date \_\_\_\_\_

IB Transportation AM/PM Stops Locations and Times

Rev. 7/31/17

HOME HIGH SCHOOL	AM BUS RTE.	AM DEPARTURE TIME	PM BUS RTE.	PM ARRIVAL TIME
<b>Erie HS</b>				
pick up/drop off @EMS (AM & PM)	136	6:50 a.m.	127	3:13 p.m.
drop off at EHS (PM ONLY!)	N/A	N/A	127	3:23 p.m. if needed
<b>Frederick HS</b>				
pick up/drop off @ FHS	136	6:25 a.m.	127	3:26 p.m.
pick up/drop off @ CRMS	136	6:12 a.m.	127	3:48 p.m.
<b>Longmont HS</b>				
	198	6:54 a.m.	198	2:53 p.m.
<b>Lyons HS</b>				
	127	6:45 a.m.	127	4:32 p.m.
<b>Mead HS</b>				
	193	6:15 a.m.	127	4:03 p.m.
<b>Skyline HS</b>				
pick up/drop off @ SHS (AM & PM)	193	6:31 a.m.	193	3:10 p.m.
Pick up at Trail Ridge MS (AM ONLY)	193	6:49 a.m.	No P.M.	No P.M.
<b>Silver Creek HS</b>				
	112	6:28 a.m.	112	3:18 p.m.

Students are encouraged to be at their home high school five minutes before the listed A.M. bus departure time.



## NHS 9th Grade Registration and Enrollment Timeline

<b>November 28, 2017</b>	NPIB Informational Meeting in Auditorium from 6:30 to 8:30 p.m.
<b>November 30, 2017</b>	NHS Open House at 6:30 p.m.
<b>December 1, 2017</b>	Open Enrollment window opens for all students that live outside the NHS attendance area (in person submissions only)
<b>January 5, 2017</b>	NPIB Enrollment Form Deadline (online)
<b>January 16, 2018</b>	Open Enrollment window closes. Open Enrollment forms must be turned into NHS office by 3:00 p.m.
<b>January 17-26, 2018</b>	<ul style="list-style-type: none"> <li>● Open Enrollment acceptance letters sent</li> <li>● Commitment to attend instructions attached, email or Call Sarah Hollingsworth, Registrar (per instructions)</li> </ul>
<b>February 6, 2018</b>	9th Grade Academic Planning Night
<b>March 1, 2018</b>	<ul style="list-style-type: none"> <li>● Course Selection sheets and Census Verification forms (for In District students) OR online Infinite Campus registration (for Out of District students) due to the NHS Counseling office by 3:00 p.m.</li> <li>● Final deadline to commit to attend NHS</li> </ul>