

About the International Baccalaureate Diploma Programme at NPS

Navajo Preparatory School Mission

To develop inquisitive, compassionate life-long learners and leaders through a challenging curriculum of international education and assessment.

To promote a strong foundation of Navajo Philosophy and holistic world view that fosters intercultural understanding and respect in a global society.

The mission is reflected in the IB Learner Profile and the School's motto: **“Leaders Now and Into the Future – Yideeskʼágóó Naat’áanii”**.

Identity and Purpose of the Navajo Preparatory School IB Programme

The International Baccalaureate Program is an integral part of Navajo Preparatory School. The purpose of the program is to provide to students with an academically challenging high school education, which meets worldwide standards and criteria and is sanctioned by the International Baccalaureate Organization (IBO).



International Baccalaureate Programme

IB World School Mission

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside.

Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for life-long education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Students who satisfy the demands of the programme demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills. The purpose of the IB curriculum is to:

- educate young people to act intelligently and responsibly in a complex society;
- ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and
- equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.

Within the IB Programme students of Navajo Preparatory School can choose one of three pathways:

the IB Diploma;

or

one or more IB Course Certificates;

or

the Navajo Preparatory Diploma.

Navajo Preparatory School offers a generous selection of subject choices within the IB curriculum. This fact, coupled with a wide selection of challenging extracurricular activities offered, contributes to one of **the strongest educational experiences available.**

What is the International Baccalaureate Organization (IBO)?

The IB Diploma is one of the most well regarded and widely known secondary school qualifications in the world and is recognized by the world's leading universities. The IBO was created in Geneva in 1963 by a group of member schools of the International Schools Association. These schools formed the International Schools Examination Syndicate (ISES) to plan a full curriculum and examination system. In 1968 the ISES changed its name to the International Baccalaureate Organization and was given legal status under the Swiss Civil Code.

The IBO Headquarters is located in Geneva, Switzerland, and the IBO Curriculum and Assessment Center is in Cardiff, Wales. The IBO has regional offices in North and South America, Asia, Europe and Africa. Navajo Preparatory School became a member IB schools in January of 2014.

The IB diploma is highly regarded for entry into universities throughout the world and for advanced placement at many colleges and universities in the United States and Canada. Oxford University was the first university to accept the IB diploma as an entrance qualification. Now universities world-wide recognize the diploma graduate as having completed one of the finest liberal arts educations available.



Students study six subjects, three at higher level and three at standard level. Subjects are divided into groups and students choose one subject from each group. The groups are: First Language, Second Language, Individuals and Societies, Mathematics and Computer Sciences, Experimental Sciences and Arts.

There are also three core parts of the Diploma, central to the philosophy of the programme:

1. The Extended Essay – a 4000 word essay on a subject of the students' choice
2. Theory of Knowledge (TOK) – This explores the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
3. Creativity, action, service (CAS) – Involvement in artistic pursuits, physical activity and community service. At NPS, community service is a highly valued part of education and CAS activities go far beyond the requirements of the IB Diploma.

The IB Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions.
- Learn how to learn.
- Develop a strong sense of their own identity and culture.
- Develop the ability to communicate with and understand people from other countries and cultures.

Benefits

Why choose the International Baccalaureate Program Navajo Preparatory School?

Amid the many outstanding educational programs at Navajo Preparatory School, the IB Programme is unique. The goal of the IB Programme is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the program will offer one of the most enriching experiences possible. How is this done?

The IB Program is NOT a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging programs into one comprehensive piece. There are three key components to the IB Program:

1. Academic rigor.

Students learn how to learn, how to analyze, how to reach considered conclusions about humankind, its languages and literature, its ways in society, and the scientific forces of its environment. An IB diploma candidate is indeed functioning at a level of an introductory college student.

2. Comprehensiveness of the Program.

Students encounter rigor throughout ALL disciplines. Students refine areas of strength and developmentally improve areas of weakness. Students also submit a significant portion of their course work for evaluation (e.g., essays, oral commentaries, portfolios, lab books).

3. Internationalism.

The IB Programme encourages students to think globally and the IB curriculum is based on true international standards. Coursework and exams are graded by an international grading team, professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Programme enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among United States universities. Many competitive United States universities

are now granting advanced standing for students with the IB Diploma and those students are being recruited due to their excellent academic preparation and study skills.

The IB Programme is not for everyone. Many students want the external benefits (e.g., weighted grades, advanced college standing), but **the true benefit of earning the IB Diploma is intrinsic in nature**. The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

What does it mean when completed?

Upon completion of the IB diploma, the student has had a rigorous pre-university education, which is accepted as an entrance qualification for higher education in over sixty countries around the world. Universities are eager to attract IB diploma students because:

- They are recognized as being prepared to accept educational challenges.
- They have self-confidence with university level material.
- They have developed the capacity for independent research and study.
- They have cultivated sound thinking and communication skills.
- They have engaged in extracurricular activities alongside academic studies.
- They have thought in global terms and have a cultural sensitivity and international orientation.

Who is suited for the IB Programme?

IB is for the student who is willing to work hard at his/her studies. A student having the following characteristics would be a good candidate for the programme:

- An ability to cope with several demanding classes simultaneously.
- A willingness to develop personal study habits, including self-discipline, self-motivation, and time management.
- A capacity for thinking critically and creatively.
- Some fluency in a second language, or willingness to become fluent.
- An international outlook and a genuine concern for others.

The IB Programme, while demanding, is open to any student. **Any student at Navajo Preparatory School may challenge the full IB Diploma or take one or more IB Courses** in their junior and/or senior years. It appeals to students with a wide range of interests, abilities and talents.

How are students admitted into the Navajo Preparatory IB Programme?

At Navajo Preparatory School the IB Programme is designed for juniors and seniors although freshman and sophomores take “pre-diploma” course to prepare them for the Diploma Programme. The entire IB programme is self-selecting, which means students who want the IB challenge may simply complete an

application in their sophomore year, interview with the IB Coordinator, and register for the courses. Since the programme is self-selecting, students tend to register for a varying number of IB courses.

Admission Requirements:

A student may apply for admission to the IB Diploma Programme in their sophomore year. Applications are available from the IB Coordinator and are due in December of a student's sophomore year. The application includes the following:

1. Student Application/ Personal Details
2. Written Parent Statement & Signature(s)
3. Two (2) letters of recommendation from teachers in a sealed envelope
4. Academic Transcripts for 9th grade and 1st semester of 10th grade year
5. Application Essay consisting of 250-300 words on the topic: Using the (10) IB Learner traits select one (1) trait and discuss how that characteristic relates to you as a learner and to your expectations of education.
6. Completed Plan Course Selection

A selection committee comprised of teachers, academic counselor and IB Coordinator will review the application. The successful candidate should be in good academic standing with demonstrated characteristics of the IB learner profile.

How much does it cost?

Registering for IB examinations is an important step in earning an IB Diploma or IB Certificates. The following are subject fees paid by the student:

- Registration Fee per Candidate = \$157
- Subject Fee per Candidate = \$108 @ 6 = \$648
- Core Fees (EE, TOK, CAS) per Candidate = \$135
- Full IB Diploma per Candidate Total = \$940

A student taking the full diploma programme (6 Subject Exams + ToK + Extended Essay + CAS) will be required to pay fees totaling \$940. The above fees are subject to change upon notification from the IBO and currently apply to the school year for examinations during the May session.

Where can I receive more Information about the IB Programme?

Parents/guardians and prospective students can gain information about the IB Programme on their website: www.ibo.org

Link this to the IB website for Parents <http://www.ibo.org/informationfor/parents/>

The IB Learner Profile

The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. (ibo.org)



Navajo Preparatory Students develop to become:

Inquirers

Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Critical Thinkers

They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-Takers

They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled

They have sound grasp of the principals of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

Open-minded

Through an understanding and appreciation of their own culture, they are open to perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Well-balanced

They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective

They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.