

York High School
**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME**



**INFORMATION
BOOKLET**

Updated: November 2020



York High School
International Baccalaureate Programs
9300 George Washington Highway
Yorktown, VA 23692

Dr. Kevin Valliant
IB Coordinator
Telephone: 757/890.5014
Fax: 877/829.0313
Email: kvalliant@ycsd.york.va.us

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), a Middle Years Programme (MYP), a Diploma Programme (DP), and a Career-related Programme (CP). York County currently offers the DP at York High School.

Founded in 1968, IBO currently works with 4500 schools in over 150 countries to develop and offers four challenging Programmes to over 1,000,000 students.

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, Activity, and Service (CAS) program, 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 individual Diploma Programme courses as Diploma Programme Courses students.

IB CURRICULUM:

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

Group 1: Studies in language and literature	English HL
Group 2: Language acquisition	French SL/HL, Spanish SL/HL, Classical Languages (Latin) SL
Group 3: Individuals and societies	History HL, Geography SL
Group 4: Experimental sciences	Biology HL, Chemistry HL
Group 5: Mathematics and computer sciences	Math Applications SL, Mathematics SL
Group 6: Arts	Theatre HL

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. In lieu of taking a Group 6 subject, students may choose to take Geography SL.

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, Activity, and Service (CAS) requirement to meet all seven learning outcomes.

ADMISSIONS AND SELECTION PROCESS

Rising ninth, tenth, and eleventh grade students from throughout the York County School Division are eligible to apply for the Pre-Diploma program and/or International Baccalaureate Diploma Programme. Students must submit a completed application packet during the first semester of the application year. Selection is 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 World Languages);
- 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/or 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 Model

The Programme has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the center of the Programme 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, Activity, 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 changing 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. At York High School, English is the Group 1 language.

Group 2 – Language acquisition

All Diploma candidates are examined in a second language (At YHS: French, Spanish, or Latin). 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, spoken, and conversational forms of 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. At YHS, courses included in this group are: geography and history.

Group 4 – Experimental sciences

The subjects available at York High School in group 4 are biology and chemistry. 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, at either Math SL or Math Applications SL. 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

Students may study Theatre HL as their Group 6 course. Alternately, they may substitute an additional Group 3 – Geography.

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

In the York County School Division, we encourage students who want to challenge themselves academically to seriously consider applying 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 strong language acquisition skills (it is required that all IB language students will have completed four to 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 activity and service.

DIPLOMA PROGRAMME COURSES STUDENTS

Recognizing that the breadth and rigors of the full IB Diploma Programme are not a good fit for all students, York High School offers students the opportunity to take individual IB courses as Diploma Programme Courses students. Diploma Programme Courses students may select IB courses in areas of particular interest and academic strength. These students complete all Internal Assessments in a course and are encouraged to sit for the subject exam. (Students who do not elect to take the IB exam are ineligible for any college credit for the course.) Diploma Programme Courses students, should they decide to sit for IB exam(s), are responsible for all registration costs and subject fees associated with exams. Students not admitted to the full IB Diploma Programme may take Diploma Programme courses provided there is space available, no equivalent AP course is available, and they are able to provide documentation from two teachers indicating recommendation for the course.

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 over 2,500 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 Explorations. 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 the Diploma of the International Baccalaureate 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 are published in July. Students can 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 & FINANCIAL OBLIGATIONS OF IB STUDENTS

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 distinct 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. Families should plan on subject fees of approximately \$120 per exam. These fees are typically due in late September or early October.

IB ACADEMIC & CHARACTER REQUIREMENTS

Once accepted into the Pre-Diploma program and/or 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 8th grade, of **3.25** at the end of 9th grade, and of **3.5** at the end of 10th and 11th grades. 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 admission year and will continue each semester thereafter.

IB TRANSFER STUDENTS

Any student transferring into YCSD from a recognized Pre-Diploma program or IB Diploma Programme *who meets the York High School IB entry requirements* is guaranteed admission into the York High School Pre-Diploma program or IB Diploma Programme, provided there is space available. Such transfer students must provide documentation of enrollment in a recognized Pre-Diploma program or IB Diploma Programme.

Any student transferring into YCSD prior to the start of the 11th grade year may apply for admission to the YHS Pre-Diploma program and/or IB Diploma Programme. Students must complete the full application process and meet all entry requirements in order to be considered for admission.

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 Math (SL) or * IB Math Applications (SL)	* AP Calculus or * AP Statistics
Biology I	Chemistry I	* IB Biology (HL) or IB Chemistry (HL)	* IB Biology (HL) or IB Chemistry (HL)
French II or French III or Spanish II or Spanish III or Latin I	French III or * French IV or Spanish III or * Spanish IV or Latin II	* IB Language B-French (SL or HL) or * IB Language B-Spanish (SL or HL) or * IB Language B-Classical Languages (SL)	* IB Language B-French (SL or HL) or * IB Language B-Spanish (SL or HL) or * IB Language B-Classical Languages (SL)
Health/Physical Education 9	Health/Physical Education 10	*IB Geography (SL) or *IB Theatre (HL)	*IB Theatre (HL) or Elective
Economics & Personal Finance	Elective	Elective	*Theory of Knowledge (TOK)

* = Weighted Course

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 (Only 9th grade students who are in the Pre-Diploma Program may enroll in this course) *Prerequisite:* Admission into the Pre-Diploma Program

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. Summer assignments are required. Students taking this course are encouraged to take the Advanced Placement Exam. All students in this course will take the SOL test for World History II.

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, 5530 SPANISH III, OR 5310 LATIN I

(Refer to World Language course listing.)

7300 HEALTH & PHYSICAL EDUCATION 9

(Refer to Health & Physical Education course listing.)

6120 ECONOMICS & PERSONAL FINANCE

(Refer to Economics and Personal Finance course listing in Business Section)

ELECTIVE may be possible, depending on course selection and sequence of study.

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.)
- 3137 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, 5540 SPANISH IV, OR 5320 LATIN II**
(Refer to World Language course listing.)
- 7405 HEALTH & PHYSICAL EDUCATION 10**
(Refer to Health & Physical Education course listing.)
ELECTIVE may be possible, depending on course selection and sequence of study.

GRADE 11

- IB 1150 IB LANGUAGE A: LANGUAGE AND LITERATURE – English (HL)**
Grade 11
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: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

- IB 2360 IB 20th CENTURY WORLD HISTORY (HL)**
Grade 11
1 Weighted Credit
Prerequisite: Advanced Placement World History or AP European 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: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

- IB 2210 IB GEOGRAPHY (SL) (In lieu of Group 6 Option)**
Grade 11 1 Credit
Prerequisite: Admission to IB Diploma Programme OR Teacher Recommendation

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. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

IB 31951 IB MATH (SL)**Grade 11****1 Weighted Credit*****Prerequisite: Mathematical Analysis.***

This course is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications of these ideas, with and without technology. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. There is also a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR**IB 3162 IB MATH APPLICATIONS (SL)****Grade 11****1 Weighted Credit*****Prerequisite: Algebra II/Trig***

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. IB Math Applications will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

IB 4380 IB BIOLOGY (HL)**Grade 11****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, university 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. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR**IB 4490 IB CHEMISTRY (HL)****Grade 11****1 Weighted Credit**

This course is designed to meet the objectives of the IB Chemistry Programme. At the core of the course are eleven topics: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation, organic chemistry, and measurement and data processing. Additional focus will be given to five topics chosen from atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation, or organic chemistry. During the second year, students complete two of the following options: modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicine and drugs, environmental chemistry, food chemistry, and further organic chemistry and conservation. The Group 4 project and the required 50 hours of lab work for internal assessment are completed in this course. The second year of this course is completed in 12th grade. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

IB 5142 IB LANGUAGE B – FRENCH (SL)**Grade 11****1 Weighted Credit**

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: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR

IB 51421 IB LANGUAGE B – FRENCH (HL)**Grade 11****1 Weighted Credit**

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. At the HL level, students prepare for additional IB assessments which focus on literary interpretation. The second year of this course is completed in 12th grade. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR

IB 5542 IB LANGUAGE B – SPANISH (SL)**Grade 11****1 Weighted Credit**

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 inter-textual 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: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR

IB 55421 IB LANGUAGE B – SPANISH (HL)**Grade 11****1 Weighted Credit**

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 inter-textual analysis and writing around themes of social relationships, communication and media, and global issues. At the HL level, students prepare for additional IB assessments which focus on literary interpretation. The second year of this course is completed in 12th grade. **NOTE: Students not in the IB Diploma Programme may enroll in this course only if there is space available and no equivalent AP course is available.**

OR

IB 5330 IB LANGUAGE B – CLASSICAL LANGUAGES: LATIN (SL)**Grade 11****1 Weighted Credit**

This course continues the study of grammar and ancient cultures in previous levels while focusing on translation of extended passages. Course expectations include a systematic study of grammar, text handling, and written assessments geared toward the successful completion of Internal Assessments and IB Examinations. Particular attention is paid to understanding classical texts in their original language as well as appreciating these texts in their social, political, and historical contexts. 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 1432 IB THEATRE (HL)
Grade 11
1 Weighted Credit

This course engages students in critically studying theater of diverse cultures and historical periods, developing as reflective practitioners of a variety of aspects of theatrical performance, and working both independently and collaboratively to device and produce original theatrical interpretations and/or productions. Course expectations include a variety of assignments geared toward completing IB Internal and External Assessments. IB assessments include a substantial research investigation, writings about practical performance aspects, an independent oral presentation, and a cumulative portfolio project. The second year of the course is completed in 12th grade. This course fulfills the Group 6 requirement. **NOTE: Only students admitted into the IB Diploma Programme or receiving teacher recommendation may enroll in this course.**

ELECTIVE COURSE(S) are dependent upon the chosen Group 6 option and sequence of study.

GRADE 12

IB 1160 IB LANGUAGE A: LANGUAGE AND LITERATURE - English (HL)
Grade 12
1 Weighted Credit
***Prerequisite:* 1150 IB Language A: Language and Literature – English (HL)**

(Refer to 1150 IB Language A: Language and Literature – English (HL) under Grade 11 for course description.)

IB 2361 IB 20th CENTURYWORLD HISTORY (HL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 2360 IB 20th Century World History (HL)**

(Refer to 20th Century World History (HL) under Grade 11 for course description.)

IB 4390 IB BIOLOGY (HL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 4380 IB Biology (HL)**

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

OR

IB 4490 IB CHEMISTRY (HL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 4490 IB Chemistry (HL)**

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

IB 5162 IB LANGUAGE B-FRENCH (SL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 5142 IB Language B –French (SL)**

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

OR

IB 51621 IB LANGUAGE B – FRENCH (HL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 5142 IB Language B – French (HL)**

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

OR

IB 5562 IB LANGUAGE B – SPANISH (SL)
Grade 12
1 Weighted Credit
***Prerequisite:* IB 5542 IB Language B – Spanish (SL)**

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

OR

IB 55421 IB LANGUAGE B – SPANISH (HL)

Grade 12

1 Weighted Credit

***Prerequisite:* IB 5542 IB Language B – Spanish (HL)**

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

OR

IB5340 IB LANGUAGE B – CLASSICAL LANGUAGES: LATIN (SL)

Grade 12

1 Weighted Credit

***Prerequisite:* IB 5542 IB Language B – Classical Languages (SL)**

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

IB 1197 THEORY OF KNOWLEDGE (TOK)

Grade 12

1 Weighted Credit

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. **NOTE: Only students admitted into the IB Diploma Programme or receiving teacher recommendation may enroll in this course.**

IB 144013 IB THEATRE (HL)

Grade 12

1 Weighted Credit

***Prerequisite:* IB 144012 IB THEATRE (HL)**

(Refer to IB 1432 IB THEATRE (HL) Grade 11 for course description.) Students are required to complete IB internal and external assessment to obtain credit for this course.

ELECTIVE COURSE(S) are dependent upon the chosen Group 6 option and sequence of study.

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

What is the International Baccalaureate Diploma Programme?

While students are considered to be enrolled in the Pre-Diploma program 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 in the eleventh grade at York High. However, most students who intend to pursue the Diploma of the International Baccalaureate also participate in the Pre-Diploma program, 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 (AP) 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?

Mr. Harmon, Mrs. Hogge, Mrs. ProVorse, or Mrs. Williams

Who is the IB Coordinator?

Dr. Valliant

When do I see:

My Counselor: If you have 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 virtual courses.

The IB Coordinator: If you have 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, Activity, and Service. All IB students are required to meet the seven learning outcomes by performing approximately 4 - 6 hours per week of creativity, activity, 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 and CAS projects may begin the first day of the Junior 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 submitted 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 English 11 course might also take the AP English 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 students and IB Diploma Program students not actively working on the Group 4 project. 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.

When do I register for exams?

September of the junior and senior year. The IB Coordinator will help you register for your exams. Families should plan on subject fees of approximately \$120 per exam. These fees are typically due in late September or early October of the junior and senior year.

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: a series of written tasks in English, 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.

Can I be in the Diploma Programme and study at the Governor's School for Science and Technology?

No. Students admitted to both the Diploma Programme and the GSST must decide which program to pursue.

Can I be in the Diploma Programme and study at the School of the Arts?

9th and 10th grade students can typically enroll in Pre-Diploma courses and study at School of the Arts (SOA). Students in 11th and 12th grades will be unable to be enrolled in the full Diploma Programme and study at SOA. This is the result of scheduling conflicts.

What World Languages can I study in the Diploma Programme?

Classical Languages – Latin, French, and Spanish are the only languages offered for Diploma Programme study at York High School. Students who wish to pursue or continue studies of other languages - including Arabic, German, or Mandarin Chinese – may choose to do so as an elective, but this language study will not count towards IB Diploma Programme course work.



Tentative Two YEAR IB CALENDAR

JUNIOR YEAR

July/August	<ul style="list-style-type: none">•Complete all summer assignments•Begin developing CAS plan (no CAS work may be completed before the first day of Junior year)
September	<ul style="list-style-type: none">•Present signed CAS proposal to IB CAS Supervisor•IB Coordinator presents students with bill for the Junior Year IB Exams
October	<ul style="list-style-type: none">• Finalize IB Exam Registration by delivering a check or money order directly to the IB Coordinator (only for students taking IB Geography (SL) and/or Math Studies during Junior year).•Engage in CAS conference with IB Coordinator
December	<ul style="list-style-type: none">•Present CAS activities update to the IB Coordinator•Participate in Pinning Ceremony to officially be welcomed into the Diploma Programme
Jan/Feb	<ul style="list-style-type: none">•Introduction to the Extended Essay
February	<ul style="list-style-type: none">•IB Internal Assessments due to IB subject teachers
March	<ul style="list-style-type: none">•First meeting between student and extended essay advisor
Spring	<ul style="list-style-type: none">•Students begin conducting extended essay research•Present CAS activities update to the IB Coordinator•Engage in CAS conference with IB Coordinator
May	<ul style="list-style-type: none">•Junior Year IB Examinations (students may sit for 1 up to one SL exam)•Have a variety of CAS activities documented and on file with the IB CAS Supervisor
June	<ul style="list-style-type: none">•Submit significant evidence of extended essay research, which may include draft 1
Summer	<ul style="list-style-type: none">•Students continue to research and begin to compose/expand extended essay draft 1
July	<ul style="list-style-type: none">•Junior Year IB Examination results published

SENIOR YEAR

August	<ul style="list-style-type: none">•Students submit draft of Extended Essay; meet with EE Supervisor/ IB coordinator if necessary
September	<ul style="list-style-type: none">•IB Coordinator presents students with bill for the Senior Year IB Exams
October	<ul style="list-style-type: none">•Finalize IB Exam Registration by delivering a check or money order directly to the IB Coordinator• Engage in CAS conference with IB Coordinator
Fall	<ul style="list-style-type: none">•Second & third meeting between student and extended essay advisor; 2nd draft of the extended essay due
December	<ul style="list-style-type: none">•Students submit CAS update and progress toward the completed reflective notebook
February	<ul style="list-style-type: none">•IB Internal Assessments due to IB subject teacher
Feb/Mar/Apr	<ul style="list-style-type: none">•IB English and Language Oral examinations completed•CAS Final Reflective Material due
May	<ul style="list-style-type: none">•Senior Year IB Examinations (students sit for the remaining 5 or 6 examinations); students complete IB transcript request form.
July	<ul style="list-style-type: none">•Senior Year IB Examination results published•IB North America electronically sends official transcript to university of students' choice

FIRST COLLEGE YEAR

January	<ul style="list-style-type: none">•Students return for an IB Ceremony, which awards the official IB Diplomas & Certificates
---------	---