

LEADERSHIP, EDUCATION, and ADVOCACY DEVELOPMENT (LEAD)

Chippewa Secondary School Pre-IB program

GRADE 9-10

INTERNATIONAL BACCALAUREATE MISSION STATEMENT



The International Baccalaureate Programme (IB) 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 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 was founded as a non-profit educational foundation in 1968 in Geneva, Switzerland. It started as a single programme for internationally mobile students preparing for university and has grown into a comprehensive programme.

CHIPPEWA SECONDARY MISSION STATEMENT

Where we challenge youth to be active thinkers, lifelong learners and involved, globally-minded citizens through their pursuit of excellence.

FAST FACTS ON THE INTERNATIONAL BACCALAUREATE



- Ontario students have the highest success rate in all of Canada, with 92% of all students achieving the IB Diploma
- Worldwide, more than 1 million students take IB courses in more than 143 countries. In Canada, we have over 130 schools now offering IB, with most in Ontario
- Research at UBC shows that a student with a passing mark in the IB Diploma program performs as well as an Ontario student with 80%.

LEAD

The Grade 9 and 10 LEAD program is designed to meet the requirements for entry into the IB full diploma. LEAD courses are provided in English, Mathematics, and Science.

LEADERSHIP- Collectively, all facets of the program build independence and confidence in students. They are often the most engaged and involved students in our school.

EDUCATION- Classroom and independent learning activities will develop critical thinking skills and explore methods of inquiry used in senior level IB courses. A variety of activities are planned to provide additional learning to students to extend their experience in all aspects of the IB curriculum and learner profile.

ADVOCACY- LEAD students are expected to seek leadership opportunities in the classroom and beyond. These opportunities are scaffolded to build skill and confidence.

ADMISSION

SKILLS REQUIRED FOR LEAD

LEAD is for students who love to learn and who are actively searching for opportunities to become future leaders. Key indicators:

- Develop excellent time management and study skills.
- Be self motivated, able to set priorities and meet deadlines.
- Have the capacity to think critically, work collaboratively and independently.
- Learn second language to develop fluency and international mindedness.
- Develop the capacity to initiate and lead service work.
- Have a wide variety of academic interests.

ADMISSION CRITERIA

Students interested in the program will complete a LEAD program application and self-select the LEAD courses in their Course Selection process. Students will be informed of their acceptance into the program by the IB coordinator.

TRANSPORTATION

Students who are eligible for transportation, subject to the Board's walking distance, in grade 9 and 10 LEAD or in the Grade 11 and 12 IB will be eligible for transportation within the city limits of North Bay. For those students wishing to attend either the Grade 9 and 10 LEAD program or the Grade 11 and 12 International Baccalaureate program who reside outside of the City of North Bay catchment area, transportation may be considered if there is no additional cost to the Near North District School Board.

COURSE SELECTION AND TIMETABLES

Students will select LEAD courses in English, Mathematics, and Science. These courses will provide concurrent study in global issues, critical thinking skills, and IB terminology and methodology. Students will be graded against the Grade 9 and 10 Ontario Curriculum standards.

GRADE 9 COURSE SELECTION

English: ENL 1W5

Mathematics: MTH 1W5

Science: SNC 1W5

GRADE 10 COURSE SELECTION

English: ENG 2D5

Mathematics: MPM 2D5, MCR 3U5 (if taking IB Math)

Science: SNC 2D5, SPH 3UE (optional)

SAMPLE TIMETABLES

French Immersion

Grade 9

SEMESTER 1	SEMESTER 2
LEAD Math	French Immersion
Elective	Geography (French)
LEAD English	LEAD Science
Physical Education (French)	Foods (French)

Grade 10

SEMESTER 1	SEMESTER 2
History (French)	LEAD English
LEAD Math	Math Functions (to be taken only if planning to pursue IB Math)
LEAD Science	Physics or Elective
LEAD French	Civics and Careers (French)

English

Grade 9

SEMESTER 1	SEMESTER 2
LEAD Math	LEAD Core French
Elective	Geography
LEAD English	LEAD Science
Physical Education	Arts

Grade 10

SEMESTER 1	SEMESTER 2
History	LEAD English
LEAD Math	Math Functions (to be taken only if planning to pursue IB Math)
LEAD Science	Physics or Elective
LEAD French	Civics and Careers

AFTER LEAD



In their Grade 10 year, students and parents will begin the process of choosing the pathway for Senior years. The IB has designed their senior program as a package of 6 courses and core components. Where students are unable to take the full Diploma program, single Certificate course subjects are offered. All IB courses are taught by IB trained teachers adept in addressing all IB Learner Profile needs within these classes.

Components of the Program

Full IB diploma students select 6 courses from diverse subject groups: with 3 courses at the Standard Level (SL) and 3 courses at the Higher Level (HL). Higher Level (HL) courses are widely accepted by universities as first year university credits, and advanced standing, when taken as part of the full diploma. In addition to their courses, students will complete the Core Requirements which include the following: Creativity, Action and Service; Theory of Knowledge; and Extended Essay.

Benefits of the International Baccalaureate

An IB education is respected worldwide as a rigorous, academic education with breadth and depth. It celebrates global perspectives, critical thinking skills and concurrent learning throughout the disciplines. Students become highly capable and exceptionally prepared for university study through exams, essays, and laboratory work. They become effective time managers who balance classes, extra-curricular activities, family and work. Through their Creativity, Activity and Service component, IB learners are well-rounded individuals who demonstrate compassion through leadership activities in the school, community and abroad.

Exams are prepared, set and graded externally according to internationally accepted performance standards. Students become effective exam writers and this is one

of the reasons they are successful in university. Ninety percent of Ontario students taking IB obtain a score of 4/7 or higher on their high school IB exams; Ninety-one percent of those seeking the full diploma will earn it.

University Recognition

Most universities will give **university credit** for Higher Level (HL) IB subjects where a grade of 5 or higher has been achieved. Some universities will also give advanced credit for Standard Level courses (SL).

Overall, IB grades are exceptionally reliable and provide an accurate predictor of success in undergraduate studies. Globally, universities recognize the outstanding qualities of IB graduates. Many universities also offer specific scholarships for students pursuing the full IB diploma. University websites have specific admission criteria section for IB applicants.

Ontario University Research

- Marks for non-IB students typically fall 12-16% in first year of university; IB grads have little or no change in their first year average.
- Ninety-two percent of IB students graduate university in 4 years (on time); the Ontario average is 5-6 years.

University Of British Columbia Research

The University of British Columbia is a leading Canadian university providing research on IB student performance. They found:

- An IB score of 36 (final diplomas are scored out of 45) is predictive of an 80% average in first year university; whereas an 85% average on provincial curriculum was predictive of a 68% average in first year. This means that IB grads are more likely to retain entrance scholarships into 2nd year.
- IB students are significantly more likely to participate in volunteer work, conferences, student leadership activities, clubs, peer tutoring and have a positive experience in first year; they are just as likely to participate in activities as their non-IB peers.