# TJHS International Baccalaureate (IB) Handbook 11th and 12th Grade



2021-2022 School Year

# Mission

**Thomas Jefferson World School provides culturally-relevant, rigorous, supported curricular programs that foster inquiring, knowledgeable, internationally-minded, and caring young people who actively strive to create a better world through intercultural understanding and respect.**

# Vision

**To create a safe, challenging and equitable environment where all students will be active, balanced, life-long learners anchored in integrity**

# Our goals for our students

**Academic**
TJHS scholars will challenge themselves to rigorous classes, in a combination that works best for them and their interests.

**Support**
TJHS scholars will feel like they can ask staff for help.

TJHS scholars will learn organizational and study skills to make rigorous classes manageable.

**Social/ Emotional**
TJHS scholars will engage in reflective practices to help them learn who they want to be as individuals and community members while they navigate their school and personal lives.

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# The IB Programme at TJ-IB for All and IB Pathways for Students

At TJ, we believe that all scholars should be able to access a quality, rigorous education. As an "IB For All" IB high school, scholars can choose from three IB Programme pathways: either Full IB Diploma Programme, the IB Career Programme, or Partial IB Diploma Programme. They should choose the one that is best suited to their academic and extracurricular needs. All scholars in the 11th and 12th grades are considered IB DP students. Students do not need to test in to IB classes, however, some classes have pre-reqs.

The International Baccalaureate Diploma Programme (Full IBDP, also commonly called Full IB) scholars will take classes and test in the five required areas of Language A (English), Language B (World Language), Individuals and Societies (History and Social Sciences), Lab Sciences and Math, plus a 6th class that can either be in the Arts or another Lab Science or Individuals and Societies class. They are also required to take a class called Theory of Knowledge (TOK). Finally, Full IB students are also required to complete a 4000 word Extended Essay, and a Creativity Action and Service (CAS) component. The Extended Essay and CAS are covered extensively throughout junior and senior year TOK.

Partial IBDP students can choose any combination of IB classes. All students take a DP Language A (English) class, and they can then add on up to 6 more classes. They are not required to complete CAS, EE or TOK.

The International Baccalaureate Career Program (IBCP) is designed for students in 11th and 12th grades. It provides a framework of academic challenge, career exploration, service learning, language development and the study of ethical issues. Students will be able to earn an IBCP Certificate after completing all required components. To prepare for the program, 9th and 10th grade students should enroll in courses that align with their career interests.

In addition to the exploration of a career and testing in at least two IB classes, the program consists of enrollment in the IBCP Personal and Professional Skills (PPS) Course second semester junior year and first semester senior year. Work done in the IBCP PPS Course, will teach students to enhance their personal and professional skills by developing responsibility, practicing problem solving, building good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern work.

In addition to the work done in the IBCP PPS course, students will explore careers through service learning, and the study of ethical issues. In order for students to earn the IBCP Certificate, they must complete a language portfolio, complete 50 service learning hours and create a reflective project by exploring an ethical issue.

*Which programme is the best option for you?* That depends entirely on your post-high school goals, what you are passionate about, and what kind of extracurriculars and/or after school commitments you have. No matter which programme you choose, our staff are here to support you! Please make an appointment with either Kailey Harem (kharem@fwps.org) to discuss the Full or Partial IBDP, or Jaclyn Fisher (jfisher@fwps.org) to discuss the IBCP.

# The IB Learner Profile

**Inquirers- Inquiring** students, with their thirst for knowledge, cognitive curiosity and enthusiasm, can carry on researching and exploring. They endeavor to quench their thirst for knowledge, to learn and adapt to changes and challenges. This type of student makes the most of any situation (and helps to facilitate the task for teachers).

**Knowledgeable- Knowledgeable** students can broaden their knowledge and pursue new areas of study. Being knowledgeable about their environment gives them a better understanding of the nature of the new educational environment and the ability to deal with problems arising as they happen.

**Thinker-** The **thinker** attribute allows students to think through problems and find solutions themselves, even without direct teacher supervision. Their ability to recognize and analyze gives students *opportunities* to overcome any challenges and make solid decisions.

**Communicator-** A **communicator** always finds new, creative and diverse channels to communicate with their teachers, peers, fellow students and their community. They know that communication and collaboration create bridges and networks with others.

**Principled** - **Principled** students are aware of critical circumstances and realize the great efforts of teachers and schools to continue providing education, thus behaving honestly and responsibly. These students are also aware of their own responsibilities in the educational process and do not need to be reminded of them.

**Open-Minded** - **Open-minded** students show a readiness to learn by means of adapting and applying tools and strategies, often in new and unfamiliar ways. They are willing to take advantage of others' experiences and expertise, accepting changes and innovation, and demonstrating an understanding of the new learning methods.

**Caring- Caring** students can collaborate with fellow students and teachers. This student will make every effort to aid others in their pursuit of learning.

**Risk-Taker** - The **risk-taker** is not afraid of fluctuation or change and uses skills and flexibility as a shield against any difficulties or challenges. Risk-taker students develop new skills and hone their existing skills to resolve challenges and to think of solutions. They share their learning and ideas, even when it's hard, and create space for other students to do the same.

**Balanced- Balanced** students pay attention to detail, understand the importance of communicating with family and friends, and know that school and academics should be balanced by taking time off and doing physical exercise. Their ability to balance emotional and physical needs enables them to be more resilient in emergency conditions.

**Reflective** - **Reflective** students can continuously review the strengths and weaknesses of their performance. They reflect on what is important and what it means to be a student and a world citizen.



# University and Beyond

**5**




Universities in over 110 countries recognize the IB Diploma. There are over 1500 schools in the US alone that recognize the IB Diploma. It allows entrance to the most competitive universities in the world. When schools look at your high school transcript, they are looking for you to take the most rigorous course of study, and will often prefer a more rigorous schedule to a perfect GPA.

Whether you are looking to go to college or university, a technical or trade school, military or the work force, the IB programme prepares its students to be ready for the 21st century with its focus on the application of skills and content. Critical thinking, open-mindedness, reflection and making connections between traditional subjects and the real-world are at the heart of our IB programme.

Universities prefer IB students because the IB curriculum develops a balanced variety of skills. Employers, too, are increasingly looking for flexibility and adaptability, which is something all IB students are able to offer.
No matter which programme you choose to complete at TJ, IB coordinators, school counselors and our College and Career Center staff are ready to help you choose your next steps.

# College Credit for IB Classes

In all three programmes we offer at TJ, you can earn college credit in the state of Washington for your IB exams.

Every DP class has a testing component that students are expected to complete. Instruction of the classes is designed with the IB expectations of skills and content required for success on the exams. DP exams are broken in to two components; Internal and External Assessments. Internal Assessments (IAs) are completed in class, are usually project or research based, and are completed by March. The External Assessments (exams) take place during the month of May. Every class has two days of testing to complete, and in those exams students are tested not just on their knowledge, but the application of knowledge and their skills. By testing over the course of the year, instead of one “make or break” test, IB exams are able to get a more accurate assessment of the student's skills and abilities.

Thanks to a Washington state law passed in 2018, if a student passes an IB exam with a score of 4 or higher (out of a possible 7), they will receive college credit at any Washington state public two- or four-year school. How much credit per score depends on the school, and is available on every school's website. Outside of Washington state, college credit varies by school

**FEDERAL WAY PUBLIC SCHOOLS PAYS FOR ALL EXAMS FOR THEIR STUDENTS. THERE IS NO COST TO STUDENTS FOR TAKING THE IB EXAM(S).**

# IB and High School Transcript Requests

After the May IB exam session, the IB Coordinator will ask students to fill out an IB Transcript request. The IB Coordinator can send their IB transcript to **one (1) United States university or college** free of charge. Students should ask that their transcript be sent to the school that they have committed to. IB will then directly send the student's IB scores after they are released on July 6th. Students either have to send all of their scores or none; IB will not send partial score transcripts. Students who applying to schools internationally can send their IB transcript to more than one school and should talk to the IB Coordinator.

Students will still need to request a final high school transcript from the TJHS Registrar to be sent either to the college of their choice, or to their permanent address so they have one on file.

Students who do not request an IB score transcript by the deadline to be sent to their college or university can pay to have one sent. They need go to https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts/.

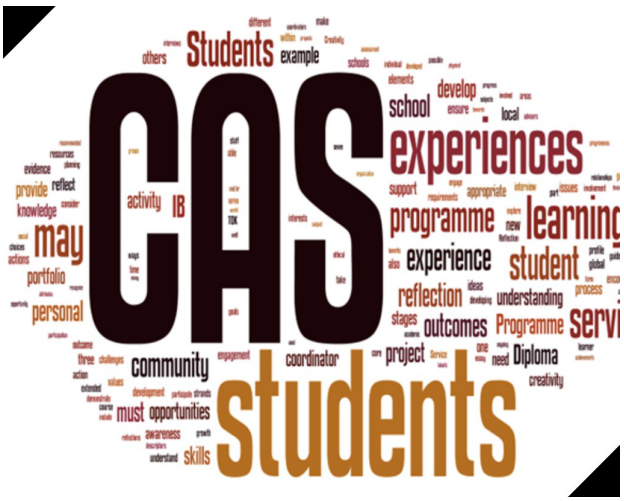
# May 2022 Testing Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | 2<br>Comp Sci Paper 1 SL/HL (pm) | 3<br>Comp Sci Paper 3 HL (am)<br>History Paper 1&2 (pm) | 4<br>History Paper 2 HL (am) | 5<br>ESS SL Paper 1 (pm) | 6<br>ESS SL Paper 2 (am)<br>Math SL Paper 1 (pm) | 7 |
| 8 | 9<br>Math SL Paper 2 (am)<br>Econ SL Paper 1 (pm) | 10<br>Econ SL Paper 2 (am) | 11<br>Bio HL Paper 1&2 (pm) | 12<br>English SL/HL Paper 1 (pm) | 13<br>GloPo Paper 2 (pm) | 14 |
| 15 | 16<br>Spanish B SL/HL Paper 1&2 (pm)<br>- P2: Reading | 17<br>Spanish B SL/HL Paper 2 (am)<br>- P2: Listening | 18<br>Chemistry SL Paper 1&2 (pm) | 19<br>SEHS SL Paper 1&2 (am) | 20<br>French B SL/HL Paper 1&2 (pm)<br>- P2: Reading | 21 |
| 22 | 23<br>French B SL/HL Paper 2 (am)<br>- P2: Listening | 24 | 25 | 26 | 27 | 28 |

# Full IBDP Requirements- Creativity, Activity, and Service (CAS)

**CAS?**

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.




**CAS Overview:**

- The objective of CAS is to self improve in a variety of areas beyond academics
- Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).
- One CAS experience is required on ManageBac PER MONTH of IB 18-24 entries total OR a single all encompassing CAS project (this will need prior approval during your first couple of months of IB). This is your responsibility.
- ***Your individual CAS activaties DO NOT need to be approved, but if they are not right they will not count
- CAS is NOT necessarily community service
- No hour requirement
- No mindless activates like stuffing envelopes, you must show growth.
- You cannot use TJ service hours for CAS activities nor can you teach religion for CAS or double dip (you can't use service hours from another project towards CAS.)
- Do not wait to begin this process. What will take you a half hour to do each month will turn into a monster if you wait until senior year. ***Good students have been denied diplomas due to CAS.***

**What counts as a CAS activity?**

- Activism in all forms
- Learning to meditate
- Creating a work out plan to run a faster mile
- Completing an online coding program
- Taking another language (through a class or through an app, not school)
- Learning the steps to a dance
- Volunteering with an organization
- Researching recipes that you can easily cook in college
- Making study groups for a class
- Night of 1000 Dinners (yes, we do that on purpose)
- Learning to rock climb
- Perfecting the perfect pastrami sandwich
- Stretching

**What does not count as a CAS activity?**

- Teaching a religion (teaching Sunday school, YoungLife, AWANA etc. If your religious organization does a food drive or construction project that WOULD count
- Anything you are making money from
- Activities you would normally do, such as, babysitting your little brother
- Any assignment required by your school.

For more information, please refer to your CAS handbook or the CAS Coordinator, Connor Litchman.

# Full IBDP Requirements- Theory of Knowledge (TOK)

The Theory of Knowledge or TOK course is designed to develop students' critical thinking and enhance their powers of reasoning and argument. These skills allow students to carry out more effective research, to be more demanding and rigorous in their studies as well as to be intellectually more independent and assertive. In short, TOK aims to help our students become active thinkers rather than passive learners and to develop into discerning adult thinkers.

TOK is a course that examines the origins and validity of various forms of knowledge. It is important to make clear that the course does not seek to challenge students' beliefs; instead, it asks students to justify or validate their knowledge. By understanding why we believe certain things to be true we begin to understand how we make judgments.

The goals of the course are to gain an understanding of what it means to know something, for example as a scientist, an artist or a historian, and thereby to understand how different forms of knowledge relate to one another. Students from different cultural backgrounds are encouraged to compare and contrast their diverse attitudes and perceptions.

Discussion is a vital aspect of this course, which requires involvement and commitment from students. All students are assessed in the same way; there are no Higher Level or Standard Level differences. I

Internal Assessment- TOK Exhibition (Year 1)

The TOK exhibition is an internal assessment component—it is marked by the teacher and is externally moderated by the IB.

For this task, students are required to create an exhibition of three objects that connect to one of the "IA prompts" from their teacher. Students must select just one IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt.

Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:

- a title clearly indicating their selected IA prompt
- images of their three objects
- a typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)
- appropriate citations and references.

External Assessment- TOK Essay (Year 2)

The TOK essay engages students in a formal, sustained piece of writing in response to one of the six titles that are prescribed by the IB for each examination session. These titles take the form of knowledge questions that are focused on the areas of knowledge.

The TOK essay is an external assessment component. Each student's essay is submitted to the IB to be marked by IB examiners. The TOK Essay must be written in standard 12 type size and be double spaced. It is not primarily a research paper, but it is expected that specific sources will be used, and these must be acknowledged.

# Full IBDP Requirements- The Extended Essay (EE)

All Diploma candidates undertake independent research on a topic of special interest and write an Extended Essay of approximately 4,000 words. This is excellent preparation for the kind of thesis they will be required to write at university and helps them practice the research and academic writing skills, as well as reflections skills, all necessary for success. They may choose to write an Extended Essay based on any of their six subjects.

Students who are taking the Full IBDP will choose a teacher supervisor, who will assist in the structuring of the student essay and will advise the pupil what to do for research and how to collect data.

The EE will be started in Year 1 TOK, with the help of the TOK teacher. Students will finish a first draft by the end of Year 1. A revised essay will then be completed in Year 2 TOK.

Students who score well in both TOK and their EE can earn extra points on their diploma. Students who score "C" or "D" grades, while they don't earn extra points, can still potentially earn their diploma. Any "E" scores on either the TOK or EE will result in no IB diploma awarded.

| TOK / EE | A | B | C | D | E |
|---|---|---|---|---|---|
| A | 3 | 3 | 2 | 2 | Failing Condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing Condition | | | | |

# IBCP Requirements- The Personal and Professional Skills (PPS) Course

In addition to the exploration of a career and taking a designated CTE pathway, the Career Programme requires enrollment in the IBCP Personal and Professional Skills (PPS) Course second semester junior year and first semester senior year. Work done in the IBCP PPS Course, will teach students to enhance their personal and professional skills by developing responsibility, practicing problem solving, building good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern work place.




In the IBCP PPS course, students will also explore careers through service learning, and the study of ethical issues. Finally, they will complete the Language Portfolio and the Reflective Project.

# IBCP Requirements- The Reflective project (The RP)

The Reflective Project is one of the four required components of the IB Career-related Programme (CP) core. The Reflective Project is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme. Students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. The Reflective Project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

**The Reflective Project aims to give students the opportunity to:**

- Produce an extended piece of work
- Engage in personal inquiry, action and reflection on a specific ethical dilemma
- Present a structured and coherent argument
- Engage with local and/or global communities
- Develop research and communication skills
- Develop the skills of critical and creative thinking

**Requirements:**

- All CP students are required to complete the Reflective Project.
- Students are expected to spend approximately 50 hours on their Reflective Project.
- The Reflective Project is internally assessed & externally moderated by the IB.
- Students must earn a D or above on their Reflective Project to earn their CP certificate.
- Student's Reflective Project must align to their career-related study.
- At the end of the project, students must submit:
  - An essay or an essay with an additional format - See options below
  - 3 Reflections on Planning & Progress forms (RPPF)

**Student's Responsibilities - Students are required to:**

- Choose an issue from their career-related studies that presents an ethical dilemma
- Consult with their supervisor regarding the ethical dilemma
- Develop a well-formulated & focused research question
- State clearly the linked career-related study at the start of the Reflective Project
- Complete the RPPF as work progresses, and after each of the scheduled meeting with their supervisor
- Meet both internal and external assessment deadlines
- Address the assessment criteria fully
- Acknowledge all sources of information & ideas in references, citations and bibliography
- Inform their supervisor of details of any external assistance received.
- Plan how, when and where they will find material for their project
- Plan a schedule for researching & producing the Reflective Project, allowing time for delays & unforeseen problems
- Record sources as the research progresses (rather than trying to reconstruct a list at the end)
- Maintain a "researcher's reflection space" to reflect upon their progress and inform scheduled meetings with the supervisor
- Have a clear structure in mind for the Reflective Project before beginning to write
- Carefully check & proofread the final version of the Reflective Project
- Ensure that all basic requirements are met.

# IBCP Requirements- The Language Portfolio

**PURPOSE**

The IBCP recognizes that students have diverse language profiles. They begin their IBCP studies with a range and variety of language learning experiences. Students may:

- already have knowledge of another language and skills for language learning
- have studied another language in their MYP or other middle school program and wish to continue studying the same language
- have studied another language in their MYP or other middle school program but wish to commence the study of a different language
- wish to continue with a language they started in primary school
- have no previous experience of learning another language prior to starting the IBCP
- have an identified special learning need and require special consideration for their language learning.

IBCP language development is designed to ensure that all students, no matter what their background, have access to and are exposed to a language program that will assist and further their understanding of the wider world. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. Language development should, where possible, be appropriate for the context of the students' career-related studies. It should be challenging and enjoyable as well as relevant to a student's needs and aspirations. Language development should be designed to develop students' linguistic abilities through the development of receptive, productive and interactive skills.



**LANGUAGE DEVELOPMENT REQUIREMENTS**

In order to obtain an IBCP Certificate, students must complete the Language Development component of the IBCP core. The Language Development requirements include the following:

1. Students must spend a minimum of 50 concurrent hours over the course of two years on tasks related to their language development, either in a language course or independently.
2. Students will complete a language development portfolio over the course of junior and senior year. The portfolio will incorporate language development tasks to enable students to reflect on their experiences and to document evidence of their growing skill base (requirements to follow).
3. Students will be assessed on progress towards language goals through the IB MYP framework of "language phases" since each student will have a unique knowledge and understanding of the culture they are studying. will have his or her own knowledge and understanding of the language and culture so assessment of

**PORTFOLIO COMPONENTS**

1. **Profile:** Self-Assessment of the language proficiency, Language and culture questionnaire, Language B objectives, Post-Assessment of the language proficiency
2. **Experiences/Tasks:** Journal entries, Assessments, Films and Television series in target language, Webinars and other online language delivery websites. Class Projects. Reflections on target language and cultural aspects of societies/communities
3. **Evidence: Document achievement in language development.**

**It is the student's responsibility to demonstrate and provide evidence in the language portfolio that he/she/they developed their language acquisition from the initial phase to the next phase level.**

# Scoring to get the Full IBDP Diploma

## CORE

- Full IBDP candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must score no fewer than 24 points from assessment in these subjects, in addition to grade stipulations (see below.)
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

## PERFORMANCE

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: ((6 × 7) + 3).
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

## ADDITIONAL REQUIREMENTS

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- 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.

# Scoring to get the IBCP Certificate

## CORE

- IBCP candidates must attempt 2-4 IB subjects, plus the three core subjects— Reflective Project, Language Portfolio and Service Learning. TOK and CAS.
- They must meet all of the requirements within a maximum of three examination sessions.
- They must complete a CTE pathway to the school's satisfaction.
- Candidates who successfully meet these conditions will be awarded the certificate.

## PERFORMANCE

- Each subject is graded 1–7, with 7 being the highest grade.
- They must earn 3s in at least 2 of the subject areas.

## ADDITIONAL REQUIREMENTS

- Core requirements have been met.
- There is no “N” awarded for Service Learning, the Language Portfolio, the Reflective Project or for a contributing subject.

# Potential IB Classes

## LANGUAGE A

- IB Language and Literature SL (with options for ELL students)/ HL
- IB Literature HL
- IB School Supported Self Taught Language A SL

## LANGUAGE B

- IB French AB Initio/SL/HL
- IB Spanish AB Initio/SL/HL
- IB Heritage Spanish SL/HL

*AB Initio is not a standard option but gives an opportunity for students who arrive later in their IB career to still test in a language. It does not count for college credit but does count towards the IB Diploma.

## INDIVIDUALS AND SOCIETIES

- IB Economics SL/ HL
- IB Global Politics SL
- IB History of the Americas/ 20th Century History HL
- IB Psychology SL

## LAB SCIENCES

- IB Biology HL
- IB Chemistry SL
- IB Computer Science SL/HL
- IB Environmental Systems and Societies SL
- IB Physics SL
- IB Sports Exercise and Health Science SL

## MATHEMATICS

- IB Calculus (Math Analysis) SL
- IB Pre-Calculus (Math Applications) SL

## FINE AND PERFORMING ARTS

- IB Music SL/HL
- IB Visual Arts SL/HL

NOT ALL COURSES ARE TAUGHT EVERY YEAR AND STUDENTS NEED TO CONSULT REGISTRATION FORMS/ CURRENT COURSE CATELOGUE FOR OFFERINGS.

# Schedule Requirements for Full IBDP Scholars

To be considered an IBDP student, you need to take three Higher Level (HL) and three Standard Level (SL) classes over the course of your two years in the IBDP program. Additionally, you must enroll in TOK for two years.

Traditionally, most students at TJ take HL Language A, HL History and HL Biology. If you do not want to take that route, or you want to explore School Sustained Self Taught Language (for fluent speakers of another language) **please make an appointment with the IB Coordinator (kharem@fwps.org) to explore alternative routes.**

JUNIOR YEAR:

**IB Language A HL Year 1 (2 years total). Need to choose from:**

- IB Language and Literature HL
- IB Literature HL

TEST IN SPRING OF SENIOR YEAR

**IB Language B SL Year 1 (2 Years total)**

- IB Spanish 3
- IB Spanish 4
- IB Heritage Spanish 3
- IB French 3
- IB French 4

IB WORLD LANGUAGE 3: TEST IN SPRING OF SENIOR YEAR

IB WORLD LANGUAGE 4: TEST IN SPRING OF JUNIOR YEAR

SCORING A 4 or HIGHER WILL EARN THE SEAL OF BILITERACY

**IB History HL (2 Years Total)**

- IB History of the Americas HL Year 1

TEST IN SPRING OF SENIOR YEAR

**IB Science A HL Year 1 (2 years total). Need to choose from:**

- IB Biology HL Year 1 (2 years total). Counts for the required Health credit.

IB BIO: TEST IN SPRING OF SENIOR YEAR

If you do not want to do IB Bio as your 3rd HL class, then you need to pick a different science class:

- IB Chemistry SL or IB Physics SL (Offered opposite years of each other)
- IB Computer Science SL
- IB Environmental Systems and Societies SL
- IB Sports Exercise Health Science SL (Offered every other year)

SL SCIENCE: TEST IN SPRING OF THE YEAR YOU TAKE THE CLASS

**IB Mathematics SL:**

- IB Analysis PreCalc SL (if you just completed Algebra 2)
- IB Analysis Calc SL (if you just completed AP Stats)
- IB Analysis Calc SL (if you just completed IB Pre Calc SL)
- Algebra 2 (if you just completed

IB ANALYSIS PRECALC: TEST IN SPRING OF SENIOR YEAR

IB ANALYSIS CALC: TEST IN SPRING OF JUNIOR YEAR

JUNIOR YEAR CON'T:

**IB Elective: (all 1 year classes)***

- IB Chemistry SL or IB Physics SL (Offered opposite years of each other)
- IB Economics SL
- IB Environmental System and Societies SL
- IB Global Politics SL or IB Psychology SL (Offered opposite years of each other)
- IB Music SL
- IB Sports Exercise Health Science SL (Offered every other year)
- IB Visual Arts SL

TEST IN SPRING OF THE YEAR YOU TAKE THE CLASS

**Theory of Knowledge Year 1 (IB Requirement)**

- In this class, we complete the IB Core Requirements of CAS, TOK and the EE.

TEST IN SPRING OF SENIOR YEAR

**Your Choice:**

Please make sure you have at least 1 Art Credit and 1 PE credit in your High School transcript. Full IB can waive most, but not all, of your PE and Art Requirements.

SENIOR YEAR:

**IB Language A HL Year 2**

- Continue with whichever option chosen Junior year

TEST IN SPRING OF SENIOR YEAR

**IB Language B SL Year 2**

- Continue with 4th year of language

TEST IN SPRING OF SENIOR YEAR

If you tested in IB Spanish/ French 4 or IB Heritage Spanish 3 your junior year, you do not need to do another year.

**IB History HL (2 Years Total)**

- IB IB 20th Century History HL Year 2

This is the second year of IB History of the Americas.

TEST IN SPRING OF SENIOR YEAR

**IB Science A HL Year 1 (2 years total). Need to choose from:**

- IB Biology HL Year 2

IB BIO: TEST IN SPRING OF SENIOR YEAR

If not doing IB Bio HL, you get to decide if you want to do another science class your senior year

- IB Chemistry SL or IB Physics SL (Offered opposite years of each other)
- IB Computer Science SL
- IB Environmental Systems and Societies SL
- IB Sports Exercise Health Science SL (Offered every other year)

SL SCIENCE: TEST IN SPRING OF THE YEAR YOU TAKE THE CLASS

**IB Mathematics SL:**

- IB Applications PreCalc SL (if you just completed Algebra 2)
- IB Analysis Calc SL (if you just completed IB Analysis Pre Calc)
- AP Stats or AP Calc BC (if you just completed IB Analysis Calc)

IB ANALYSIS CALC SL: TEST IN SPRING OF SENIOR YEAR

IB APPLICATIONS PRECALC SL: TEST IN SPRING OF SENIOR YEAR

STUDENTS WHO TESTED IN IB ANALYSIS CALC SL THEIR JUNIOR YEAR BUT WANT TO RETEST AFTER AP STATS OR AP CALC BC CAN DO SO (AT NO CHARGE TO THEM.)

**IB Elective: (all 1 year classes)***

- IB Chemistry SL or IB Physics SL (Offered opposite years of each other)
- IB Economics SL
- IB Environmental System and Societies SL
- IB Global Politics SL or IB Psychology SL (Offered opposite years of each other)
- IB Music SL
- IB Sports Exercise Health Science SL (Offered every other year)
- IB Visual Arts SL

TEST IN SPRING OF THE YEAR YOU TAKE THE CLASS

**TOK Year 2**

**Your choice**

Things to consider when building your Full IBDP Schedule:

If you count the classes, you will see that you have room in your schedule for more than the required amount of IB Classes. You have 3 options for that IB Elective Space:

1) Take an IB Elective your junior year. If you score a 3 or higher, we recommend using that as part of your IB Diploma (For points and scoring, please see “Requirements for an IB Diploma.”) Your senior year you do not have to take another IB Elective Class. By doing your IB Elective your junior year, you’re building in a buffer. If you don’t score at least a 3, you have room in your schedule your senior year to take another IB Elective and replace that low score.

2) Take an IB Elective your senior year only. This allows for some flexibility in your schedule your junior year, which is especially handy for senior year if you are also testing out of Math or Language B. However, there is no buffer. If you don’t score well enough, there isn’t a chance to redo.

3) Take an IB Elective your junior and senior years. Only one will count towards the Diploma, but if you score at least a 4 on both, both will count for college credit at ALL public community colleges and universities in the state of Washington.

# Schedule Requirements for IBCP Scholars

To be considered an IBCP student, you need to take at least two IB classes that fit with your chosen pathway (we recommend at least three however, to account for the point minimums required to obtain the IBCP certificate.)

Before your junior year, you will need to plan with the IBCP coordinator to see if there are pre-reqs that you need to take so that you can take the combination of IB and CTE classes that matches your chosen pathway. The pathways are listed below.

### Engineering, Manufacturing & Industrial Technology

- Cabinet Making & Millwork
- Construction Foundations
- Carpentry Essentials
- Intro to Engineering Design
- Carpentry Specialist 1-2
- Principles of Engineering
- Woodworking
- Robotics
- Intro to Computer Science/Game Design
- AP Computer Science Principles
- IB Computer Science SL/HL

### Business & Marketing

- Computer Applications
- Microsoft Academy
- Intro to Marketing
- Entrepreneurship (Incubator)
- Web Design
- Marketing Operations, School Store
- IB Economics SL/HL

### Health & Agriculture Sciences

- Emergency Medical Response
- Forensic Science
- IB Sports Exercise Health Science SL

### Arts & Communication

- Commercial Photography 1-2
- Publishing (Yearbook)
- Design & Applied Arts 1-2
- Video Production 1-3
- Graphic Design 1-2
- Pottery 1-2
- IB Visual Arts SL/HL
- IB World Languages SL/HL

### Human Sciences

- Child Development
- Family Psychology
- Teaching Academy
- Nutrition & Wellness/Culinary Foundations
- Pro Start 1-2
- IB Psychology SL

# IB Academic Honesty

***Students shall be honor bound to refrain from cheating of every kind, including plagiarism. Students sh be honor bound to take actions to stop any and all violations of this Academic Honesty Policy which th see. Inaction implies that one condones inappropriate behavior. Living in a manner that is consistent wi this policy will produce an atmosphere of trust, freedom, and integrity necessary to the success of eac student in this program. Without maintaining a high standard of honesty and conduct, the reputation o the school and of IB are compromised and society is poorly served.***

The IB Programme offers a quality education that not only ensures knowledge, but cultivates the virtues o honor, courtesy, and perseverance. Academic Honesty is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. This policy exists in order to upho and reinforce values that are central to the IB tradition of excellence and to prevent violations of that tradition such as cheating or plagiarism. Students should consider this Academic Honesty Policy to be enforced in all IB classes, non-IB classes, and all activities associated with Thomas Jefferson High School Your signature will be held on record for the length of time you attend TJ.

Living in a manner that is consistent with this honor policy will produce an atmosphere of trust, freedom, a integrity necessary for each student to succeed.

What constitutes Academic Honesty?

- Properly giving credit for someone else's work or ideas
- Doing your own work
- Using study guides and study skills to prepare for assessments
- Understanding the purpose of school is learning
- Understanding teachers value original ideas and want students to present their ideas in their own word
- Abiding by rules and sharing appropriate resources
- Acknowledging, in a specific manner, assistance from another person
- Working collaboratively yet still producing and submitting independent work.

Academic dishonesty could include:

- Plagiarism- the representation of the ideas or work of another person as the student's own
- Collusion—allowing one's work to be copied or submitted for another
- Duplication of work—the presentation of the same work for different assignments
- Taking unauthorized materials into an exam or other assessment situation.

We believe that all students should:

- Be honest in presenting all their school work
- Do their own work
- Seek inspiration from the ideas of others, but acknowledge the source
- Refrain from letting others copy their work
- Understand the benefits of properly conducted research and respect the creative efforts of others
- Be given the opportunity to understand what Academic Honesty is and how to uphold this policy

When Academic Dishonesty/Plagiarism (referred to as plagiarism moving forward) is suspected, teacher shall:

1. Collect all materials related to alleged plagiarism.
2. Talk with student(s) involved in the alleged plagiarism.
3. Take notes on conversation.
4. Ask student(s) for written statement.
5. Contact home for student(s) involved to discuss alleged plagiarism as well as potential next steps, both academic (in-class) and discipline-related.
6. Contact Admin (Dean of Students and Admin evaluator) to review evidence and investigation notes to determine if plagiarism is founded or unfounded.
7. If plagiarism is **unfounded**, teacher will contact home for student(s) involved to confirm plagiarism was unfounded, and no academic or disciplinary consequences will be assigned.
8. If plagiarism is **founded**, academic consequence for student(s) is an IE on that assessment with opportunity for retake with the potential for maximum credit and a note of plagiarism documented in StudentVUE. Discipline consequence is documentation as Academic Dishonesty/Plagiarism in Synergy.
9. (Teacher and Admin) contacts home for student(s) involved to confirm plagiarism was founded, and academic and disciplinary consequences will be assigned.
10. Multiple **founded** incidences of plagiarism/ academic dishonesty will be reported by counselors/ IB coordinator as an area of concern on college applications.

**A separate policy must be in place in the case of malpractice on an assessment scheduled to be sent to the IB examiners (Internal or External Assessment). If a student is caught cheating during the testing process or plagiarizing any of his/her/ their assessments, he/she/they will receive a zero for the entire exam, resulting in a N (no grade = zero) in that IB subject. There is no intermediary warning step in this case. The International Baccalaureate allows the student to re-test the following year.**

# FAQ

### Do I need to test in to the IB Programme?

No. We believe in a programme that is accessible to all (see our intro.)

### How do I know which IB programme I should do?

It all depends on what your passions and after school commitments look like. Generally speaking, you can do about five things well at any given time. Full IBDP is like doing two things. You can probably manage a few other things, like a job or a sport. If you are involved in many activities, or you have a lot of commitments, consider a less intensive course of study.

### Can I do Full IB and Leadership/ AVID/ Band?

We will make every effort to build your ideal schedule. Sometimes though, it's just not possible to do Leadership *and* AVID *and* Band. If we ask you to choose, it's because there is no physical way to build your schedule and fulfill the requirements of Full IBDP.

### Why are there special advisories for Full IBDP and IBCP scholars?

Sometimes, scholars in those programmes need guaranteed access to the IBDP and IBCP Coordinators. It also gives the Coordinators a guaranteed time when they will see those scholars! If you are a mentor/ ASB officer or in AVID, you will not lose your place in those advisories.

### When do we sign up for exams?

In October, the IB Coordinator will visit your classes to enroll you in the exams.

### I'm not doing well in my IB class(es)? Who do I talk to? Can I unregister for the test?

First, make sure you talk to your teacher! They can't help you if they don't know you're struggling. Next, schedule a time to talk to either the IBDP Coordinator (Ms. Harem) or IBCP Coordinator (Ms. Fisher. If you really feel like you can't take the test, you must have parent permission and let Ms. Harem know **no later than January. 10th.** ***If you tell her after, you may be charged the cost of the test.***

### I don't want to take ANY IBDP classes. Do I have to?

Unless you are doing Running Start or you have an Individualized Education Plan (IEP), it is the expecatation that TJ scholars will take at least one IB class.