

International Baccalaureate vs Advanced Placement

International Baccalaureate (IB)	Advanced Placement (AP)
International-emphasis on global perspectives	Mostly US- more academic than philosophical
From the International Baccalaureate Organization (IBO) Mission: Through challenging programs of international education and assessment, IBO seeks to develop inquiring, knowledgeable, and caring young people, who will become compassionate citizens seeking a better and more peaceful world.	The College Board Mission: To be a great educational organization dedicated to preparing, inspiring, and connecting students to college success and opportunity, with a commitment to excellence and equity.
Holistic or Total Program- The IB Program is a course of study, encompassing six areas: English, history, science, foreign language, math and an IB-approved elective.	Single Strength or Cafeteria Style in which students choose AP courses that fit their strengths and that are independent of one another.
Students also take a class called Theory of Knowledge, write a senior research project called the Extended Essay, and complete 150 CAS (Creativity, Action, and Service) hours.	No additional requirements
More divergent- asks why more than what	More Convergent- asks what more than why
Graded World-wide	Graded in US
Many factors, such as papers, orals, and projects, in addition to the written exam, determine the final score (1-7)	Score (1-5) hinges on the exam
Emphasizes process and integration of content across content areas	Content driven
IB students may also sit for AP exams	AP students may not sit for IB exams

Similarities

1. Both are rigorous programs devoted to educational excellence; each program sets high performance standards for students and faculty.
2. Both programs involve dedicated and creative teachers committed to their students, their disciplines, and their profession.
3. Both programs attract highly motivated students who wish to excel academically and attend the most selective colleges and universities.
4. Both programs provide for articulation with middle-school curricula, IB through its Middle Years and Primary Years Programs, and AP through its Pre-AP® program and its K–12 initiative.
5. Both programs have attracted the attention of international educators, educational policymakers, and the general public as ways to improve the quality of education around the world.
6. Both programs value students doing independent research, thinking, and writing. IB students are expected to produce a 4,000- word Extended Essay as a formal requirement of the IB Diploma. AP teachers and IB teachers typically require students to write extended research essays, papers, and reports that involve the use of both primary and secondary sources, and that also require independent thinking, analysis, and interpretation.
7. In support of the academic programs, both AP and IB offer extensive professional development opportunities for teachers and administrators.

Comparison: IB Middle Years Program and Honors

International Baccalaureate Middle Years program (MYP)

The MYP is an international program, not a series of courses. Holistic learning, communication, and intercultural awareness are fundamental concepts of the MYP.

Students in the MYP study all the major disciplines, including languages, humanities, sciences, mathematics, arts, technology and physical education. While the courses provide students with a strong knowledge base, they emphasize the principles and concepts of the subject. In science courses, students learn to develop and test a hypothesis, to design and conduct experiments, and to assess the validity of their conclusions. History courses teach students to evaluate and interpret historical evidence.

MYP courses approach topics from a variety of points of view, including the perspectives of other cultures. For example, the curriculum exposes students to art forms and aesthetic values of cultures throughout the world.

Every subject group is organized, in part, around a set of perspectives that provide a framework for learning. These perspectives are called Areas of Interaction; they help students link what they learn to the real world, and to global issues, and to reflect and act on their learning.

In the final year (10th Grade) of the MYP, students carry out individual Personal Project on a topic that is of particular interest to them. The project may be an original work of art, an essay, a piece of fiction, an original experiment, or an invention.

Honors Program

The Honors program takes a single strength or cafeteria approach to learning. Students can take courses in the core areas- math, science, English and social studies. There are no program requirement per se. Thus, students determine their own course of study based on their strengths and interests.

The Honors program is a local program with state standards. The state-adopted standards can be found in the *North Carolina Department of Public Instruction: Honors Course Implementation Guide*. The following section will demonstrate how the courses are delivered at the local level.

“The material in this document should not be viewed as a cookbook that includes all the ingredients necessary to teach a successful honors course. The English teacher or biology teacher will not find a completely prepared ready-to-teach Honors Biology or Honors English I course in the materials in this publication. Rather the materials in this document should be used by teacher/course developers as a foundation to customize honors courses incorporating the unique needs and interests of their students. These teacher/course developers will also embed in their locally-developed honors courses a variety of background preparations and expertises from their personal experiences, as well as the resources available in their districts to support their honors courses.

Therefore, the material included in each content areas section should be used as a starting point or springboard for individual teacher or district level honors course development and implementation. The state-adopted standards provide the framework and allow for local development within this framework.”