

Dos Pueblos High School

International Baccalaureate Diploma Program



Guide for Students and Parents
2018-19

About This Booklet

Significant effort and careful planning are required to achieve one or more IB Certificates or an IB Diploma. Parents and students need to understand the requirements and options in order to successfully complete the program.

This guide is intended to familiarize the reader with the Dos Pueblos High School IB Diploma Program, its administration, options, and requirements. Parents and students are advised to sign up to receive IB e-mails, regularly check the IB Diploma Program's page on the school's website, and visit www.ibo.org. For individual student scheduling matters and other concerns and/or questions, the IB Coordinator should be contacted.

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Glossary

CAS	Creativity, Action and Service. A core requirement of the Diploma Program. Diploma students must spend a specified amount of time engaged in creative pursuits, physical activity and community service outside of the school day. (See pages 16-17 for more on CAS)
CAWS	California Association of World Schools (formerly CIBO). Local arm of IBO.
DP	Diploma Program. IB curriculum for grades 11-12. Dos Pueblos High School juniors and seniors taking IB classes are, properly, Diploma Programme students. The phrase "IB student" or "IB Diploma student" is used commonly to describe the Diploma Programme students. These students may be full IB Diploma candidates or Certificate candidates.
EE	Extended Essay. A core requirement of the Diploma Program to earn the IB Diploma. A 4,000-word essay on a topic chosen by a Diploma Programme student and approved and mentored by a Dos Pueblos High School teacher.
External Exam	Each course, whether SL or HL, concludes with an externally marked examination in May. Exams are scored according to set criteria. (See page 18-19 for more on the assessment process)
HL	Higher Level. HL refers only to the minimum number of hours (240) students are required to spend on the topic, not to the degree of difficulty of the course.
IA	Internal Assessment. Some of the overall mark is determined by the course instructor against set standards. Teachers use the IA to submit a “predicted grade” (the teacher’s estimate of the overall mark he or she believes the student will achieve) to the IBO. (See page 18-19 for more on the assessment process)
IB	International Baccalaureate. Used to distinguish elements of the entire IB program from other programs offered at Dos Pueblos High School including the basic district curriculum.
IBA	International Baccalaureate Americas (formerly IBNA). Regional arm of IBO.
IBO	International Baccalaureate Organization. Governing organization. Headquartered in Geneva, Switzerland.
Pathway	IB Diploma Program students choose one of two pathways of certification—IB Certificate or IB Diploma.
SL	Standard Level. SL refers only to the minimum number of hours (150) students

are required to spend on the topic, not to the degree of difficulty of the course.

TOK Theory of Knowledge. A core requirement of the Diploma Program. ToK explores the nature of values and the essence of truth in various disciplines including how we know what we know.

Resources

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International Baccalaureate Organization (IBO)

<http://www.ibo.org>

International Baccalaureate Americas (IBA)

<http://www.ibo.org/iba>

California Association of World Schools (CAWS)

<http://www.c-ibo.org>

Important Notes

The IB curriculum takes careful planning. There are requirements which must be fulfilled outside of normal class hours and courses must be taken in the proper sequence to be counted. This guide should be read and understood thoroughly prior to committing to the IB Diploma Program. Questions or concerns should be addressed to the IB Diploma Program Coordinator.

General Information

1. Dos Pueblos High School is a member of the International Baccalaureate Organization (IBO), which oversees the curriculum.

2. IB has three levels, Primary, Middle Years and Diploma. DPHS offers the 2-year IB Diploma Program in grades 11 and 12.

3. Qualified juniors and seniors can pursue one of two pathways in the Diploma Program:

- IB Diploma
- IB Certificate

Selection of a pathway is based on student's interests including time spent on pursuits outside of school. Committed IB students, regardless of the pathway they complete, get accepted to the same quality colleges and universities even in the same majors as other students pursuing College Prep or AP pathways.

4. Some colleges and universities award credits for certain levels of achievement on IB exams. Questions regarding the policies of specific colleges and/or universities should be directed to those schools.

5. The requirements to earn an IB Diploma exceed the graduation requirements of the District. In order to successfully complete the Diploma Programme, parents and students must be aware of these requirements and consider summer school and other options to free space in their schedules. Be sure to consider these options prior to entering the Diploma Programme.

International Baccalaureate Organization Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

What is IB?

The International Baccalaureate Program is a comprehensive and challenging curriculum.

The IB program encourages students to:

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

The IB program contains four elements: curriculum, student assessments, professional development, and school evaluation.

Curriculum: Beyond teaching the necessary subjects, IB emphasizes critical thinking, analysis and the interconnections between subjects. For example, events being covered in History will also be explored through literature in English. The assigned reading in English comes from authors around the world, translated from many languages. The CAS (Creativity, Action and Service) requirement encourages students to develop service-learning skills and gain experience outside of school that excite them and serve the greater community as a counterbalance to academic studies. The curriculum goes through a continuous review cycle involving practicing teachers around the world.

Assessment: Students are assigned projects and given exams that will demonstrate their understanding of a subject. Randomly selected projects are sent to the IB office in Cardiff, England for review. Material from all Extended Essays and IB examinations are sent offsite for evaluation.

Professional Development: Teachers use an online curriculum center (OCC) to link with a world-wide network of teachers and resources and receive ongoing professional development in order to teach the IB curriculum.

School Evaluation: Along with evaluations made by reviewing materials as noted under Assessments, the school is visited and evaluated every 5 years by representatives from IB. DP's cycle of review occurred in 2009-10 and currently 2014-15.

The IB curriculum prepares students for college.

IB is recognized by colleges and universities worldwide as a comprehensive and rigorous academic curriculum and many institutions award course credits for performance on the Higher Level IB exams. The particulars of the IB curriculum—the format and types of research, reports and essays assigned, the classroom seminars, and the IB exams—are similar in form to many universities' and colleges' curriculum.

Student work is assessed against consistent, criterion-based standards.

Student work is not measured against the work of other students. Whether an IB student goes on to college or university or not he/she has completed a program of education that emphasizes high academic standards, international mindedness and has developed learning styles and skills transferable

to all university and workplace scenarios.

Overview of the Diploma Program

Understanding Assessments

1. The IB assessment process is a means by which the IB program establishes and maintains the high academic standards for which it is known throughout the world. Assessments are monitored and reviewed offsite to ensure adherence to standards. Assessments are assigned for every course at every grade level.
2. Student work is assessed against set criteria not against the work of other students.
3. Every Diploma class features two assessment components: internal assessments and external examinations.
 - Internal assessments take place during the school year. They consist of a major assignment (research paper, oral exam, presentation, etc). IAs are marked according to a scheme determined by the IBO. Samples are sent to examiners worldwide in order to maintain the academic standards of the IB.
 - External examinations are held in May. They usually consist of a series of free response questions. The purpose behind exams is to find out if students have mastered the necessary content and skills to maintain the academic standards of the IB. External exams are marked worldwide.

Understanding a Student's IB Grades

The IB student is graded using 2 different scales. First, his or her work will receive an A through F grade used by the school system. Second, the IBO administers a grading system in which IB courses and exams are graded according a point scale of 1-7 with one being Very Poor and seven being Excellent. (Generally a 4 is the minimum accepted score required to advance to the next level.)

The Extended Essay and Theory of Knowledge components are graded on an IBO-set scale of A–E with A being Excellent and E failing. Specified point totals must be reached to earn recognition at the various levels.

Understanding Costs

Note: Though there are considerable costs to offering the IB program at Dos Pueblos High School, there is no fee for merely enrolling in the IB program.

1. IB exams, both internally assessed and externally assessed, are the culmination of the classroom experience and are therefore required to receive recognition from the IB Organization (IBO). In order to be assessed, students must be registered with the IBO by the IB Coordinator and pay exam fees. Fees are collected prior to students being registered for exams (October of the exam year).
 - a. For all IB registered students (Certificate and Diploma), the one-time IBO registration fee is \$164.00
 - i. Individual IB exam fees are \$125/exam.
 - ii. Because of the additional requirements for full Diploma candidates (the Creativity, Action, Service (CAS) component (\$10), Extended Essay (\$85), Theory of Knowledge (\$43) fees are applied senior year.

Understanding the Course Numbering

The two-year IB Diploma Program labels 11th grade as Year 1 and 12th grade as Year 2. The numbers refer to the year in the Diploma Programme not to the year in high school. (For example, IB English I refers to the Junior year English course)

Understanding the Diploma Programme Model

Below is a graphic representation of the Diploma Programme Model. Graphics similar to these appear in IBO materials, in DP classrooms, and Counseling Office. They are meant to show the components that make up the curriculum and to express the core concept that all the components are interconnected. The course subjects make up the outer portion of the hexagon. The center of the hexagon contains the core requirements that are intended to broaden the educational experience and challenge students to apply their knowledge and understanding.

At the center of the Diploma Programme Model is the student learner. The significance is that the student learner is at the heart of the Diploma Programme experience. Knowledge content revolves around the learner, not vice-versa. This is central to the philosophy of the IBO and of the Diploma Programme at Dos Pueblos High School. (See page 11 for more on the Learner Profile)

The IB Learner Profile

The aim of all IB program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Courageous:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is Internationalism?

“An educated American in the 21st century should be proficient in at least one foreign language, have studied one global issue or region in depth, and be knowledgeable of the geography and history of our country as well as other world regions. Students should demonstrate geographic knowledge such as the characteristics, distribution and migration of human populations, the complexity of the world’s cultural mosaics, the patterns and networks of economic interdependence and how the forces of cooperation and conflict among peoples influence the makeup of our world.” [Committee for Economic Development, Education for Global Leadership (2006)]

From the IB perspective, internationalism is the development of “responsible citizens of the world” with young people who are active participants in their local and national communities, as well as in the broader international community. IB emphasizes education of the whole person and focuses on the development of critical thinking and language skills necessary for success in the global community. Students are taught to be internationally minded and active learners as described in the IB Learner Profile. They are well-rounded individuals and engaged citizens, who gain practical experience by being part of an international community.

Q. What does it mean to be “internationally minded”?

- Genuine awareness of the interdependence of countries and peoples.
- Ability to see one’s own culture, language and nation in a global perspective
- Ability to recognize and rejoice in diversity

Q. What does it mean to be a “responsible citizen of the world”?

- Conservation of natural resources
- Responsible use of power
- Understanding needs of those less fortunate
- Responding to disasters

Dos Pueblos High School IB Diploma Program Philosophy

Objectives

1. We want every Dos Pueblos High School IB student to take as many IB classes and tests as are appropriate given his or her background, work ethic, and ability.
2. We want every student to be challenged, and no student to be overwhelmed.
3. We want IB to work for every student who chooses to challenge him or herself with IB classes and exams.
4. We want every student to find the right IB pathway for him or her.

The RIGHT Pathway:

1. Provides academic challenges which are interesting and manageable.
2. Gives students a sense of their roles in and responsibilities for the global community.
3. Allows students to pursue the extra-curricular interests which matter most to them.
4. Results in hard working, but generally happy and successful students.
5. Aids students in achieving other life goals.

The WRONG Pathway

1. Creates an unmanageable workload for our students.
2. Can create problems with SBUSD and state graduation requirements.
3. Can create students who are over-stressed, discouraged and, sometimes, depressed.
4. Can result in failure to obtain the diploma, to graduate from high school or both.

Eligibility, Graduation, and College Admissions Issues

Eligibility

All students at Dos Pueblos High School are eligible for Diploma Program courses in 11th and 12th grades. Consultation with the Diploma Programme Coordinator or IB Counselor is required prior to registering for the Full IB Diploma Programme courses in order to assure proper placement.

IB and State and District Graduation Requirements

Students who seek an IB Diploma must plan their four years at Dos Pueblos High School carefully to fulfill coursework requirements mandated by the State of California and the Santa Barbara Unified School District, meet college entrance requirements, *and* meet the requirements for an IB Diploma. All of the IB courses apply towards District and State graduation requirements but do not fulfill the complete list of SBUSD and State graduation requirements. All students must meet SBUSD and State graduation requirements to ensure graduation from Dos Pueblos High School. Parents and students should be in regular communication with their counselor to ensure all requirements are being met. Ideally, Diploma candidates will complete non-IB requirements before their junior year.

IB and College Admission Requirements

The full-diploma IB curriculum, in addition to the requirements of SBUSD and the State, meets or exceeds most public and private college admissions requirements. Requirements vary for different majors and programs. It is recommended that parents and students begin checking early on with the colleges that they are interested in for specific requirements.

The IB Diploma Program at Dos Pueblos High School

Program Features

The IB Diploma Program emphasizes trans-disciplinary learning and requires students to study courses across six disciplines:

- Language A (primary language) – English
- Language B (second language) – Spanish, French, Latin
- Individuals and Societies – History of the Americas/20th Century World Studies
- Experimental Sciences – Biology
- Mathematics – Math SL
- The Arts – Visual Arts

As well as the above, the Diploma Programme Core elements—Theory of Knowledge, CAS, and the Extended Essay—are compulsory and serve to complete the Diploma Program experience.

The IB Diploma curriculum is divided into:

Standard Level (SL) courses:

1. Approximately 150 hours of classroom instruction
2. One year of course work
3. Internal Assessment required
4. Usually two parts to the SL external exams

Higher Level (HL) courses:

1. Approximately 240 hours of classroom instruction
2. Two years of coursework
3. Internal Assessment required
4. Usually three parts to the HL external exams

To receive the IB Diploma awarded by the IBO, students must:

- Pass examinations in at least 6 subjects: 3 at Higher Level (maximum of 4) and 3 at Standard Level (minimum of 2). Exams must be taken in all six subject areas. During the Junior year, students may take no more than two Standard Level examinations.
- Write an Extended Essay of about 4,000 words in one of the six subjects areas.
- Complete the Theory of Knowledge (ToK) course, which explores the nature of values and the essence of truth in various disciplines.
- Fulfill eight learner outcomes related to Creativity, Action, and Service (CAS) activities over the two years of Diploma participation.

To be awarded IB Certificates candidates must:

- Enroll in one or more IB classes.
- Pass an HL or SL test.
- Complete course Internal Assessments.

The IBO awards certificates to students for each Higher Level and Standard Level examination successfully completed even if the student is not a candidate for an IB Diploma. IB students who take classes but do not test will not receive certificates from IBO. Students can take between 1-5 Certificate courses.

CAS, the Extended Essay, and ToK

CAS, the EE, and ToK are central to the philosophy of the Diploma Program and are compulsory for all Diploma Programme students.

Creativity, Action, and Service (CAS)

Often referred to as the community service requirement, the CAS component of the Diploma Programme curriculum is intended to encourage each student to develop service learning skills and interests, provide a well-rounded balance to the demands of academic scholarship, and to challenge the student to become aware of their responsibility to contribute to their community in a meaningful way. Students are required to complete their CAS hours over two years (junior and senior year). The hours are to be evenly divided among three focus areas: Creativity, Action and Service. There is no CAS requirement for an IB Certificate.

- Creativity includes a wide range of artistic endeavors (art, dance, music, drama), including the creativity a student employs in designing and completing service projects.
- Action involves physical activities such as sports and athletic training and also includes the physical activities required to implement creative or service projects such as building, planting, or coaching.
- Service is volunteer (not paid nor for school credit) community or social service, including environmental or international projects.

CAS packets are available from the CAS Coordinator. Review the packet carefully because failure to properly complete the CAS requirement including proper documentation and meeting reporting deadlines can prevent a student from being awarded an IB Diploma. CAS activities must be pre-approved and the student is responsible for keeping accurate record sheets and obtaining adult signatures for verification. Students are also required to complete a minimum number of written reflections on activities that span the CAS experience.

Extended Essay (EE)

All IB Diploma candidates must complete a 4,000-word Extended Essay at the end of the first semester of their Senior year. These papers are forwarded to IB examiners around the world for evaluation. The purpose of the Extended Essay is to provide candidates an opportunity to engage in an independent research project at an introductory level. Emphasis is placed on the research process, clear communication of ideas, and the presentation of the information in a logical and coherent essay. It will take an IB student about 40 hours to prepare and write the Extended Essay. Dos Pueblos High School staff act as consulting advisers and students are encouraged to work with other experts in their chosen research field as well. There are IB regulations defining acceptable subjects and topics for the Extended Essay, so the topic must be approved before the student begins any research. Students should consult the Student's Guide to the Extended Essay for deadlines and other information.

Theory of Knowledge (ToK)

All Diploma candidates must take the Theory of Knowledge (ToK) course. The course begins in the second semester of Junior year and concludes at the end of the first semester of Senior year, thus providing a concurrency of learning throughout the experience. This interdisciplinary course on the philosophy of learning is often described as the essence of the IB curriculum. The course requires students to reflect on the origin, validity, and value of various kinds of knowledge and make comparisons between them. In other words, how do we know what we know? An essay and one major presentation are required for the course, but only the papers by the Diploma candidates are forwarded to IB examiners for assessment.

International Baccalaureate Assessment and Grading

Assessment

- IB Exams take place in May of 11th and/or 12th grades.
- IB candidates must register for exams and pay the testing fees by November 1 prior to the spring testing.
- The subject exams range from one to three hours long, depending on their format and content.
- The exams usually contain short answer, and essay sections, split into two or three parts (also referred to as papers) over several days. Some exams include multiple-choice questions.
- All IB exams are offered on the same days across the globe and there are no make-up exams.
- Students will not be allowed in after the test has begun, so good health and promptness are essential during exam time.
- The exams are proctored by the IB Coordinator or approved proctor.
- Immediately after each exam session, the exams are gathered, envelope sealed and sent to a predetermined location somewhere around the world where independent IB assessors will grade them.
- Exams are scored according to set criteria (in other words, exams are not marked according to the performance of others taking the exam). This helps to ensure the high quality of the curriculum and the integrity of the examination process.
- IB test scores range from 1 to 7, with 7 being the highest possible score. In general, a 4 is considered passing.
- Individual test results are available in early July.
- Thousands of colleges and universities around the world offer credits for qualifying scores on IB Exams. Students should check with their chosen university's admissions office or registrar for details, or go to the IBO website.

Grading

A student's examination performance in individual subjects is scored on a scale of 1–7 points with a further 0-3 points available based on a matrix of performance in the Theory of Knowledge (ToK) and the Extended Essay (EE) components. Students who display satisfactory levels of performance across all subject areas and achieve a minimum of 24 points (out of a possible 45) are awarded the IB diploma. All others receive a certificate for the subjects passed.

Subjects are marked according to the following scale:

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor
- N No grade (nothing submitted)

The ToK course and the Extended Essay are graded according to the following scale:

- A Excellent
- B Good
- C Satisfactory
- D Mediocre
- E Elementary
- N No grade

In addition the following conditions apply:

- a. Must receive at least 4 points in each Higher Level subject with the exception that a score of 3 points in one subject will be acceptable if compensated by a score of 5 or more points in another HL subject.
- b. Overall results in SL courses may not include any score of 1, nor more than one score of 2.
- c. Overall results must not include more than three scores of 3, nor more than one score of 3 if there is a score of 2 points in the SL subjects
- d. Must achieve an Elementary (E) grade or higher in either ToK or the EE.
- e. Must submit an Extended Essay
- f. Must complete ToK
- g. Must complete CAS
- h. Must not receive a 1 in any HL subject

Note: Students who have completed the requirements with only one failing condition, as set out above, but with a total score of 28 points, including any bonus points, will be awarded the diploma.

Example Diploma Scores:

• Complete Diploma requirements

SAMPLE STUDENT	HL SCORES	SL SCORES	ToK/EE POINTS	TOTAL POINTS	NOTE
A	7,7,7	7,7,7	3	45	Maximum possible score (less than 1% of Diploma Programme candidates achieve a score of 45)
B	6,6,5	4,4,5	1	31	Average Diploma Programme candidate score
C	5,3,4	3,3,4	2	24	Passing score (HL score of 5 compensates for failing condition <i>a</i>)

• Incomplete Diploma requirements

SAMPLE STUDENT	HL SCORES	SL SCORES	ToK/EE POINTS	TOTAL POINTS	NOTE
D	5,2,6	3,5,6	0	27	Fails to meet conditions <i>a</i> and <i>d</i> and point total is under 28 (score of 2 in HL course)
E	6,5,5	3,2,2	1	24	Fails to meet condition <i>b</i> (2 scores

					of 2 in SL courses)
F	7,3,6	3,3,3	1	26	Fails to meet condition c (more than 3 scores of 3)

Dos Pueblos High School IB Course Descriptions

IB English

The IB English program is a two year pre-university course in literature. As explained in the IB curriculum, "Literature is concerned with our conceptions, interpretations and experiences of the world. The course enables an exploration of the daily business of living across cultural and generational boundaries as it provides immense opportunities for encouraging independent, original, critical and clear thinking. The discussion of literature is itself an art that requires relevant and precise expression of ideas both orally and in writing. The World Literature program encourages students to see literary works as products of art and their writers as craftsmen whose methods of production can be analyzed in a variety of ways on a variety of levels."

IB Spanish SL/HL

International Baccalaureate Spanish SL (a one year course) and HL (a two year course) is an intensive course at the university level. The course involves the study of numerous Spanish literary works. Extensive composition, conversation and discussion require students to demonstrate their sensitivity to the language and structure of writing as well as their own power and precision in organizing and expressing thoughts in Spanish. Students must maintain a portfolio of written work and produce oral presentations through digital recordings. Both oral and written assessments are required.

IB French SL/HL

IB French is an advanced course taught exclusively in French around such themes as global issues, social relationships, cultural diversity, science and technology, and the media. Students become fluent enough to express themselves in French with ease and confidence. In French HL, students conduct an in depth study of two French novels.

IB Latin SL/HL

Latin provides an opportunity for students to explore the languages, literatures and culture of ancient Rome. The study of Latin gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of Latin trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

IB 20th Century World Studies SL (2nd year of two year history program)

Twentieth Century Global Studies on 20th Century International relationships and policies through in depth studies of the Causes, Practices, and Results of 20th Century Warfare and the Nature and Developments in the Cold War. Focused areas of study include the First and Second World Wars, the Spanish Civil War, the Vietnam War and the Cold War. Students submit the Historical Investigation in year two of IB History.

IB History of the Americas HL (1st year of two year history program)

Ours is a focus on a regional study of the Americas, particularly the US and selected Latin American countries with a special interest in the development of Slavery and the Extractive State model, Independence Movements, the US Civil War and Civil Rights and Social Movements by communities of color. Students begin and submit a rough draft of the Historical Investigation in year one of IB HOA.

IB Biology SL

The IB biology curriculum begins with biochemistry and cells, then on to photosynthesis, respiration, enzymes, protein synthesis, DNA technology, evolution, ecology, and human body systems. Much of the IB approach is in specifically designed labs. IB is most interested in students learning the process of science from a hands-on perspective. Students are required to individually design, run, statistically analyze, and formally write-up a minimum of two labs. Other instructors from around the world then review grading to normalize the expectations for lab write-ups across the world of IB.

IB Environmental Systems and Societies SL

The prime intent for this class is to give students an in-depth perspective of the interrelationships between environmental systems and societies; one that enables you to adopt an informed personal response to the wide range of pressing environmental issues that you will inevitably come to face. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The goals of IB ESS are to not only broaden students' perspectives on the ecological world around them but to also help students discover and build connections between all other IB courses.

IB Mathematics Studies SL

The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics, focusing on student understanding of fundamental concepts and giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

IB Mathematics SL

Mathematics SL will focus on mathematical rigor and concepts along with an appreciation of the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. The program will provide students with a sound mathematical background in preparation for their future studies through exploration and providing students with the a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling.

IB Visual Arts SL/HL

In IB Visual Arts, students work to develop an advanced body of work. We explore a variety of media and approaches to art making and explore the history of art, aesthetics issues and cultural context of artworks from around the globe and from the earliest cave art to the present. Most of the time in class is spent creating artwork and developing ideas in Research Workbooks, which are personalized sketchbooks students use to explore art movements, techniques, materials, concepts and themes relevant to their work.

Theory of Knowledge

The Theory of Knowledge (ToK) course is one of the elements at the center of the Diploma Program experience for the IB student. The focus of ToK is on the student as knower. At the heart of the course is an appreciation for the myriad ways in which students learn and for the wealth of knowledge they have already attained. As opposed to other courses, which rely on students' interests and prior knowledge in order to accumulate *more* knowledge, ToK offers students the opportunity to critically examine their knowledge as such. Questions such as: What do I know? How do I know what I claim to know? and What are the limits of my knowledge? frame the course.

Diploma Program Course Sequencing

There are many course sequencing options for Diploma Programme and certificate students who wish to pursue IB courses. The following are recommended sequences only. All students are eligible to pursue an IB course based on their background. However, in keeping with the philosophy of the IB program at Dos Pueblos High School, students who are interested in the challenges of IB, and would like to take one or more IB courses but have not followed the sequencing identified below should consult with the Diploma Programme Coordinator to determine the proper placement.

For elective subjects and ToK, there are no sequencing options and/or prerequisites. However, students should be aware of any courses that may be recommended prior to enrollment.

GROUP 1: LANGUAGE A1

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB ENGLISH</i>	English 9 (Honors)	English 10 (Honors)	IB English HL1	IB English HL 2

GROUP 2: LANGUAGE B

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB SPANISH</i>	Spanish 1	Spanish 2	AP Spanish	IB Spanish SL
	Spanish 2	AP Spanish	IB Spanish SL	IB Spanish HL
<i>IB FRENCH</i>	French 1	French 2	AP French	IB French SL
	French 2	French 3	IB French SL	IB French HL
<i>IB Latin</i>	Latin 1	Latin 2	AP/Latin 3	IB Latin SL

GROUP 3: INDIVIDUALS AND SOCIETIES

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB HISTORY</i>		World History or AP World History	IB 20 th Century Global Studies SL/ HL 1	IB History of the Americas HL 2
<i>IB PSYCHOLOGY</i>	-	-	IB Psychology SL (one year course)	IB Psychology SL (one year course)
<i>IB Environmental Systems and Societies (ESS)</i>			IB ESS SL (one year course)	IB ESS SL (one year course)

GROUP 4: EXPERIMENTAL SCIENCES

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
IB BIOLOGY	Biology Chemistry Physics	AP Biology AP Chemistry AP Physics	IB Biology SL	

GROUP 5: MATHEMATICS

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
IB MATH SL	Math I with Enrichment	Math II with Enrichment	IB Math SL	AP Calculus SBCC Calculus SBCC Statistics

GROUP 6: ARTS

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
IB VISUAL ARTS	Art Health PE Elective	Art Health PE Elective	IB Visual Arts SL/HL Year 1	IB Visual Arts HL Year 2

Appendices

The International Baccalaureate Organization

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Switzerland, offers the Diploma Program (Diploma Programme) for students in the final two years of secondary school (Junior and Senior years), the Middle Years Program (MYP) for students in grades 6-10, and the Primary Years Program (PYP) for students in kindergarten through 5th grade. As a membership organization, the IBO provides curriculum and assessment development including teacher evaluation and student examinations, teacher training and administrative seminars, electronic networking and mentoring, and other educational services to its approximately 200 participating schools in over 124 countries around the world. To maintain consistent standards of performance, a multinational team of IB educators and examiners headquartered in Wales continually develops curriculum materials and evaluates samples of student work from member programs.

History of IB

Founded in 1968, the IBO grew out of the efforts of international schools to establish a common curriculum and university entry credentials for geographically mobile students, predominantly the children of diplomats and international business leaders. International educators were also motivated by an idealistic vision: to provide a shared academic experience emphasizing critical thinking and an exposure to a variety of viewpoints that would foster tolerance and intercultural understanding.

Concentrating on the last two years of secondary school, they sought to build a comprehensive curriculum leading to a baccalaureate, a diploma awarded on the basis of passing a series of extensive exams that could be administered in any country and recognized by universities around the world.

Because of its balanced curriculum and high standards of assessment, the Diploma Program has evolved from its original purpose as a service to the international community into an internationally recognized program of academic excellence available in national systems across the globe. The program was introduced to the United States in 1974. The Middle Years Program was added in 1992 and the Primary Years Program in 1997.

Why IB?

IB is more than just a rigorous set of fast-paced, advanced-level classes. Fundamentally, IB is an educational philosophy. IB classes provide an opportunity for high school students to become well educated and to utilize critical thinking skills typical of college-level work. Mastery of subject material is essential, as are analysis and integration across disciplines. Critical thinking, innovation, and intercultural understanding are useful attributes that are cultivated in the IB program and which give a competitive edge to IB students' future endeavors in today's world and global economy.

IB is a standardized curriculum taught by IB-trained and mentored teachers. Whereas the content and difficulty of high school honors classes can vary greatly from school to school and teacher to teacher, all IB students around the world take the same exams on the same day. IB exams are

graded by independent IB assessors and norm-referenced against students around the world. IB teachers are also evaluated, and their grading norm-referenced against IBO standards. Teachers regularly send student work to IB mentors who examine the work and the teacher's assessment of it. These mentors then provide the teacher a grade and feedback. IB teachers attend regular curriculum conferences and communicate across the globe with each other via the IBO's Online Curriculum Center (OCC) in order to maintain and expand their high standards. The universal commitment to excellence by the IB staff is unique. Colleges and universities understand the IB curriculum and appreciate the academic rigor this coursework represents.

IB at Dos Pueblos High School

In 2000, the first group of Dos Pueblos High School teachers attended 'group one' training and began the authorization process. The following year, 'group two' teachers attended IB workshops, completing the authorization application. In July 2003, DPHS was granted official IB authorization as an IB World School offering the IB Diploma Programme. We are currently in our 11th year offering the IB Diploma, having graduated over 130 students with their IB Diplomas