



**Desert Mountain
International
Baccalaureate**



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.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Where our students attend

The classes of 2006-2024 are attending the following colleges:

- | | | |
|--------------------------|-------------------------|--------------------------------------|
| - American University | - Harvey Mudd College | - U of California– Berkeley |
| - Amherst University | - Haverford College | - UCLA |
| - Arizona St. University | - Loyola Marymount | - U of California– San Diego |
| - Boston University | - MIT | - U of Colorado– Boulder |
| - Brandeis University | - Middlebury College | - U of Illinois– Urbana |
| - Brown University | - Mount Holyoke College | - U of Michigan |
| - Columbia University | - New York University | - U of Notre Dame |
| - Chapman University | - Northwestern | - University of San Diego |
| - Claremont McKenna | - Occidental College | - USC |
| - Columbia University | - Reed College | - U of Tulsa |
| - Cornell University | - Rice University | - U of Victoria– BC |
| - Dartmouth University | - Scripps College | - U of Washington |
| - Duke University | - Southern Methodist | - Vanderbilt University |
| - Emory University | - Stanford University | - Vassar College |
| - Georgetown University | - Syracuse University | - Washington University in St. Louis |
| - George Washington | - Texas A & M | - Wellesley College |
| - Georgia Tech | - Tufts University | - West Point |
| - Gonzaga University | - US Naval Academy | - Yale University |
| - Harvard University | - University of Arizona | |

What Former IB Students Say:

“ After leaving a private school to join the IB program, I found myself a much happier individual - the cohort of people in IB is top notch. I made a bunch of friends, some of whom are my closest friends 15 years later now in life. I think IB gives you a "school within a school" experience that is unparalleled in the SUSD and that creates a phenomenal bonding experience beyond students. The teachers also care a lot, and to this day 15 years later, I still remember many of the lessons and learnings that I had from my IB teachers. --*Daniel Dodell (Class of 2010)* ”

“ The best thing I took away from my education in the IB program was my writing skills and my oral presentation skills. Being able to quickly organize my thoughts, sort through reliable sources, and quickly write essays was invaluable through college and even now in my graduate studies. The art of public speaking helped immensely and I attribute that to the many presentations we gave throughout the years in pre-IB and IB. As a medical student, it's been a crucial skill when presenting patients to attendings and putting together case presentations. Not to mention, the camaraderie between students made the program so special and I still keep up with many of my friends in IB. --*Sofia Fabrega (Class of 2015)* ”

“ IB helped me gain the skills to have proper conversations; not just in the classroom, but now in my post grad job. IB immerses you into conversation not just about academic facts, but application for the world at large. You get exposed to so many different cultures and perspectives through both literature and discussion, that you are more prepared to have real conversations. It isn't just about getting an 'A' or passing your exams, it's about learning the ins and outs of the subject matter, which in the long run, is much more meaningful. --*Alexis Scott (Class of 2017)* ”

IB 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.

Sample IB MYP and IB DP Schedule

Students have many different options (not all are shown shown below) for building their 4 year schedule.

Ninth Grade IB

- IB MYP Honors English 1
- IB MYP Honors World History
- Spanish/French/Mandarin 1 or 2
- Algebra 1, Geometry, or Geo/Trig Honors
- Physics First/Physics First Honors
- One DMHS Elective

Tenth Grade IB

- IB MYP Honors English 2
- IB MYP Honors American History
- Spanish/French/Mandarin 2 or 3
- Geometry, or Geo/Trig Honors, or Algebra 2
- honors Biology or Chemistry
- One DMHS Elective
- ** Personal Project

Students must also take Government and Economics, which is an Arizona state graduation requirement.

Eleventh Grade IB

- English HL (year 1)
- Choice of 2 HLs (year 1): History, Chemistry, Biology, Theatre, Spanish, Math, Music or Art
- Two IB SL Classes: Art, Psychology, Music, Physics, Chemistry, Business and Management, Economics, Biology, Theatre, History, Spanish, French, Mandarin, Dance, or Math
- One DMHS Elective

Twelfth Grade IB

- English HL (year 2)
- 2 HL Classes from junior year (year 2): History, Art, Chemistry, Biology, Theatre, Spanish, Math, or Music
- One IB SL Class: Art, Psychology, Music, Physics, Chemistry, Business and Management, Economics, Biology, Theatre, History, Spanish, French, Mandarin, Dance, Math
- Theory of Knowledge
- One DMHS Elective

What is the DP Curriculum?

During the junior and senior years, students are required to take:

- 3 Higher Level (HL) classes --3 Standard Level (SL) classes

The HL classes require two years of study during the student's junior and senior years.

The SL classes require one year of study at either the junior or senior year.

During the junior year, most students take the first year of 3 HL classes and complete 2 SL classes, and in their senior year, they complete the second year of 3 HL classes and complete one SL class.

How do students earn the IB Diploma?

Usually juniors test in two SL subjects in May of their junior year. Students take the remaining four subject examinations in May of their senior year, which usually consists of three HL tests and one SL test. Every subject area has its own testing regimen consisting of internal assessments (administered by the teacher) and external assessments (administered by the IB organization).

IB examinations are scored on a 1- 7 scale. Although there are 42 points possible, students only need to acquire 24

points to meet the IB diploma requirements. In addition, 3 points may be earned from the combination of TOK and the extended essay scores, making 45 the absolute maximum number of points achievable

Desert Mountain currently offers:

Group 1 Language A: Literature

Group 2 Language B:

- French SL
- Spanish SL/HL
- Mandarin SL

Group 3 Individuals and Society:

- History of the Americas HL/SL
- Psychology SL
- Business and Management SL
- Economics SL

Group 4 Experimental Sciences:

- Biology HL/SL
- Physics SL
- Chemistry HL/SL
- Computer Science SL

Group 5 Mathematics:

- Mathematics Applications and Interpretations HL/SL
- Mathematics Analysis and Approaches HL/SL

Group 6 The Arts:

- Visual Arts HL/SL
- Music HL/SL
- Theater HL/SL

What former students say:

// Besides the college credit that I earned from IB, IB has most of all helped me in developing my learning style and work ethic. Going into my first year at university, I was fearful of the workload and my work life balance. However, I quickly realized that because I went through the IB program, I understood how to work under pressure and properly manage my time to complete my workload. I would say the first few years of my bachelor's degree have been very comparable to my time in the IB program. - *Esther Lowe (Class of 2022)* //

// I am appreciative of the way IB enabled me to foster my curiosity, intellectual interests and collaboration skills. With its holistic approach to education, IB has shown me that the classroom is not the only source of knowledge; instead, learning can take place anywhere. As a current Biology major undergraduate at UCLA, I find myself consistently applying the skills and values I developed through the IB program to my classes, research, and commitments outside of academics. I will always be grateful for the confidence and foundation that IB has provided me, especially in pursuing my life goals and aspirations - *Vivian Lueng (Class of 2020)* //

THE MYP PERSONAL PROJECT



The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This year long project is designed as an independent learning experience. The personal project formally assesses students' Approaches to Learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practice

Examples from past years:

- Indian family cookbook recipes
- Dress based on Starry Night painting
- Charcoal Expressionism
- Learning Morse Code
- Coaching dance for toddlers
- Using a sewing machine:
A personal exploration of creativity and sustainability
- A musician's introduction to the vast world of songwriting
- Artificial intelligence
- Homeopathic studies
- Making dog
- Improving "pop time" for a baseball catcher
- Creating a pet habitat
- A one-woman band
- Be green: My garden club
- Sew fun! Making a skirt from scratch
- Impressionism painting
- Composing music
- Effective coaching styles for youth hockey
- Face drawings in different mediums
- Highlighting hair
- Learning to do a backflip
- Teaching mixed martial arts
- Improving a basketball shot
- Becoming a drum major
- Learn to play guitar
- Acrylic painting
- Writing a musical play
- Chaos and Cosmos
- Astrology and birth charts
- Writing a publishable novella
- A baking book inspired by cultural background
- Creating non profit agencies
- Writing a children's book
- Learning how to punt (footalls)



IB DP CORE COMPONENTS

- **Theory of Knowledge**-Challenges students to question the bases of knowledge, be aware of bias and learn to analyze evidence.
- **Creativity, Activity and Service (CAS)**- Encourages students to involve themselves beyond the school curriculum.
- **The Extended Essay**-4000-word essay where students write on a topic of special interest to them.

The three required core components of IB

Aside from the IB curriculum, all DP students must complete IB's three core components during their junior and senior years:

Creativity, Activity and Service, otherwise known as the (CAS) requirement takes seriously the importance of life outside the world of academics and supports the students' involvement in community activities. Students must complete 60 hours of community involvement both their junior and senior years.

- Creativity is interpreted broadly to include a wide range of arts and activities as well as the creativity students demonstrate in designing and implementing service projects.

- Activity can include not only participation in individual and team sports but also taking part in local or international projects.

- Service encompasses both community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or system of self-evaluation homeless people.

- A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others.

The Extended Essay is an independent, self-directed 4000 word research paper. The EE helps provide research preparation that is required at the college level, and it gives students an opportunity for an in-depth study of a topic that interests them.

Emphasis is placed on formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument. Students will ask a faculty mentor to support and supervise them throughout the process with advice and guidance.

Theory of Knowledge (TOK) is a required interdisciplinary class that offers students an opportunity to reflect critically on diverse ways of knowing and on areas of knowledge while considering the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

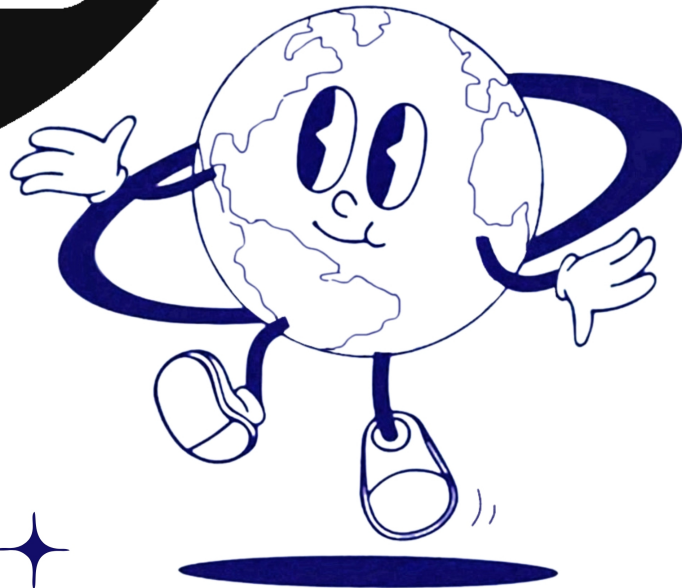
Also, it prompts students to be aware of themselves as thinkers, to become more acquainted with the complexity of knowledge, and recognize the need to act responsibly in an increasingly interconnected but uncertain world.

from: www.ibo.org

***2025-26 incoming freshman
DMHS MYP IB application***



[https://forms.gle/
CadDBr5iQsDbpy2k7](https://forms.gle/CadDBr5iQsDbpy2k7)

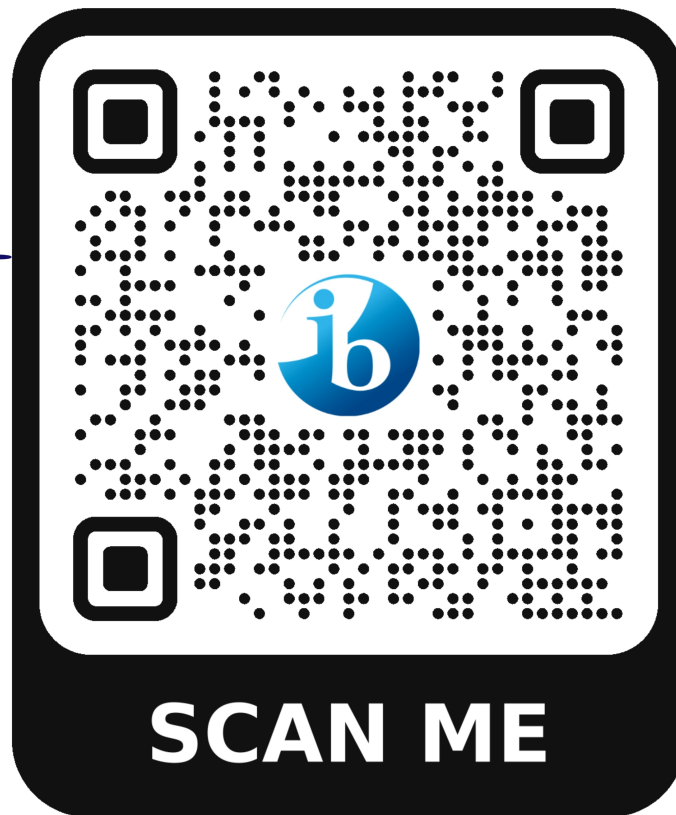


25th anniversary

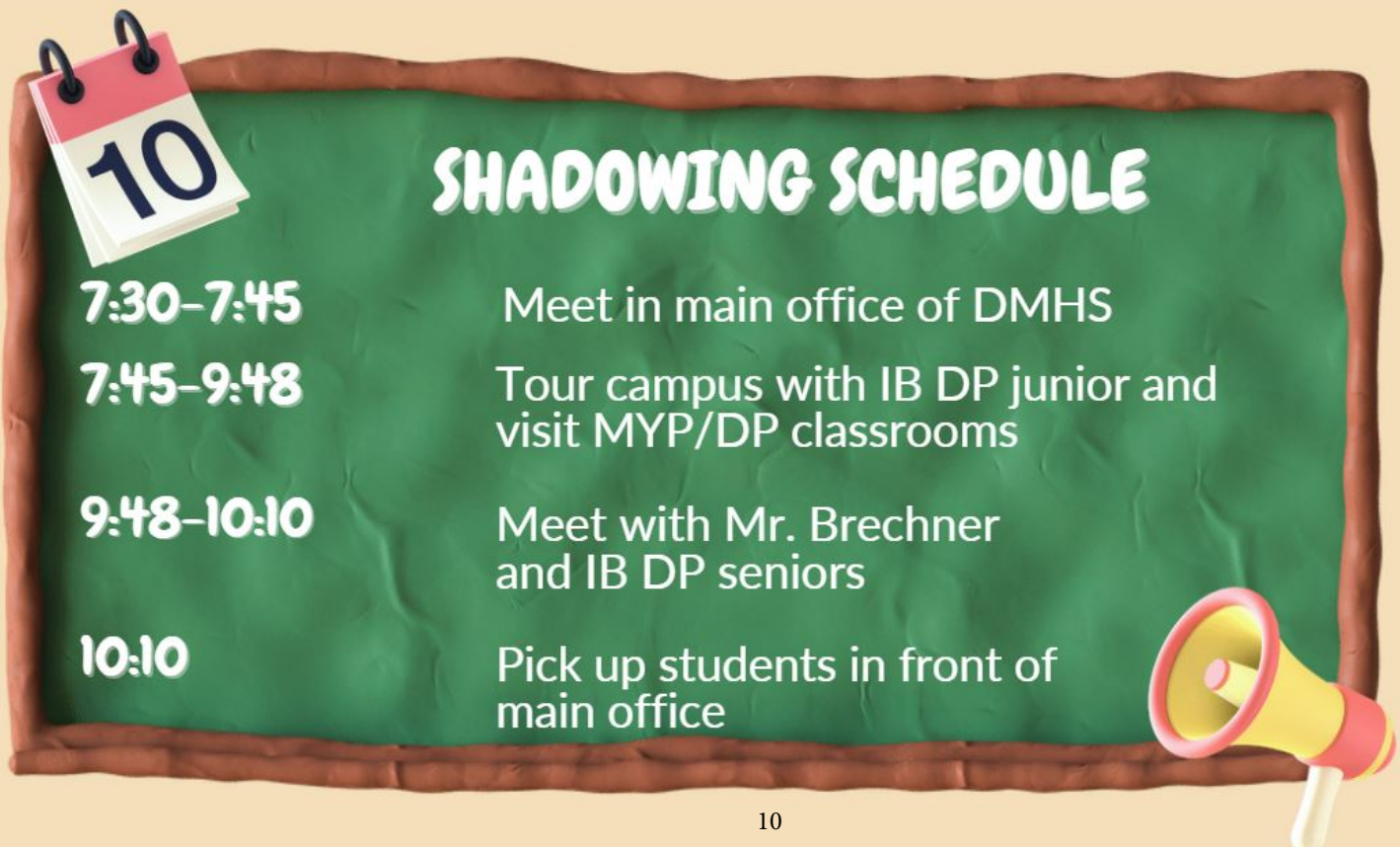
***desert mountain high school
international baccalaureate***

est. 1999

DMHS IB 2025-26 shadowing application



<https://forms.gle/nRnu5oKrF9mDmjk98>



SHADOWING SCHEDULE	
7:30-7:45	Meet in main office of DMHS
7:45-9:48	Tour campus with IB DP junior and visit MYP/DP classrooms
9:48-10:10	Meet with Mr. Brechner and IB DP seniors
10:10	Pick up students in front of main office

Testing Statistics: IB Diplomas Earned

Class	Diplomas Earned	Diploma Candidates	Success Rate	Class	Diplomas Earned	Diploma Candidates	Success Rate
2024	33	39	85%	2015	48	58	83%
2023	37	50	74%	2014	85	97	88%
2022	41	48	85%	2013	58	62	94%
2021	47	52	90%	2012	58	60	97%
2020	40	45	89%	2011	45	52	86%
2019	34	41	83%	2010	41	54	75%
2018	34	43	79%	2009	42	46	91%
2017	48	57	84%	2008	46	49	94%
2016	58	75	77%	2007	45	53	85%

National Merit Semi-Finalists

Class	DMHS	IB DMHS	Class	DMHS	IB DMHS
2024	11	7	2015	10	6
2023	10	5	2014	14	11
2022	12	7	2013	10	10
2021	5	3	2012	11	9
2020	7	5	2011	11	9
2019	11	4	2010	9	4
2018	7	5	2009	11	7
2017	11	10	2008	16	11
2016	8	3			

Did you know?

- IB education originated in Geneva, Switzerland in 1968
- There are IB programs in 160 countries around the world
- There are 8,000 IB programs offered worldwide
- There are 938 IB Diploma programs offered in the United States
- There are 739 IB Middle Years programs offered in the United States
- Arizona has 22 DP schools and 16 MYP schools
- Desert Mountain High School has had an IB Diploma program since 1999
- 15% of Desert Mountain students participate in our IB programs.

How Much College Credit Are Our Students

For earning an IB diploma, our IB graduates are reporting that they have earned the following college credits. Please remember that this will vary from student to student and may change throughout the years.

University of Arizona– 17-36 credits	George Washington University– 12 credits
Arizona State University– 12-20 credits	Southern Methodist University– 20 credits \$12,000 scholarship for a score of 40 or higher
Boston College– 20 credits	University of Pittsburgh– 12 credits
U of CA, Berkeley & UCLA– Soph. Status	Gonzaga University– 6 credits
American University– 17 credits	Tulane– 7 credits
Occidental College– 12 credits	Texas A & M– 32 credits
UC– San Diego– 30 credits	Colorado State– 29 credits
USC– 20 elective units	Cal Poly– San Luis Obispo– 24 hours
Emory University– 12 units	University of Northern Colorado– 18 credits
University of Tulsa– 40 credits	

In What Activities are IB Students Involved?

<u>Varsity Sports</u>	<u>Clubs and Organizations</u>	<u>Activities/Work</u>
- Girls' Volleyball	- National Honor Society	- Boy/Girl Scouts
- Boys'/Girls' Basketball	- Spanish Honor Society	- Mayor's Youth Council
- Girls' Golf	- Key Club	- Palomino Teen Advisory Board
- Boys'/Girls' Soccer	- DECA	- Phoenix Youth Symphony
- Boys'/Girls' Track and Field	- DMHS Newspaper– Wolf Print	- DMHS Theater Productions
- Boys'/Girls' Cross Country	- Student Government	- Community Theater
- Boys'/Girls' Tennis	- Drama Club	- Lacrosse
- Boys'/Girls' Swim and Dive	- Science Olympiad	- Karate
- Wrestling	- International Thespian Society	- Volunteering at Mayo Clinic
- Football	- Teen Court	- Volunteering at the Boys'/
- Flag football	- Desert Dance Company	
	- IB Student Association	
	- Ambassador's Club	
	- Marching Band	

DMHS/Arizona/US IB Diploma Passing Rates

Class	DMHS	Arizona	US
2024	85%	69.3%	64.7%
2023	76%	58.1%	64.4%
2022	85%	68.0%	72.9%
2021	90%	76.6%	78.0%
2019	83%	60.5%	62.9%
2018	79%	62.3%	64.4%
2017	84%	62.4%	65.3%
2016	77%	62.4%	66.8%

2023 Extended Essay Titles written by IB seniors

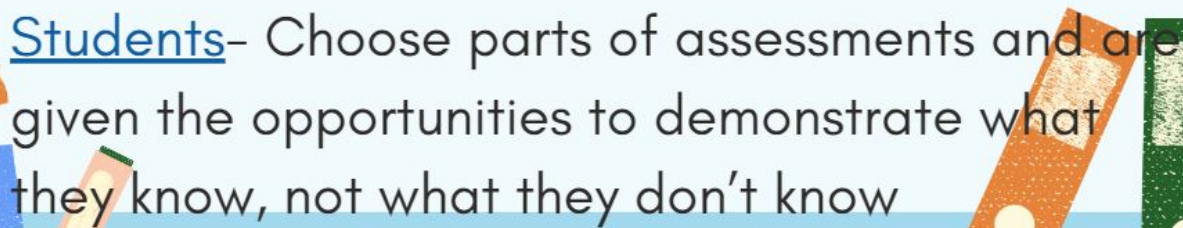
- Applications of Directional Derivatives in Evaluating Mountain Elevation
- Causes of the Turkish Coup D'état of 1980
- Social Anxiety in Romantic Relationships
- Gallipoli 1915
- Bohemia and Poverty in RENT: How the Portrayal of Bohemianism in RENT Overshadows the AIDS Epidemic
- How Did The Helicopter Change The US Strategy In The Vietnam War
- An Exploration of the Beauty of Applications and the Nature of Complex Numbers
- An exploration of death in Mockingjay through motifs
- The Effects of the Economic Shock Caused by COVID-19 on the Restaurant Industry in Seattle, Washington
- Cause of Conflict: Decolonizing Nigeria
- The Tie Between Marriage and Social Class in Emma by Jane Austen
- Gender Roles in Amarna Art
- A history on the erosion of Native American ties to culture in America
- WAR: How it Has, and Continue, to Change Baseball
- To what extent can quadric surfaces be transformed and what applications do these transformations have?
- Leonardo da Vinci: Modern Inventor or Not?
- The Censorship of Classical Music in the Soviet Union
- Coca Cola's Expansion into China: How did Coca Cola adapt their Global Marketing strategies to successfully re-enter China?
- Social Disconnect: The Impact of Social Media on Generation Z's Anxiety Levels
- The Effects of Hurricane Dorian on the Abaconian Construction Industry
- Limitations on Women's Rights in 21st Century Saudi Arabia
- La Influencia del Baile Flamenco en la Cultura Española
- Adolescent Anxiety: The Influence of Generalized Anxiety Disorder on Academic Performance
- Economical Consequences of Chinese Major Supply Shocks: African Swine Fever's Impact on Chinese Domestic Pork Market
- Reaction Times of Video Game Players Compared to Non Video Game Players
- The Effect of Forms of Government on the LGBTQAI+ Community
- The meaning of color in Banksy's works
- Animal Testing in the Cosmetic Industry
- The Evolution of Women's Undergarments
- An Exploration of Social Media's Effects on the Dynamic Between American Voters and Politicians: A Comparison of the 2008 and 2016 Presidential Elections
- Cultural and Governmental Influences of Recycling Behavior in Tokyo and Phoenix
- Emilio Pucci Surface Designs
- Non-Integer Dimensions: Traditional Mathematics in Cooperation and Conflict with Modern Theories
- The Effects of the 2018 US Trade Protection on the Ford Motor Company
- Character Portrayal: An Exploration on the Role of Costume Design in Film
- Philosophical Foundations in Neo-Nationalistic Political Groups
- Gerrymandering & Fleeting Democracy: Redistricting and its effect on American policy
- Direct current to Alternating current throughout the 19th and 20th centuries
- The History, Motive, and Practice of Religious Charity
- The Influence of Inherited Genes on Human Sexual Orientation
- Boeing and the 737 Max: A Failure on Many Fronts
- The Correlation Between LGBTQ+ Exclusion in Schools and the Disenfranchisement of the LGBTQ+ Community in Arizona, the United States, and Scotland
- Apocalyptic Endings: Humanity's Misuse of Science in Cat's Cradle and Slapstick
- An Exploration into the Cultural Repurposing of the Converse Chuck Taylor
- A Study On The Significance of Louis Pasteur's Contributions To The Rabies Vaccine
- Effects of chat activation on readers' attitudes toward racism
- How to sustain the world's largest industry
- An exploration into the issue of climate change in the United States and United Kingdom
- Inorganic vs. Organic Active Ingredients: A Spectrophotometric Analysis of Sunscreen Effectiveness
- The Influence of John Locke's Political Philosophy on Thomas Jefferson
- Mental Abuse in the 1950s
- Saving Tuvalu: The Effects of Climate Change on the Island Nation of Tuvalu



IB DP CURRICULUM

Schools– Choose courses and framework for the program

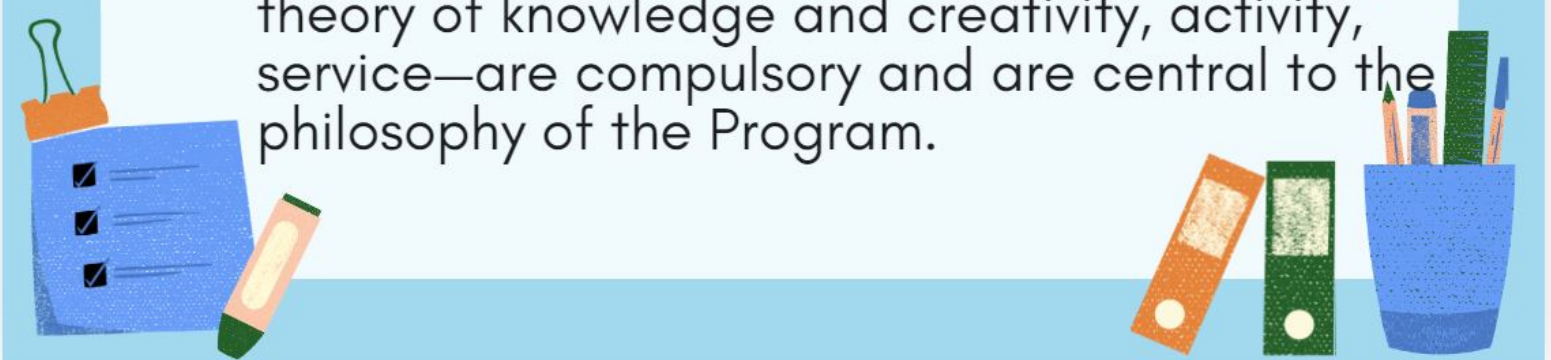
Teachers– Choose topics and curriculum options to meet the needs of their students and their own interests



Students– Choose parts of assessments and are given the opportunities to demonstrate what they know, not what they don't know



IB DP CURRICULUM

- Juniors and seniors study six subjects from the subject groups. Three subjects are studied at higher level and three at the standard level.
 - All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Program.
- 



IMPORTANT DATES

NOV 4-DEC 6

Shadowing

**EARLY
DECEMBER**

Counselors visit feeder schools and pass out registration materials

DECEMBER 13

MYP applications are due

EARLY JANUARY

MYP notifications are e-mailed



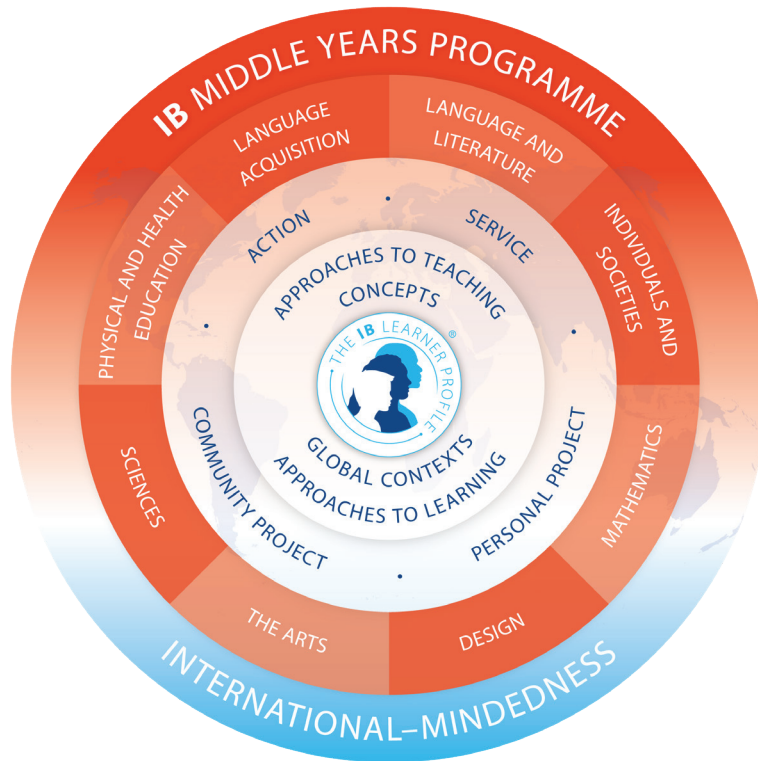
IB BUS INFORMATION

<u>SCHOOL</u>	<u>PICK-UP</u>	<u>DROP-OFF</u>
CORONADO	6:30	3:35
ARCADIA	6:45	3:20
SAGUARO	7:05	3:00
CHAPARRAL	7:20	2:41

*THESE TIMES ARE SUBJECT TO
CHANGE, BASED ON PROGRAM ENROLLMENT.



IB MYP Program Model



from: www.ibo.org

IB Diploma Program

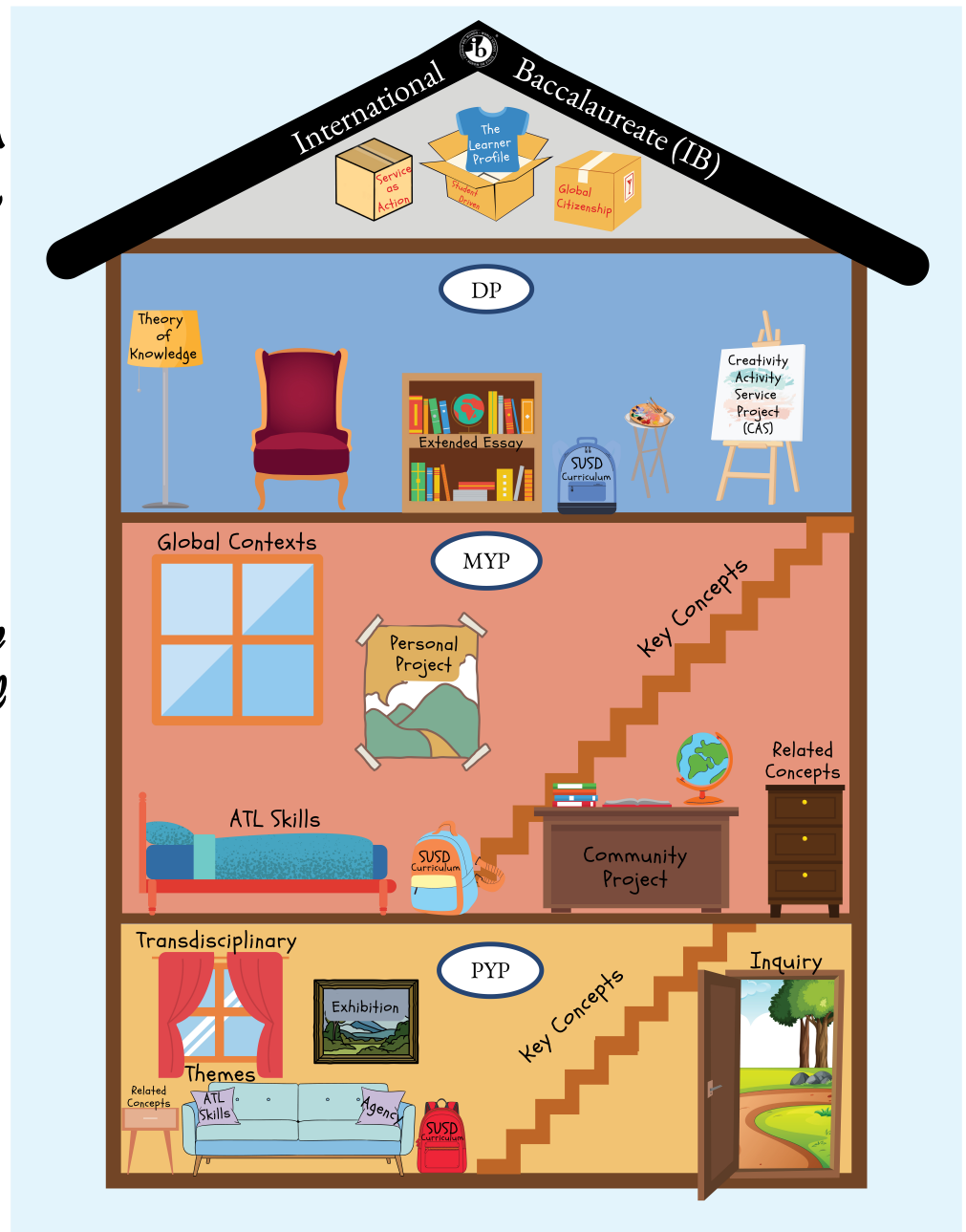


Scottsdale Unified School District International Baccalaureate Programs

*Desert Mountain
High School*

*Mountainside
Middle School*

*Anasazi
Elementary School*



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.