

The IB at Léman



The International Baccalaureate (IB) is a long-established, globally-recognized curriculum of study, established in 1968. This two-year, academically challenging and balanced program of education prepares students aged 16 to 19 for success in university life and beyond. The IB has been designed to address the intellectual, social, emotional, and physical well-being of students and is recognized and highly respected among the world's leading universities.

Students at Léman have the choice of either pursuing the full IB Diploma Programme or individual IB Course Certificates. IB Diploma candidates take six subjects, one from each of six academic groups, selecting three at Higher Level (HL) and three at Standard Level (SL), and complete three additional core components of Theory of Knowledge; Creativity, Activity, and Service (CAS) and an Extended Essay.

“Highly selective institutions like Stanford perceive IB students as strongly prepared, capable, and ready to take on the challenges of the curriculum that we offer. When we see an IB student’s application, we light up.” **Debra Von Barga, Assistant Dean of Admission, Stanford University**



CREATIVITY, ACTIVITY, SERVICE

One component of the IB is Creativity, Activity, and Service. The CAS program requires students to be involved in, and reflect on, a wide range of CAS ‘experiences’ that take place alongside their academic studies. The three strands are often interwoven:

Creativity: arts and other experiences that involve creative thinking.

Activity: a physical activity that contributes to a healthy lifestyle and complements academic work.

Service: an unpaid and voluntary exchange that has a learning benefit.

Research indicates that CAS helps students develop skills for civic engagement and builds greater levels of self-confidence and maturity.

THE IB LEARNER

IB programs concentrate on the development of five key 21st century learning skills. These are: thinking skills, communication skills, self-management skills, social skills and research skills. At Léman Manhattan ‘Approaches to Teaching and Learning’ follow in line with those prescribed by the IBO. Teaching is: inquiry based; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; and, informed by formative and summative assessment.



IB diploma students are 21.4% more likely to be admitted to the most prestigious universities in the U.S., including Harvard, Yale, Princeton, Columbia, Duke and Stanford.*

* How the IB Diploma Programme prepares you for university. (n.d.). Retrieved March 26, 2018, from <http://www.ibo.org/ib-world-archiv/may-2012-issue-65/why-the-ib-diploma-programme-is-ideal-preparation-for-university/>



Research has shown IB students are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them.

INFORMED ASSESSMENT

The IB uses both internally and externally evaluated components to assess student performance. All student work is criterion-referenced according to published assessment criteria and rubrics. All courses except some in Group 6 include externally assessed final examinations at the end of the two-year course. In addition, all courses include in-school assessment tasks marked by teachers and moderated externally by the IB. All academic subjects are graded on a 7-point grade scale.

The awarding of an IB Diploma requires a student to obtain a minimum 24 points with no failing conditions and the satisfactory completion of Theory of Knowledge, the Extended Essay and CAS.

Ongoing in-school assessment of student work is graded by the teacher with grades appearing on the Léman Manhattan trimester transcripts. The final IB scores are released by the IB in July following the final examinations in May.

SELECTING COURSES

IB Diploma candidates must select one course from each of groups 1 through 5 and may select either a group 6 or a second option from groups 1 through 4. Léman students, including IB

Course candidates, select courses to meet requirements to obtain an accredited Léman Manhattan High School Diploma. Students select the in-depth HL courses from those subjects they are academically the most strong, and which support their college aspirations. SL courses are then chosen to provide a balanced academic program. IB diploma candidates also complete the IB Core. This includes:

- A course on Theory of Knowledge where students critically examine what they know and how they know it.
- The submission of a 4,000-word Extended Essay in an IB subject of their choice.
- Completion of CAS (Creativity, Activity and Service), for which students complete and formally reflect upon a variety of creative, active and service endeavors.

COLLEGE READINESS

In addition to the opportunity to enter university with earned college credit, studies show that IB Diploma students are better prepared for college than non-IB students. Diploma Programme graduates are more academically adjusted to the rigor and expectations of college courses as well as better able to cope with the heavy workload required in college honors courses.*

*International Baccalaureate Diploma Programme: Examining College Readiness. Retrieved April 6, 2018, from http://www.ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/ib_diploma_programme_examining_college_readiness_2014_0715_000.pdf



Portrait of a Léman Manhattan Learner

AS LÉMAN MANHATTAN 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 analyze 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 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.
- COLLABORATORS**
- We form cultural, academic and social partnerships globally and locally.
 - We maximize opportunities to share our learning within our own community and beyond.
- GLOBAL CITIZENS**
- We mindfully cultivate individuality and embrace diversity.
 - We are advocates for peace and stewards of the planet.

LÉMAN MANHATTAN PREPARATORY SCHOOL

The Center for Early Childhood Education & Lower School: 41 Broad Street, New York, NY 10004 • Upper School: 1 Morris Street, New York, NY 10004 • Tel: 212.232.0266

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