

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

The International Baccalaureate (IB) Diploma is a rigorous pre-university course of studies, leading to examinations, which meet the needs of motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum enabling graduates to fulfill requirements of various national and international education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question assumptions about knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought, using analysis of evidence expressed in rational argument. A key element in the IB's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) is a key requirement of the diploma curriculum. Students are required to earn hours among these three elements in order to develop awareness, concern, and the ability to work cooperatively with others. Students actively work with and for the communities in which they live.

The Extended Essay is another requirement for diploma candidates who must undertake original research and write an essay of 4000 words. Universities particularly favor this component of IB, as it replicates students' real-life experience on the collegiate level.

Coursework in for International Baccalaureate involves a two-year program that contains six academic areas. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at **Higher Level (HL)**, the others are **Standard Level (SL)**. HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

INTERNATIONAL BACCALAUREATE (IB) CERTIFICATE

Students **may also opt to take individual specific IB courses only, with the aim of earning individual course IB Certificates** for each course. **All courses offered with the diploma are also available for certificates**, though integrated Core components (the most highly-respected components recognized by university programs) are omitted. Certificate coursework for IB still involves Higher Level (HL) and Standard Level (SL) course options. HL courses represent 240 teaching hours; SL courses cover 150 hours.



Course Pathways for International Baccalaureate (IB)

The following list of FHS courses represents the course pathways available within each discipline to meet IB Programme requirements successfully. Please contact IB Coordinator Jennifer Gabbard (jgabbard@hse.k12.in.us) with any questions.
(HL = Higher Level; SL = Standard Level)

GROUP 1—LANGUAGE A (HL only)		GROUP 5—MATHEMATICS	
Grade 9	English 9 Honors	Option 1: Math Analysis & Approaches (AA) HL	
Grade 10	English 10 Honors	Grade 9	Honors Algebra II
Grade 11	IB English HL, year 1	Grade 10	Honors Pre-Calculus
Grade 12	IB English HL, year 2	Grade 11	IB Math AA HL/SL, Year 1
		Grade 12	IB Math AA HL, Year 2
GROUP 2—LANGUAGE B (HL or SL)		Option 2: Math Analysis & Approaches (AA) SL	
Grade 9	Spanish, French, or German II Honors	Grade 9	Honors Algebra II
Grade 10	Spanish, French, or German III Honors	Grade 10	Honors Pre-Calculus
Grade 11	Spanish, French, or German IV Honors	Grade 11	IB Math AA HL/SL, Year 1
Grade 12	Spanish, French, or German AP/IB V	Grade 12	IB Math AA SL, Year 2
French Ab Initio		Option 3: Math Applications & Interpretations (Apps) HL	
<i>Alternative available for students with no prior French language course</i>		Grade 9	Honors Geometry
Grade 11	French I Ab Initio/Honors II	Grade 10	Honors Algebra II
Grade 12	French III Honors	Grade 11	IB Math Apps HL/SL, Year 1
		Grade 12	IB Math Apps HL, Year 2
GROUP 3—INDIVIDUALS & SOCIETIES		Option 4: Math Applications & Interpretations (Apps) SL	
Grade 9	AP World History	Grade 9	Geometry (or Honors)
Grade 10	AP US History	Grade 10	Algebra II (or Honors)
	Option 1: History of Europe HL	Grade 11	IB Math Apps HL/SL, Year 1
Grade 11	AP/IB European History	Grade 12	IB Math Apps SL, Year 2
Grade 12	Govt. & IB History HL		
	Option 2: IB Psychology HL	GROUP 6—FINE ARTS	
Grade 11	AP/IB Psychology SL	**For Group 6, student choose one of these three options	
Grade 12	IB Psychology HL	OR a second choice from Groups 2, 3, or 4**	
	Option 3: IB Psychology SL	Music HL or SL	
Grade 11	AP/IB Psychology SL	Grade 9	Band, Choir, or Orchestra
	Option 4: Economics SL	Grade 10	Band, Choir, or Orchestra
Grade 11	AP/IB Microeconomics & AP/IB Macroeconomics	Grade 11	Band, Choir, or Orchestra & Music Theory
	Option 5: IB World Religion SL	Grade 12	Band, Choir, Orchestra & Music History
Grade 11	Comparative Religions & IB World Religion		
GROUP 4—EXPERIMENTAL SCIENCES		Theatre Arts HL or SL	
Grade 9	Honors Biology	Grade 11	Theatre Arts I & II
Grade 10	Honors Chemistry	Grade 12	Theatre Arts III & IV and Tech Theatre
	Option 1: Biology HL		
Grade 11	Dual Credit Anatomy/Physiology	Art HL or SL	
Grade 12	IB Biology HL	Grade 9 & 10	Any two of the following: Intro to 2D, Drawing I, Intro to 3D, Painting, Ceramics, Sculpture, Jewelry
	Option 2: Chemistry SL	Grade 11	IB Visual Art HL/SL, year 1
Grade 11	IB/ACP Chemistry SL	Grade 12	AP/IB Studio Art (HL/SL year 2)
	Option 3: Physics HL		
Grade 11	AP/IB Physics 1	THEORY OF KNOWLEDGE	
Grade 12	AP/IB Physics 2	Grade 11	Spring semester
	Option 4: Physics SL	Grade 12	Fall semester
Grade 11	AP/IB Physics 1		
Grade 12	AP/IB Physics 2		

IB STUDENT INFORMATIONAL VIDEOS

Scan the QR codes below to watch videos or read blogs detailing our experiences in the IB program here at Fishers High School!

Balancing Extracurriculars (Emily Brewer)



Field Trips for IB (Yannick Ndonga)



CAS (Emma Atwood, Karyn Ossei-Boateng, and Imari Walker)



Group 4 Science Projects (Imari Walker)



CAS (Ana Gaston)



Managing Stress (Madeline Horne)



Examples of Blog Posts in the Theory of Knowledge Class (Taryn McFarland)



Theory of Knowledge (Madison McEwen)



Extended Essay (Caroline Lause)



Transferring from HSE to Fishers To Do the IB Program (Annalise Janke)



Extended Essay (Bridget Bullock)



Types of Classes Offered by IB at FHS (Avalon Butler)



10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate
Baccalaurat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research

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WHAT MAKES IB PROGRAMMES UNIQUE?

International

Our commitment to international education starts with a belief that the only way to appreciate someone else's culture is first to be confident in your own.

The international-mindedness that permeates our programmes is about more than simply learning a second language. For example, in biology, students might learn about the typhoid bacteria but also its impact on life expectancy in a developing country. Students learning about the history of their town or region might look at the broader context, of history and the effects of certain global events, and how these impact on their local environment.

Independent

The IB and its programmes are unique in many ways. We are a not-for-profit organization, which means that there are no shareholders and any surplus income is reinvested in our work. We are independent of political and commercial interests. We operate in 143 countries, frequently working alongside national educational systems. Most schools, for example, offer the DP alongside other courses whereas the PYP and MYP are flexible enough to incorporate national curriculum requirements.

Research-based

Like the world it seeks to improve through education, the IB never stands still. Our programmes and curricula evolve and undergo regular review to ensure we are delivering the best possible education for IB students. Our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

Innovative and creative educators from many different cultures play a critical role in the development of each programme. The programmes represent good practice from around the world, and the curriculum review process involves practising teachers, examiners and education experts.

We are flexible enough to be able to respond to new research and pedagogical studies and engage with expert analysis where appropriate. For example, the IB Career-related Programme, our newest qualification, is designed to provide a flexible learning framework to meet the needs of students and the local community as well as the world beyond.

Widely recognized

Our programmes are challenging. Universities and future employers recognize the depth and breadth of the rigorous work undertaken by IB students. As a result there are many literate scientists, numerate artists, and sociologists able to communicate in more than one language among IB graduates. In spite of this breadth, the depth of subject study is not sacrificed. Universities also welcome the creativity, activity and service (CAS) requirement, alongside the 4,000 word extended essay component in the DP that demands research, analysis and in-depth study to prepare students for work at university level.

Research by and with universities in Australia, Canada, the United Kingdom and the United States has demonstrated that IB students are well prepared for university. Almost 2,000 of the best universities around the world list their IB admission policies on our web site at [http:// www.ibo.org](http://www.ibo.org).

Of course results are important, and we are proud of our programmes and of our students, but the IB experience is much more than that: it's not just a way to learn, it's a way of life.

INTERNATIONALLY MINDED LEARNERS

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:

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 and creatively in more than one language and 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 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.

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 and in the world around us.

Risk-takers

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.

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





FISHERS
HIGH SCHOOL

HAVE PRIDE   SHOW CHARACTER   BUILD TRADITION

**International Baccalaureate Transfer Agreement
Current 8th Grade Students**

It is the policy of Hamilton Southeastern School District that students shall attend the school serving their residence area. A student may request a transfer from Hamilton Southeastern High School to Fishers High School in order for the student to participate in the International Baccalaureate Diploma Programme. The guidelines for eligibility are:

- ☐ Passed ISTEP in the 7th grade – both Math and English.
- ☐ Enrolled in at least two advanced classes in 7th or 8th grade: English, Algebra, Honors Algebra, Honors Geometry, Advanced 8th science, Honors Biology, or World Language.
- ☐ Maintained a strong A/B average in all 7th and 8th grade classes.
- ☐ The student *will take* Honors English 9 & 10 during the freshman and sophomore years.
- ☐ The student *will take* AP World History & AP US History during the freshman and sophomore years.
- ☐ The student *will take* Algebra I, Geometry, & Algebra II (or Honors equivalents) by the end of sophomore year.
- ☐ The student must continue in the World Language begun in junior high at an Honors level; if they did not take a WL in 8th grade, they must begin a World Language at the Honors level as a freshman.
- ☐ The student must take Biology and Chemistry (or Honors equivalents) by the end of the sophomore year.
- ☐ Complete meeting with Jennifer Gabbard (IB Coordinator) by December 10, 2019.
- ☐ Return this form to FHS (the CCA Office) by December 13, 2019.
- ☐ Pay the IB Programme Deposit (currently \$130) upon admission to FHS.

I understand that if I enroll at Fishers High School for an IB transfer, it is a 4-year transfer commitment to FHS.

I hereby request that my child, _____, Class of _____, be permitted to attend Fishers High School. I have read and understand the guidelines for transfer, and I have met with the International Baccalaureate Coordinator regarding program expectations.

Student Address	City	Zip Code
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Student Name (Print)	Student Signature	Date
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Parent Name (Print)	Parent Signature	Date
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Sibling(s) Name and Grade/Grad year: _____

IB Coordinator Recommendation:	APPROVED	NOT APPROVED
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Signature	Date
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2020-2021 Fishers High School International Baccalaureate Sibling Form



This form is to be completed by the parents of 8th grade students who have a sibling currently enrolled in the IB Programme at Fishers High School, reside in the HSEHS districted area, and elect to transfer to Fishers High School.

The deadline to submit this form is December 10, 2019 to Jennifer Gabbard at FHS.

Students who elect to transfer to FHS agree to a four year commitment. To transfer back to HSEHS a request must be made to the Transfer Appeal Committee. The Transfer Appeal Committee will review on a case-by-case basis if the student will be permitted to return to HSEHS.

If your student is in the FHS boundary and scheduled to attend FHS, please DO NOT complete this form.

Student Name:

Student ID Number:

Current School:

Parent(s) Name:

Contact Phone #:

Contact Email:

Home Address:

IB Sibling Name & Current Grade Level

Please list older siblings who are currently enrolled in the IB Programme

I understand that by signing this document I am agreeing to a four-year commitment at FHS.

Parent Signature

Date

Student Signature

Date

If you have any questions please call Fishers High School 317-915-4290.

I verify that the above student is the younger sibling of an IB student and is eligible to transfer to Fishers HS.

IB Coordinator

Date



INTERNATIONAL BACCALAUREATE PROGRAMME

Fishers High School

IB Coordinator: Jennifer Gabbard (igabbard@hse.k12.in.us)

Please share your contact information so that we can follow up with you soon. Or, feel free to complete this online at <http://bit.ly/IBFHS2019>. (Only one response – online or paper – is needed.)

Student Name:	Current School:
Guardian Name(s):	Grade Level:
Contact preference: <input type="checkbox"/> Email or <input type="checkbox"/> Phone	
Email address:	Best Phone #:
Which high school are you currently districted to attend? <input type="checkbox"/> FHS <input type="checkbox"/> HSEHS	
(Please mark any that apply) <input type="checkbox"/> I would like to be added to the mailing list regarding IB Programme options. <input type="checkbox"/> I need to speak with the coordinator about a specific IB-related issue. <input type="checkbox"/> I am not interested in additional contact at this time.	
How interested are you/your student in registering for the IB Diploma? (whole programme) (1 = uninterested / 5 = highly interested) ★ ★ ★ ★ ★	
How interested are you/your student in registering for IB Certificates? (individual course) (1 = uninterested / 5 = highly interested) ★ ★ ★ ★ ★	

Use this QR code to access the form as well:

