



GLENOAK HIGH SCHOOL



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

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

To this end the organization works with schools, governments and international organizations to develop challenging 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 a focused academic framework for students ages 16-19 during the junior and senior years. The IB has a reputation of excellence, rigor 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 guardianship of the planet, help create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools.

ATTRIBUTE	DESCRIPTION
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-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.

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.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Course Selection

Students will be able to request the following DP courses during their junior and senior years.

All IB courses span two consecutive school years.

Group	Prerequisite Course (10th Grade)	IBDP Course (11th/12th Grade)	Replaces Most Equivalent Current Course (11th/12th Grade)
GROUP 1: STUDIES IN LANGUAGE AND LITERATURE	Honors English 10 or "A" in English 10	English A: Language and Literature HL	AP English Language AP English Literature
	Honors English 10 or "A" in English 10	English A: Language and Literature SL	AP English Language AP English Literature
GROUP 2: LANGUAGE ACQUISITION	Honors French III	French B HL	Honors French IV
	Honors French II	French B SL	Honors French III Honors French IV
	No previous study of French beyond French I	French Ab initio	French I Honors French II
	Honors Spanish III	Spanish B HL	Honors Spanish IV
	Honors Spanish II	Spanish B SL	Honors Spanish III Honors Spanish IV
	No previous study of Spanish beyond Spanish I	Spanish Ab initio	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 Biology or “A” in Biology	Biology SL	AP Biology Applied Biology
	Honors Biology or “A” in any high school science course	Environmental Systems and Societies HL	Environmental Science
	Honors Biology or “A” in any high school science course	Environmental Systems and Societies SL	Environmental Science
GROUP 5: MATHEMATICS	Honors Pre-Calculus	Mathematics Analysis and Approaches HL	AP Calculus AB AP Statistics
	Honors Algebra II	Mathematics Analysis and Approaches SL	Honors Pre-Calculus AP Calculus AB/BC
	Honors Geometry or “A” in Geometry	Mathematics Applications and Interpretations SL	Honors Algebra II Pre-Calculus 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 DIPLOMA PROGRAMME CORE	Full DP or IBDP Coordinator approval	Extended Essay (EE) Theory of Knowledge (TOK) Creativity Activity Service (CAS)	Full DP required course for grades 11 & 12

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 during the junior and senior year.
- All IB courses span two years; all internal and external assessments for the courses are required.
- Students will select three HL (higher level) courses and three SL (standard level) courses. Four HL courses may be permitted if approved by the IB Coordinator. Note: Ab initio courses are for language acquisition as a second language for new learners, or a third language for students who want to learn an additional world language as the elective course). Ab initio courses are SL level.
- 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 (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS). 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.

INDIVIDUAL DIPLOMA PROGRAMME COURSES

- GlenOak High School students may choose to take one or more individual IBDP courses during their junior and senior years.
- Note: If scheduling room and feasibility allows DP individual course students to take the IB Core course, then they may request to be enrolled in the IB Core course. 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.

GRADING, ASSESSMENT, AND FEES

GlenOak High School IB teachers will create, administer, grade, and communicate assignments based on IB 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 Diplomas (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

GLENOAK HIGH SCHOOL GRADING AND GRADING SCALE

GlenOak High School grades are communicated and calculated based upon two semesters per year; 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 assessments may include tests, writing assignments, quizzes, projects, labs, and seminars. Examples of formative assessments may include homework, classwork, practice questions, writing assignments, bell ringers, exit tickets, seminars, projects, and quizzes. Teachers are expected to administer several formative and summative assessments per quarter.

Grades are recorded in the online program Sungard, operated through the Stark County Educational Service Center. Report cards are generated by computer and accessed electronically by students and parents four times per year, typically 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 April/May of the senior year. An assessment calendar will be updated by the IB team of teachers and the IB coordinator each year. IB internal assessments and external assessments (exams) are required for all students enrolled in the full diploma programme or individual IB courses. Students are not permitted to opt out of any IB assessment.

FEES

Students are responsible for payment of all exam fees and IB Core fees as follows.

- Subject assessment/exam fee per course: \$123
- IB Core fee (if enrolled in TOK, CAS, & EE as an individual Core course): \$152

IB exam fees typically increase \$3-4 per calendar year. Additional instructional 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 external exams will be due in April of the senior year. Students requiring financial assistance should contact the IB coordinator directly.

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 prepare for IB assessments. Teachers are expected to clearly communicate assignments and students are expected to communicate effectively with teachers any questions concerning assignments.

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 the curriculum, including writing skills. A pre-assessment is designed in the similar format as the summative assessment.

The second approach to formative assessment is the role of classwork and homework in learning. 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, exit tickets, and discussion questions. An essential element of formative assessments is the need for student and teacher self-reflection of learning and teaching. Formative assessments communicate the 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. This will support student learning so they can perform to their highest abilities on summative assessments, which includes but is not limited to external exams during the students' senior year.

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 the assessment of student work.

For additional information on assessments, please see the GlenOak High School Assessment Policy at www.plainlocal.org.

ACADEMIC HONESTY

GlenOak High School IBDP students are expected to adhere to the GlenOak High School IBDP 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 resources for writing assessments, including Turnitin and ManageBac.

MATURE CONTENT

International Baccalaureate Diploma Programme classes are rigorous college level courses. Mature content may be a part of the curriculum for any IB course. The curriculum in IB courses is aligned to and prepares students for the required IB internal assessments and external exams.

GRADUATION REQUIREMENTS

Students participating in the IBDP as either full Diploma Programme candidates or individual course students must fulfill the GlenOak High School Graduation requirements, which are available to view online at www.plainlocal.org. Students must also meet the Ohio State Testing (OST) requirements for graduation. Please see a guidance counselor for individual student requirements and progress.

HONORS DIPLOMAS

Students may view the Ohio Department of Education's Honors Diplomas requirements at: education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas. You may also meet with a guidance counselor at the high school for more details.

Full Diploma Programme and Individual Course Requirements

FULL DIPLOMA REQUIREMENTS

Full Diploma Programme students will have results of the DP reported to the IBDP Coordinator in July after graduation. 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 after the scores are released.

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

- CAS and course 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)

INDIVIDUAL COURSES CERTIFICATE REQUIREMENTS

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 each course after the scores are released.

The IB Diploma Programme Course of Study

Course Descriptions

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

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 OR "A" in English 10

*Teacher recommendation required

Course Summary: This course is taught consecutively for two years. It combines the study of language, literary devices, rhetoric, literary content and literary analysis as well as an analysis of non-literary texts such as photography, advertisements, art, and documentaries. Students develop skills to read the world around them through global literary works and non-literary texts, as well as, writing critical analysis of the texts they explore. The course revolves around three areas of exploration: readers, writers, and texts; time and space; and intertextuality. This course moves at a quicker pace and students will read more texts than in the standard level course.

Assessments: The internal assessment for this course includes a voice-recorded individual analysis of a literary and non-literary text revolving around a global issue of the student's choice. During the student's second year, they will complete an externally graded essay that focuses on an analytical argument of a literary text, as well as two papers (exams) which are written by students in May.

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 OR "A" in English 10

*Teacher recommendation required

Course Summary: This course is taught consecutively for two years. It combines the study of language, literary devices, rhetoric, literary content and literary analysis as well as an analysis of non-literary texts such as photography, advertisements, art, and documentaries. Students develop skills to read the world around them through global literary works and non-literary texts, as well as, writing critical analysis of the texts they explore. The course revolves around three areas of exploration: readers, writers, and texts; time and space; and intertextuality. This course moves at a slower pace than the higher level course and includes less texts.

Assessments: The internal assessment for this course includes a voice-recorded individual analysis of a literary and non-literary text revolving around a global issue of the student's choice. During the student's second year, they will complete two papers (exams) which are written by students in May and graded externally.

GROUP 2: LANGUAGE ACQUISITION

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

*Teacher recommendation required

Course Summary:

Year 1: An upper level language 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 and application 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. They read more complex, extensive texts for comprehension and literary analysis. Course content consists of authentic texts and media with a global emphasis. This course is conducted largely in French, and students fine tune their use of register, diction, and intonation.

Assessments: Students are assessed both externally and internally. External assessments at HL consist of exercises to demonstrate understanding of authentic print and audio texts based on the language B themes (receptive skills), and a writing exercise based on the themes (productive skills). The HL internal assessment consists of an individual oral assessment based on a presentation of a studied literary text (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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

*Teacher recommendation required

Course Summary:

Year 1: An intermediate level language 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: An intermediate level course in which students continue to build a 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 assessments at SL consist of exercises to demonstrate understanding of authentic print and audio texts based on the language B themes (receptive skills), and a writing exercise based on the themes (productive skills). The SL Internal assessment consists of an individual oral assessment based on a presentation of a visual stimulus based on the themes (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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

Course Summary:

Year 1: Students will achieve an intermediate 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. Ab initio external assessment consists of exercises to demonstrate understanding of authentic print and audio texts based on the language B themes (receptive skills) and a writing exercise based on the themes (productive skills). The ab initio internal assessment consists of an individual oral assessment based on a presentation of a visual stimulus based on the themes (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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 III

*Teacher recommendation required

Course Summary:

Year 1: An upper level language 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 and application 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. They read more complex, extensive texts for comprehension and literary analysis. Course content consists of authentic texts and media with a global emphasis. This course is conducted largely 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 authentic print and audio texts based on the language B themes (receptive skills) and a writing exercise based on the themes (productive skills). The HL internal assessment consists of an individual oral assessment based on a presentation of a studied literary text (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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

*Teacher recommendation required

Course Summary:

Year 1: An intermediate level language 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: An intermediate level course in which students continue to build a 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 authentic print and audio texts based on the language B themes (receptive skills) and a writing exercise based on the themes (productive skills). The SL Internal assessment consists of an individual oral assessment based on a presentation of a visual stimulus based on the themes (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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

Course Summary:

Year 1: Students will achieve an intermediate 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. Ab initio external assessment consists of exercises to demonstrate understanding of authentic print and audio texts based on the language B themes (receptive skills) and a writing exercise based on the themes (productive skills). The ab initio internal assessment consists of an individual oral assessment based on a presentation of a visual stimulus based on the themes (productive skills), as well as an interactive oral assessment based on one or more additional themes (productive and interactive skills).

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

*Teacher recommendation required

NOTE: Global politics HL 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

*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 SL 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

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 an experimental research study and report their findings in a professional publication template, including the calculation and presentation of statistical computations.

GROUP 4: 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

Course Summary: This course is taught over a two-year period and is geared towards the student who strives to pursue an education in a healthcare field or one of the life sciences. Students will explore the biological world in a rigorous and inquiry-based manner. During the first year of the course, students will explore the following topics: cell biology, molecular biology, genetics and inheritance, photosynthesis, and cellular respiration. Students will also work alongside the Physics students in the Collaborative Science Project to learn more about how science can be used to solve global issues. The second year of study will include evolution and diversity, plant biology, and human physiology.

Assessments: The Internal Assessment (individual scientific investigation) is worth 20% of students' final mark for the course. Paper 1, which will be completed at the end of the second year of study, is weighted at 36% and consists of multiple choice and data-based questions. Paper 2, also completed at the end of the second year of study, is weighted at 44% and features data-based and extended response questions.

Biology SL

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

Course Summary:

This course is taught over a two-year period and explores four main themes: unity and diversity, form and function, interaction and interdependence, and continuity and change. Within these themes, students will learn more about cell biology, molecular biology, genetics and inheritance, cell energy, and evolution and diversity.

Assessments: The Internal Assessment (individual scientific investigation) is worth 20% of students' final mark for the course. Paper 1, which will be completed at the end of the second year of study, is weighted at 36% and consists of multiple choice and data-based questions. Paper 2, also completed at the end of the second year of study, is weighted at 44% and features data-based and extended response questions.

Environmental Systems and Societies HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: An "A" in any high school science course or Honors Biology

*Teacher recommendation required

Course Summary: This course is taught consecutively over two years. It is intended for students with an interest in 21st century environmental and contemporary issues. Environmental Systems and Societies is an interdisciplinary course; therefore, it will fulfill the group 3 or group 4 IB requirement. The course is focused around three primary concepts including perspectives, systems, and sustainability. The topics include foundation, ecology, biodiversity and conservation, water, land, atmosphere and climate change, natural resources, and human populations and urban systems. The HL course incorporates additional lenses including environmental law, environmental and ecological economics, and environmental ethics.

Assessments: Students are assessed both internally and externally. Students will complete an individual investigation (internal assessment) to gather and analyze data in response to their own research question, which will be assessed in the form of a written report. The external assessments for this course are two papers (exams) near the end of the senior year.

Environmental Systems and Societies SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: An "A" in any high school science course or Honors Biology

*Teacher recommendation required

Course Summary: This course is taught consecutively over two years. It is intended for students with an interest in 21st century environmental and contemporary issues. Environmental Systems and Societies is an interdisciplinary course; therefore, it will fulfill the group 3 or group 4 IB requirement. The course is focused around three primary concepts including perspectives, systems, and sustainability. The topics include foundation, ecology, biodiversity and conservation, water, land, atmosphere and climate change, natural resources, and human populations and urban systems.

Assessments: Students are assessed both internally and externally. Students will complete an individual investigation (internal assessment) to gather and analyze data in response to their own research question, which will be assessed in the form of a written report. The external assessments for this course are two papers (exams) near the end 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 Pre-Calculus

*Teacher recommendation required

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 likely include mathematics as a major component of university studies or study topics with a strong math emphasis such as engineering, physics, 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 has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. A student should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Core topics that will be studied are Number and Algebra, Functions, Geometry and Trigonometry, Vectors, Statistics and Probability, and Calculus (both differential and integral). Each of these topics are covered at a deeper level in HL.

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 and demonstrate its application to a personal interest. It is marked according to 5 assessment criteria (Presentation, Mathematical Communication, Personal Engagement, Reflection, and Use of Mathematics). The external assessment 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 they are 120 minutes long and consist of two sections. Section A is compulsory short-response and Section B is compulsory 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 sixty minutes and consists of two compulsory extended response problem-solving questions.

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

*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. Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. 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, Geometry and Trigonometry, Vectors, Statistics and Probability, and Calculus (both differential and integral).

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 and demonstrate its application to a personal interest. It is marked according to 5 assessment criteria (Presentation, Mathematical Communication, Personal Engagement, Reflection, and Use of Mathematics). The external assessment 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 they are 90 minutes long and consist of two sections. Section A is compulsory short-response and Section B is compulsory extended response. For Paper 1 students are not permitted access to any calculator, but for Paper 2 a graphing calculator is required.

Maths Applications and Interpretations SL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Honors Geometry OR "A" in Geometry first semester

*Teacher recommendation required

Course Summary: This course is taught consecutively over two years. Mathematics AI SL recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

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. It is marked according to 5 assessment criteria. (Presentation, mathematical communication, personal engagement, reflection, and use of mathematics). 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 compulsory short-response questions based on the syllabus. Paper 2 is a 90 minute assessment containing compulsory extended-response questions based on the syllabus. Students are permitted to use a calculator on both assessments at all times.

GROUP 6: ARTS

Music HL

Grade Level: 11 and 12

Course length: 2 years

Credits: 1 credit hour per year, 1.25 weighted grade

Prerequisite: Music Ensemble

*Teacher recommendation required

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

Course Summary: 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

*Teacher recommendation required

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

Course Summary: 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.

Assessment: 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

*Teacher recommendation required

**It is highly recommended that students who enroll in IB Visual Arts HL also enroll in IB English A: Language and Literature HL or SL because IB art students will need to know how to research scholarly articles, incorporate evidence when writing, and cite sources in APA format.

Course Summary: The course is taught consecutively for two years. The core syllabus combines the study of 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

*Teacher recommendation required

**It is highly recommended that students who enroll in IB Visual Arts HL also enroll in IB English A: Language and Literature HL or SL because IB art students will need to know how to research scholarly articles, incorporate evidence when writing, and cite sources in APA format.

Course Summary: The course is taught consecutively for two years. The core syllabus combines the study of 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 in place of IB Music or IB Visual Arts.**

IB Diploma Programme Core (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

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 during the junior and senior years, DP students will focus on exploring how various disciplines approach concepts of knowledge differently, with a focus on understanding a range of perspectives, tools, methods, and ethical issues. TOK will count as 3/5 of the IB Core course and grade.

DP Assessments: TOK students will complete an Internal Assessment (IA) of an exhibition in the spring 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 toward the Diploma.

References

Academic Honesty Policy. GlenOak High School, 2022

Assessment Policy. GlenOak High School, 2022

General Regulations, Diploma Programme. International Baccalaureate Organization, 2016.

IB learner profile. International Baccalaureate Organization, 2013.

International Baccalaureate Organization. www.ibo.org, 2005-2022.

Language Policy. GlenOak High School, 2022

Special Education Needs Policy. GlenOak High School, 2022

GlenOak High School International Baccalaureate Diploma Programme Admissions Policy and Statement of Understanding and Intent

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 college level coursework during their junior and senior years of high school. Information about the IB Diploma Programme will be shared with students and/or parents during the high school scheduling night each year. There will also be a group information session for students during the school day prior to the scheduling deadline. Students or parents/guardians may also request an individual meeting with the IB Coordinator.

Anticipated IB students and parent(s)/guardian(s) planning to participate in the IBDP as a full DP candidate or in individual courses should fulfill the following process during spring semester of the sophomore year to register for IB courses and to ensure proper academic placement:

1. Read GlenOak High School's IBDP Handbook.
2. Read the IBDP Admissions Policy and Statement of Understanding and Intent.
3. Complete the IBDP Admissions Student Information and sign the Statement of Understanding and Intent agreement.
4. Respond to the IBDP Admissions Writing Prompts.
5. Submit an IBDP 11th grade Course Scheduling Form with courses checked and signatures from the prerequisite teachers.
6. Turn in all completed and required documents for course registration.

All forms and information should be hand delivered to the IBDP coordinator in the Main Office by the scheduling due date during the student's sophomore year. After receipt of all admissions forms, the IB coordinator will review the documents to ensure appropriate level placement in IB courses.

Student admission information for the IBDP may be shared with 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 avoid academic misplacement. For any students with reservations, the IBDP coordinator will meet with the student and/or parent to discuss the concerns; if all the concerns can be resolved, the courses will be scheduled and planned for the student. All other students may request to meet with the IBDP coordinator for course scheduling and planning advice as needed.

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 consistent student attendance, summer assignments, homework, research, studying, and a strong work ethic. Students requesting IB courses or the full DP are required to commit to the IBDP courses during both their junior and senior year of high school.

Academic Honesty: Academic honesty is central to learning in IB. All students must complete original, honest, and authentic work in all courses. Students who participate in academic malpractice may be removed from the IBDP and not receive credit from the 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 a student's 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 may 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 all students.

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. Teachers and the IB coordinator will encourage students to discuss problems directly and appropriately whenever possible. For questions concerning GlenOak High School's IBDP, please contact the IB coordinator. Once a student is in the programme, students should talk directly with individual teachers or the IB coordinator with any questions or concerns.

Assessment: 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 in each IB course and take the external IB assessments in April/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. **All internal and external assessments for all IB courses are required.**

Financial Costs: Students or their parents/guardians are responsible for all assessment costs and fees required by IB. Fees may increase yearly. Current candidate fees are as follows.

- Subject assessment/exam fee per course: \$123
- IB Core fee (if enrolled in TOK, CAS, & EE as an individual Core course): \$152

Additional fees per subject may be required for learning materials such as textbooks, review materials, and project supplies. Fees for supplemental materials or texts will be billed each year as part of the student's school fees. IB assessment/exam fees and the IB Core course fees will be billed in November/December and due by April of the student's senior year.

MATURE CONTENT

International Baccalaureate Diploma Programme classes are rigorous college level courses. Mature content may be a part of the curriculum for any IB course. The curriculum in IB courses is aligned to and prepares students for the required IB internal assessments and external exams.

IBDP Options: Students at GlenOak High School will be able to participate in the IBDP in two different ways.

- Students may participate as a **full DP candidate** by taking seven IB courses (one from each subject group and the IB Core) and completing the corresponding IB assessments during their junior and senior year.
- Students may participate in one or more **individual DP courses** and must also complete the corresponding IB assessments during their junior and senior year.

GLENOAK HIGH SCHOOL IBDP ARTIFICIAL INTELLIGENCE/CHATGPT POLICY

Authentic work and original thinking are essential to the IB learning experience. Intellectual growth is scaffolded throughout the IB courses over a two-year period to help students be successful learners in the Diploma Programme and in life. To this end, students must practice critical thinking skills, develop original ideas, and write frequently in each course. The use of artificial intelligence software to generate ideas and/or written responses may infringe on a student's development of key IB core skills such as research, academic writing, and critical thinking. Artificial intelligence generators, specifically ChatGPT, is a new form of technology that may become a standard tool in the field of education. Part of our role as educators is to help students learn how to properly use and cite this technology as it evolves and becomes more embedded in the teaching and learning process. According to the International Baccalaureate Organization (2023), "Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own." IB does not ban the use of artificial intelligence tools to inspire thinking, but students should not rely on such tools to generate ideas or content for any assignment. As with the use of any type of data or source information, the majority of an assignment must be the student's own original work and not merely information quoted, copied, or paraphrased from a source, which includes information generated from an AI source. Any content that is generated by artificial intelligence must be cited in APA format for any assignment in any IB course.

Information created or written using artificial intelligence that is not properly cited is considered a form of plagiarism. As stated in GlenOak's IB Academic Integrity Policy, plagiarism is defined as, "The representation, intentionally or unwittingly, of the ideas, words, or work of another person or electronic source without proper, clear and explicit acknowledgement" (General regulations: Diploma Programme, Article 27a). All assignments for IB courses are subject to submission to Turnitin.com and its AI detection software. Students who have a Turnitin.com similarity report of 20% or higher on the final version of any submitted summative or internal assessment assignment for any IB course may be considered as having violated the IB Academic Integrity Policy that is in effect consecutively for the full two years of the programme; therefore, the following consequences may be assigned for plagiarism and/or AI policy violations in any IB course:

- 1st offense - a verbal or written warning will be given to the student and a call or email will be sent home to the student's parent(s) by the teacher of record. The student must redo and resubmit the required assessment in alignment with the district's revision and redemption policy; a grade penalty of 10% will be applied to the final grade for the revised assignment. The teacher of record will inform the IB coordinator about the infraction.
- 2nd offense - a summative assessment floor grade (45%) will be applied for the assignment. A meeting with the student, parent, teacher, IB Coordinator, or IB Head of School will occur to create a plan of action to avoid plagiarism and the improper use of AI generated ideas and/or written material throughout the remainder of the IB programme.
- 3rd offense (and any additional offense) - a summative assessment floor grade (45%) will be applied for the assignment. A student may be removed from the IB course. No refund for an IB exam connected to the course will be provided if a student is removed from an IB course after the official IB exam refund period has expired.

GLENOAK IBDP COURSE OFFERINGS FOR THE CLASS OF 2027

**Note: If student requests for courses in the same subject area are not sufficient to offer both HL and SL, then only one level of the course may be scheduled.*

Group 1

English A: Language and Literature HL
English A: 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
Psychology SL

Group 4

Biology HL
Biology SL
Environmental Systems and Societies HL
Environmental Systems and Societies SL

Group 5

Mathematics Analysis and Approaches HL
Mathematics Analysis and Approaches SL
Maths Applications and Interpretations SL

Group 6+

Biology HL
Biology SL
French Ab initio
Music HL
Music SL
Environmental Systems and Societies HL
Environmental Systems and Societies SL
Psychology SL
Spanish Ab initio
Visual Arts HL
Visual Arts SL

IB Core

Theory of Knowledge (TOK)*

**Also includes Extended Essay (EE) and Creativity, Activity, Service (CAS)*

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

IBDP SCHEDULE CHANGES AND COURSE DROP REQUESTS

All IB courses are comprised of a two-year continuous course of study. By enrolling in any IB individual course or the full IB Diploma Programme students are willingly making a two-year commitment to the IB programme. Students who enroll in any IB course or the full IB Diploma Programme are expected to complete both year 1 (11th grade) and year 2 (12th grade).

INITIAL SCHEDULE CHANGE REQUESTS:

A student may drop any IB course(s) in which he or she is enrolled during the spring or summer before the start of the junior year or at the start of the junior year within the standard course drop period set forth by the high school administration and counseling team by directly contacting his or her counselor.

ACADEMIC MISPLACEMENT:

If academic misplacement of a student in an IB course is suspected by an IB teacher, the student, or the student's parent/guardian during the student's 11th grade year, the teacher will speak to the student and communicate with the student's parent or guardian to discuss the academic misplacement concern. If the student, teacher, and parent/guardian all agree that the student is academically misplaced in an IB course, the parent will have to send an email to the teacher and the IB Coordinator to request a change to the student's schedule. This written request will be reviewed by the IB Coordinator. If there are no issues or problems related to the course change request, the IB coordinator will then contact the student's counselor to have the schedule change effective either at the start of the second semester or at the end of the 11th grade year depending on when the change was requested. A course change due to academic misplacement may only take place during year 1 (grade 11) of an IB course. If the IB Coordinator does not agree that the course change is in the best interest of the student or if there is a scheduling issue, the IB Coordinator will meet with the IB Head of School to determine whether or not the student is permitted to change courses due to academic misplacement.

YEAR 1 COURSE DROP REQUESTS:

All requests to drop any IB course after the school-wide drop period has ended for year 1 of the course that are not due to academic misplacement may be initiated by the student during the junior year. The student must send an email to the IB coordinator explaining why he or she wants to drop his or her IB course(s) prior to the end of year 1 (junior year).

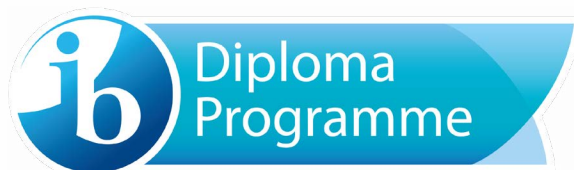
The email must be sent by the student to the IB coordinator directly no later than the last day of the school year during the IB student's 11th grade year (year 1 of the programme). Upon receipt of the email from a student requesting to drop a class, the IB coordinator will arrange a meeting to discuss and review the course drop request. Valid reasons to request to drop an IB course include medical or health issues, a change in post-secondary plans, and/or extenuating circumstances. The IB coordinator will arrange the meeting and invite the student, his/her parent(s) or guardian(s), the student's counselor, the teacher of record for the IB course, and the IB Head of School. At the meeting, all participants may share their reasoning and suggestions regarding the course drop request. After reviewing all of the information presented at the meeting, the final decision regarding any course drop request will be determined by the IB Head of School in partnership with the IB Coordinator. The student will be notified by email of the final decision regarding his or her request to drop an IB course. Due to graduation requirements and course scheduling limitations, there is no guarantee that a request to drop an IB course during or at the end of year 1 will be approved.

YEAR 2:

No student may drop an IB course after year 1 (11th grade) has ended, during the summer between 11th grade and 12th grade, or during year 2 (12th grade) of an IB course unless there is a documented medical or health reason that necessitates an official change in the student's course schedule at GlenOak High School. Course scheduling conflicts for year 2 of an IB course will be handled on an individual basis.

GlenOak High School International Baccalaureate Diploma Programme Admissions & Scheduling Instructions for Class of 2027

1. **Complete and turn in pages 30-34 of this packet to the IB Coordinator, Dr. Austin in the main office of the high school by the due date.** This includes the IB admissions form, student responses to the two writing prompts, and the IB grade 11 scheduling form with the required teacher signatures. All forms must be completed, signed, and turned in on time to be processed.
2. **The final due date to turn in all IB admission documents and scheduling forms for the Class of 2027 is Friday, March 14, 2025.**
Please turn in your completed IB admissions and scheduling forms to Dr. Austin in the main office as soon as possible to expedite the IB scheduling process.
3. All students applying for either individual IB courses or the full Diploma Programme must complete all portions of the IB admissions process.
4. Keep pages 1-29 of the IB Handbook and Admissions Policy packet for your reference.
5. Contact the IB Coordinator, Dr. Jennifer Austin with any questions. She can be contacted by email at austinj@plainlocal.org, by telephone at 330-491-3915, or by appointment in the main office at GlenOak High School.



IBDP STUDENT ADMISSIONS FORM CLASS OF 2027

Please circle one: Full Diploma Programme Individual IBDP Courses

Student ID _____

Name _____
First Middle Last

Address _____
Street City State Zip

Student Phone Number _____

Student Email _____ Birth Date _____

Parent/Guardian _____
Parent/Guardian Name Email Address

Parent/Guardian Phone Number Parent/Guardian Work Number

IBDP ADMISSIONS STATEMENT

I have read and understand the IBDP Statement of Understanding and Intent. I agree to abide by the structure, programme expectations, rules, policies, handbook, and guidelines of the IBDP at GlenOak High School. I understand all IB courses are a two-year commitment; therefore, students may not be permitted to drop an IB course once enrolled in the IBDP. I acknowledge that internal and external assessments are required in all IB courses and there are required fees associated with IB courses. I recognize the IB Learner Profile and international mindedness are essential elements of the IB Diploma Programme. I agree to respectfully and appropriately communicate with other students, teachers, the IB Coordinator, and the IB Head of School as needed while I am a part of GlenOak High School's IBDP.

Student name (printed) Student signature

Date

Parent/Guardian name (printed) Parent/Guardian signature

Date

Name of student submitting the written responses: _____

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 how the learner attribute you selected is your greatest strength. Provide a detailed example by which you exemplified the trait during high school. Write your response in the space below. Do not exceed the space provided.

[illegible]

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 write your response in the space below. Do not exceed the space provided.

Service learning

Lifelong learning

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GlenOak High School IB Student Scheduling Form - GRADE 11 (Class of 2027)

Name: _____ **Full Diploma Programme Individual IBDP Course(s)**

**Please circle if scheduling for full DP or individual IB Course(s)*

Group	Check box of course selection	IBDP Course Request	Prerequisite Teacher Signature (required)
Group 1: Studies in Language and Literature		IB English A: Language and Literature HL 1	
		IB English A: Language and Literature SL 1	
Group 2: Language Acquisition		IB French B HL 1	
		IB French B SL 1	
		IB French Ab initio 1	
		IB Spanish B HL 1	
		IB Spanish B SL 1	
		IB Spanish Ab initio 1	
Group 3: Individuals and Societies		IB Global politics HL 1	
		IB Global politics SL 1	
		IB Psychology SL 1	
Group 4: Sciences		IB Biology HL 1	
		IB Biology SL 1	
		IB Environmental Systems and Societies HL 1	
		IB Environmental Systems and Societies SL 1	
Group 5: Mathematics		IB Mathematics AA HL 1	
		IB Mathematics AA SL 1	
		IB Maths AI SL 1	
Group 6: Arts		IB Music HL/SL 1	
		IB Visual Arts HL/SL 1	
IB Core		IB Core: Theory of Knowledge 1	

Full DP Candidate: List additional non-IB courses that you have requested for next year in rank order.

Individual IBDP Course Student: List additional non-IB courses that you have requested for next year in the order of importance to you.
