



# IB in AACPS

There is a world of learning waiting for you right here in Anne Arundel County Public Schools!

If you want to be a part of a community of learners that stretches across the world, then you'll want to check out IB schools in AACPS!

Promotes local and global awareness through community action

Empowers students to contribute to the community by becoming global citizens

Students develop skills, such as learning at least one additional language, for future success in a complex world

Student-centered approach develops a positive attitude toward learning

Teachers receive ongoing Professional Development and network of support

Addresses holistically students' intellectual, social, emotional and physical well-being



<p><b>Do all students at the school participate?</b></p>	<p>Inclusive, whole-school program, spanning <b>Pre-K through Grade 5</b>. All students attending an IB PYP school are IB students and receive IB PYP instruction.</p>	<p>Inclusive, whole-school program, spanning <b>grades 6–10</b>, the three years of middle school and the first two years of high school. All students attending the IB MYP World School are IB students and receive IB MYP instruction.</p>	<p>Offered in <b>grades 11 and 12</b>. All students have the opportunity to apply for the IB DP magnet program in either 8th, 9th, or 10th grade. Additionally, each IB high school offers a variety of IB Diploma courses that students, who naturally feed into an IB high school, can apply to take in grades 11 and 12.</p>	<p>Offered in <b>grades 11 and 12</b>. All students have the opportunity to apply for the IB CP magnet program in either 8th, 9th or 10th grade. Students who participate in CP have successfully completed their IB Personal Project and are enrolled in a career study. There are exam fees in the IB CP. Currently, AACPS covers 50% of the cost and additional financial assistance is available.</p>
<p><b>What does the IB curriculum/classroom look like?</b></p>	<ul style="list-style-type: none"> <li>The IB PYP is a framework designed to align with local and national standards. Teachers use the Common Core, Next Generation Science, and Maryland Content Standards from the AACPS curriculum in order to develop six concept-based, transdisciplinary units of inquiry. Project Based Learning, STEM, ALPS and Arts Integration are incorporated within the IB PYP units.</li> <li>ALPs instruction is integrated into the IB PYP classroom experience allowing students to engage with material on their instructional level.</li> <li>Instruction in a second language is offered in French, German, Italian, Mandarin Chinese, or Spanish.</li> <li>Students remain with the same teacher for majority of their day, to include reading, writing, math, social studies, and science. Students are grouped within the classroom to receive differentiated instruction to meet their academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>The IB MYP is a framework designed to align with local and national standards. Teachers use the Common Core, Next Generation Science, and Maryland Content Standards from the AACPS curriculum in order to develop concept-based units of study. Project Based Learning, STEM, and Arts Integration are incorporated within the IB MYP units.</li> <li>IB MYP students attend eight subject areas: Language and Literature (English), Individuals and Societies (Social Studies), Sciences, Mathematics, Language Acquisition, (World Language, see below), Health and Physical Education, Design (Design Technology, Digital Palette, FACS), and the Arts.</li> <li>Instruction in a second language is offered in Italian, French, Mandarin Chinese, or Spanish.</li> <li>In middle school, courses are only leveled for learning based on skill ability in Language and Literature and Mathematics. In high school, students attend courses based on graduation requirements, interest and skill development.</li> </ul>	<ul style="list-style-type: none"> <li>All students study Language &amp; Literature, Language Acquisition, Individuals &amp; Societies, Experimental Sciences, and Mathematics. Students also choose to study the arts or an additional academic elective. All students also complete an independent research paper, a critical thinking course, and service/action in the community.</li> <li>IB courses take a holistic approach to subject matter; DP is a program of study that goes beyond traditional classroom academics. Exam scores are determined through internal assessments and a multi part end of course exam.</li> <li>Students entering the DP in grade 11 must have completed at least level 3 (or its equivalent) in one of the school's IB languages.</li> </ul>	<ul style="list-style-type: none"> <li>CP is a program of study that goes beyond traditional classroom academics, combining a career study with advanced coursework. IB Exam scores are determined through internal assessments and a multi part end of course exam.</li> <li>All students study 2–3 IB Diploma courses which may naturally support their career study, they continue the study of a world language, complete a reflective portfolio, initiate and participate in service, and enroll in the Personal &amp; Professional Skills course.</li> <li>Students entering in grade 11 must already be enrolled in one of the school's career study pathways and will complete the career pathway prior to graduation.</li> </ul>
<p><b>How are students assessed?</b></p>	<p>AACPS benchmark assessments are given for Elementary Reading, Math, Science and Social Studies. Science and Social Studies benchmarks are adjusted, as needed, to align the content standards to the IB PYP units of inquiry. Teachers use formative and summative assessments to plan for instruction and determine student growth. Summative assessments are authentic, rigorous, and multi-modal.</p>	<p>Teachers use formative and summative assessments to plan for instruction and determine student growth. Summative assessments are authentic, rigorous, and multi-modal.</p>	<p>Assessment procedures measure the extent to which students have mastered advanced academic skills such as analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively. In addition to academic skills, assessments encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set international standards.</p>	<p>Assessment procedures measure the extent to which students have mastered advanced academic skills such as analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively. In addition to academic skills, assessments encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set international standards. The reflective portfolio and language development is assessed by the school and moderated by IB.</p>
<p><b>What is the highlight/culmination of the program?</b></p>	<p><b>Grade 5–Exhibition.</b> Students use the skills they have developed throughout the program to research an area of interest that is also an area of need in their local or global community. With the help of a mentor, students take self-directed action: advocacy, research, direct action or indirect action.</p>	<p><b>Grade 8–Community Project.</b> This culminating project requires students to use the skills they have developed throughout the program to research an area of interest that is also an area of need in their local or global community. <b>Grade 10–Personal Project.</b> A significant student-directed inquiry produced over an extended period. The Personal Project provides an excellent opportunity for students to produce a truly personal and creative work of their choice and to demonstrate the skills they have developed. <i>(As of 2021–22, this will meet the graduation requirement for service learning.)</i></p>	<p>The IB Programme <b>benefits students for college</b> in many ways. The first is that it requires them to do the inquiry and critical thinking instead of teachers telling them what to think. Students are also required to manage assessments and assignments over many months—time management is a great skill for college. Students who complete the IB DP are <b>more likely to complete college in four years</b>. It is considered to be the most rigorous program available to students in AACPS and colleges view it accordingly.</p>	<p>The IB Programme <b>benefits students for college</b> in many ways. The first is that it requires them to do the inquiry and critical thinking instead of teachers telling them what to think. Students are also required to manage assessments and assignments over many months—time management is a great skill for college. Students have the opportunity to <b>pair their career related study with advanced coursework</b> which builds their college resume.</p>



## IB Mission

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

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

### PYP Authorized Schools

Eastport  
Germantown  
Hebron Harman  
Jacobsville  
Manor View  
Monarch Annapolis  
Monarch Global  
Overlook  
Southgate  
South Shore  
Sunset  
Tracey's  
Waugh Chapel

### MYP Authorized Schools

Annapolis High  
Annapolis Middle  
Meade High  
MacArthur Middle  
Old Mill High  
Old Mill Middle North

### DP & CP Authorized Schools

Annapolis High  
Meade High  
Old Mill High



## IB Office Contact Information

**Mary Austin**  
District Coordinator  
maustin1@aacps.org  
410-222-5415

**Angela Speach**  
IB Specialist  
aspeach@aacps.org  
410-222-5415

**Stacey Komsa**  
IB Specialist  
skomsa@aacps.org  
410-222-5415