

Lower Merion School District



The International Baccalaureate Diploma Program

Revised October, 2024
for the IB Class of 2027

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Background

The International Baccalaureate Program is a comprehensive and rigorous two-year curriculum for high school students beginning in the junior year. Based on the educational pattern of no single country, it is the deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the International Baccalaureate are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience.

The Diploma Program requires a comprehensive and integrated study in six subject areas, an extended essay (4,000 word thesis of original research), the Theory of Knowledge course, and CAS (Creativity, Activity, and Service to the community). The last three components link the academic studies to broader learning experiences, educating the whole person. In the more than 50 years since its founding, the IB Program has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

The International Baccalaureate (IB) is headquartered in Geneva, with Global Centers in Bethesda, Den Haag, and Singapore and an Assessment Center in Cardiff. Only schools that are officially approved by the International Baccalaureate are authorized to offer the curriculum and present candidates for examinations leading to a diploma. There are more than 3500 schools offering the Diploma Program in approximately 160 countries with 933 in the United States, in both public and private schools. In 1998 the Lower Merion School District began the long application process to be authorized to offer the IB Diploma Program, to be located at Harriton High School. In July of 2000, the International Baccalaureate officially authorized Harriton High School to implement the program, and IB courses began instruction in September of 2001 and graduated its first IB class in June of 2003.

The IB Program is available for all 11th and 12th grade students who reside in the Lower Merion School District. This district-wide program is housed at Harriton High School.

Theory and Philosophy

THE MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE

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 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.

THE IB LEARNER PROFILE

Developed in 2006 and revised in 2013, the IB Learner Profile is the mission statement of the IB translated into a set of learning outcomes:

The aim of all IB programmes 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.

As IB learners we strive to be:

<u>Inquirers</u>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<u>Knowledgeable</u>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<u>Thinkers</u>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<u>Communicators</u>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<u>Principled</u>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<u>Open-minded</u>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<u>Caring</u>	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<u>Risk-takers</u>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<u>Balanced</u>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<u>Reflective</u>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB Learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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THE DIPLOMA PROGRAM MODEL



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At the center of the DP Model is the student, surrounded by concentric circles that represent the philosophy, experiences, and subject matters that form the basis of the Diploma Program experience.

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

The IB Diploma Program consists of a rigorous pre-university curriculum, leading to examinations, which meets the needs of highly motivated students. Participants are expected to complete curricula and assessment activities that are coordinated and evaluated by international assessors and are measured against pre-established, international standards.

The successful International Baccalaureate student should...

- be self-motivated;
- have the desire to challenge him/herself intellectually and academically;
- have the ability to articulate effectively;
- have international interests;
- possess analytical and critical thinking skills;
- possess or be willing to acquire good time management skills;
- be open to new ideas and tolerant of different beliefs;
- participate in school and community activities;
- possess a willingness to share and cooperate;
- have the ability to synthesize;
- have broad interests.

Of course, not every student possesses each of these characteristics. The highly motivated student who possesses or is willing to acquire these traits would be a good candidate for the IB Program.

The Lower Merion School District offers many academic programs, each suited to meet the needs of various types of students. Consequently, it should be noted that the IB Program is not intended nor designed to be the best program for all students. Students who are highly motivated and have a history of academic success should seriously consider the IB Program. Because of the internationally established criteria for success, students will be challenged and students failing to meet expectations will earn poor grades. Assessment is based on internally evaluated activities and externally assessed exams and is required of all participants; IB teachers will not be able to “water down” course content or slow down the instructional pace for those students who are unprepared for the rigor of the program. Though one does not have to be a straight-A or gifted student in order to be successful, demonstrated academic success, a high degree of motivation, and effective time management skills are important assets.

Program Details

DIPLOMA REQUIREMENTS

The IB Diploma is earned when a student successfully completes the 6 required IB courses and the 3 required Core components.

Required Courses

Students must select one course from each of the following six IB subject groups:

Group 1: Studies in language and literature

An in-depth study of literature in the student’s first or best language. Most students will take English A: Literature to satisfy this requirement. Native speakers of other languages may fulfill this requirement through a school-supported self-taught option.

Group 2: Language acquisition

The study of a second language. The following classes will satisfy this diploma requirement: Spanish B (an advanced Spanish course), French B (an advanced French course), Latin (an advanced Latin course), Spanish *ab initio* (an introductory course for beginning Spanish students), French *ab initio* (an introductory course for beginning French students), English B (for English Learners).

Group 3: Individuals and societies

There are three courses offered within this group: History of the Americas, Psychology, and Economics. Because all students must take US History as a graduation requirement, History of the Americas is required. Students may select Psychology or Economics as their Elective course (see below).

Group 4: Sciences

Students may select Biology, Chemistry, or Physics.

Group 5: Mathematics

Students may select either Mathematics: Applications and interpretation or Mathematics: Analysis and approaches.

Group 6: The arts and electives

Students may select either Music, Visual Arts, Theatre, or an additional course in one of the above groups (typically Psychology, Economics, or a second science).

All IB Diploma candidates are required to complete one subject from each group. At least three but not more than four of the six subjects are taken at the Higher Level (HL), the others at the Standard Level (SL). Higher and Standard Levels are IB classifications that describe the level of depth and breadth of the course. The level of rigor is typically comparable but the Higher Level courses last for two years while some Standard Level subjects are one-year classes. See page 8 for further discussion. Students are assessed primarily by external examinations which are taken at the same time (November or May) throughout the world. Worldwide, there are more than 4,000 examiners who participate in the assessment of student work. Each student is graded on a scale of 1 to 7 in each subject. A minimum total of 24 points in the six academic subjects plus the satisfactory completion of the Core Elements are required to earn the diploma. In general, a higher grade in one course may be used to compensate for a lower grade in another course, though there are some exceptions to this rule.

The Mission Statement and the Learner Profile form the common philosophical thread that runs through each course and connects the academic experience with the elements of the curricular Core described below.

Core Element #1: CAS (Creativity, Activity, Service)

CAS is the “heart” of the IB Program. The CAS requirement emphasizes the importance of life outside of the world of scholarship, providing a fresh counterbalance to the academic self-absorption some may feel within a demanding school program. All IB students are expected to generate their own unique CAS portfolios of activities in the areas of creativity, activity, and service.

The portfolios must demonstrate that the student has achieved all of the seven key learning outcomes:

- identify own strengths and develop areas for growth;
- demonstrate that challenges have been undertaken, developing new skills in the process
- demonstrate how to initiate and plan a CAS experience
- show commitment to and perseverance in CAS experiences
- demonstrate the skills and recognize the benefits of working collaboratively
- demonstrate engagement with issues of global significance
- recognize and consider the ethics of choices and actions

To accomplish this, students will be provided a variety of resources. All CAS experiences require preapproval by the CAS Coordinator. It is expected that all students reflect at least three times during each experience. Although students’ experiences should be divided approximately evenly between creativity, activity, and service, CAS is not a mere hour-counting exercise. All CAS activities must center on real, purposeful activities with significant outcomes. They must provide personal challenge that extends the student and is achievable in scope. CAS activities must involve thoughtful consideration such as investigating, preparing, acting, demonstrating and reflecting, and each activity must include opportunity for reflection on outcomes and personal learning.

What does CAS look like?

- Creativity includes arts and other experiences that allow for creative thinking and problem-solving. This can cover a wide range of planning, designing, and implementation of service projects as well as active participation in live cultural performances or helping to support the arts.
- Activity involves physical exertion contributing to a healthy lifestyle. Activity may include participation in hiking expeditions, individual or team sports, yoga class, walkathons, or projects to fight urban blight.
- Service is an unpaid and voluntary exchange that has a learning benefit for the student and respects the rights, dignity and autonomy of all those involved. Getting involved with organizations such as BuildOn, Philadelphia Cares, Reading for the Blind and Dyslexic, or Jared’s Box may help a student fulfill the service component of CAS.

All students should be involved in some CAS activities that they have initiated themselves; other activities may be initiated by the school or an outside organization. Students must plan at least one CAS project involving collaboration that integrates two or more strands of CAS and is one month in duration from the initial investigation phase to the final demonstration and reflection.

CAS credit will not be awarded for any activity that is required in order to earn the IB diploma, for any form of filial duty or religious devotion, or for compensated time (in money or benefit-in-kind). The CAS experience should raise awareness that one person can make a difference in the lives of others.

Core Element #2: The Extended Essay

The Extended Essay is one of the central elements of the IB Diploma Program, sharing the same goals as CAS and the Theory of Knowledge course. The Extended Essay, an original research paper of no more than 4000 words, provides the student with the opportunity to intensify his/her attention on an area of particular interest. The student is encouraged to draw the connections between that which is studied in an academic environment and that which can be explored through one’s own means of investigation and expository writing.

The process should begin early in the junior year. The student should consider a variety of topics and engage in some cursory research, verifying the accessibility of adequate material and ascertaining a continued interest in the topic. Advised by a faculty mentor, the student will research the topic, draft a proposal, outline his/her paper, submit a rough draft, revise it, and polish a final piece for submission to the International Baccalaureate Organization. The final paper will be due in January of the senior year.

Core Element #3: Theory of Knowledge

The primary intent of Theory of Knowledge is to analyze the processes by which we acquire knowledge and the lenses through which we view it. Inherent within such study is the need to examine the biases associated with our sources of knowledge, the procedures utilized to gain knowledge within the specific disciplines, the assumptions that form the foundations of our knowledge and our methods of gaining it, and the ethical and philosophical ramifications of what we know and how we know it. As these metacognitive explorations require substantial probing and self-examination, students will be actively engaged in many reflective experiences. The course will involve class discussion in small and large groups, presentations, debates, role-playing activities, writing assignments, and research. Students should expect to take an active role in class activities and to stretch their conventional understanding of almost every issue raised in class as well as the conventions through which they are accustomed to addressing such issues.

IB juniors are introduced to the key concepts of Theory of Knowledge. Seniors take a formally taught class that builds on these skills. The TOK course challenges students to question what they know, how they know it, and the reliability of their sources of knowledge. The students' explorations will integrate the material studied in other IB courses as well as supplementary readings as they address the following questions, among others:

- How certain can we be of what we claim to know? What kinds of knowledge provide more certainty than others?
- What methods are there of verifying what we take to be true? Are they all equally convincing? Could there be a single, universal method of verification?
- What counts as a good reason?
- To what extent does personal or ideological bias influence our knowledge claims? To what extent do such pre-dispositions help us to clarify our understanding of the world?
- What are the limitations of knowledge? How can we attempt to overcome them?

Theory of Knowledge, the intellectual centerpiece of the IB Diploma Program, encourages students to make important curricular and global connections and to stretch their understanding of themselves and the thinking process.

JUNIOR AND SENIOR YEAR COURSES

The majority of IB classes last for two years. Students and families are advised to do their due diligence in researching the curricular pre-requisites for the university programs in which they are interested and, for students intending to attend a university outside the United States, the entry requirements as outlined in the respective countries' recognition statements (<https://www.ibo.org/university-admission/find-countries-and-universities-that-recognize-the-ib/>).

Eleventh Grade Courses (SL=standard level course; HL=higher level course)

Group 1, Studies in language and literature (Language A):

English A: Literature SL (Part 1) or HL (Part 1) or Language A SL self-taught, for native speakers of a language other than English. Self-taught Language A students will normally fulfill the group 2 requirement with English B.

Group 2, Language acquisition (Language B, Language *ab initio*, Classical Language):

Spanish B SL (part 1), French B SL (part 1), Latin SL (part 1), Spanish *ab initio* SL (part 1), or French *ab initio* SL (part 1). English Learners should enroll in English B SL (part 1) or English B HL (part 1). Languages *ab initio* are reserved for students who have had little to no prior study of the language. Spanish B HL and French B HL are reserved for heritage or near native speakers of the language. IB Spanish and French classes are combined with other World Language classes; please see the notes on languages on page 8 for sequencing.

Group 3, Individuals and Societies:

History of the Americas SL (part 1) or HL (Part 1)

Group 4, Sciences

Chemistry SL, Chemistry HL (Part 1), Biology SL, Biology HL (Part 1), Physics SL (Part 1), or Physics HL (Part 1)

Group 5, Mathematics

Mathematics: Applications and interpretation SL (part 1), Mathematics: Analysis and approaches SL (part 1), or Mathematics: Analysis and approaches HL (part 1).

Group 6, Arts or Elective (IB arts and elective courses will be available for non-IB students as well.)

Music SL, Music HL (Part 1), Visual Arts SL, Visual Arts HL (Part 1), Theatre SL, Theatre HL (part 1), Psychology SL, Psychology HL (Part 1), Economics SL, or Economics HL (Part 1). A second class from groups 1, 2, or 4 will meet this requirement as well.

Core: IB Core

In addition to the above requirements, most students will have an additional opportunity to schedule a non-IB elective class; students may choose to take any other course offered at Harriton, subject to the design of the master schedule. Juniors who have not yet met the US Government graduation requirement are strongly urged to do so. Note that some patterns of classes result in a 100% IB schedule in year 2, leaving no time for Government senior year.

IB Core is a class that engages the students in the CAS and Extended Essay components of the Diploma Program as well as an introductory Theory of Knowledge experience. It is scheduled once per cycle or through Lunch and Learn when the student's schedule does not permit otherwise.

Twelfth Grade Courses

Group 1, Studies in language and literature (Language A):

Language A—English A: Literature SL (Part 2) or HL (Part 2) or Language A: Literature self-taught SL.

Group 2, Language acquisition (Language B, Language *ab initio*, Classical Language):

Spanish B SL (part 2), French B SL (part 2), Latin SL (part 2), Spanish *ab initio* SL (part 2), or French *ab initio* SL (part 2). English Learners should enroll in English B SL (part 2) or English B HL (part 2). IB Spanish and French classes are combined with other classes; please see the notes on languages on page 8 for sequencing. Heritage or near native speakers of Spanish or French should enroll in Spanish B HL (part 2) or French B HL (part 2)

Group 3, Individuals and Societies:

History of the Americas SL (Part 2) or HL (Part 2)

Group 4, Sciences (only for students studying Science at the higher level or Physics SL):

Chemistry HL (Part 2), Biology HL (Part 2), Physics HL (Part 2), or Physics SL (Part 2).

Group 5, Mathematics:

Mathematics: Applications and interpretation SL (part 2), Mathematics: Analysis and approaches SL (part 2), or Mathematics: Analysis and approaches HL (part 2).

Group 6, Arts or Elective (only for students taking their arts or elective at the higher level):

Music HL (Part 2), Visual Arts HL (Part 2), Theatre HL (part 2) Economics HL (Part 2), Psychology HL (Part 2), or a second subject from groups 1, 2, or 4 HL (part 2)

Core: Theory of Knowledge and IB Senior Project

Students continue their engagement in the Diploma Program's core elements through the Theory of Knowledge class and IB Senior Project, which supports CAS and the Extended Essay. IB Senior Project meets once per cycle or through Lunch and Learn when the student's schedule does not permit otherwise.

Depending on the combination of classes selected by the student, some will have an additional opportunity to schedule a non-IB elective class during their senior year; students may choose to take any other course offered at Harriton, subject to the design of the master schedule. Many combinations of classes, however, will result in a completely full schedule. This should be considered when scheduling US Government, a graduation requirement. Students who opt not to take US Government in 10th grade are strongly advised to construct a clear two-year plan that includes their projected classes for their correct duration (one year or two years) and US Government.

All courses are subject to minimum enrollment requirements. Courses for which enough students do not register to warrant the teaching of the class will be cancelled.

Higher Level and Standard Level Subjects

All students must study 3-4 subjects at the higher level (HL) and 2-3 subjects at the standard level (SL), a total of 6 subjects. Students have great latitude in selecting their SL and HL courses, though they should choose wisely according to their own scheduling needs and interests. Scores in SL and HL classes factor differently into the award of the Diploma, details of which will be shared at the time of course selection.

Some standard level courses are taught over one year; all higher level courses are taught over two years. In general, higher level courses are not more difficult than standard level courses; they simply add depth and breadth. See page 16 for a summary of levels at which each subject is offered.

The IB Senior Project

Completing a Senior Project is a requirement for graduation from Lower Merion School District's high schools. The combination of CAS, the Extended Essay, a brief reflection paper on their IB experience, and an exit interview will satisfy this requirement for IB students. Students' work in CAS and the Extended Essay are supported by the IB Core and IB Senior Project classes, in 11th and 12th grades respectively.

Notes about languages (groups 1 and 2)

- All students are required to study in two languages. For native English speakers, this typically is English A and a Language B, *ab initio*, or Latin. However, students whose mother tongue is not English are likely to follow an alternate path to fulfilling the groups 1 and 2 requirements. Consistent with its mission statement, the IB has espoused a policy on mother tongue entitlement: Due to the intricate interconnectedness of language, culture, heritage, and identity, we strongly believe that students should study the literature (and thereby, culture) of their mother tongue. This is achieved through the Language A self-taught program (group 1), in which students follow a curriculum of literary study independently over the course of two years, with the support of the school and an outside language-specific tutor. Students who have not acquired English to the level necessary for success in English A must pursue the self-taught option in their mother tongue to fulfill the group 1 requirement and will study English B for the group 2 requirement. Students who are completely bilingual are encouraged to take both English A and the self-taught Language A option. Two Languages A satisfy both the groups 1 and 2 requirements and may lead to the award of the IB Bilingual Diploma.
- Language A self-taught is not an LMSD curriculum, does not count toward graduation requirements, and does not appear on the student's transcript. Students are responsible for securing the texts that they will study. Additionally, students are required to secure the services of a language-specific tutor who can support the academic study of literature in the given language. LMSD does not provide this service, though we can provide guidance. Language-specific tutors may be family members, friends of the family, previous teachers in the students' homeland, or employees of a professional service for hire. It is crucial that the tutor is well-equipped to guide the student's study of literature in the given language.
- Many IB Spanish and French classes are combined with Harrington's classes. Following are the potential sequences:
 - Language *ab initio* is generally available *only* to students who have had a maximum of *one* year of study in that language in high school. The most typical *ab initio* sequences are level 1H followed by 2H or 2H followed by 3H. Depending on the language level of the student in 10th grade, Spanish or French B could culminate either at level 4H or in a 5th year course. Note that only seniors will be able to conclude Language B at the 4H level; juniors in 4H must take the fifth year course in order to complete the Language B requirement. The following chart summarizes the Spanish and French sequences that are available:

10 th grade	11 th grade	12 th grade
3H, 4 College Prep	4H (Language B part 1)	Language B part 2
2H, 3 College Prep	3H (Language B part 1)	4H (Language B part 2)
No language or planning to change language	1H (<i>ab initio</i> part 1)	2H (<i>ab initio</i> part 2)
2 College Prep	3 College Prep (<i>ab initio</i> part 1)	3H (<i>ab initio</i> part 2)
1H	2H (<i>ab initio</i> part 1)	3H (<i>ab initio</i> part 2)
1 College Prep, Intermediate	2 College Prep (<i>ab initio</i> part 1)	2H (<i>ab initio</i> part 2)

*This chart is subject to occasional modification based on how honors and college prep classes may be combined during any given year.

- Spanish B HL and French B HL are available for heritage or near native speakers of the language.

- Sophomores who are in Spanish, French, or Latin 4H could attempt to schedule the corresponding year 2 class, with the understanding that the class is generally enrolled by seniors and it may conflict with a required junior IB class, in which case there may be a gap of one year in language study. Alternatively, such students may request to take the AP course in the junior year.
- Sophomores in Latin 3H should proceed to Latin SL (part 1). Students who have not yet taken Latin 3H should speak with their teacher about acceleration options or request Spanish or French *ab initio*. There are no IB classes for beginning Latin learners.

A note about sciences

Because students may select from biology, chemistry, or physics to fulfill the science requirement after having studied biology and chemistry prior to the 11th grade, they may graduate from Harriton without having taken a course in physics. The science department strongly encourages students to have an experience in all three sciences and recommends that they plan accordingly. Students who wish to elect biology or chemistry within the IB Program should, therefore, consider the possibility of taking physics in summer school or in lieu of the 9th or 10th grade science that they will pursue within the program. They should seek the advice of their science and math teachers to be sure that vital skills are appropriately developed before taking physics. It is also possible to study two IB sciences. Though students are welcome to request a non-IB physics class in addition to a full IB schedule in 11th or 12th grades, there is no guarantee that the non-IB physics class will schedule for them.

Therefore, students have the following opportunities to schedule physics:

- Students may select IB Physics as their group 4 subject.
- Students may study two sciences (physics and chemistry, for example), satisfying the group 4 and 6 requirements.
- Students who are advanced enough in math and plan to study chemistry or biology in IB may opt to take physics in 9th or 10th grade.
- Students may take physics in summer school prior to 11th or 12th grade.
- Students may request a non-IB physics class in addition to their IB schedule in 11th or 12th grade, understanding that it is possible that the class will not schedule for them.
- Students may consider taking physics at a local university during the evening or a summer session.

Notes about mathematics:

- Mathematics: Analysis and approaches is designed to meet the needs of students intending to pursue advanced studies in mathematics and/or sciences. Mathematics: Applications and interpretation is designed for students who are not interested in pursuing advanced studies in mathematics and/or science, whose interests may be more rooted in the humanities, whose strengths may not be in mathematics, and/or who have not yet studied the math necessary for success in the Analysis and approaches class. The Applications and interpretation class includes introductory calculus. The Analysis and approaches SL class includes major units in calculus. The Analysis and approaches HL class includes very advanced calculus.
- Students should do their due diligence in researching which math class best aligns with their prior experience in math along with the entrance expectations of specific academic programs in the US and abroad. Note particularly that some business programs require a course in pre-calculus, which would not be satisfied by Mathematics: Applications and interpretation SL. Note also the requirements set forth in varying countries' IB recognition statements (<https://www.ibo.org/university-admission/find-countries-and-universities-that-recognize-the-ib/>).
- Large portions of the content of LMSD's Integrated Math 3H course constitute the presumed knowledge for students entering Mathematics: Analysis and approaches SL/HL; completing Integrated Math 3H prior to entering Mathematics: Analysis and approaches SL or HL is, therefore, highly recommended. Strong Integrated Math 2 skills are presumed knowledge for Mathematics: Applications and interpretation SL.
- Each IB math class embeds the pre-calculus content that is necessary for the calculus material later in the course, so completing Pre-Calculus prior to IB mathematics is not necessary. Therefore, highly-performing freshmen in Integrated Math 3H who intend to pursue IB may choose to take either Pre-Calculus or an alternate course, often AP Statistics.
- Sophomores in AP Calculus AB or BC may enroll in Mathematics: Analysis and approaches SL/HL, though they will experience some overlap in content.
- Sophomores in Integrated Math 3H are perfectly aligned to enter IB Mathematics: Analysis and approaches SL/HL (part 1), though they may opt to take Mathematics: Applications and interpretation SL if it aligns better with their goals and priorities. Sophomores who have not yet taken Integrated Math 3H and wish to take IB Mathematics: Analysis and approaches SL/HL should speak with their math teacher, the IB Coordinator, and their school counselor to consider available options.

- The following chart describes the math classes and the presumed knowledge of students entering each one:

Math course	Course description	Presumed knowledge and skills
Mathematics: Applications and interpretation SL	This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.	Strong Integrated Math 2 skills.
Mathematics: Analysis and approaches SL	This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The SL and HL classes share common core topics, though the HL class expands on them substantially.	Strong Integrated Math 3H skills
Mathematics: Analysis and approaches HL		Strong and fairly automatic Integrated Math 3H skills

A note about US Government

The Lower Merion School District requires all students to take a full-year US Government class. Following are the possible course sequences:

	10 th Grade	11 th grade	12 th grade
Path #1	Global Studies 2	History of the Americas (part 1) and US Government	History of the Americas (part 2)
Path #2	Global Studies 2	History of the Americas (part 1)	History of the Americas (part 2) and US Government
Path #3	Global Studies 2	History of the Americas (part 1)	History of the Americas (part 2)
	US Government during summer school (if offered)		
Path #4	US Government	History of the Americas HL (part 1)	History of the Americas HL (part 2)

Path #4 is reserved for students who intend to enter IB as juniors. Students who elect path #4 will be expected to enroll in Global Studies 2 in 12th grade if they do not enter the IB Program. Students who elect path #4 are strongly encouraged to request Global Studies 2 in 10th, 11th, or 12th grade as an additional course, subject to availability.

Some combinations of SL and HL classes will result in no room senior year for US Government. Great care should be taken to chart out the two-year expected sequence of IB classes and to ensure the completion of US Government prior to graduation.

EARNING THE IB DIPLOMA

In addition to the grades that students will receive toward their Harriton High School diplomas, they will receive IB scores for each course in the IB Program.

Each IB score is the combination of the internal and external assessments that occur during the course. Internal assessments constitute approximately 25%-30% of the total IB score and are IB activities (including essays, oral evaluations, presentations, performances, etc.) that occur during the school year and are evaluated by the IB teacher in accordance with the guidelines required by the IB. Internal assessments are subject to external moderation. This means that IB teachers are required to submit the results of their internal assessments and samples of the students' work to the IB, which may then adjust the teacher's scores either upward or downward in order to ensure international consistency in assessment. External assessments constitute the balance of the IB score for each course and are evaluated by international examiners, not by Harriton's IB teachers.

The IB score for each of the 6 courses is reported on a scale of 1 through 7. As a general rule, students must accumulate a total of 24 points (the sum of the course scores) and complete the CAS, Extended Essay, and Theory of Knowledge requirements in order to receive the diploma. Consequently, a high score in one area may compensate for a low score in another area. Students may also earn bonus points for particularly impressive work in Theory of Knowledge or the Extended Essay. There are

more precise rules that govern the distribution of standard level and higher level points, so the goal of a total of 24 points is to be understood as an approximation.

Students will learn whether they have earned the Diploma during the summer after graduation. Diplomas are mailed from Cardiff in September and will be available in the fall from the IB Coordinator. A reunion is generally planned in December or January (during winter break for most colleges) for the purpose of distributing Diplomas.

EARNING THE IB BILINGUAL DIPLOMA

The IB Bilingual Diploma documents native/near-native fluency in more than one language. It is intended for students who have been raised in a bilingual environment and have had substantial experience in reading and writing in both languages. It is not available for students who have reached a high level of proficiency in a foreign language. The IB Bilingual Diploma is conferred under the following circumstances:

- The student earns a minimum grade of 3 in two Language A courses. This is accomplished by taking our taught English A: Literature class and taking a self-taught class in another Language A.
- The student tests in a group 3 or a group 4 subject in a language other than his/her nominated Language A and earns a minimum grade of 3 in both the Language A course and the group 3 or 4 course.

The Years Before IB

NINTH AND TENTH GRADES

A rigorous academic experience in 9th and 10th grades is crucial in order to develop the scholastic skills and mastery of content required for success in the 11th and 12th grade IB Program. The current ninth and tenth grade honors-level curriculum prepares students well for IB. Though 9th and 10th grade students intending to pursue the IB Diploma are strongly encouraged to study at the honors level in most disciplines, not doing so will not exclude a student from participating in the program. Highly motivated and academically successful students who do not follow an honors curriculum in 9th and 10th grades should speak with their parents, teachers, and the IB Coordinator about their interest in pursuing the program.

In addition to graduation requirements and optional electives, the typical pre-IB experience will include:

Ninth grade core courses: English 1 Honors, Global Studies 1 Honors, Mathematics*, World Language Honors, Biology Honors.

Tenth grade core courses: English 2 Honors, Global Studies 2 Honors, Mathematics*, World Language Honors, Chemistry Honors. Pre-IB sophomores often request US Government as well, either in addition to or in lieu of Global Studies 2.

*Because large portions of Integrated Math 3 Honors constitute the presumed knowledge for students entering Mathematics: Analysis and approaches SL/HL, students planning to request this course would be well-served by taking Integrated Math 3 Honors prior to their IB experience. Students wishing to take Mathematics: Analysis and Approaches SL or HL and are not sequentially aligned to complete Integrated Math 3 Honors prior to entering IB should consult with their math teacher, the math department chair, and the IB Coordinator to discuss pathways to access it. Strong Integrated Math 2 skills as well as a foundation in Geometry are necessary for success in Mathematics: Applications and interpretation SL.

All students and parents are urged to review the 7th through 12th grade possible sequences of courses on page 20 to be sure that prospective IB students are prepared to enter the IB Program as juniors.

MIDDLE SCHOOL STUDENTS

Current middle school students should have as their primary goal the achievement of academic success in the classes that are most appropriate for their abilities, and ninth grade courses should be scheduled accordingly. It is not recommended that rising ninth grade students enter classes for which they are not prepared as a means of assuring eligibility for the IB Program.

The Summer Between Junior and Senior Years

The first semester of senior year is a challenge for all students, regardless of their academic program. Rising IB seniors should visit as many colleges as possible during the summer, complete the major essay portions of college applications to whatever extent possible, continue working on some internal assessments and on-going assignments, and continue work on the CAS and Extended Essay components of the program. A productive summer will be a wise investment in a successful senior year.

The Application Process

The application process is designed to help sophomores in their thinking about IB and to help them own their decision to become IB students. The application includes opportunities to reflect on elements of the program and its potential match with who they are as learners. Though all applicants are admitted, the application should be taken very seriously as it is the students' opportunity to showcase their potential as successful IB students. The application also collects important data and permissions that are required for registration with the IB Organization.

Though the program is not designed exclusively for the academically elite, it is a rigorous program that holds students to high expectations. All sophomores who consider themselves highly-motivated, diligent students; who have a record of academic success; and who espouse the philosophical foundation of the program should consider submitting an application, including students who have not completed an honors curriculum in ninth and tenth grades. Such students should recognize, however, that the program is likely to be substantially more challenging than what they have experienced to date.

Applications will be made available to sophomores in the fall and are due in January. Sophomores who submit an application are *committing* to beginning the program in September. Building-wide staffing decisions are made based on the projected enrollment in the program. It is not appropriate for a student to submit an application and then decide afterward that he/she is no longer interested. Serious consideration of participating in IB should take place *before* submitting the application, not after. The act of submitting an application represents a commitment to entering the program.

Student Supports

The IB Diploma Program is available to all students. The support structures that are available to all Harriton students are available to IB students, including access to our Learning Center and open access to all teachers during Lunch and Learn (an hour-long period of time mid-day in which students have lunch and can access their teachers). All students work with a team of teachers, a school counselor, and an IB Coordinator who are invested in their success. English Learners additionally have the support of our English Language Development teacher, and students with special learning needs have the added support of the Special Education Department.

The IB Diploma Program is accessible to students with IEPs and 504 Plans. Families of students who intend to pursue the IB Diploma Program are advised to consider the rigors and expectations of the program as curricular decisions are being made. Supports documented in an IEP or 504 Plan should be designed with the intention of maximizing success in formal IB assessment. The International Baccalaureate Organization provides assessment accommodations according to its own standards, which may or may not be consistent with those documented in an IEP or 504 Plan. Only those assessment accommodations authorized by IB will be provided for IB assessments.

IB requires documentation for the need for accommodations (usually a medical note or a psychological evaluation) and evidence that the accommodations are being made internally by the school (a 504 plan or an IEP). All medical notes must be current and all psychological evaluations must have been conducted within the previous two years of entry into the program. Psychological evaluations must report results as standard scores with a mean of 100 and a standard deviation of 15, not as percentiles or age/grade equivalents. IB grants accommodations for learning challenges based on scores reported for specific measurements.

English Learners may be eligible for assessment accommodations depending on their level of proficiency as measured within the year of assessment.

College Admission and Credit

"It may be the best kept secret in high school reform," said Barmak Nassirian, the associate executive director of the American Association of Collegiate Registrars and Admission Officers, in Washington. The IB Program, he said, is generally regarded as "the gold standard of high school curriculum in admissions circles."

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The International Baccalaureate Diploma Program was established initially as a means of providing a unified curriculum for families that are internationally mobile. The IB Diploma is very highly regarded as an admissions credential to universities throughout the world, including in the United States, because of its academic rigor, focus on critical thinking, and the research and writing skills it fosters. However, neither the IB nor Lower Merion School District asserts that following the IB curriculum or earning the IB Diploma represents a guarantee of college admission or the earning of advanced credit.

There are two inter-related considerations regarding universities' consideration of IB work: admission and the granting of credit. In general, universities throughout the world admit students based on the strength of their high school curriculum and grades earned; IB is universally considered to be one of the most rigorous curricular options available to students.

Unlike Advanced Placement (AP) classes, IB classes were not designed to provide advanced placement or credit in college; rather, they were designed to provide a rigorous college-preparatory high school experience. However, many colleges and universities in the US recognize that IB students are completing college-level work by US standards and grant advanced credit based on the scores earned on IB assessments. Recognition of a student's work in IB classes in conferring advanced credit varies substantially by institution. Students and parents are well-advised to review the policies of the colleges in which they are interested.

Students who intend to pursue admission to a university outside the United States are strongly urged to review the policies of the relevant government and/or institutions. Though the IB Diploma is very widely recognized as an entrance credential to universities throughout the world, some countries stipulate the completion of certain courses or the attainment of minimum scores. Please see <https://www.ibo.org/university-admission/find-countries-and-universities-that-recognize-the-ib/> for further information.

Though IB and AP are different programs that follow different curricula, some students may choose to take an AP exam after completing the corresponding IB course and engaging in supplementary preparation. Unlike the IB, the College Board does not require that a student take an AP class in order to sit for the examination.

Frequently Asked Questions

Is this a program for gifted students?

The IB Program is not a gifted program, though gifted students may be very successful in it. The program is designed for the academically motivated student. Although there may be gifted students who choose to participate, not all students who do so are classified as gifted. Also, there will certainly be gifted students who will choose not to participate.

What is the difference between the AP and IB programs?

The AP program is an American program that is largely content-driven. Its primary intention is to provide advanced placement in college in specific subjects. Students choose any number of AP courses depending on their specific strengths. College credit is given on the basis of results from standardized AP exams that are graded externally at the end of the academic year. The IB program has a comprehensive, integrated curriculum of challenging work in six academic subjects. It is only available at

authorized schools whose policies are determined by international educators (the International Baccalaureate). Grades are given on the basis of internal assessments as well as externally assessed examinations. Advanced standing in colleges is a frequent by-product of success in IB courses. The IB Program is guided by the mission statement and learner profile of the IB Organization (see "Theory and Philosophy" section). In addition, the College Board does not require that a student take an AP class in order to sit for the AP exam; the IB does require that a student take the IB course in order to take the IB assessments.

What will be the requirements for admission?

All students who apply for admission to the IB Program are admitted. The application process is designed to guide sophomores' thinking about their potential participation in the program and to help them own their decision to be IB students. This document details the subject-specific pathways to access the program.

Who can apply?

Any resident of the Lower Merion School District can apply during his/her sophomore year.

What happens to the student who discovers that the program is too difficult? Can he or she transition back into the regular program?

A student can return to college preparatory, honors or AP level courses, depending on course availability. Experience has shown that students know quite soon into the first semester of the junior year that they do not wish to continue in the program.

What if a student is strong in math and science and not the humanities or vice versa? Does one have to perform at a uniformly high level?

Students need to take only three of the six subjects at the higher level. Each individual will choose a program best suited to his or her abilities. However, even standard level courses are at least at the AP or honors level of difficulty. Though writing skills are emphasized in all disciplines, IB is not a "humanities based" program. The needs of students who consider themselves more oriented toward the maths and sciences are met through the 2-year higher level science classes, the opportunity to study two IB sciences, Mathematics: Analysis and approaches HL, the opportunity to write an Extended Essay related to mathematics and science, and the ability to fulfill CAS activities that are connected to mathematics and science. IB graduates have succeeded in majors in both the humanities and the maths and sciences at many outstanding universities throughout the world.

Can an IB student play sports or participate in the orchestra, etc.? What about after-school jobs?

IB students must complete the CAS (creativity, activity, service) component of IB, which can include athletics, journalism, music, theater, art, community service, etc. Generally, IB students continue their participation in activities in school, after school and in the community and receive some credit towards the CAS requirement. Students can have jobs but may find that the time demands of the program make it difficult to do both.

Will IB students and teachers be isolated from the rest of the school community?

The IB faculty typically teaches classes at the college preparatory, honors and/or AP levels. This is one of the greatest benefits of IB for the school. Teachers who have benefited from IB training in curriculum, teaching, and assessment techniques can take the skills to other non-IB students. IB students will be in classes primarily with other IB students but they will not be any more isolated than AP students are. Non-IB students can take the elective IB courses and some IB subjects may be combined with other classes. Through CAS, all students will be expected to participate in extracurricular activities, though not necessarily sponsored by the school. Lower Merion School District's IB students to date have continued to be active members of the school and local communities.

How will students be assessed? How do you calculate GPA or class rank?

Similar to students who take AP courses, IB students will receive two types of grades. Each student will receive grades that count toward a Harriton High School diploma and are the result of the teacher's normal assessments throughout the course of the year. The teacher may choose to include the IB internal assessments that occur as well since he or she will be assessing them. This is the grade that will appear on report cards and transcripts and will be used in the calculation of the GPA. In addition, each student will receive a grade for each course, on a scale of 1 to 7, which integrates the external and internal assessments and is awarded by the IB Curriculum and Assessment department in Cardiff. These grades, in conjunction with the CAS, Extended Essay, and Theory of Knowledge requirements, will determine whether the IB Diploma is awarded. Because at least four of the IB scores and the final status of the diploma are not available until the summer after the student graduates, admission to colleges in the United States will be based primarily on grades reported on the student's transcript and successful participation in the IB Diploma Program to date.

It is not unusual to receive lower grades than usual in the beginning of the program while the student is adjusting to its demands and the time commitment necessary for success. However, most students are able to bring their grades back up to the level of their expectations as they progress through the first year. It is important to understand that only final course grades will appear on the transcripts that are sent to colleges.

How do colleges grant advanced credit for IB courses?

There is no easy answer to this question because each college that grants IB credit does so according to its own criteria. Some schools award a full year of credit to students who earn the IB Diploma. Other schools require a cumulative score greater than 24 points. Many other schools grant credit on a course-by-course basis. Students who have narrowed down their list of potential colleges are highly encouraged to inquire about their credit granting policies by contacting the admissions offices of the schools. The greatest benefits of the IB Program lie in the skills it fosters, skills that will be utilized throughout the college experience and well beyond.

What accommodations are provided by the IB for students with special needs?

The IB permits some accommodations for students who have special learning needs, but its guidelines are very specific and Harriton must adhere to them strictly. IB teachers will provide appropriate support in the instruction and assessments that lead to the grade awarded toward a Harriton High School diploma, but final approval for accommodations made during IB assessments rests wholly with the IB.

What accommodations are provided by the IB for English Learners?

With the exception of language classes, all subjects are typically examined in English, Spanish, or French throughout the world, so most students in countries in which these languages are not the dominant language are learning and being assessed in a language that is not their own. IB permits the use of a simple translating dictionary in all exams other than language exams and may permit extended time for examinations for non-language courses depending on the student's proficiency.

How can I get more information about the IB Program?

- Contact Mr. Thomas O'Brien, LMSD's IB Diploma Program Coordinator, at 610-658-3958 or obrient@lmsd.org.
- LMSD's program documentation is here: <https://www.lmsd.org/academics/high/ib>.
- The International Baccalaureate's website is <https://ibo.org/>.

Graphic Organizers

Summary of Subjects and Levels Offered

Group	Subject	Levels available and duration	Comments
Group 1: Studies in language and literature	*English A: Literature	SL (2 years) HL (2 years)	
	Language A: Literature (self-taught)	SL (2 years)	The self-taught program is only permitted at SL. This is not an LMSD curriculum.
Group 2: Language acquisition	Spanish, French B	SL (2 years) HL (2 years)	HL is reserved for heritage or near-native speakers.
	Latin	SL (2 years)	
	Spanish, French <i>ab initio</i>	SL (2 years)	Reserved for students with little to no prior experience in the language.
	*English B	SL (2 years) HL (2 years)	This is reserved for English Learners.
Group 3: Individuals and societies	*History of the Americas	SL (2 years) HL (2 years)	Year 1 of History of the Americas SL or HL satisfies the US History graduation requirement.
	Psychology	SL (1 year) HL (2 years)	Because all students must take History of the Americas, Psychology may satisfy the group 6 (elective) requirement.
	Economics	SL (1 year) HL (2 years)	Because all students must take History of the Americas, Economics may satisfy the group 6 (elective) requirement.
Group 4: Sciences	Biology	SL (1 year) HL (2 years)	
	Chemistry	SL (1 year) HL (2 years)	
	Physics	SL (2 years) HL (2 years)	
Group 5: Mathematics	Mathematics: Applications and interpretation	SL (2 years)	
	Mathematics: Analysis and approaches	SL (2 years) HL (2 years)	
Group 6: Arts or electives	Music	SL (1 year) HL (2 years)	An elective is an additional course from group 1, 2, 3, or 4.
	Theatre	SL (1 year) HL (2 years)	
	Visual Arts	SL (1 year) HL (2 years)	
	Theory of Knowledge	1 year, twice per cycle	Students experience Theory of Knowledge in IB Core in 11 th grade as well.
	*IB Core	1 year, once per cycle	This HHS-developed course supports CAS, Extended Essay, and Theory of Knowledge.
	*IB Senior Project	1 year, once per cycle	This HHS-developed course supports CAS and the Extended Essay.

*GRADUATION REQUIREMENTS:

- All subjects meet LMSD graduation requirements except Language A: Literature (self-taught) because it is not an LMSD curriculum. Students are urged to consult district documentation to ensure completing all requirements.
- Because all students must study English for 4 years, either English A: Literature or English B is a graduation requirement.
- History of the Americas meets the US History graduation requirement and is therefore a required class.
- All LMSD students must complete a Senior Project. CAS, the Extended Essay, a brief reflection paper, and an exit interview constitute the Senior Project for IB students. Because IB Core and IB Senior Project support the completion of CAS and the Extended Essay, they are graduation requirements.

Possible Course Sequences

Grades 11 and 12

Students will follow one of the two-year sequences for each of the six groups to be studied. Fields that cross both grades represent two-year courses.

SUBJECT GROUP	Grade 11	Grade 12	Comments
GROUP 1: Studies in language and literature	English A: Literature SL or HL		This course is for native English speakers or students who have acquired English to a near-native level.
	Language A: Literature SL (self-taught)		This course is for native speakers of languages other than English or students who have acquired that language to a near-native level. This is not an LMSD curriculum.
GROUP 2: Language acquisition	English B SL or HL		See notes about languages on page 8.
	Spanish B SL or HL		
	French B SL or HL		
	Latin SL		
	Spanish <i>ab initio</i> SL		
	French <i>ab initio</i> SL		
GROUP 3: Individuals and Societies	History of the Americas SL or HL		Year 1 of this course satisfies the US History graduation requirement; therefore, this is a required course for all IB students.
GROUP 4: Sciences	Physics SL or HL		See note about sciences on page 9.
	Chemistry HL		
	Biology HL		
	Chemistry SL		
	Biology SL		
GROUP 5: Mathematics	Mathematics: Applications and interpretation SL		See notes about mathematics on page 9.
	Mathematics: Analysis and approaches SL or HL		
GROUP 6: Arts or Electives	Visual Arts HL		Psychology and Economics are rightfully in group 3. Because all IB students fulfill the group 3 requirement with History of the Americas, Psychology and Economics can satisfy the group 6 requirement as an elective. Additional elective options include an additional course in groups 1-4.
	Music HL		
	Theatre HL		
	Psychology HL		
	Economics HL		
	Visual Arts SL		
	Music SL		
	Theatre SL		
	Psychology SL		
	Economics SL		
CORE REQUIREMENT: Theory of Knowledge	IB Core	Theory of Knowledge	IB Core will engage the students in the 3 core elements of the Diploma Program. Theory of Knowledge becomes a separate course in the 12 th grade, and students continue their work in CAS and the Extended Essay in IB Senior Project
CORE REQUIREMENT: Creativity, Activity, Service		IB Senior Project	
CORE REQUIREMENT: Extended Essay			

Sample Schedules

These sample schedules are provided to illustrate potential combinations of classes. Empty cells represent sets that are available as free periods or for additional classes. Note that certain combinations of SL and HL courses result in a 100% IB schedule senior year, leaving room for no other classes. In such cases, care should be taken to schedule US Government prior to 12th grade.

Sample #1:

SET	11 th Grade			12 th Grade		
1	English A: Literature SL (part 1)			English A: Literature SL (part 2)		
2	Physics HL (part 1)			Physics HL (part 2)		
3	Physics lab	Chemistry lab	PE	Physics lab	Chemistry lab	PE
4	Chemistry HL (part 1)			Chemistry HL (part 2)		
5	Mathematics: Analysis and approaches HL (part 1)			Mathematics: Analysis and approaches HL (part 2)		
6	History of the Americas SL (part 1)			History of the Americas SL (part 2)		
7	Spanish B SL (part 1)			Spanish B SL (part 2)		
8	IB Core			Theory of Knowledge (twice/cycle)		Acad. Seminar
L&L				IB Senior Project		

- When IB Core or IB Senior Project cannot be scheduled within sets 1-8, they are scheduled in “set 10” and run during Lunch and Learn.

Sample #2:

SET	11 th Grade			12 th Grade		
N/A	Dutch A: Literature SL self-taught (part 1)			Dutch A: Literature SL self-taught (part 2)		
1	English B SL (part 1)			English B SL (part 2)		
2	Biology HL (part 1)			Biology HL (part 2)		
3	Biology lab	PE	IB Core	IB Senior Project		Biology lab
4	Mathematics: Applications and interpretation SL (part 1)			Mathematics: Applications and interpretation SL (part 2)		
5	History of the Americas HL (part 1)			History of the Americas HL (part 2)		
6	Visual Arts HL (part 1)			Visual Arts HL (part 2)		
7				Theory of Knowledge (twice/cycle)		PE
8						

- This native Dutch speaker is following the self-taught program in Dutch literature. The self-taught program is not an LMSD curriculum, does not appear on the student’s schedule, and does not earn credit. It appears on this sample schedule for illustrative purposes only.
- This student is a candidate for the IB Bilingual Diploma because she is taking a group 3 or group 4 language taught in a language other than her Language A.

Sample #3:

SET	11 th Grade			12 th Grade		
N/A	Indonesian A: Literature SL self-taught (part 1)			Indonesian A: Literature SL self-taught (part 2)		
1	English A: Literature SL (part 1)			English A: Literature SL (part 2)		
2	History of the Americas HL (part 1)			History of the Americas HL (part 2)		
3	Physics HL (part 1)			Physics HL (part 2)		
4	Physics lab	PE	Biology lab	Physics lab	PE	Biology lab
5	Biology HL (part 1)			Biology HL (part 2)		
6	Mathematics: Analysis and approaches HL (part 1)			Mathematics: Analysis and approaches HL (part 2)		
7	IB Core			Theory of Knowledge (twice/cycle)		IB Senior Project
8						

- This native Indonesian speaker is following the self-taught program in Indonesian literature. The self-taught program is not an LMSD curriculum, does not appear on the student's schedule, and does not earn credit. It appears on this sample schedule for illustrative purposes only.
- This student is a candidate for the IB Bilingual Diploma because he is taking two Language A classes.

Sample #4:

SET	11 th Grade			12 th Grade		
1	Biology SL			Theory of Knowledge (twice/cycle)		
2	Biology lab	PE	IB Core	PE	IB Senior Project	
3	English A: Literature HL (part 1)			English A: Literature HL (part 2)		
4	History of the Americas HL (part 1)			History of the Americas HL (part 2)		
5	Mathematics: Analysis and approaches SL (part 1)			Mathematics: Analysis and approaches SL (part 2)		
6	Theatre HL (part 1)			Theatre HL (part 2)		
7	French <i>ab initio</i> SL (part 1)			French <i>ab initio</i> SL (part 2)		
8						

Sample #5:

SET	11 th Grade			12 th Grade		
1	Physics SL (part 1)			Physics SL (part 2)		
2	Physics lab	PE	IB Core	PE	IB Senior Project	Physics lab
3	English A: Literature HL (part 1)			English A: Literature HL (part 2)		
4	History of the Americas HL (part 1)			History of the Americas HL (part 2)		
5	Mathematics: Analysis and approaches SL (part 1)			Mathematics: Analysis and approaches SL (part 2)		
6	Theatre HL (part 1)			Theatre HL (part 2)		
7	Latin SL (part 1)			Latin SL (part 2)		
8				Theory of Knowledge (twice/cycle)		

Sample #6:

SET	11 th Grade			12 th Grade		
1	Economics HL (part 1)			Economics HL (part 2)		
2	History of the Americas SL (part 1)			History of the Americas SL (part 2)		
3	Mathematics: Analysis and approaches SL (part 1)			Mathematics: Analysis and approaches SL (part 2)		
4	English A: Literature HL (part 1)			English A: Literature HL (part 2)		
5	Chemistry HL (part 1)			Chemistry HL (part 2)		
6	IB Core	PE	Chemistry lab	IB Senior Project	PE	Chemistry lab
7	Spanish B HL (part 1)			Spanish B HL (part 2)		
8				Theory of Knowledge (twice/cycle)		

- This heritage speaker of Spanish chose Spanish B HL as a 4th higher level subject.

Sample #7:

SET	11 th Grade			12 th Grade		
1	English A: Literature HL (part 1)			English A: Literature HL (part 2)		
2	History of the Americas HL (part 1)			History of the Americas HL (part 2)		
3	Music HL (part 1)			Music HL (part 2)		
4	Mathematics: Applications and interpretation SL (part 1)			Mathematics: Applications and interpretation SL (part 2)		
5	Biology HL (part 1)			Biology HL (part 2)		
6	Biology lab	IB Core	PE	Biology lab	IB Senior Project	PE
7	Spanish <i>ab initio</i> SL (part 1)			Spanish <i>ab initio</i> SL (part 2)		
8				Theory of Knowledge (twice/cycle)		

Possible Course Sequences from 7th through 12th Grade

With the exception of mathematics, all course sequences are valid for college preparatory or honors classes, though honors curricula will provide a stronger foundation for IB courses. This chart does not necessarily represent every sequence possible.

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English¹	English	English	English 1	English 2	English A: Literature SL or HL	
World Language²	Spanish	Spanish	See page 8 for potential sequences		Spanish B SL or HL	
	French	French			French B SL or HL	
	Latin	Latin			Latin SL	
			Latin 2	Latin 3	Spanish or French <i>ab initio</i> , SL	
Social Studies³	U.S. Social Studies	U.S. Social Studies	Global Studies 1	Global Studies 2 and/or US Government	History of the Americas SL or HL (and US Government for 1 year if necessary)	
Science⁴	Biology	Physical Sciences	Biology	Chemistry	Physics HL	
					Biology HL	
					Chemistry HL	
					Physics SL	
					Biology SL	
Mathematics⁵	Math 7	Integrated Math 1	Integrated Math 2	Integrated Math 3	Mathematics: Applications and interpretation SL	
	Math 7	Integrated Math 1	Integrated Math 2H	Integrated Math 3H	Mathematics: Applications and interpretation SL	
	Math 7	Math 8	Integrated Math 1	Integrated Math 2	Mathematics: Applications and interpretation SL	
	Math 7	Math 8	Integrated Math 1	Integrated Math 2H	Mathematics: Applications and interpretation SL	
	Math 7	Integrated Math 1	Integrated Math 2	Integrated Math 3	Mathematics: Analysis and approaches SL	
	Math 7	Integrated Math 1	Integrated Math 2H	Integrated Math 3H	Mathematics: Analysis and approaches SL or HL	
	Integrated Math 1	Integrated Math 2H	Integrated Math 3H	Pre-Calculus H	Mathematics: Analysis and approaches SL or HL	
	Integrated Math 1	Integrated Math 2H	Integrated Math 3H	Statistics	Mathematics: Analysis and approaches SL or HL	
Arts and Elective⁶					Visual Arts SL	
					Music SL	
					Theatre SL	
					Psychology SL	
					Economics SL	
					Visual Arts HL	
					Music HL	
					Theatre HL	
					Psychology HL	
					Economics HL	

- Native speakers of other languages may study that language on a self-taught basis as their Language A. Students born and raised in a bilingual environment may study two Languages A.
- If the student's prior language is neither Spanish, French, nor Latin or if he/she wishes to change languages, he/she will enroll in Spanish or French *ab initio*. Near native speakers of Spanish or French will take Spanish B HL or French B HL. Students whose mother tongue is not English will take English B.
- A 1 credit course in US Government is a graduation requirement. Students may take this class (1) during their sophomore year in lieu of or in addition to Global Studies 2, (2) during summer school, or (3) during a free set either in 11th or 12th grade. Students who replace Global Studies 2 with US Government and opt not to enter IB will be expected to take Global Studies 2 in 11th or 12th grade. Because some combinations of SL and HL subjects will result in a 100% IB schedule in 12th grade, great care should be taken to schedule US Government.
- Students who choose to take Biology or Chemistry as their group 4 subject might consider taking Physics in summer school or in 9th or 10th grade in lieu of the traditional science class.
- Mathematics: Applications and interpretation assumes a strong foundation in Integrated Math 2. Mathematics: Analysis and approaches assumes a strong foundation in Integrated Math 3H, though such students may opt to take Mathematics: Applications and interpretation instead. Students who complete Integrated Math 3H in 9th grade may take Pre-Calculus Honors or Statistics in 10th grade.
- A second subject in groups 1-4 can fulfill this requirement as well. Psychology and Economics, group 3 subjects, are available in group 6 because all students must take History in group 3.