

GlenOak High School



International Baccalaureate Diploma Programme

**Handbook & Admissions Policy
Class of 2024**

The International Baccalaureate Mission Statement

To develop inquiring, knowledgeable caring young people who help 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 International Baccalaureate Diploma Programme

The International Baccalaureate Organization began in Geneva, Switzerland in 1968 as a non-profit international educational foundation. The goal of the IBO is to help students develop the social, emotional and education needs of students in a rapidly changing world. The first programme created was the Diploma Programme, which is focused academic curricula for students ages 16-19 during the junior and seniors years. The IB has a reputation of excellence, rigour and relevance in education by preparing young students to be prepared for college and lifelong learning.



The International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardian of the planet, help create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools.

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

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.

Open-minded

We critically appreciate our own cultural 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.

Caring

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 in the world around us.

Risk-taking

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.

Balanced

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.

Reflective

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.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB learner profile, 2013)

The Plain Local School District Mission Statement

Providing the Plain Community with exceptional education that is personalized, relevant and provides opportunities for students to create a better world through global understanding and respect.



Course Selection Class of 2024

The class of 2024 will be able to request the following DP courses during the junior and senior year.
Note: Full course descriptions are described in Diploma Programme Courses of Study.

Group	Prerequisite Course (10th Grade)	IBDP Course (11th/12th Grade)	Replaces Most Equivalent Current Course (11th/12th Grade)
Group 1: Language A	Honors English 10	English A Language and Literature HL	AP English Language AP English Literature
	Honors English 10	English A Language and Literature SL	AP English Language AP English Literature
Group 2: Language B	Honors French III	French B HL	Honors French IV* AP French V*
	Honors French II or III	French B SL	Honors French III Honors French IV
	No previous study of French beyond French I	French Ab initio	Honors French I* Honors French II
	Honors Spanish III	Spanish B HL	AP Spanish IV Honors Spanish V*
	Honors Spanish II or III	Spanish B SL	Honors Spanish III AP Spanish IV
	No previous study of Spanish beyond Spanish I	Spanish Ab initio	Honors Spanish I* Honors Spanish II
Group 3: I & S	AP U.S. History OR "A" in American History	Global politics HL	AP U.S. Government and Politics Honors Contemporary Issues*
	AP U.S. History OR "A" in American History	Global politics SL	AP U.S. Government and Politics Honors Contemporary Issues*
	AP U.S. History OR "A" in American History	Psychology SL	Intro to Psychology AP Psychology
Group 4: Sciences	Honors Biology OR "A" in Biology	Biology HL	AP Biology Advanced Applied Biology*
	Honors Algebra II OR "A" in Algebra II	Physics HL	AP Physics Advanced Applied Physics*
Group 5: Mathematics	Honors PreCalculus	Mathematics: Analysis and Approaches HL	AP Calculus AB and AP Statistics Advanced Applied Mathematics*
	Honors Algebra II OR Honors PreCalculus	Mathematics: Analysis and Approaches SL	Honors PreCalculus AP Calculus AB and AP Calculus BC*
	Honors Geometry OR "A" in Geometry OR Honors Algebra II	Mathematics: Applications and Interpretation SL	Honors Algebra II Honors PreCalculus and Statistics

Group 6: Arts	Music Ensemble	Music HL	Music Theory and World Music History* Independent Music Composition and Performing*
	Musics Ensemble	Music SL	Music Theory and World Music History* Independent Music Performing*
	"A" in Enriched Art II	Visual Arts HL	Enriched Art III AP Portfolio Art: Studio and 3-D*
	"A" in Enriched Art II	Visual Arts SL	Enriched Art III AP Portfolio Art: 2-D/3D*/Alternate Forms*
IB Core	Full DP OR IBDP Coordinator approval	Extended Essay (EE) Theory of Knowledge (TOK) Creativity Activity Service (CAS)	N/A

*Indicates courses that are not offered at GlenOak High School 2022-2024

Full Diploma Programme

Students desiring the most challenging college preparatory program respected by all universities will choose to be a full Diploma Programme student by completing the following:

- Choose one course in each of the six IB subject groups to take, including assessments during the junior and senior year.
- Students will choose three (or four) HL (higher level) courses in their strongest, most interested areas; and three (or two) SL (standard level) courses in the other groups. Note: Ab initio courses are for Language B as a second language for new learners, or third language for students desiring to learn an additional world language as the elective course). Ab initio courses are considered an SL course.
- Regardless of a course being HL or SL, it will be taught during the junior and senior year, is worth one credit per year, and is weighted on a 5.0 GPA scale.
- Full DP candidates will also take a seventh IB course called IB Core, which will consist of the learning and meeting time for Theory of Knowledge, Extended Essay, and Creativity, Activity, Service. All three components of the IB Core will collectively be worth one credit hour per year, take place throughout the junior and senior years, and be graded on a 5.0 scale.
- **International Baccalaureate Diploma Programme Individual Courses Certificate Requirement**
DP students taking one (or more) DP courses during the junior and senior years and completing all assessment requirements will have the final DP score from 1-7 per course reported to the IBDP Coordinator by IB in July after graduation. Students scoring a 4-7 per individual course will receive a DP certificate for the course. Certificates and communication of successful completion of the course will then be communicated with the student and student university or academy of choice by the IBDP Coordinator.



Grading, Assessment and Fees

GlenOak High School Grading and Marking Policy Specific to IB Courses

GlenOak High School IB teachers will create, administer, grade, and communicate assignments based on course curriculum and assessment criteria. Additionally, IB teachers will be expected to follow the GlenOak High School grading policy as well as work with guidance counselors, principals, and other educators to ensure IB students are also fulfilling state requirements for graduation and the Honors Diploma (when applicable).

International Baccalaureate Diploma Programme Grade Scale

GlenOak High School IB teachers will utilize criterion referenced assessment rubrics to score and provide feedback to students according to the following IBDP scoring standards:

IBDP Subject Courses

- 7 - Excellent
- 6 - Very good
- 5 - Good
- 4 - Satisfactory
- 3 - Mediocre
- 2 - Poor
- 1 - Very poor

Theory of Knowledge/Extended Essay

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

Assessments will then be converted in appropriate, scaffolded, grading for GlenOak High School's grading scale. IB teachers will encourage and model self-reflection, revision, and growth in student learning so that grades reflect a student's most accurate representation of learning.

GlenOak High School Grading and Grade Scale

GlenOak High School grades are communicated and calculated based upon two semesters per year; the each semester includes two nine-week quarters with each worth 50% of a semester grade. During each quarter, assessments will be administered as either summative, worth 80% of the quarter grade, or formative, worth 20% of the quarter grade. Examples of summative assessment may include tests, writing assignments, quizzes, projects, labs, and seminars. Examples of formative assessments may include homework, classwork, practice questions and writing assignments, bell ringers and exit tickets, seminars, projects, and quizzes. Teachers are expected to have several assignments per type of assignment per quarter.

Grades are recorded in the online program Sungard, operated through Stark County Educational Service Center. Report cards are generated by computer and communicated to students four times per year, usually one week after the end of the grading period. The grading scale is as follows:

<i>Percentage Range</i>	<i>Letter</i>	<i>Point Value</i>
90-100	A	5.000/4.000
80-89	B	4.000/4.000
70-79	C	3.000/4.000
60-69	D	1.000/4.000
0-59	F	0.000/4.000



Assessment

IBDP Full Diploma and individual course students are all required to participate in internal and external assessments in all IBDP courses. Internal assessments take place throughout the junior and senior years and external assessments take place in May of the senior year. An assessment calendar will be distributed to students at the beginning of the programme for student planning.

Fees

Students are responsible for all testing and fees required by IB. Current fees (for 2020 assessments):

Individual IB course testing fee	\$119
IB Core fee only for individual course students	\$147

NOTE: IB fees may increase \$3-4 per calendar year.

Additional course fees per subject may be required for learning materials, such as texts, review materials, and project supplies. Course fees will be due at the beginning of junior year and IB fees for registration and testing will be due the beginning of senior year. Students requiring financial assistance should contact the IB coordinator directly.

For additional information on Grading, Assessment, and Fees, please see the GlenOak High School IBDP Assessment Policy at www.plainlocal.org.

Homework and Summer Work

IBDP students will be expected to complete regularly, on time, and with honesty all assignments, including homework and summer work. Homework and summer work is designed to give students a chance to become familiar with new topics, reinforce learned topics and skills for mastery, and prepare for IB assessments. Teachers are expected to clearly communicate assignments and students are expected to communicate effectively with teachers any questions on assignments. Please see information below on the nature of assessments.

Formative and Summative Assessments

Approach to Formative Assessment

Formative assessment is designed and results are communicated to help students and teachers identify learning outcomes prior to a summative assessment based on the curriculum. Formative assessment is assessment for learning; the assessments serve as learning tools for both students and teachers. There are several main considerations for formative assessments.

The first approach for formative assessment is for students to demonstrate current knowledge of curriculum through pre-assessments. Based on the performance on a pre-assessment, both the students and teacher are able to assess the level of mastery in curriculum, including writing skills. A pre-assessment is designed in the similar format and criteria as the summative assessment.



The second approach to formative assessment is the role of classwork and homework in learning. Students are active participants in learning and need to spend time reading, discussing, writing, and reviewing curriculum to not only learn for recall but for conceptual understanding that creates analysis and synthesis of knowledge. Homework and classwork are utilized as an approach to teaching including inquiry-based learning, independent and collaborative experiences, and differentiation to meet the needs of different learners.

The third approach to formative assessment is the variety of ways teachers can assess student learning as learning happens. Formative assessments may take the form of writing assignments, seminars, projects, labs, and readings/questions. An essential element of formative assessments is the need for student and teacher self-reflection of learning and teaching. Formative assessments should communicate learning strengths and weaknesses of students to both the teachers and students.

Approach to Summative Assessment

Summative assessment is designed and communicated through planned, criterion-referenced rubrics based on the curriculum. Summative assessment is assessment of learning: the assessments serve as the demonstration of student learning. IB assessment scoring is determined through criterion referenced rubrics in multiple areas. Teachers in each subject area will utilize assessment criteria throughout the courses to help students learn through formative assessment so that they can perform to their highest abilities on summative assessments including but not limited to external exams in May during DP students' senior years.

Through the process of teaching students, one important and necessary component for teachers is the development of a process for standardization of assessment of student work. When only one teacher is instructing a course, the teacher must work to accurately assess student work based upon IB criteria per subject and per assessment; when more than one teacher instructs a course, both teachers must work collaboratively to align and standardize assessment of student work.

For additional information on **Formative and Summative Assessments**, please see the GlenOak High School IBDP Assessment Policy at www.plainlocal.org.

Academic Honesty

GlenOak High School IBDP students are expected to adhere to the GlenOak High School Academic Honesty Policy. IB teachers will work collaboratively with students to understand effective referencing, resources for learning and assessment, and types of academic malpractice. Students and teachers will have access to referencing resources and the IB programs for completing writing assessments, including Turnitin and ManageBac.

For additional information on Academic Honesty, please see the GlenOak High School IBDP Academic Honesty Policy at www.plainlocal.org.



Graduating

Student participating in the IBDP as either full Diploma Programme students OR individual course students must fulfill the GlenOak High School Graduation requirements.

GlenOak High School Graduation Requirements

Course	Credit
English	4 Credits
Math	4 Credits
Science	3 credits (Must include physical & biological science)
Social Studies	3 credits (Must include World History, U.S History, and American Government)
Health	.50 credits (Completed in 8th grade as Oakwood student)
Physical Education	.50 credit (Two .25 courses or 2 P.E. waivers)
Fine Art	1 credit (2 semesters in grades 7-12)
Electives	6 credits
Total Credits	22

Note: Students also must meet the Ohio State Testing requirements for graduation. Please see a guidance counselor for individual student requirements and progress.

International Baccalaureate Diploma Programme Diploma Requirements

Full Diploma Programme students will have results of the DP reported to the IBDP Coordinator in July after graduation. Students successfully completing the following will receive the IBDP Diploma:

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

(General Regulations, Diploma Programme, 2016)

If students do not successfully complete the full DP, then courses where students score a 4-7 per individual course will receive a DP certificate for the course.

Full Programme Diplomas and Certificates of successful completion of the course will then be communicated with the student and student university or academy of choice by the IBDP Coordinator..

International Baccalaureate Diploma Programme Individual Courses Certificate Requirements

DP students taking one (or more) DP courses during the junior and seniors years and completing all assessment requirements will have the final DP score from 1-7 per course reported to the IBDP Coordinator by IB in July after graduation. Students scoring a 4-7 per individual course will receive a DP certificate for the course. Certificates and communication of successful completion of the course will then be communicated with the student and student university or academy of choice by the IBDP Coordinator.

Ohio Department of Education Honors Diplomas

IBDP students also may fulfill one of the following three Ohio Department of Education Honors Diplomas. For each Honors Diploma, students must meet ALL BUT ONE of the criteria, unless it is a minimum graduation requirement. Students must meet all state and district graduation requirements to qualify for honors diplomas.

International Baccalaureate Honors Diploma

Math	4 units
Science	4 units, including biology, chemistry, and at least 1 additional advanced science
Social Studies	4 units
World Languages	4 units, with at least 2 of each of two world languages studies
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale (unweighted GPA)
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based upon the student's field experience or a topic that is related to the student's area of focus

Academic Honors Diploma

Math	4 units
Science	4 units, including two of advanced science
Social Studies	4 units
World Languages	3 units of one world language , or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale (unweighted GPA)
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

Note: Students may visit the Ohio Department of Education's Honors Diploma requirements at: <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas> to see requirements for all Honors Diplomas, or see a guidance counselor or the IBDP Coordinator for more details on the Honors Diplomas.

The Diploma Programme Courses of Study

Course Descriptions 2022-2024 for the Class of 2024

Group 1: Language A

English A Language and Literature HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors English 10

*Teacher recommendation required

Approximate cost: \$119.00 for exam, plus purchase a copy of each novel listed on the course outline.

Course Summary: The course is taught consecutively for two years. It combines the study of language, literary devices, rhetoric, literary content, and literary analysis. Students will focus on conceptual understanding, international-mindedness, global issues and the texts read as demonstrated through a learner portfolio. This course moves at a quicker pace and the students will read more texts than in the standard level course.

IB Assessments: The internal assessment for this course is a 15-minute voice-recorded individual oral assessment exploring two texts in relation to a global issue of the student's choice (20% of score). The external assessments will take place during May of the student's senior year and consist of Paper 1 (an analysis of two unseen texts and global contexts for 35% of score), Paper 2 (a literary essay about two read works in response to a question for 25% of score), and Paper 3 (an HL formal essay of 1200-1500 words on a line of inquiry from a studied text for 20% of score).

English A Language and Literature SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors English 10

*Teacher recommendation required

Approximate cost: \$119.00 for exam, plus purchase a copy of each novel listed on the course outline.

Course Summary: The course is taught consecutively for two years. It combines the study of language, literary devices, rhetoric, literary content, and literary analysis. Students will focus on conceptual understanding, international-mindedness, global issues and the texts read as demonstrated through a learner portfolio.

IB Assessments: The internal assessment for this course is a 15-minute voice-recorded individual oral assessment exploring two texts in relation to a global issue of the student's choice (30% of score). The external assessments will take place during May of the student's senior year and consist of Paper 1 (an analysis of two unseen texts and global contexts for 35% of score) and Paper 2 (a literary essay about two read works in response to a question for 35% of score).



Group 2: Language B

French B HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors French III

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary:

Year 1: Upper intermediate course in which students build upon a strong communicative foundation in the four skill areas: reading, writing, listening, and speaking via authentic and varied texts, audio, and video, students explore global themes. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes acquisition of more sophisticated vocabulary.

Year 2: Building on the skills practiced in previous levels, this course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs, and articles. They describe and analyze images, and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis. This course is conducted in French, and students fine tune their use of register, diction, and intonation.

Assessments: Students are assessed both externally and internally. External assessment at HL consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), one 450-600 word written exercise with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at HL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two 300-word literary extracts from literature studied during the course and one or more additional theme(s) from the course (presentation and discussion with the teacher).

French B SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors French II or III

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary:

Year 1: Intermediate course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening, and speaking via authentic texts, audio, and video. Students develop proficiency in complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, and giving advice. The course emphasizes application of more sophisticated vocabulary.

Year 2: Upper intermediate course in which students continue to build strong communicative foundation. Students continue to explore global themes. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes acquisition as well as application of more sophisticated vocabulary. These classes are conducted primarily in the target language.

Assessments: Students are assessed both externally and internally. External assessment at SL consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), one 250-400 word written exercise



with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at SL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two photos related to the themes and one or more additional theme(s) from the course (presentation and discussion with the teacher).

French B Ab initio

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: No previous study of French beyond French I

Approximate cost: \$119.00 for exam

Course Summary:

Year 1: Students will achieve an intermediate-high level in reading, writing, speaking and listening proficiency over the course of 2 years. The interests, needs and social contexts of the students are taken into account in the planning and delivery of the course. An appropriate range of vocabulary and grammatical structures is integrated into the teaching.

Year 2: Second year students will continue to expand their range of expression in the above-mentioned areas and converse on a wide variety of themes in the major tenses (present, past and future). These classes are conducted primarily in the target language.

Assessments: Students are assessed both externally and internally. External assessment at Ab initio consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), two 70-150 word written exercises, each with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at Ab initio tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two photos related to the themes and one additional theme from the course (presentation and discussion with the teacher).

Spanish B HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors Spanish II or III

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary:

Year 1: Upper intermediate course in which students build upon a strong communicative foundation in the four skill areas: reading, writing, listening, and speaking via authentic and varied texts, audio, and video, students explore global themes. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes acquisition of more sophisticated vocabulary.

Year 2: Building on the skills practiced in previous levels, this course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs, and articles. They describe and analyze images, and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis. This course is conducted in Spanish, and students fine tune their use of register, diction, and intonation.



Assessments: Students are assessed both externally and internally. External assessment at HL consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), one 450-600 word written exercise with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at HL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two 300-word literary extracts from literature studied during the course and one or more additional theme(s) from the course (presentation and discussion with the teacher).

Spanish B SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors Spanish II or III

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary:

Year 1: Intermediate course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening, and speaking via authentic texts, audio, and video. Students develop proficiency in complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, and giving advice. The course emphasizes application of more sophisticated vocabulary.

Year 2: Upper intermediate course in which students continue to build strong communicative foundation. Students continue to explore global themes. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes acquisition as well as application of more sophisticated vocabulary. These classes are conducted primarily in the target language.

Assessments: Students are assessed both externally and internally. External assessment at SL consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), one 250-400 word written exercise with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at SL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two photos related to the themes and one or more additional theme(s) from the course (presentation and discussion with the teacher).

Spanish B Ab initio

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: No previous study of Spanish beyond Spanish I

Approximate cost: \$119.00 for exam

Course Summary:

Year 1: Students will achieve an intermediate-high level in reading, writing, speaking and listening proficiency over the course of 2 years. The interests, needs and social contexts of the students are taken into account in the planning and delivery of the course. An appropriate range of vocabulary and grammatical structures is integrated into the teaching.



Year 2: Second year students will continue to expand their range of expression in the above-mentioned areas and converse on a wide variety of themes in the major tenses (present, past and future). These classes are conducted primarily in the target language.

Assessments: Students are assessed both externally and internally. External assessment at Ab initio consists of exercises to demonstrate understanding of three authentic print texts and listening comprehension exercises from three audio passages drawn from all five themes (receptive skills), two 70-150 word written exercises, each with a choice of three tasks addressing a variety of audience, context, purpose and appropriate text type (productive skills). Internal assessment at Ab initio tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on a choice of two photos related to the themes and one additional theme from the course (presentation and discussion with the teacher).

Group 3: Individuals and Societies

Global Politics HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: AP U.S. History OR
"A" in American History first semester

Approximate cost: \$119.00 for exam

*Teacher recommendation required

NOTE: Global politics SL REPLACES American Government; students will learn the curriculum through Global politics and then take the American Government OST with all other juniors.

Course Summary:

Global Politics HL is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The core theme of this course is, "people, power and politics." The main units are: Foundations, Human Rights, Development and Peace and Conflict.

Assessments: All students in Global Politics HL will have both internal and external assessments. In addition, HL students will take part in their HL Extension Activity where students will research two case studies and produce a ten minute video for each.

Global Politics SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: AP U.S. History OR
"A" in American History first semester

Approximate cost: \$119.00 for exam

*Teacher recommendation required

NOTE: Global politics SL REPLACES American Government; students will learn the curriculum through Global politics and then take the American Government OST with all other juniors.

Course Summary: Global Politics HL is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics



in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The core theme of this course is, "people, power and politics." The main units are: Foundations, Human Rights, Development and Peace and Conflict.

Assessments: All students in Global Politics SL will have both internal and external assessments. The main difference between SL and HL is there is no Extension Activity for SL and the SL content is studied over a longer period of time.

Psychology SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: AP U.S. History OR
"A" in American History first semester
*Teacher recommendation required

Approximate cost: \$119.00 for exam

Course Summary: Psychology SL is an academically challenging course that provides an in depth analysis of human thinking and behaviour. This course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry. This course emphasizes the development of critical-thinking and reflective skills, research skills, independent thinking skills, and the development of intercultural understanding. This course drastically differs from Advanced Placement Psychology as this has a much more in depth scientific and statistical research theme and slower pace.

Assessments: Students' success in the psychology standard level course is measured by combining their grades on an external and internal assessment. On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive, and sociocultural levels of analysis. For their internal assessment, students will review and replicate a experimental research study and report their findings in a professional publication template, including the calculation and presentation of statistical computations.

Group 4: Experimental Sciences

Biology HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors Biology OR
"A" in Biology first semester
*Teacher recommendation required

Approximate cost: \$119.00 for exam

Course Summary: This course is taught over a two year period and is geared towards the student who strives to pursue an education in HealthCare or Life Science. Students will explore the biological world in a rigorous and inquiry based fashion.

During the first year students will study the following topics: ecology, evolution and diversity, molecular biology, cell respiration, photosynthesis, plant biology, cell biology, genetics, inheritance and genetics and evolution. At the end of the first year students will complete the Group 4 Project and examine Human Impacts on Ecosystems. The second year students will learn about human physiology and eight of the 11 systems, as well as ethology and neuropharmacology.



Assessments: Students in HL Biology will be assessed in multiple formats, in order to accurately assess their understanding of content. Each student will complete internal and external assessments.

Physics HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Honors Algebra II OR
"A" in Algebra first semester

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary: This is a two-year course for students who are very interested in mathematics and science and pursuing a career in a related field. The core topics for the course include measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. Additional higher level (AHL) topics for learning include wave phenomena, fields, electromagnetic induction, and quantum and nuclear physics. One additional option from the following choices will be chosen to learn as well: relativity, engineering physics, imaging or astrophysics. Inquiry-based learning will also take place through practical activities, the individual investigation, and the Group 4 project with other Experimental science students.

Assessments: The internal assessment is the individual investigation (20%). The external assessments include Paper 1 (20%), Paper 2 (36%), and Paper 3 (24%) as multiple choice, short answer, extended response, and data based questions in May of the senior year.

Group 5: Mathematics

Mathematics: Analysis and Approaches HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors PreCalculus
*Teacher recommendation required

Approximate cost: \$119.00 for exam

Course Summary: This course is taught consecutively over two years. This course is for students with a strong background in mathematics who possess a wide range of analytical and technical skills. Students who take this course will be likely to include mathematics as a major component of university studies or study topics such as physics, engineering or technology. Some students will take this course because they have a strong passion about mathematics and how it works. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts and to justify and prove results. This course studies analytical methods with an emphasis on calculus. Core topics that will be studied are Number and Algebra, Functions and equations, Geometry and trigonometry, Statistics and probability, and Calculus. This course will study the core topics in much more depth than the Mathematics: Analysis and Approaches SL.

Assessments: Students are assessed both externally and internally. The internal assessment (IA) is an individual exploration which will contribute 20% of the final mark for the course. It is a piece of written work that allows the student to investigate an area of mathematics where they will demonstrate their skills and knowledge. The external assessments consists of three Papers (tests). They contribute 80% of the final mark for the course. Students will demonstrate what they know and what they can do. For Papers 1 and 2, the test is two hours long and consists of two sections. Section A is short-response and Section B is extended response. For Paper 1, students are not permitted access to any calculator but for Paper 2 a graphing calculator is required. For Paper 3, the test is one hour problem-solving/sustained reasoning paper-two scaffolded problems, beginning with a syllabus item and building to either a generalization or an interpretation of the problem.



Mathematics: Analysis and Approaches SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors Algebra II OR Honors PreCalculus

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary: This course is taught consecutively over two years. This course is designed for students who already possess a strong knowledge of mathematical concepts and the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. In order to do this, students will draw on knowledge from many previous math courses as well as topics learned in this course. Core topics that will be studied are Number and Algebra, Functions and equations, Geometry and trigonometry, Statistics and probability, and Calculus (concepts and techniques of differential and integral calculus and their application).

Assessments: Students are assessed both externally and internally. The internal assessment (IA) is an individual exploration which will contribute 20% of the final mark for the course. It is a piece of written work that allows the student to investigate an area of mathematics where they will demonstrate their skills and knowledge. The external assessments consists of two Papers (tests). They contribute 80% of the final mark for the course. Students will demonstrate what they know and what they can do. For Papers 1 and 2, the test is 90 minutes long and consists of two sections. Section A is short-response and Section B is extended response. For Paper 1, students are not permitted access to any calculator but for Paper 2 a graphing calculator is required.

Mathematics: Applications and Interpretation SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors Geometry OR

Approximate cost: \$119.00 for exam

"A" in Geometry first semester OR Honors Algebra II

*Teacher recommendation required

Course Summary: This course is taught consecutively over two years. This course will study applications and interpretation of mathematics with an emphasis on statistics, modeling and use of technology. and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning, and to enhance their critical thinking. This course is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, humanities, psychology, languages or arts, and design. These students may need to utilize statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Assessments: Students are assessed both externally and internally. The internal assessment (IA) is an individual exploration which will contribute 20% of the final mark for the course. It is a piece of written work that allows the student to investigate an area of mathematics where they will demonstrate their skills and knowledge. The external assessments consist of two Papers (tests). They contribute 80% of the final mark for the course. Students will demonstrate what they know and what they can do. Paper 1 is a 90 minute assessment containing 15 short response questions. Paper 2 is a 90 minute assessment containing 6 extended-response questions. Students are permitted to use a calculator on both assessments at all times.



Group 6: The Arts/Electives

Music HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Music Ensemble

Approximate cost: \$119.00 for exam

*Teacher recommendation required

NOTE: Students must be enrolled in a performing ensemble (Instrumental or Vocal) while taking this course.

Course Summary: Year 1 of this music course focuses primarily on Music Theory, History, and study of World Music. Through in-depth analysis of representative works, the study of genres and styles found around the world, students will gain an educated insight into music and enhance their musical skills. All students will participate in coursework, historical surveys, theory, ear training, and musical investigation of a variety of genres. At the conclusion of the first year, students will select a personal emphasis in solo performance, group performance, or composition.

Assessments: Assessments of IB Music occur primarily during Year 2. The IB Internal Assessment focuses on individual student performance in two areas: Solo Performing and Creating Music (Composition). The Internal Assessment is 50% of the required IB Music Assessment. The External Assessment includes a Musical Links Investigation and a Listening Paper (Exam) focusing on analysis of musical examples. This listening paper is 7 questions and 50% of the IB Assessment for the course.

Music SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Music Ensemble

Approximate cost: \$119.00 for exam

*Teacher recommendation required

NOTE: Students must be enrolled in a performing ensemble (Instrumental or Vocal) while taking this course.

Course Summary: Year 1 of this music course focuses primarily on Music Theory, History, and study of World Music. Through in-depth analysis of representative works, the study of genres and styles found around the world, students will gain an educated insight into music and enhance their musical skills. All students will participate in coursework, historical surveys, theory, ear training, and musical investigation of a variety of genres. At the conclusion of the first year, students will select a personal emphasis in solo performance, group performance, or composition.

Assessments: Assessment of the IB Music Course occurs primarily during Year 2. The IB Internal Assessment focuses on individual student performance in one area: Solo Performing, Group Performing, or Creating Music (Composition). The Internal Assessment is 50% of the required IB Music Assessment. The External Assessment includes a Musical Links Investigation and a Listening Paper (Exam) focusing on analysis of musical examples. This listening paper is 5 questions and 50% of the IB Assessment for the course.

Visual Arts HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: "A" in Enriched Art II First semester

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary: The course is taught consecutively for two years. The core syllabus combines the study Visual arts on context, Visual arts methods, and Communicating visual arts. Students will investigate the core syllabus through exploring theoretical practice, art-making, and curatorial practice. Students will also maintain a visual arts journal to document and record their development. Students at the HL will experience at least three art-making forms as well as conduct research through primary and secondary sources.



Assessments: The external assessments for the course include a Comparative study of different artworks by different artists (20%) and a Process portfolio of student-created materials on 13-25 screens (40%). The internal assessment for the course is an Exhibition of selected resolved artworks; included for the assessment will be a written curatorial rationale, 8-11 artworks, and text for the selected work (40%).

Visual Arts SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: "A" in Enriched Art II First semester

Approximate cost: \$119.00 for exam

*Teacher recommendation required

Course Summary: The course is taught consecutively for two years. The core syllabus combines the study Visual arts on context, Visual arts methods, and Communicating visual arts. Students will investigate the core syllabus through exploring theoretical practice, art-making, and curatorial practice. Students will also maintain a visual arts journal to document and record their development. Students at the SL will experience at least two art-making forms as well as conduct research through primary and secondary sources.

Assessments: The external assessments for the course include a Comparative study of different artworks by different artists (20%) and a Process portfolio of student-created materials on 9-18 screens (40%). The internal assessment for the course is an Exhibition of selected resolved artworks; included for the assessment will be a written curatorial rationale, 4-7 artworks, and text for the selected work (40%).

***Full Diploma students may also choose to take an additional course from Groups 2, 3 or 4 as a Group 6 elective.**

IB Core

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year; 1.25 weighted grade

Prerequisite: Must be full DP candidate

Approximate cost: Free for full DP students. \$147.00 for individual course students

OR IBDP coordinator approval

NOTE: The IB Core is a requirement for all full Diploma Programme students. The following three course elements will be taught in the IB Core during the junior and senior year.

Creativity, Activity, Service (CAS)

Course Summary: Creativity, Activity, Service is a component of the IB Core that enables students to spend purposive time on being creative, physically active, and doing service to help others. Students will learn how to create and engage in or implement experiences and projects and write meaningful reflections on learning and growth.

DP Assessments: There are no formal assessments in CAS but rather reflections of experiences and a project will be recorded in ManageBac. Students must complete CAS to earn the full Diploma.

Extended Essay (EE)

Course Summary: Extended Essay is a component of the IB Core that allows students to pursue academic research on a focused topic of the student's choosing. The purpose of EE is to provide students with the opportunity to develop research, critical thinking, self-management, and communication skills. Further, the ability to reflect meaningfully on the research, writing and learning process are integral.

DP Assessments: Students will complete a 4000 word paper along with 3 formal reflections. EE spans both junior and senior years and should reflect a student's interest in a chosen subject. Based on the subject selected, students will be matched with a supervisor who will provide 3-5 hours of guidance. The EE is externally assessed but does require supervisor feedback regarding each component of the process (research, writing, etc.).



Theory of Knowledge (TOK)

Course Summary: Theory of Knowledge is a component of the IB Core that focuses on the question, “How do you know?” Through the 100 hour course covering junior and senior years, DP students will focus on learning areas of knowledge, ways of knowing, knowledge concepts, and how to apply them to real-life situations. TOK will count as $\frac{3}{5}$ of the IB Core course and grade.

DP Assessments: TOK students will complete an Internal Assessment (IA) of an exhibition in January of the junior year worth 33% of the TOK score and write a paper on one of six IB-prescribed titles in January of the senior year, worth 67% of the TOK score. Both Assessment elements will be combined and the student will earn a grade of an A-E from IB, to be combined with the Extended Essay (EE) score for 0-3 points on the Diploma.

References and Resources

Academic Honesty Policy. GlenOak High School. www.plainlocal.org, 2018
Assessment Policy. GlenOak High School. www.plainlocal.org, 2018
General Regulations, Diploma Programme. International Baccalaureate Organization. www.ibo.org, 2016
IB learner profile. International Baccalaureate Organization, 2013.
International Baccalaureate Organization. www.ibo.org, 2005-2017.
Language Policy. GlenOak High School. www.plainlocal.org, 2018
Special Education Needs Policy. GlenOak High School. www.plainlocal.org, 2018



Admissions Policy and Process

GlenOak High School's International Baccalaureate Diploma Programme is an open access program for academically motivated and educationally prepared students who desire challenging and rigorous coursework during the junior and senior year. Anticipated IB students and parent(s)/guardian(s) planning to participate in the IBDP as a full DP candidate or in individual courses must fulfill the following process before the spring of the sophomore year to register for IB courses in order to ensure proper academic placement:

1. Attend a Parent Night or meet with the IBDP coordinator individually to learn about the IBDP and ask questions
2. Read GlenOak High School's IBDP Handbook
3. Read the IBDP Admissions Policy and Statement of Understanding and Intent
4. Complete the IBDP Admissions Student Information and sign the Statement of Understanding and Intent agreement
5. Respond to the IBDP Admission Writing Prompts
6. Submit an IBDP Junior Course Scheduling Form with courses checked and signatures from prerequisite teachers
7. Turn in completed Admissions Forms to the guidance offices

All forms and information may be hand delivered to the IBDP coordinator or turned in to the Main Office or an Academy secretary by March 4, 2022 of the sophomore year. After completion of all admissions forms, the IBDP coordinator will review current individual student academic transcripts to review courses taken, grades earned, attendance record, testing results, and learning accommodations (WEP, IEP, 504, etc) to ensure successful student academic placement in courses

All IB anticipated students will be presented to the IBDP teachers to evaluate any concerns, recommendations, or questions about the student's academic preparation for and compatibility with the IBDP in order to ensure student success in learning. For any students with reservations, the IBDP coordinator will meet with the student and parent to discuss the concerns; if concerns can be resolved then courses will be scheduled and planned; all other students may also meet with the IBDP coordinator for course scheduling and planning.

Statement of Understanding and Intent

The International Baccalaureate (IB) Diploma Programme (DP) is the world's most rigorous and challenging two-year course of study for high school students. Students intending to participate in the full IBDP or individual IB courses during their junior and senior years must read and agree to the following Statement of Understanding and Intent:

Mission: The mission of the International Baccalaureate is to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world. As such, the focus on the IBDP is not only on effective learning of conceptual and connected subjects and demonstration of learning through criterion-referenced assessments, but also on individual learner growth, international-mindedness, and service to others. All components of the IBDP serve to help create lifelong learners who value and exemplify respect, balance, reflection, and communication.

Rigor: The GlenOak High School IBDP is a two year programme during the junior and senior year that requires good attendance, time for summer work, homework, research, and studying, and a strong work ethic. Students requesting the IB courses and/or full DP are expected to commit to the IBDP during both the junior and senior year.

Academic Honesty: Academic honesty is central to learning in IB. All students will complete original, honest, and authentic work in all courses. Students participating in academic malpractice will be removed from the IBDP and not receive credit from IBO for any assessment.

Parental Support: Support of parents/guardians is extraordinarily important for IB students. The IBDP can be a very time-consuming and stressful programme for students due to the rigorous workload and student desire to do well. Students must have the time and support to dedicate to learning and studying, as well as the desire to grow from challenges and failures. During the junior and senior year, IBDP students will also have extracurricular activities and service projects, preparation and completion of college applications and scholarships, and also need time to relax with family and friends. It is essential that through the IBDP, IB students have the support of parents/guardians to help them focus on learning. Students need to be able to communicate directly with IB teachers and the IB coordinator as mature learners so they learn to ask questions, share struggles, and request support. The IBDP at GlenOak desires that IB parents/guardians work collaboratively with the IB teachers and IB coordinator for



the best learning experience for the student. Parents are encouraged to be part of and lead International Baccalaureate Parents (IBP) at GlenOak High School so that IB parents can collectively support the efforts and successes of IB students and parents.

Communication: Open and respectful communication from all IB stakeholders at GlenOak High School is expected, modeled, and upheld. During the programme, students are becoming adults and learning to communicate and assert themselves, so all teachers, parents, and the coordinator will encourage students to discuss problems directly and appropriately whenever possible. For questions concerning GlenOak High School's IBDP, please contact the IBDP coordinator first. Once a student is in the programme, students should talk to individual teachers or the coordinator with any questions or concerns.

Assessment: All IB Diploma Programme courses include internal and external assessments. Students will be required to complete the internal assessments to their highest potential during the junior and/or senior year per course and take the external assessments in May of the senior year. Internal and external assessments are focused on competent, original writing and/or responsive oral presentations reflective of learning in each course.

Financial Costs: Students are responsible for all testing and fees required by IB. Current fees (2020):

Individual IB course testing fee	\$119
IB Core fee only for individual course students	\$147

Additional course fees per subject may be required for learning materials, such as texts, review materials, and project supplies. Course fees will be due at the beginning of junior year and IB fees for registration and testing will be due the beginning of senior year. Students needing financial assistance should contact the IB coordinator.

IBDP Paths and Courses: Students at GlenOak High School will be able to participate in the IBDP in one of two ways:

- Students may participate as a full DP candidate, indicating taking seven DP courses and assessments during the junior and senior year.
- Students may participate in one or more DP individual course and assessments during the junior and senior year.

GlenOak IBDP Courses 2022-2024

Group 1

English Language and Literature HL
English Language and Literature SL

Group 2

French HL
French SL
French Ab initio
Spanish HL
Spanish SL
Spanish Ab initio

Group 3

Global Politics HL
Global Politics SL

Group 4

Biology HL
Physics HL

Group 5

Mathematics: Analysis and Approaches HL
Mathematics: Analysis and Approaches SL
Math studies: Applications and Interpretation SL

Group 6+

Biology HL
French Ab initio
Music HL
Music SL
Physics HL
Psychology SL
Spanish Ab initio
Visual Arts HL
Visual Arts SL

IB Core

Theory of Knowledge*

*Also includes Extended Essay and Creativity, Activity, Service

+ Arts course OR elective from groups 2, 3, or 4



GlenOak High School International Baccalaureate Diploma Programme Application Directions

All application pages must be complete hand deliver to the IBDP coordinator or turn in to the Upper A Academy secretary by March 4, 2022. Students DO NOT directly request IBDP courses in HAC, but MUST complete the application pages in this handbook. Please contact Mrs. Palmer, IBDP Coordinator with any questions at palmere@plainlocal.org or in GOHS A216.

IBDP Admissions Student Information 2022-2023

Please circle: Full Diploma Programme Individual IBDP Courses

Student ID _____

Name _____
First Middle Last

Address _____
Street City State Zip

Home Phone Number _____ Student Cell Number _____

Student Email _____ Birth Date _____

Parent/Guardian Info _____
Parent/Guardian Name Email Address

Parent/Guardian Cell Number _____ Parent/Guardian Work Number _____

IBDP Admissions Statement of Understanding and Intent

I understand the IBDP Statement of Understanding and agree to abide by the IBDP structure and programme at GlenOak High School. I promise to be part of the IBDP at GlenOak High School for the challenging learning experience and believe in the ideals of the IB. I agree to effectively and appropriately communicate with students, teachers, IB coordinator, and IB head of school as an important stakeholder in GlenOak High School's IBDP.

Student name (printed) _____

Student signature _____

Date _____

Parent name (printed) _____

Parent signature _____

Date _____



GlenOak High School

IBDP Admission Writing Prompts

IBDP Admission Writing Prompt #1

The International Baccalaureate Learner Profile encourages the growth of the following learner attributes:

Inquirers	Open-minded
Knowledgeable	Caring
Thinkers	Risk-taking
Communicators	Balanced
Principled	Reflective

Which of the above learner attributes is your greatest strength? Identify and describe the learner attribute. Provide a detailed example from this school year (2021-2022) by which you exemplified the trait in the space below.

IBDP Admission Writing Prompt #2

While the IBDP focuses on the academics and character development, additional learner areas are also key components of the programme. Choose one of the following IB values and explain what the value means to you. Describe how you hope to grow in this area during your junior and senior years of high school. Please be specific and provide details/examples in the space below..

Global awareness	Service learning
International-mindedness	Lifelong learning

GlenOak High School 2022-2023 IBDP Junior Course Scheduling Form

Name _____ Full Diploma Programme Individual IBDP Courses

Group	Choose	IBDP Course	Current Teacher Initial
Group 1: Language A	<input type="checkbox"/>	IB English A Language and Literature HL 1	
	<input type="checkbox"/>	IB English A Language and Literature SL 1	
Group 2: Language B	<input type="checkbox"/>	IB French B HL 1	
	<input type="checkbox"/>	IB French B SL 1	
	<input type="checkbox"/>	IB French Ab initio 1	
	<input type="checkbox"/>	IB Spanish B HL 1	
	<input type="checkbox"/>	IB Spanish B SL 1	
	<input type="checkbox"/>	IB Spanish Ab initio 1	
Group 3: I & S	<input type="checkbox"/>	IB Global politics HL 1	
	<input type="checkbox"/>	IB Global politics SL 1	
	<input type="checkbox"/>	IB Psychology SL 1	
Group 4: Sciences	<input type="checkbox"/>	IB Biology HL 1	
	<input type="checkbox"/>	IB Physics HL 1	
Group 5: Mathematics	<input type="checkbox"/>	IB Mathematics: Analysis and Approaches HL	
	<input type="checkbox"/>	IB Mathematics: Analysis and Approaches SL	
	<input type="checkbox"/>	IB Mathematics: Applications and Interpretation SL	
Group 6: The Arts	<input type="checkbox"/>	IB Music HL/SL 1	
	<input type="checkbox"/>	IB Visual Arts HL/SL 1	
IB Core	<input type="checkbox"/>	IB Core: Theory of Knowledge 1	

Full DP Candidate: List additional non-IB courses that you requested in HAC for 2022-2023 in rank order.

Individual IBDP Courses: List additional non-IB courses that you requested in HAC for 2022-2023 in rank order.
