

York High School
**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME**



**INFORMATION
BOOKLET**

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York High School
International Baccalaureate Programme
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THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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.

INTERNATIONAL BACCALAUREATE OVERVIEW:

The International Baccalaureate Organization is a non-profit educational foundation, motivated by its mission, focused on the student.

The three Programmes for students ages 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. The IB continuum consists of a Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). York County currently offers the MYP at Yorktown Middle School and the DP at York High School.

Founded in 1968, IBO currently works with 3293 schools in 141 countries to develop and offer three challenging Programmes to over 971,000 students aged 3 to 19 years.

IB DIPLOMA PROGRAMME OVERVIEW:

The International Baccalaureate Diploma Programme is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB Diploma Programme is due not only to the depth of the individual courses, but also to the comprehensive nature of the programme. Unlike other honors programs, the IB Diploma Programme requires each student to take courses in six academic areas. To qualify for the International Baccalaureate Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, and Service (CAS) programme, and write an extended essay during the 11th and 12th grade years.

The Diploma candidate must also take a unique course known as Theory of Knowledge. In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities around the world. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing.

All students admitted to the International Baccalaureate Diploma Programme are full Diploma candidates. Students already attending York High may qualify to take Diploma courses on a certificate basis.

IB CURRICULUM:

Six subject groups comprise the core of the IB curriculum. The IB Diploma candidate is required to select one subject from each of the six areas.

Group 1: Studies in language and literature	English HL
Group 2: Language acquisition	French SL, Spanish SL
Group 3: Individuals and societies	History HL, Geography SL
Group 4: Experimental sciences	Biology HL, Physics SL/HL
Group 5: Mathematics and computer sciences	Mathematics SL; Mathematics HL
Group 6: Arts & Electives	Theatre HL or Geography SL

At least three, and not more than four, of the six subjects are taken at the Higher Level (HL); the others are taken at the Standard Level (SL). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points.

IB DIPLOMA REQUIREMENTS

To be eligible for the award of the IB Diploma at the conclusion of the senior year, all candidates, during the 11th and 12th grades, must complete the following:

- prescribed course work and examinations from each of the above groups,
- an extended essay of 4,000 words in one of the subjects of the IB curriculum,
- the Theory of Knowledge (TOK) course, and
- the Creativity, Action, and Service (CAS) requirement and meet all eight learning outcomes.

ADMISSIONS AND SELECTION PROCESS

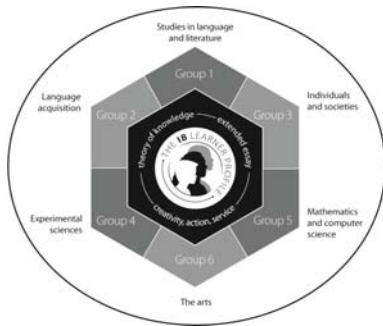
Rising ninth grade students from throughout the York County School Division are eligible to apply for the International Baccalaureate Diploma Programme. Students must submit a completed application packet during the first semester of their eighth-grade year. Selection will be based on the following criteria:

- demonstrated excellence in academic performance;
- prerequisite course work;
- record of good attendance and good character;
- five teacher recommendations (from math, science, social studies, English, and one other to be chosen by the student);
- personal interview;
- a graded essay; and
- parental consent and support.

Orientation sessions and applications will be made available to interested eighth-graders and their parents in November and December of each year. (A timetable for submission of the application, committee review, notification of committee results, and registration will be available at the same time.)

The Diploma Programme Hexagon

The Programme has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of the hexagonal curriculum model.



Theory of Knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the Diploma Programme's two years.

Creativity, Action, Service (CAS)

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

An extended essay of 4,000 words

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints Diploma candidates with the independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their study in a selected programme, for example by selecting a topic in one of their higher level (HL) courses. Or they might add breadth to their academic experience by electing to write in a subject not included in the school's specific programme choices.

The six academic subjects

These are studied concurrently and students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups, although a second subject from groups 1 to 5 may be substituted for group 6.

At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

Group 1 – Studies in language and literature

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

Group 2 – Language acquisition

All Diploma candidates are examined in a second language (French or Spanish). Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and societies

Study in this group develops the ability to critically interpret a variety of human experiences, environments, and historical and social institutions. Subjects included in this group are: geography and history.

Group 4 – Experimental sciences

The subjects available in group 4 are biology and physics. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5 – Mathematics and computer science

All candidates for a Diploma are required to complete a mathematics course, and multiple options are available to cater to different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 6 – The arts

Beginning with the Class of 2014, students may audition for the York County School of the Arts and participate in the theatre arts course of study. These courses will meet the IB Theatre Arts requirements during the 11th and 12th grades. Additionally, courses from Group 2 or 3 may substitute to meet this requirement.

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

In the York County School Division, we encourage students who want to challenge themselves academically to seriously consider making application to the International Baccalaureate Diploma Programme. In order to help each student (and his/her parents) make a realistic decision about pursuing the IB Diploma Programme, we have provided a profile of what we believe would be a successful IB student.

The successful International Baccalaureate student would...

...be self-motivated and family supported (the desire to pursue and succeed in the IB Diploma Programme must ultimately come from within the student);

...have a desire to challenge him/herself intellectually and academically (someone who just wants to “get by” or who is “going through the motions” to get into college will be uncomfortable in an IB environment);

...be a competent reader (so as not to struggle with more difficult reading in IB courses, the student should be reading at or above his or her respective grade level);

...speak and write the English language clearly and effectively (since English is the primary language of the IB Diploma Programme at York High and since the IB Diploma Programme demands clear and effective communication skills across the curriculum, this asset is essential to all IB students);

...possess (or be willing to acquire) analytical/critical thinking skills (since much of the IB curriculum requires investigative and discovery learning, these skills are essential);

...have proficient written and oral skills in either French or Spanish (it is required that all IB language students will have completed five or six years of study in a second language by the conclusion of the Programme);

...possess (or be willing to acquire) good time and stress management skills;

...be open to new ideas and tolerant of different beliefs;

...participate in school and community activities.

Both students and parents need to realize that the IB Diploma Programme is not for every student. Due to the very nature of IB (“an internationally recognized curriculum and examination programme”), each student’s performance will be assessed in large part on pre-established standards set by the International Baccalaureate Organization and that failure to meet these standards could result in poor or failing grades. Additionally, the student must be aware of the fact that he/she must take the IB exam in May of the final year of each IB course in which he/she is enrolled. Although IB teachers are committed to helping all their students succeed, they will not be able to “water down” or “slow down” their courses to accommodate those students who are unwilling to maintain the necessary pace or rigor. All IB students must be prepared for the IB exam(s). This is not to say that only straight “A” students or only gifted and talented (GT) students or only high-IQ students will thrive. The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses.

We hope that students who participate in the International Baccalaureate Diploma Programme develop to become:

INQUIRERS	Who acquire the skills necessary to conduct purposeful, constructive research.
THINKERS	Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
COMMUNICATORS	Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
RISK TAKERS	Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
KNOWLEDGABLE	Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
PRINCIPLED	Who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice.
CARING	Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.

IB ASSESSMENT

Grades & Methods of Assessment: It is important to keep in mind that this is, indeed, an *international* system, and as such the final marks that the students received for each IB course they have completed represent how successfully they have met IB's standards – standards that apply to students in around 2,300 IB Diploma Programme schools, all around the United States and the world.

Grades in IB courses are determined by using a combination of sources. Part of the marking period grades come from assignments, quizzes and tests, which are generated and evaluated by the subject teacher at York High. In addition, each IB subject calls for the teacher to contribute a percentage to the final IB mark by assigning and then “internally assessing” IB-generated assignments and projects according to given IB criteria. The percentage varies from subject to subject, but generally, a teacher’s “internal assessment” of IB-generated assignments accounts for between 20% and 30% of the final mark. For example, IB English and IB Language acquisition teachers assign and grade prescribed oral presentations; IB science teachers assess student notebooks of practical laboratory work; IB math teachers score prescribed portfolios or projects. The teachers’ “internal assessment” marks for all IB subjects are submitted to International Baccalaureate Curriculum and Assessment, headquartered in Cardiff, Wales, in the early spring of each year. In addition, IB requires that each teacher submit samples of student work so that the teachers’ assessments can be checked for validity against the published criteria.

In addition to teacher-generated and IB-generated “internal assessments,” each IB course has official IB assignments and exams that are “externally assessed” by designated IB examiners around the world, a system coordinated by IB. These “externally assessed” assignments and exams are considered “independent entities” and are not “averaged in” with, nor do they contribute to a student’s official YCSD transcript and overall grade point average. Instead, IB issues its own final marks and IB Diplomas to those students who have successfully met the IB criteria. In other words, the IB assessment system is totally separate from the YCSD school system.

The results of the IB exams completed in May of a student’s senior year are published in July. Students are able to access their individual results on a special IB website. Upon the request of each student, his or her IB results are then forwarded to the university he or she will be attending in the fall. Universities can then use the results to award course credit or advanced standing, depending on the student’s performance on IB exams in relation to the results recognition policy of each university. Since IB results are posted well after most seniors have been accepted by their respective colleges, their actual performance on the IB exams has nothing to do with college *admission*.

The IB also has its own *method* of assessment – one that is *criterion-based*, not norm-based. What this means is that IB publishes a set of grading criteria for each IB assignment exam it administers. IB examiners then mark each piece of student work based on how successfully – or to what achievement level – the student has performed according to the given criteria. In this way, all IB students around the world are graded the same way for each piece of work they submit. IB teachers are also familiar with the various assessment criteria and achievement levels, and are always encouraged to share these with their students well before any assignment is due or exam is taken. In other words, the IB grading system is very transparent: anyone who wants to know how examiners and/or IB teachers will be grading any IB-required piece of student work has access to the criteria. Again, IB teachers may choose to use this system, at least in part, to determine YCSD grades, but the reverse is not true: only IB assessment criteria may be used to make the various IB grade components.

IB EXAMS

The majority of the *externally* assessed work is the IB exams that students will be writing in May of their senior year. Most questions on the IB exams will be in the form of essays, regardless of which IB subject is being examined. This approach gives students more of an opportunity to *explain what they know* about a given topic rather than demonstrating what they do not know by bubbling in answers on a multiple choice exam. In addition, most IB subject exams are divided into two or three different parts or “papers.” Usually, these papers are written on two consecutive days. After each paper of the subject exam is completed by the students, the “scripts” (written answers) are sent around the world to the assigned examiners. Each separate paper of a subject exam is assessed by a different examiner. When all examiners have finished assessing the papers sent them, they, in turn, send the marked scripts to Cardiff, where IB reviews and tabulates the marks for each student in each subject. As with the internal assessment marks of IB teachers being checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July.

The IB assessment system is a very well thought out programme of quality control which encourages both students and teachers to pursue high, but very reachable, international academic standards. We feel that the demands of such a system are certainly worth the effort, as well as the financial commitment. While the York County School Board pays each Diploma candidate's Registration Fee, students and families should plan on a fee of approximately \$100 for each IB exam. IB Certificate students are responsible for paying their Registration Fee along with the cost of their exam(s). These fees are typically due in late September or early October each year.

IB ACADEMIC & CHARACTER REQUIREMENTS

Once accepted into the IB Diploma Programme at York High, students must continue to meet high standards of both academic performance and character (academic honesty and behavior). have a minimum cumulative GPA of **3.0** at the end of both 8th and 9th grades, of **3.25** at the end of 10th grade, and of **3.4** at the end of 11th grade. Students who do not maintain the minimum GPA are subject to being withdrawn from the IB Programme. If a student's semester report card falls below the stated GPA, he/she will be placed on a probationary period of one semester. If, after this probationary period, the GPA does not meet the minimum requirement, the student may be withdrawn from IB classes and reassigned to his/her zoned high school. Students may not earn a final grade lower than C in any course and remain in the Pre-Diploma/IB Diploma Programme.

Students are also expected to maintain academic honesty, as well as good character within the school. If, after discipline record review, the student fails to show a record of good character, the student may be withdrawn from IB classes and reassigned to his/her zoned high school. Removal may occur for offenses such as cheating, causing harm to property or persons, those resulting in suspension, and other offenses deemed to violate the mission of the International Baccalaureate Organization and the York County School Division. Academic and discipline record review will begin in the second semester of the 8th grade year and will continue each semester thereafter.

IB TRANSFER STUDENTS

Any student who has been accepted into an IB Diploma Programme at another school has the opportunity to apply for a transfer into the IB Diploma Programme at York High School, provided there is space available. For students entering the 9th and 10th grades, a letter of acceptance into an IB Diploma Programme must be provided, in addition to completion of the York High School IB Application. All transfer students, regardless of grade level, must meet York High School IB entry requirements. **High school students not previously enrolled at an IB World School may not apply for transfer into the York High School IB Diploma Programme.** (Current high school students transferring into the York County School Division must have been enrolled in an IB World School immediately prior to the transfer into YCSD in order to be considered for transfer into the YHS IB Programme.)

PRE-DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

GRADE 9 Pre-Diploma	GRADE 10 Pre-Diploma	GRADE 11 Diploma	GRADE 12 Diploma
* Advanced English 9	* Advanced English 10	* IB Language A1-English (HL)	* IB Language A1-English (HL)
* Advanced Placement World History	* Advanced Placement United States Government	* IB 20 th Century World History (HL)	* IB 20 th Century World History (HL)
*Advanced Geometry or ***Algebra II/Trigonometry	***Algebra II/Trigonometry or *Math Analysis	* IB Mathematics (HL) or * IB Mathematics (SL)	* IB Mathematics (HL) or * IB Mathematics (SL)
Biology I	Chemistry I	* IB Biology (HL) or IB Physics (SL) or * IB Physics (HL)	* IB Biology (HL) or * IB Physics (SL) or * IB Physics (HL)
French II or French III or Spanish II or Spanish III	French III or * French IV or Spanish III or * Spanish IV	* IB Language B-French (SL) or * IB Language B-Spanish (SL)	* IB Language B-French (SL) or * IB Language B-Spanish (SL)
Health/Physical Education 9	Health/Physical Education 10	IB Geography (SL) (Grade 11 or 12) or *IB Theatre (HL)	IB Geography (SL) (Grade 11 or 12) or *IB Theatre (HL)
Elective	Elective	** Theory of Knowledge (TOK) (Grade 11 or 12)	** Theory of Knowledge (TOK) (Grade 11 or 12)
Economics & Personal Finance	Elective	1 or 2 Electives	1 or 2 Electives

* = Weighted Course

** = IB TOK

COURSES TAKEN BY STUDENTS IN THE IB DIPLOMA PROGRAMME

GRADE 9

1131 ADVANCED ENGLISH 9

(Refer to English course listing.)

2380 ADVANCED PLACEMENT WORLD HISTORY

Year/ 1 Weighted Credit (This course is offered only to Pre-Diploma 9th grade students at York High School)

Prerequisite: Admission into the Pre-Diploma Programme

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Students taking this course are required to take the Advanced Placement Exam. Students who do not take the Advanced Placement Exam will not receive credit for the course. All students in this course will take both the SOL test for World History to 1500AD and for World History 1500AD to present.

31433 ADVANCED GEOMETRY OR 3137 ALGEBRA II/TRIGONOMETRY

(Refer to Mathematics course listing.)

4310 BIOLOGY I

(Refer to Science course listing.)

5120/FRENCH II, 5130/FRENCH III, 5520/SPANISH II OR 5530/SPANISH III

(Refer to Foreign Language course listing.)

7300 HEALTH & PHYSICAL EDUCATION 9

(Refer to Health & Physical Education course listing.)

6120 ECONOMICS AND PERSONAL FINANCE

(Refer to Business & Information Technology course listing.)

ELECTIVE

GRADE 10

1141 ADVANCED ENGLISH 10

(Refer to English course listing.)

2445 ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS

(Refer to History/Social Science course listing.)

31371 ALGEBRA II & TRIGONOMETRY OR 3162/MATHEMATICAL ANALYSIS

(Refer to Mathematics course listing.)

4410 CHEMISTRY I

(Refer to Science course listing.)

5130/FRENCH III, 5140/FRENCH IV, 5530/SPANISH III OR 5540/SPANISH IV

(Refer to Foreign Language course listing.)

7405 HEALTH & PHYSICAL EDUCATION 10

(Refer to Health & Physical Education course listing.)

2 ELECTIVE COURSES

GRADE 11

IB 1150 IB LANGUAGE A1 – English (HL)

Grade 11

Year/1 Weighted Credit

Prerequisite: Advanced English 10

This course offers a study of American, British, and world literature. The course offers students an introduction to the elements of rhetoric and cultural studies through study of a variety of fiction and non-fiction, poetry, and drama. The works of Huxley, Flaubert, el Saadawi, Shakespeare, Dickinson, Dostoevsky, and other selected authors are offered for in-depth study, in addition to selected poems and essays. The course focuses on rhetorical analysis through written and oral communication. The assessments encompass expository and persuasive essays, literary analysis, compare/contrast essays, close passage analysis, commentary, research, and oral assignments. Materials for internal and external assessments (both oral and written) for the IB Diploma Programme are prepared. The second year of this course is completed in 12th grade. NOTE: Only student admitted into the IB Diploma Programme may enroll in this course.

IB 2360 IB 20th Century World History (HL)

Grade 11

Year/1 Weighted Credit

Prerequisite: Pre-Diploma World History & Advanced Placement U.S. Government and Politics

This course focuses on the history of the Americas and topics in 20th century world history. United States and Latin American history are covered from the colonial period to the present. World history topics include: 20th century wars, the rise of single-party states, and the Cold War. External and internal assessments in fulfillment of the IB Diploma Programme are collected through a research study. This course also prepares students for the IB Examination in Group 3, the external assessment components. The second year of this course is completed in 12th grade. NOTE: Only students admitted to the IB Diploma Programme may enroll in this course.

IB 2210 IB GEOGRAPHY (SL) (Group 6 Option)

Grade 11 or 12

Year/1 Credit

Prerequisite: Admission to IB Diploma Programme

IB Geography is designed to fulfill the requirements for the Group 6 course/elective offering of the IB Diploma Programme. Population dynamics are studied with regard to the distribution and density of world population and population changes. The relationship of population to resources is explored, as well as the projected factors that affect global and specific rates of fertility, mortality, life expectancy, and rates of natural increase. Economic growth and development and human responses to natural hazards are given in-depth study. External and internal assessments are compiled in fulfillment of IB Diploma Programme requirements.

IB 31701 IB MATHEMATICS (HL)**Grade 11****Year/1 Weighted Credit****Prerequisite: Mathematical Analysis. Algebra II/Trigonometry**

The first year of this course focuses on the study of calculus. Students begin a portfolio that is assessed upon completion of the second year of the course. The second year of the course includes: advanced study of numbers and algebra, functions and equations, circular functions, trigonometry, vector geometry, matrices and transformations, probability and statistics, advanced calculus, and discrete mathematics. Instruction is geared toward the successful completion of IB Diploma requirements and IB Examination preparation.

IB 31951 IB MATHEMATICS (SL)**Grade 11****Year/1 Weighted Credit****Prerequisite: Algebra II/Trigonometry**

This course includes advanced topics in numbers and algebra, functions, equations, introduction to circular functions, trigonometry, matrices, vectors, probability, statistics, and calculus. The first year of IB Mathematics (SL) is intended to prepare students for detailed study of statistics, probability, and calculus in the second year of the course. Students complete a portfolio in fulfillment of the IB Diploma Programme that is assessed at the conclusion of the second year.

IB 4380 IB BIOLOGY (HL)**Grade 11****Year/1 Weighted Credit**

This course is designed to meet the objectives of the IB Biology Programme. Throughout the course, four basic biological concepts are used that allow students to study the content at differing levels of complexity (hierarchy). The four concepts are structure and function, unity versus diversity, equilibrium within systems, and evolution. Topics covered during the first year of this course include: scientific method, life processes, human physiology, genetics, ecology and plant science, and evolution. During the second year, students complete two of the following options: evolution, neurobiology and behavior, applied plant and animal science, ecology and conservation, or human physiology. The Group 4 project and the required 65 hours of lab work for internal assessment are completed in this course. The second year of this course is completed in 12th grade.

IB 45801 IB PHYSICS (SL)**Grade 11****Year/1 Weighted Credit**

This is the first part of a two-year course designed to satisfy the IB science requirement at the Subsidiary Level. Topics covered include measurement, mechanics, thermal physics, waves, and optics. Extensive laboratory investigations are part of instruction. Group 4 projects commence during this course. Students are required to complete a lab portfolio that contains all lab work performed. Instruction is geared toward the successful completion of IB Diploma requirements and IB Examination preparation. The second year of this course is completed in 12th grade.

IB 45901 IB PHYSICS (HL)**Grade 11****Year/1 Weighted Credit**

This course covers the core components of IB Physics (SL) in more depth, and a number of additional physics components are added. During the second year, students complete two of the following options: biomedical physics, historical physics, astrophysics, special and general relativity, or optics. Experiments (with a portfolio of investigations) are conducted in lab settings by the students. The Group 4 project and the required lab work for internal assessment are completed in the course. Students take the second year of this course in 12th grade.

IB 5142 IB LANGUAGE B – French (SL)**Grade 11****Year/1 Weighted Credit****Prerequisite: French III or French IV**

This course continues the study of grammar and culture of previous levels while focusing on language acquisition and development. Students explore significant themes through a variety of text types, which include both literary and non-literary selections (e.g. short stories, extracts from novels, newspapers, magazines, other media sources). Course expectations include a systematic study of grammar, text handling, oral components, and written assessments geared toward the successful completion of Internal Assessments and IB Examinations. Particular attention is paid to intertextual analysis and writing around themes of social relationships, communication and media, and global issues. The second year of this course is completed in 12th grade. NOTE: Only students admitted into the IB Diploma Programme or receiving teacher recommendation may enroll in this course.

IB 5542 IB LANGUAGE B – Spanish (SL)**Grade 11****Year/1 Weighted Credit****Prerequisite: Spanish III or Spanish IV**

This course continues the study of grammar and culture of previous levels. The focus is on language acquisition and development. The student explores language, texts, and increases his/her cultural understanding through the study of contemporary literature, films, newspapers, and other media. Significant themes through a variety of text types, which include both literary and non-literary selections (e.g. short stories, extracts from novels, newspapers, magazines, other media sources). Course expectations include a systematic study of grammar, text handling, oral components, and written assessments geared toward the successful completion of Internal Assessments and IB Examinations. Particular attention is paid to intertextual analysis and writing around themes of social relationships, communication and media, and global issues. The second year of this course is completed in 12th grade. NOTE: Only students admitted into the IB Diploma Programme or receiving teacher recommendation may enroll in this course.

IB 1197 THEORY OF KNOWLEDGE (TOK)**Grade 11 or 12****Year/1 Weighted Credit****Prerequisite: Admission to the IB Diploma Programme**

This course is a requirement in partial fulfillment of the IB Diploma Programme. The course focuses on the understanding and development of the systems of knowledge that exist in the world. Through a variety of sources, the student studies the ways of knowing and areas of knowledge in an effort to acquire an understanding of the totality of knowledge. The goal of the course is for students to unify their own thoughts about knowledge and increase their understanding of the world around them. Assessments include: presentations, journal entries, and one essay of 1,200-1,600 words at the conclusion of the course on topics prescribed by IBO.

IB144012 IB THEATRE ARTS III (SOA) (Group 6 Option)**Grade 11****Year/1 Weighted Credit****Prerequisite: Advanced Theatre Arts II**

(Refer to Theatre Arts III under School of the Arts, Grade ii, for course description.) Students are required to complete IB internal and external assessments to obtain credit for this course.

2 ELECTIVE COURSES**GRADE 12****IB 1160 IB LANGUAGE A1 -English (HL)****Grade 12****Year/1 Weighted Credit****Prerequisite: IB 1150 IB Language A1 – English (HL)**

(Refer to IB Language A1 (English) HL under Grade 11 for course description.)

IB 2361 IB 20th Century World History**Grade 12****Year/1 Weighted Credit****Prerequisite: IB 2360 IB History of the Americas (HL)**

(Refer to IB History of the Americas HL under Grade 11 for course description.)

IB 2210 IB GEOGRAPHY (SL)**Grade 11 or 12****Year/1 Credit****Prerequisite: Admission to IB Diploma Programme**

(Refer to IB Geography SL under Grade 11 for course description.)

IB 31702 IB MATHEMATICS (HL)**Grade 12****Year/1 Weighted Credit****Prerequisite: IB 31701 IB Mathematics (HL)**

(Refer to IB Mathematics HL under Grade 11 for course description.)

IB 31952 IB MATHEMATICS (SL)**Grade 12**

Year/1 Weighted Credit

Prerequisite: IB 31951 IB Mathematics (SL)

(Refer to IB Mathematics SL under Grade 11 for course description.)

IB 31961 IB MATHEMATICAL STUDIES (SL)

Grade 11 or 12

Year/1 Credit

Prerequisite: IB 31951 IB Mathematics (SL) or Algebra II

(Refer to IB Mathematical Studies SL under Grade 11 for course description.)

IB 4390 IB BIOLOGY (HL)

Grade 12

Year/1 Weighted Credit

Prerequisite: IB 4380 IB Biology (HL)

(Refer to IB Biology HL under Grade 11 for course description.)

IB 45902 IB PHYSICS (HL)

Grade 12

Year/1 Weighted Credit

(Refer to IB Physics HL under Grade 11 for course description.)

IB 45802 IB PHYSICS (SL)

Grade 12

Year

(Refer to IB Physics SL under Grade 11 for course description.)

IB 5162 IB LANGUAGE B-FRENCH (SL)

Grade 12

Year/1 Weighted Credit

Prerequisite: IB 5142 IB Language B –French (SL)

(Refer to IB Language B-French SL under Grade 11 for course description.)

IB 5562 IB LANGUAGE B – SPANISH (SL)

Grade 12

Year/1 Weighted Credit

Prerequisite: IB 5542 IB language B – Spanish (SL)

(Refer to IB Language B-Spanish SL under Grade 11 for course description.)

IB 1197 THEORY OF KNOWLEDGE (TOK)

Grade 11 or 12

Year/1 Weighted Credit

Prerequisite: Admission to IB Diploma Programme

(Refer to Theory of Knowledge (TOK) under Grade 11 for course description.)

IB 144013 IB THEATRE ARTS IV (SOA) (Group 6 Option)

Grade 12

Year/1 Weighted Credit (SOA)

Prerequisite: Advanced Theatre Arts III

(Refer to Theatre Arts IV under School of the Arts, Grade 11, for course description.)

Students are required to complete IB internal and external assessment to obtain credit for this course.

2 ELECTIVE COURSES

York High School
**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME**
FREQUENTLY ASKED QUESTIONS

What is the International Baccalaureate Diploma Programme?

While students are considered to be "Pre-Diploma IB" during the 9th and 10th grades, the actual Diploma Programme is conducted during the 11th and 12th grades. The curriculum of the Diploma Programme is a demanding, pre-university course of study that leads to examinations.

Who is the Programme designed for?

It is designed for highly motivated students who seek the challenge of a well-rounded, liberal arts, international curriculum.

How many years does it take to earn the IB Diploma?

The official Diploma Programme is a comprehensive two-year international curriculum started at York High in the eleventh grade. However, students must also participate in the Pre-Diploma Programme, which begins in ninth grade at York High School to ensure the appropriate pre-requisite coursework is completed.

What is the IB curriculum's focus?

Humanities and sciences. Diploma candidates must select one subject from each of the six IB groups listed earlier in this document. At least three but not more than four are taken at the Higher Level (HL), while the others are standard level (SL). HL courses represent a minimum of 240 teaching hours (2 years) and SL courses cover 150 hours (one year.)

Why are some courses taken at the higher level and others at the standard level?

This allows students to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

What are the benefits of earning an IB Diploma?

The Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment. The IB Organization's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. Just like Advance Placement, each university sets its own criteria for awarding college credit and/or scholarships. Students and parents can view a variety of university policies on credit for IB exams at <http://www.ibo.org/diploma/recognition/recognitionpolicy/index.cfm>.

How is the International Baccalaureate (IB) Diploma Programme

SIMILAR to the College Board Advanced Placement Program?

Both are excellent preparations for higher education. Both offer rigorous curricula. Success in either program is an excellent indicator for success in college. Both give students the opportunity to place out of college courses. Both are taught by specially trained teachers. Both require several hours of homework or off campus preparation each day.

DIFFERENT from the College Board Advanced Placement (AP) Program?

AP students can choose one or more AP exams/courses to take. IB students must take one course (which leads to an external exam) from each of the six IB subject groups. IB students must also write an extended essay of some 4,000 words, take a Theory of Knowledge course, and complete an extensive Creative, Action, and Service (CAS) programme during the 11th and 12th grade years.

Who will be my York High counselor?

Mrs. Highland

Who is the IB Coordinator?

Mr. Ellis

When do I see

My Counselor: Questions about YCSD graduation requirements, schedule changes, scholarship information, letters of recommendation, ACT and SAT information, college questions, AP courses and exams, summer school and correspondence courses.

The IB Coordinator: Questions about IB courses, IB internal examinations, IB exams, IB CAS requirements, IB Extended Essay requirements, IB Diploma requirements, and scheduling IB classes.

What is CAS and when do I start?

CAS stands for Creativity, Action, and Service. All IB students are required to meet the 8 learning outcomes by performing approximately 150 hours of creativity, action, and service during their 11th and 12th grade years. The IB Coordinator will present each student with the CAS guidelines in spring of their sophomore year.

What is the extended essay, when do I start it, and when is it due?

All IB students are required to submit a research paper of some 4,000 words. English teachers will introduce this to students in second semester of the junior year. Work on the extended essay is continuous for the year that follows. The essays are first semester of the senior year.

Do many students plan to take the AP exams in addition to the IB exams?

Yes. Many colleges give a great deal of consideration to students who choose a complete IB Diploma plan. Most universities award credit hours for passing scores on the IB Higher Level exams. Several universities do not award credit hours for standard level exams. In order to gain college credit in these standard level subjects, many students also take the equivalent AP exam. For example, a student who takes the IB History of the Americas course and exam will also take the US History AP exam. Check with your teacher to see if their IB course prepares you to also take the AP exam.

Will I compete in the YCSD Science Fair?

Yes. Competition in the YCSD Science Fair is mandatory for **all** Pre-Diploma IB students and IB Diploma Program juniors. Participation in the Science Fair enables students to develop crucial inquiry, research, and experimental design experiences in preparation for the Group Four project which all IB Diploma Programme students complete during the senior year.

Will I take both year-long and 4X4 classes?

Yes. While all AP and IB courses are year-long courses, electives and pre-requisites are often offered in 4X4 format. IB students are required to take courses in both year-long and 4X4 format over the course of their four years at YHS.

When do I register for exams?

September of the junior and senior year. The IB Coordinator will help you register for your exams. While the York County School Board pays each Diploma candidate's Registration Fee, students and families should plan on a fee of approximately \$100 for each IB exam. Students taking an IB course on a certificate basis are responsible for paying their own Registration Fee (currently \$145) in addition to any exam fees. These fees are typically due at the end of September or early October.

What are Internal Assessments?

In addition to exams, IB students are assessed internally before the May exams. Assessments vary from subject to subject. The following are examples of internal assessment: world literature papers, language orals, portfolios, projects, and dossiers. The assessment is written by the IB Organization, administered and graded by the classroom teacher, and sent off around the world for moderation. Further details about internal assessment will be explained by the classroom teacher.

How can parents become involved?

The International Baccalaureate Advisory Council (IBAC) provides an ideal way for parents to participate in supporting the students and faculty of the IB Diploma Programme. IBAC, which meets four times a year, consists of two parent representatives and one student representative from each grade of the Pre-Diploma and Diploma Programmes.

Tentative Two YEAR IB CALENDAR

JUNIOR YEAR

August	•Complete all summer assignments
September	•Present signed CAS proposal to IB CAS Supervisor •IB Coordinator presents students with bill for the Junior Year IB Exams & Pins
October	•Finalize IB Exam Registration by delivering a check or money order directly to the IB Coordinator. •Engage in CAS conference with IB Coordinator
December	•Present CAS activities update to the IB CAS Supervisor (IB Coordinator)
January	•Participate in Pinning Ceremony to officially be welcomed into the Diploma Programme
Jan/Feb	•Introduction to the Extended Essay
February	•IB Internal Assessments due to IB subject teachers
March	•First meeting between student and extended essay advisor
Spring	•Students begin conducting extended essay research •Present CAS activities update to the IB CAS Supervisor (IB Coordinator) •Engage in CAS conference with IB Coordinator
May	•Junior Year IB Examinations (students sit for 1 up to one SL exam) •Have a variety of CAS activities documented and on file with the IB CAS Supervisor
June	•Submit significant evidence of extended essay research, which may include draft 1
Summer	•Students continue to research and begin to compose/expand extended essay draft 1
July	•Junior Year IB Examination results published

SENIOR YEAR

August	•Students submit draft of Extended Essay; meet with counselor and/or IB coordinator if necessary
September	•IB Coordinator presents students with bill for the Senior Year IB Exams
October	•Finalize IB Exam Registration by delivering a check or money order directly to the IB Coordinator •Engage in CAS conference with IB Coordinator
Fall	•Second & third meeting between student and extended essay advisor; 2 nd draft of the extended essay due
December	•Students submit CAS update and progress toward the completed reflective notebook
February	•IB Internal Assessments due to IB subject teacher
Feb/Mar	•IB English and Language Oral examinations completed •CAS Final Reflective Material due
May	•Senior Year IB Examinations (students sit for the remaining 5 or 6 examinations); students complete IB transcript request form.
July	•Senior Year IB Examination results published •IB North America electronically sends official transcript to university of students' choice

FIRST COLLEGE YEAR

January	•Students return for an IB Ceremony, which awards the official IB Diplomas & Certificates
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