

Lexington High School

IB Newsletter

April, 2018



EDUCATING FOR LIFE
ÉDUQUER POUR LA VIE
EDUCAR PARA LA VIDA

Welcome to the Lexington One

INTERNATIONAL BACCALAUREATE
P R O G R A M M E



What IB meant to me...

“Being in the IB program at LHS was a great experience that really prepared me for college. First, it helped me grow accustomed to a more independent style of study where instead of worksheets or daily homework, assignments were focused on long term projects and collaborative work. The small group environment and opportunities for public speaking helped prepare me for smaller, discussion based classes while the independent work prepared me to succeed in larger lecture halls. The international focus also helped me become accustomed to international educational standards and learn more about different cultures. This has been made me much more confident when studying abroad in both Peru and Spain this past year. Lastly, the small group environment gave me close to ties to peers from a variety of backgrounds whom I may have never encountered otherwise. Even after several years, I keep in touch with many of my classmates, not only from my own year, but from the years around me. IB was a great experience and I would highly recommend it for students seeking a challenging and new environment for their last two years of high school. It has paid off in many unexpected ways.”

-Ashley, Class of 2016

**CONGRATULATIONS TO ALL SENIOR IB CANDIDATES
WHO HAVE SUCCESSFULLY SUBMITTED THEIR
EXTENDED ESSAY!**

SENIORS: All CAS documents must be submitted by April 16 (not May 1st.)

Juniors should have 50 documented hours by May 7th. Mrs. Small will schedule individual conferences to discuss their progress May 7- May 18.

Schedule of Events: Junior and Senior Year

The following is a schedule of events for students of the Lexington School District #1 International Baccalaureate Programme. The dates of each of the listed events are subject to change based upon the official release of the IB examination schedule, school/district events or any other unforeseen circumstances.

Students are to use this basic calendar of Programme Events to plan their schedules and to make sure that due dates and assignments/assessments are completed on time.

Junior Year (Year 1)

<u>Course</u>	<u>Event</u>	<u>Date</u>
History HL	IA Draft Due	April 1
English HL	Individual Oral Presentations begin	May 11
CAS	Documentation of (a Minimum of) 50 Hours	May 15

Senior Year (Year 2)

<u>Course</u>	<u>Event</u>	<u>Date</u>
French /Spanish/German SL	Individual Oral Assessment	Early-April
CAS	CAS Documentation Submitted	May 1

50 scholarships for new IB graduates

May 6, 2014 in [Diploma Programme](#), [resources](#), [University success](#)



If you are entering university this year or next, keep your eyes open for scholarship opportunities that may be offered by your top university choice. Browse the opportunities below to help get you started. Are you an IB graduate? Join the IB Alumni Network by visiting www.ibo.org/alumni. Last updated September 2017.

<http://blogs.ibo.org/blog/2014/05/06/scholarships/>

Reaching Out

“I am not a teacher, but an awakener.”

—*Robert Frost*



American [Poet laureate](#) and Pulitzer Prize winner Robert Frost often examined complex social and philosophical themes in his work, but also the themes of rural life and culture that were close to his heart. His work truly awakened the hearts of many, so this seems like a good one to include here.

The message: Any teacher can awaken a student’s belief in themselves. Frost encourages the idea of inspiring curiosity and sparking the desire for knowing in students. As a teacher, you are the best guide for your students in the move towards this kind of illumination. Get students curious about discovering knowledge for themselves, and focus on their interests and inherent skills and natural talents.

Do DP graduates have an edge when it comes to 21st century skills?

December 13, 2017 in [Diploma Programme](#), [Research](#)



Kyllonen (2012) defines 21st century skills with 3 components:

- “cognitive skills” such as critical thinking
- “inter-personal competencies” such as communication skills
- “intra-personal competencies” such as self-management

The problem is that too often, and in too many ways, current systems of mass education are a catastrophe in themselves. Far from looking to the future, too often they are facing stubbornly towards the past.” – Sir Ken Robinson, Out Of Our Minds: Learning To Be Creative.

The skills needed to thrive in modern societies increasingly go beyond traditional academic content and disciplines. There is growing evidence of the importance of “21st century skills”, which encompass a wide range of skills such as critical thinking, problem-solving, communication and time management.

These skills can prepare students to live

and work in a world with rapidly evolving technologies and many complex issues.

A new [study](#) explored the outcomes of former [IB Diploma Programme \(DP\)](#) and non-DP students at leading universities in Asia-Pacific,[1] with a particular focus on the 21st century skills of these students. Although academically the performance of the two groups of students were similar, on average DP alumni reported higher capacities for a variety of 21st century skills.

Here’s are some highlights from the study

At a university in East Asia, DP alumni had higher self-ratings than non-DP graduates in all of the 21st century skills examined in this study. DP graduates were particularly confident in their capacities for cultural sensitivity and global-mindedness.

Similarly, at the university in Australia, DP alumni indicated higher ratings than non-DP graduates in most areas — again, especially in cultural sensitivity and global-mindedness. The greatest difference was found in global-mindedness.

University FAQs about the International Baccalaureate®

Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.



Recognition comes in many forms, but the most common are:

- recruitment—actively recruiting Diploma Programme students
- admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications
- placement—acknowledging the rigour of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state, provincial and/or other examination courses; understanding and acknowledging the English language proficiency of DP students who undertook the programme in English
- credit—providing detailed information on the courses for which credit is possible based on DP scores; specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses
- scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students

For information on universities that recognize the IB, and details on their recognition policies, please [contact us](#). However, for the most accurate information, it is always best to check directly with the institution(s) you are interested in.

<http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/>

What DP graduates are saying

DP alumni at all three universities ($n = 54$) had very positive views of their learning experiences in the DP. At all universities, students highlighted the value of the DP's "skill-based" approach and the "well-roundedness" of an IB education. In particular, DP graduates believed the skills developed through the DP prepared them for classroom discussions, presentations, generating innovative ideas, global-mindedness, and taking leadership roles in group projects at university.

The DP core was seen as particularly useful in fostering students' 21st century skills. Some students, for example, felt that Creativity, Activity, Service had encouraged them to pursue activities outside of the classroom at university. Others highlighted theory of knowledge for developing their thinking skills, or the extended essay for strengthening their research and writing skills.

One of the strengths of the IB diploma is that it's not just a collection of courses it's an integrated curriculum [...] Even in a high-tech STEM capacity you are going to need skills in communications, and working with other people, and vice versa, and that's what leads to strong academic outcomes. — [Andrew Arida](#), University of British Columbia, Canada

Want to learn more about this study? Read about the experiences and university outcomes of DP graduates at these universities in the [Research Summary](#) or the [Full Report](#) by the researchers.

[1] Two universities in East Asia and one in Australia.

<http://blogs.ibo.org/blog/2017/12/13/do-dp-graduates-have-an-edge-when-it-comes-to-21st-century-skills/>



27 **Sure Signs** You Were
In The **I.B.** Program:

https://www.buzzfeed.com/jessicamisener/27-sure-signs-you-were-in-the-ib-program?utm_term=.dmyKqwp1d#.fweRbdMA3

Resources for students:

Effective citing and referencing

<http://www.ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>



What impact will a student's choice to pursue the DP have on college admissions?

The answer to this question depends greatly on the student's performance in the DP and their post-secondary aspirations. Literally thousands of higher education institutions have published policies recognizing the DP—however, most also have minimum entry requirements. In some cases the courses students select while in the DP can have nearly as much impact as their overall performance.

However, evidence does show that DP students tend to go on to tertiary study at higher rates than their peers, are admitted more often to selective institutions, and tend to perform better in their post-secondary studies, including higher rates of post-secondary completion.

The IB in Practice

<https://vimeo.com/220969082>



LEXINGTON HIGH SCHOOL

INTERNATIONAL BACCALAUREATE PROGRAMME FACULTY

Staff Name

Dr. Sherry Walters

Dr. Jason Bagley*

Megan Small*

Derek Allison

Janet Boltjes*

Sheryn Billue

Jodi McFarland

Dr. Jason Blackburn

Anne-Marie Cormier-Bausch*

Clay Hendrix

Lisa Gantt*

Diane Pardue

Michael Melvin

Greg Airasian

Subject Area

IBDP Coordinator

French B SL/ French B ab initio/IB Assistant Coordinator

Language A English HL/CAS Coordinator

History of the Americas HL/(TOK)/IB Recruitment Coordinator

Librarian/Extended Essay (EE) Coordinator

Mathematics Studies SL

Mathematics SL

IB Latin SL

Spanish B SL/Spanish B ab initio

German B SL

Chemistry HL

Biology HL

Economics SL

Psychology SL

*National Board Certified Teacher

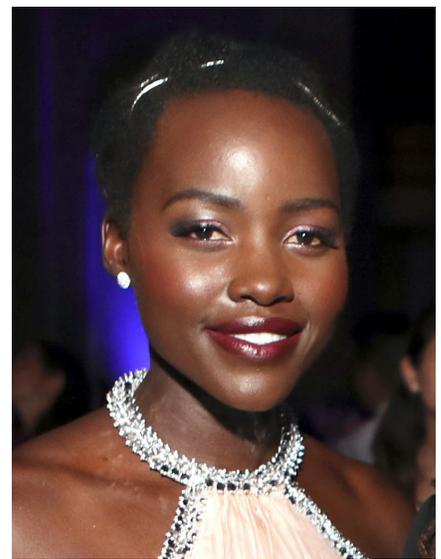
Life After LHS

Where will our senior IB students be heading in the fall?

Meghan Whittle and Caroline Moore will both be attending USC Honors College (and rooming together). Benjamin Garrish is headed to Clemson. Taryn Spires and Julianna Keller have committed to Converse College. Alysa Bowman will be attending USC.

Notable IB alumni

- Dustin Moskovitz, co-founder of Facebook, graduate of Vanguard High School
- **Justin Trudeau, Prime Minister of Canada, Leader of the Liberal Party of Canada, IB Diploma of the Collège Jean-de-Brébeuf in 1991.**^[17]
- Princess Raiyah bilal Al Hussein, daughter of King Hussein and Queen Noor of Jordan, graduate of the United World College of the Atlantic
- Douglas Alexander, British Labour party Politician and current Shadow Secretary of State for Foreign Affairs, graduate of the Pearson College UWC in Canada
- Willem-Alexander, Prince of Orange, King of the Netherlands, graduate of United World College of the Atlantic^[18]
- Gael García Bernal, actor, graduate of the Edron Academy
- Marina Catena, Director of the United Nations World Food Program, graduate of UWC Adriatic
- Marina Diamandis, British musician and pop artist, who took the diploma in Greece
- Anne Enright, 2007 Man Booker Prize award-winning novelist, first Irish Laureate for Fiction and graduate of Pearson College UWC
- Randa Abdel-Fattah, author, graduate of the Australian International Academy.
- Alex Honnold, American professional rock climber, graduate of Mira Loma High School
- Akihiko Hoshide, astronaut, graduate of the United World College of South East Asia
- Ken Jennings, holds the record for the longest winning streak on the U.S. syndicated game show Jeopardy!, graduate of the Seoul Foreign School
- Kim Jong-Chul, son of Kim Jong-Il, and brother of dictator of North Korea, attended International School of Berne, Switzerland
- Sonam Kapoor, Bollywood actress, daughter of Anil Kapoor, graduate of the United World College of South East Asia^[19]
- Robbie Kay, actor (Pirates of the Caribbean: On Stranger Tides, Once Upon a Time), graduate of the British School of Houston
- Kesha,^[20] American singer
- Karen Mok, Hong Kong-based actress and singer-songwriter, attended UWC Adriatic
- Nasheed, President of the Maldives, attended Overseas Children's School (now Overseas School of Colombo), Sri Lanka
- **Lupita Nyong'o, Kenyan actress, (12 Years a Slave, Academy Award for best supporting actress 2014), graduate of St. Mary's School, Nairobi**
- Jorma Ollila, former CEO of Nokia, graduate of the United World College of the Atlantic



- Ignacio Padilla, Mexican novelist and short story writer, graduate of Waterford Kamhlaba United World College of Southern Africa
- **Julie Payette, Canadian astronaut, graduate of the United World College of the Atlantic**
- Hege Solbakken, CEO of Offshore Media Group, graduate of Bergen Katedralskole
- Sarah Tan, Channel V VJ, graduate of the United World College of South East Asia
- Toby Turner, YouTube star and actor on The High Fructose Adventures of Annoying Orange, graduated from Niceville High School in Florida^[22]
- Abiodun Williams, President of The Hague Institute For Global Justice, graduate of Pearson College UWC
- Kaesang Pangarep, son of Indonesian President Joko Widodo, graduate of ACS International
- Maudy Ayunda, Indonesian singer, graduate of British School Jakarta
- **Kim Jong-Un, Supreme Leader of the Democratic People's Republic of Korea.**
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https://en.wikipedia.org/wiki/List_of_International_Baccalaureate_people



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Results of consultation with schools about on-screen examinations

“Overall schools were receptive to the idea of implementing on-screen examinations with numerous perceived benefits...”

<http://www.ibo.org/news/news-about-ib-schools/results-of-consultation-with-dp-and-cp-schools-about-on-screen-examinations/>