



**Newport Harbor High School
International Baccalaureate Diploma Program
Handbook
2024/2025**

Newport-Mesa Unified School District



**Dr. Wesley Smith
Superintendent**

**Dr. Sean Boulton
Principal**

**Alma Di Giorgio
DP Coordinator**

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Introduction

In 2010, Newport Harbor High School was authorized to teach the prestigious International Baccalaureate (IB) Diploma Program. This was the final step in an implementation process that included a yearlong self-study, a detailed application, teacher training, and a visitation by members of the International Baccalaureate Americas. In maintaining our commitment to academic excellence, the Newport-Mesa Unified School District and Newport Harbor High School believe that the IB Program offers the most comprehensive and challenging curriculum available to students. More importantly, the program allows participants to appreciate other cultures and points of view, see the connections between academic disciplines, mature outside of the classroom, and serve the community. For these reasons and because the program is based on international standards of excellence, IB is world-renowned. Students who earn the IB Diploma potentially have access to the world's leading universities.

The IB Program was first designed in 1968 to enable international schools to meet the special needs of their frequently mobile student population. Since then, IB has gained the recognition of ministries of education in countries throughout the world.

The International Baccalaureate Organization (IBO) 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 programs of international education and rigorous assessment. These programs 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 Benefits of IB for Students

They will:

- Be encouraged to think independently and drive their learning
- Take part in programs of education that can lead them to some of the highest ranking universities around the world
- Become more culturally aware, through the development of a second language
- Be able to engage with people in an increasingly globalized, rapidly changing world.

A Comparison of the AP and IB Programs

Many high schools in the United States, including Newport Harbor High School, participate in the Advanced Placement (AP) Program. AP and IB both offer opportunities to capable and motivated students, but there are significant differences between the two programs.

Advanced Placement* (AP)		International Baccalaureate* (IB) Diploma Program
The College Board authorizes schools to offer AP courses on a “course-by-course” basis, requiring course syllabi to be audited for approval; syllabi for ongoing courses may be automatically renewed on a yearly basis	School authorization and re-authorization process	The IB Organization authorizes schools to offer the IB Diploma Program following a two-year authorization process; once authorized, a school may offer any IB course. School authorization is reviewed every five years.
Curriculum framework is developed by The College Board; course syllabi are created by teachers and	Curriculum development	Curriculum framework is developed by The IB Organization (IBO); course outlines are created by

audited by The College Board for approval		teachers, submitted for feedback, and then approved by the IBO
Typically, AP courses are not taught in a manner that emphasizes connections across academic disciplines; focus is on knowledge / skills in that subject	Interdisciplinary approach	IB teachers are required to plan instruction in a manner that emphasizes connections across academic disciplines; focus is on “the big picture”
Largely teacher-directed and information-driven; consequently, more linear, straightforward, predictable	Type of instruction	Student-directed and inquiry-based as much as is practical; consequently more complex and nonlinear
Most flexible; students take only the courses that interest them; all courses fit within one school year	Scheduling flexibility	If seeking the Diploma, absorbs most of Grade 11 & 12, but students may take courses “a la carte” to assemble a manageable, personalized schedule
Exams are a combination of multiple choice and extended response questions; completed during a 3-4 hour exam session and scored by graders from The College Board; scored on a scale of 1-5	Approach to assessment	Internal Assessments (IA) measure knowledge and skills that cannot be demonstrated in a 3-4-hour session, (IAs) are graded by classroom teacher with a “quality control” sample required by the IBO; External Assessments are typically short answer and

		<p>extended response questions completed during 3-4 hours of testing and scored by graders from the IBO; scores are combined to calculate final exam score, reported on a scale of 1-7</p>
<p>The course syllabus must be approved by The College Board for “AP Course” to appear on a student’s transcript, but a student is not required to take the AP exam to have “AP course” appear on his/her transcript. A student does not have to be enrolled in an AP course to take an AP exam;</p>	<p>Exam eligibility and transcripts</p>	<p>If seeking the Diploma, a student must complete all IB coursework in order to take an IB exam; he/she must have completed all IB coursework and taken the IB exam to have “IB course” appear on his/her transcript.</p>
<p>A student who is taking an AP /IB combination class can be eligible to take the corresponding IB examination.</p>	<p>Examinations</p>	<p>Students who take IB classes may also choose to take the corresponding AP test. Our students have had great success with this.</p>
<p>Most colleges offer credit for good scores (3 or 4 and above) on AP exams</p>	<p>University credit</p>	<p>Diploma recipients who earn 30 points can earn sophomore status at UC’s</p>

IB Learner Profile

IB 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 to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
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.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
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.	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.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	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.
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.	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.

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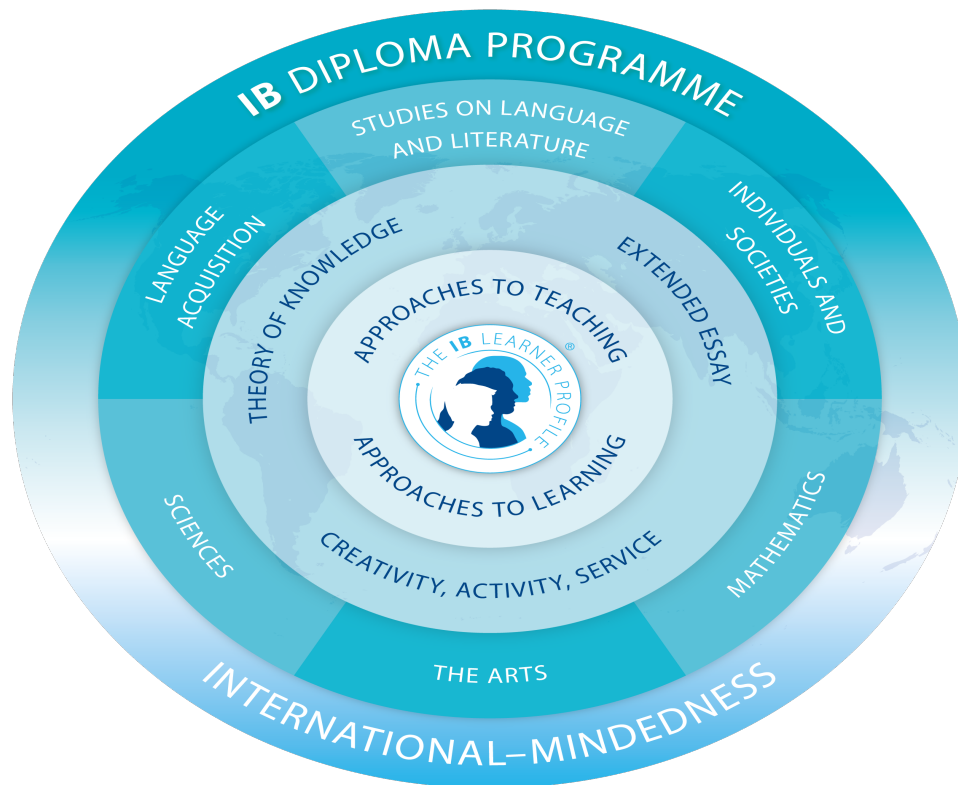
International Baccalaureate Diploma Program Requirements

The International Baccalaureate curriculum emphasizes and promotes a persistent curiosity in a broad range of subject areas; critical analysis and creative synthesis in all areas of study; scholarship and intellectual innovation; a concern for sharing, exploring, and applying humane values; a respect for the cross-cultural and interdisciplinary solution of problems; an ability to manage time responsibly, and a willingness to work hard.

Specific Requirements

1. The student must take courses and exams from the 6 subject areas (see page 9).
The subjects represent a traditional liberal arts curriculum that promotes the development of the educationally well-rounded individual. Most universities and colleges have a similar requirement for graduation.
2. The student also must take a course in Theory of Knowledge (TOK). Students reflect upon and analyze the fundamental nature of the disciplines studied to identify similarities and differences, promote better ways of thinking and acquiring knowledge, and search for universal truths. This course is taken during the second semester of their junior year and the first semester of their senior year.
3. The student must write an Extended Essay (EE) in one of the six subject areas. This is the student's independent and unique effort to explore, research, analyze, and communicate about a topic he or she has selected. An Extended Essay advisor oversees the student's completion of the assignment. The extended essay is a maximum of 4000 words and is completed during the second semester of the junior year and the first semester of the senior year.
4. The student must complete community or school service, Creativity, Activity, and Service (CAS). Activities that promote student achievement and enrichment outside of the classroom (e.g., athletics, music, etc.) may satisfy a portion of the CAS requirement. Students may start earning CAS hours beginning their junior year.
5. While not a specific requirement for an IB diploma, an important component is the program's emphasis on internationalism. All aspects of the IB Program encourage and promote an international perspective. The Program encourages students to appreciate cultures and attitudes other than their own. Students will learn to appreciate the importance of being informed, tolerant, and willing to communicate with others.

IB Diploma Program Model



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Higher Level (HL) and Standard Level (SL) Courses

A minimum of three, a maximum of four courses from the six subject areas must be taken at the Higher Level (HL). These subjects are taught over both years of the program and allow a student to effectively specialize in areas of strength or interest. Accordingly, a student may not test in an HL subject until his or her senior year.

The other two/three subjects are taken at the Standard Level (SL). These subjects are one-year courses that allow students to cover certain areas of the program more broadly. Tests in the SL subjects are taken after the completion of the course (either the junior or senior year).

Higher Level Courses

- Represent a minimum of 240 teaching hours
- Usually taught over 2 years
- HL tests taken during the senior year
- Allow students to explore some subjects in depth
- At least 3 but not more than 4 subjects must be taken at this level

Standard Level Courses

- Represent a minimum of 150 teaching hours
- Usually taught over one year
- SL tests may be taken during either the junior or senior years
- No more than two SL tests may be taken during the junior year
- Allow students to explore some subjects more broadly
- At least two subjects must be taken at this level (usually three)

Earning the IB Diploma

1. A student must take a subject from each of the six subject areas (Language A, Language B, Individuals and Societies, Experimental Sciences, Mathematics, & an IB Elective).
2. A minimum of three courses must be taken at the Higher Level, and three-two must be taken at the Standard Level.
3. A student receives a mark of 1 to 7 in each course based on the following:
 - External Assessment (exam)
 - Internal Assessments (papers, projects, portfolios, etc.)
4. A student must complete the core requirements (EE, TOK, and CAS)
 - Additional points (up to 3) may be earned for the EE and TOK course

*There are 45 maximum points that a student can earn, however, a student must score a minimum of 24 points to earn the Diploma, with a minimum of 12 points in HL exams.

IB at Newport Harbor High School

To receive the full Diploma, students must take one course and exam from each of the 6 subject areas. A minimum of three courses must be taken at the Higher level and a minimum of two at the Standard level. A student may take up to 2 SL courses/exams in his or her junior year. In addition, students must complete the Extended Essay, Theory of Knowledge course, and meet the Creativity, Activity, and Service requirement.

Students may participate in International Baccalaureate classes even though they are not interested in earning the full Diploma. IB allows non-diploma students to take any IB course offered. After taking appropriate courses, students may take IB examinations and based on their performance may lead to college credits.

IB Diploma Program Course Offerings 2024-2025

HL=Two years SL=One year	
Diploma Core	<ul style="list-style-type: none"> • Theory of Knowledge (TOK) taken 2nd semester junior year and 1st semester senior year • Extended Essay (EE) • Creativity, Activity, Service (CAS)
Group 1 English	<ul style="list-style-type: none"> • IB Literature HL 1 and HL 2 • IB Language and Literature HL 1 and HL 2
Group 2 World Language	<ul style="list-style-type: none"> • IB French SL1 and SL2 • IB French Ab Initio • IB Spanish SL 1 and SL 2 • IB Spanish Ab Initio
Group 3 History	<ul style="list-style-type: none"> • AP United States History (IB History HL 1) • History of the Americas (IB HL 2)
Group 4 Science	<ul style="list-style-type: none"> • IB/AP Physics C: Mech (HL 1) and IB/AP Physics C: E&M (HL 2) • IB/AP Biology SL (1 year)
Group 5 Math	<ul style="list-style-type: none"> • IB Math Applications and Interpretation SL (1 year)
Group 6 Elective	<ul style="list-style-type: none"> • IB Film HL 1 and HL 2 • IB Theatre HL 1 and HL 2 • IB Visual Arts HL 1 and HL 2 • IB Business Management HL 1 and HL 2 • A student may take an additional IB science class to fulfill an elective.

IB Course Pathway

Newport Harbor High School International Baccalaureate Pathway 2024-2025				
IB Diploma Core	*PRE-IB 9 th GRADE	*PRE-IB 10 th GRADE	DIPLOMA 11 th GRADE	DIPLOMA 12 th GRADE
			CAS/TOK/EE	CAS/TOK/EE
Group 1 Language A	Composition Literature 1	*AP English Language or *AP Literature	IB Literature HL1 or IB Lang & Lit HL 1	IB Literature HL 2 or IB Lang & Lit HL 2
Group 2 Language B	Spanish 1 Spanish 2 French 1 French 2	Spanish 2 Spanish 3 French 2 French 3	Spanish 3 IB Spanish SL 1 French 3 IB French SL 1	IB Spanish SL1 (ab initio) IB Spanish SL 2 IB French SL1 (ab initio) IB French SL 2
Group 3 Individuals and Societies	*AP Art History or *AP Human Geography	*AP European History or *AP World History	AP US History (required)	IB History Americas HL2
Group 4 Sciences	Biology *Honors Biology	Chemistry *AP Chemistry *Honors Chemistry Integrated Physics/Chemistry (IPC)	AP/IB Biology SL AP Physics: Mech (IB Physics HL 1)	AP Physics: E&M (IB Physics HL 2)
Group 5 Mathematics	Algebra 1 Geometry Enhanced Math II	Geometry Enhanced Math II *Honors Enhanced Math III (with Pre-Calculus)	Algebra 2 Honors Enhanced Math III (with Pre-Calculus) AP Calculus AB	IB Math: Applications & Interpretation SL (required)
Group 6 IB Electives (students can take an additional IB Science class as an IB elective)			IB Film HL 1 IB Music HL1 IB Theatre HL 1 IB Visual Arts HL 1 IB Business Management HL 1	IB Film HL 2 IB Music HL2 IB Theatre HL 2 IB Visual Arts HL 2 IB Business Management HL 2

Admission to the IB Diploma Program

Newport Harbor High School has an open-door application policy for students interested in enrolling in the IB Diploma Program. Applications are due in early March. Students need to complete the Google application posted on our website as the first step in the application process. Admission to the program is based on past academic performance and attendance. Students who do not live in the Newport Harbor zone but live within the Newport-Mesa Unified School District will need to apply for an intra-district transfer. Students residing outside of the Newport-Mesa Unified School District must request a district transfer.

Cost

The Newport-Mesa Unified School District provides financial aid to students who qualify. The extent and nature of this aid depends on the yearly budget. Subject fees: \$123.00 (per exam)

IB Diploma Team

To help support students succeed in Newport Harbor High School's IB Diploma Program, the school has developed a core team of teachers and staff who offer guidance, intervention, and support to all students.

- Alma Di Giorgio-DP/CAS Coordinator adigiorgio@nmusd.us
- Grace Nguyen-DP Counselor gnguyen@nmusd.us
- Bonnie Tucker-EE Coordinator btucker@nmusd.us
- Matt Armstrong-TOK Teacher marmstrong@nmusd.us