



THE INTERNATIONAL BACCALAUREATE PROGRAMME (IB)

Information Guide

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Kindly understand that the information present in this publication is accurate at the time of production and publication (November 2020). The Canadian School of Milan reserves the right to make amendments at any time without prior notice.

Mission and Values

Educate for today. Inspire for tomorrow.

Our Vision

Our mission is to educate for a changing world through an inquiry based learning approach that fosters intercultural mindedness, academic excellence and a growing passion for learning.

Globalization and technology are creating a far more connected world. To flourish in an evolving international landscape, our children need to have multiple skills, languages and learn the nuances of world cultures. We will provide each child with the social and academic skills needed to interact and explore the world as a confident learner. A rich, interdisciplinary curriculum will focus on inquiry, discovery, creativity and building community.

Though we understand that the most important function of primary education is the acquisition of academic and study skills, we believe that if done in isolation they do not create enthusiastic students and life-long learners. Our curriculum aims to provide children with real and meaningful opportunities to use their skills both as a member of a community and as independent learners. We set clear expectations for learning, and approach instruction with the understanding that each child's development is unique and individual. Through the use of differentiated instruction, we help ensure academic success.

The International Baccalaureate History

Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world.

The International Baccalaureate (IB) Programme was developed in Geneva in the 1960's by the International Schools Association (ISA), an organization established in 1951 by UNESCO. In 1965 the ISA created a specialized service entitled the "International Schools Examination Syndicate" and in 1967 this body assumed the status of a non-profit foundation entitled the International Baccalaureate Office.

Today, the IB programme is one of the fastest growing international curriculum programmes in the world. In 2002 there were 1000 schools offering the programme, in 2008 there were over 1600 IB schools, and in 2013, 3,600 schools offered the programme to 1,132,000 students in 144 countries around the world. Approximately 120,000 students graduate every year with an IB diploma, and the world's leading universities for the outstanding academic preparedness routinely recognize these graduates.



120,000
STUDENTS/YEAR



3,600



"IB is well known to us as an excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credentials of the IB Diploma Programme on the transcript."

Marlyn McGrath Lewis, Assistant Dean
of Admissions, Harvard University, USA

IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB student Learner Profile

A broad range of human capacities and responsibilities that go beyond academic success.

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. The IB Learner Profile lists the attributes that are nurtured throughout the IB curriculum. IB learners strive to be:



Inquirers

We nurture our curiosity, developing the skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain in 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 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 wellbeing 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.



Benefits of the IB Diploma

Developing students who will build a better world through intercultural understanding and respect.

The aim of the IB is to provide a balanced programme, which stimulates thought and creativity and enhances the international outlook of students. Students who satisfy the demands of the programme demonstrate a strong commitment to learning in terms of knowledge, attitudes and skills.

The purpose of the IB curriculum is to:

- Present a well-rounded education.
- Develop physically, intellectually, emotionally and ethically.
- Provide students with a globally recognized university entrance qualification.
- Boost students' application profiles, as many universities recognize the enriched nature of the IB diploma when reviewing applications.
- Give students access to advanced placement at universities to accelerate their progress towards a degree.
- Promote international understanding, intercultural awareness and a community ethic.
- Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and respect for different points.



**KNOWLEDGEABLE,
INQUIRING AND CARING
YOUNG PEOPLE**

Middle-Years & Diploma Programme Courses

A unique and challenging programme that promotes international mindedness and critical thinking skills.

The Canadian School of Milan is an IB World School* and offers the Middle Years Programme (MYP) and the Diploma Programme (DP).



The MYP (Middle Years Programme) is a five year program, which establishes a natural transition to the Diploma Program.

MYP aspires to meet the needs of middle and high school learners in international schools, through a flexible curriculum that aims to promote the fundamental concepts of intercultural understanding, communication and holistic learning.

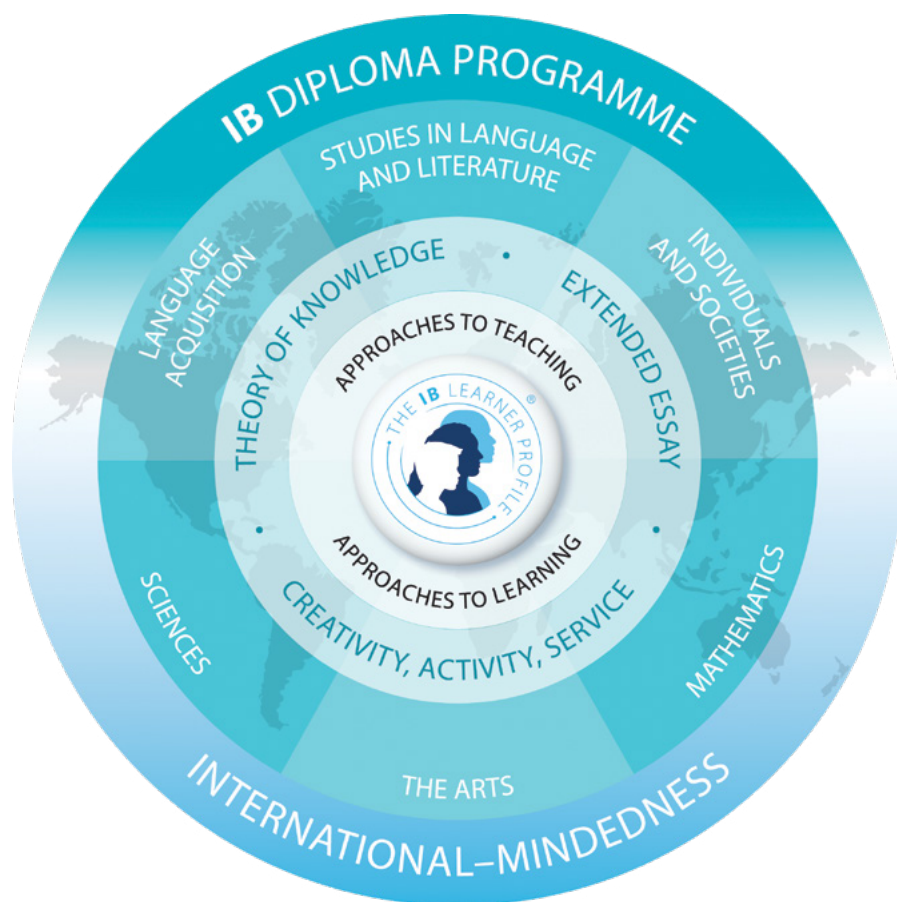
IB World Schools share a common philosophy – a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision (see IB mission statement on page 4).

For further information about the IB and its programmes, visit www.ibo.org.

*Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

	MYP		DP
	Grades 6, 7, 8	Grades 9, 10	Grades 11, 12
Group 1 Language & Literature	English, Italian	English, Italian	English, Italian
Group 2 Language Acquisition	French or Spanish	French or Spanish	English, French, Spanish, Italian
Group 3 Individuals & Societies	History, Geography	History, Geography, Global Studies	History, Business Management, Economics*, Psychology*, Philosophy*, Environmental Systems and Societies
Group 4 Sciences	Integrated Sciences	Biology, Chemistry, Physics	Biology, Chemistry, Physics, Environmental Systems and Societies
Group 5 Mathematics	Mathematics	Mathematics	Mathematics: Analysis and Approaches
Group 6 The Arts	Visual Arts, Music, Drama	Visual Arts, Music	Visual Arts, Music
Group 7 Design	Design	Design	-
Group 8 Physical and Health Education	Physical Education, Health	Physical Education, Health	-
IB & CSM Elements	Community Meeting	Community Meeting, Personal Project	TOK, CAS, Extended Essay

*May be offered as an online course.



Additional IB Programme core requirements

The foundation for success in further education and the world beyond the classroom.

Middle Year Programme

Action and service

Essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).

Personal project

For students completing the Programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

Diploma Programme

Theory of knowledge (TOK)

This is a course about critical thinking and inquiry into the process of knowing, rather than about learning a specific body of knowledge. Students are encouraged to reflect on questions such as: How do we know what we know? What is truth? What does it mean that something is 'scientific'? The final exam is a written paper.

The extended essay (EE)

This is a 4,000 word research paper which students complete during the second half of their first year and the first half of their second year. In order to pass the DP, the student must also pass the EE.

Creativity, action, service (CAS)

CAS is the heart of the Diploma Program. With this holistic approach, CAS is designed to strengthen and extend student's personal and interpersonal learning. Students are encouraged to participate in extra-curricular activities, volunteer work and community work and must track their work in a log.



University applications

*For students that are driven and equipped for success
– in post-secondary education, and in life beyond.*

In Grade 10 students need to make informed choices about their future IB subjects as this can have a direct effect on the choice of university/college degree programme. Students can visit the website of the IB Organization at www.ibo.org, where they will find a database of universities that have specific statements about admissions policies in relation the IB diploma.

The chart below can assist students when they are selecting courses in their IB programme that will support their pathway to university acceptance.

This chart is only a general guide. Check with each university to ensure you meet their prerequisites for specific programmes of study.

**Arts, Social Sciences,
Humanities**

Literature or Language and Literature SL/HL

Architecture

Literature or Language and Literature SL/HL,
Physics SL, Math SL/HL, Visual Art SL/HL

**Applied Sciences,
Engineering**

Literature or Language and Literature SL/HL,
Chemistry SL/HL, Physics SL/HL, Math SL/HL

Sciences

Literature or Language and Literature SL/HL,
Any 2 Science Courses SL/HL, Math SL/HL

**Life, Health Sciences,
Physical Education, Kinesiology**

Literature or Language and Literature SL/HL,
Chemistry SL/HL, Biology SL/HL, Math SL/HL

Commerce, Business

Literature or Language and Literature SL/HL,
Math SL

Awarding the IB Diploma

DP assessment procedures measure the extent to which students have mastered advanced academic skills.

The DP is a rigorous pre-university course of study that leads to IB examinations. At the end of the two years of the DP, each student takes assessments, both graded internally by teachers and externally by an international board of examiners who are monitored by the IB Organization.



How DP assessment is scored

All IB students study 6 subjects from different academic areas of which 3 are studied at higher level and 3 at standard level. IB subjects are graded on a 1- 7 scale with 7 being the highest score. To qualify for the award of the IB Diploma a student must receive a minimum combined score of 24 points across 6 subjects with at least 12 points from higher level subjects and a minimum of 9 points from standard level subject.

In addition to the 6 subjects, IB Diploma students are required to complete three Core elements – Theory of Knowledge, the Extended Essay, and CAS (Creativity, Activity, Service).

The maximum points that can be awarded to an IB Diploma student is the full score of 45 with 42 points generated across the 6 subjects and 3 bonus points derived from Theory of Knowledge and the Extended Essay.

To be eligible for the award of the Diploma students must receive at least a D in Theory of Knowledge and the Extended Essay.





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