



# **Highland High School IB Handbook**

**First Edition**

**2018**

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## Letter from the IB Team

Congratulations! Welcome to Highland High School International Baccalaureate!

You are choosing to embark on a wonderful educational pathway which we believe will help you to learn and grow in ways that you may not have expected. The IB program offers an opportunity to build on your strengths, stretch past your challenges, and integrate all of the incredible things you do as you seek to reach your goals. You will begin to think about things that are new to you and rethink about things are not. We want you to explore and direct your own knowledge acquisition. We encourage you to ask questions.

Our goal at Highland High School is to find a way to support you in your educational needs. We want to watch you grow into a successful, productive contributor to our world. Throughout all of the components of the IB Diploma program, we seek to teach you to evaluate information and make sound decisions. In your courses, through your CAS (creativity, action, and service) involvement, and your extended essay, we hope you will continue to find satisfaction in the journey, as well as, reaping the benefits of the results.

Once again, congratulations! You are truly remarkable!  
The IB Support Team, Highland High School

Kyle.Bracken@slcschools.org  
MaryLane.Grisley@slcschools.org  
Mary.Akers@slcschools.org

IB Coordinator  
IB Administrator  
IB Counselor

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### Acknowledgments

This handbook was prepared as a reference document for prospective and current students in the Highland High School International Baccalaureate (IB) program and their parents by Mary Akers, IB Counselor at Highland HS. Support for the project came from the Shannon Wilson, IB Coordinator at West High School and Salt Lake City School District Coordinator of IB programs, and members of the Highland High School IB Peer Leadership Committee. Members were Kyle Bracken, IB Coordinator MaryLane Grisley, Assistant Administrator over IB, and the IB teachers: Ted Sierer, Brandon Winn, Aaron Hall, Doug Jorgensen, Monica French, Gary Rowles, Carolyn Ebert, Rebecca Bennion, Maja Onda, Curtis Black, Jenny Hardy, Erin Patrick, Jean Vandertoolen, and Alexi Baugh

Sources of information include material previously published by West High School and the International Baccalaureate Organization web site. Suggestions for improvement are welcome and should be directed to the IB Coordinator.

## General Information About the International Baccalaureate Program

### Background

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation based in Geneva, Switzerland. The program grew out the need to have a common curriculum for the children of embassy personnel around the world. These students needed a recognized course of study that would prepare them for entrance into their own national universities in their home countries. The IBO was founded in Geneva in the 1960s to fill this need. Beyond practical considerations, international educators were also motivated by an idealistic vision: they hoped that a shared academic experience emphasizing critical thinking and exposure to a variety of viewpoints would foster tolerance and inter-cultural understanding among young people. Because of the balanced curriculum and high standards of assessment, the Diploma Program has evolved from its original purpose as a service to the international community and now embraces 4,946 member schools in 147 countries around the world. Currently 1,851 schools in the United States are authorized to offer the four IB programs. There are 558 Primary Years Program schools serving children ages 3-12, 675 Middle Years Programs for students ages 11-16, 911 schools offering the Diploma Program for students ages 16-19, and 88 schools offering the IB Career-Related Program for students ages 16-19.

The IB curriculum is international in scope and “hands-on” in approach. Subject areas are developed sequentially and follow a pattern for teachers and students to follow. The IB curriculum and assessment office in Cardiff, Wales, publishes syllabi, teacher guides and suggested reading lists in each area. Teachers are provided with ongoing training in the concept of the IB philosophy and in their particular subject areas. Networking with other IB schools is encouraged. Additional information on the IB programs may be obtained from the IBO web site: [www.ibo.org](http://www.ibo.org) or from the regional office: IB Americas, IB Global Center 7501 Wisconsin Avenue, Suite 200 West, Bethesda, MD 20814 E-mail: [ibid@ibo.org](mailto:ibid@ibo.org) Phone: 1-301-202-3000 Fax: 1-301-202-3003.

### IB Mission Statement

The International Baccalaureate (IB) Programme aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through inter-cultural 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.

### IB Learner Profile

The aim of the IB program 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.

- |               |   |
|---------------|---|
| Inquirers     | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.   |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.                                     |
| Thinkers      | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.  |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.                          |
| Principled    | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |

Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### Aims

The International Baccalaureate Organization (IBO) aims to:

- Provide rigorous and broad-based curricula and assessments;
- Maintain high academic standards common to schools worldwide;
- Allow students to develop individual talents;
- Foster critical and compassionate thinking;
- Open the window from the classroom to the outside world;
- Foster a lifelong interest in learning, as well as, informed and responsible citizenship;
- Promote international understanding and a respect for the variety of cultures; and
- Facilitate university entrance around the world.

## Highland High School Profile

### Address

Highland High School  
2166 South 1700 East  
Salt Lake City, UT 84106  
801-484-4343 (Main Office)  
801-484-4343 ext. 175 (Guidance Center)

### Description

Highland High School is a comprehensive, urban public school in the Salt Lake City School District, where shared governance and site-based decision making are practiced. Highland High is located in the Sugar House district off Salt Lake City, the capital of Utah, and not far from the University of Utah campus. The school serves a diverse socioeconomic and ethnic community. The student body is made up of approximately 1,700 students in grades 9 to 12.

Highland High offers more than 250 courses from remedial to vocational to college-level academic in the Advanced Placement (AP) and International Baccalaureate (IB) programs. Each year, students take eight classes, in blocks of four, which meet for 90 minutes every other day.

Highland High is accredited by the Northwest Association of School and Colleges. For additional information about Highland High School, please consult the website <http://highland.slcschools.org> and the Highland High School Student Handbook.

### **Administrators**

**Chris Jenson, Principal**

**MaryLane Grisley, Assistant Principal (IB Administrator)**

**Jon Jensen, Assistant Principal**

**Tim Porter, Assistant Principal**

### **Counselors**

Students in all grade levels are assigned to counselors alphabetically as indicated below. Counselors provide comprehensive counseling services.

**Karrie Jarrett (A-D)**

**Mary Akers (E-G and 9-12 IB)**

**Mia Naddeo (H-Ma)**

**Sierra Collins (Me-R)**

**John Vallentine (S-Z)**

**Christie Divver** Scholarship Advisor

**Eduardo Zaragoza** College Access Advisor

### **IB Support Personnel**

**Kyle Bracken** IB Diploma Coordinator HHS

**MaryLane Grisley** IB Administrator HHS

**Shannon Wilson** IB Diploma Program and IB Career Program Coordinator SLSD

### Staff Statistics

Total Faculty (number): 97  
Teachers (number): 79  
Student/Teacher Ratio: : 22:1

### Graduating Class Statistics

Every year about 350 students graduate from Highland High School. In 2017, 5 were National Merit Semi-finalists. About 60% of graduates enter a 4-year college, and about 20% enter a 2-year college.

### Highland High Graduation Requirements

Graduation requirements for the Class of 2018, 2019, and 2020:

English	4 credits	Fine Arts	1.5 credits
Math	3 credits	Career and Tech Ed	1 credit
Science	3 credits	Computer Tech	.5 credit
US Government	.5 credit	Financial Literacy	.5 credit
World Civilizations	.5 credit	Health Education	.5 credit
World Geography	.5 credit	Physical Education	1.5 credits
US History	1 credit	Electives	5.5 credits
Social Studies elective	.5 credit		

(One credit equals 1 year or 4 terms)

### Honor Graduate Designations

Highland High recognizes the following at graduation:

Valedictorian  
National Honor Society Member  
International Baccalaureate (IB) Diploma Candidate  
Sterling Scholar  
Honors Diploma

### College-level Courses

Students at Highland High have three options for taking college level courses: Advanced Placement (AP) courses, courses in the International Baccalaureate (IB) Program, and Concurrent Enrollment courses offered by Salt Lake Community College at Highland High School.

The AP and IB courses offered at Highland include:

AP English (Language and Literature)	IB English – Higher Level
AP Spanish	IB Spanish – Standard Level
AP German	IB German – Standard Level
AP French	IB French – Standard Level
AP Calculus AB	IB Math Studies – Standard Level
AP Calculus BC	IB Math SL – Standard Level
AP Statistics	
AP Biology	IB Biology – Higher Level
AP Chemistry	IB Chemistry – Standard Level
AP Physics I, II, and C	
AP Environmental Science	
AP American History	IB History of the Americas – Higher Level
AP European History	
AP World History	
AP Geography	
AP Psychology	
AP Studio Art 2D	IB Visual Art – Standard and Higher Levels
AP Studio Art 3D	IB Music Theory - Standard and Higher Levels
AP Studio Art Drawing	IB Dance – Standard and Higher Levels
AP Art History	IB Film Making – Standard Level
AP Music Theory	IB Theory of Knowledge – 2nd semester Junior year and 1st semester Senior year

AP pass rates for the past 5 years for Highland High students follow:

AP Pass Rates for Highland High Students

	2013	2014	2015	2016	2017
Tests Taken	623	574	779	728	980
Pass Rates	56%	53%	51%	55%	51%

IB Diplomas for Highland High Students

	2013	2014	2015	2016	2017
Diplomas Awarded	11	5	18	10	31

**ACT Scores**

Over 99% percent of the 2017 graduating class took the ACT test.

The average composite scores for the ACT for the past 5 years were as follows:

Composite ACT Scores (Highest Score: 36)

	2013	2014	2015	2016	2017
Highland High	20.0	19.9	20.5	20.1	20.9
Utah	20.7	20.8	20.2	20.2	20.3
United States	20.9	21.0	21.0	20.8	TBD

## **The International Baccalaureate Program at Highland High School**

### **SLC School District IB Mission Statement**

The International Baccalaureate (IB) is an interdisciplinary, global academic program that is both philosophical and practical. This multicultural experience emphasizes analytical and conceptual skills and aesthetic understanding. The IB curriculum fosters growth, helping individuals who value an integrated lifestyle which extends beyond the walls and years of the classroom, as well as beyond the limits of geographical and political borders and cultural differences.

### **Who Should Consider the IB Diploma Program**

The successful IB Diploma student is highly motivated to pursue an academically challenging and stimulating program of study. He or she recognizes the depth and breadth of course offerings and requirements and is prepared to make a serious commitment to achieve academic excellence. If your student enjoys challenging curriculum, is passionate about reading, loves to learn, enjoys Socratic discussion, has a good memory, and shows passion in an area of interest, this may be an appropriate program. IB is not for all students, and there are other paths for academically motivated students who choose not to commit to the IB course of study. These options include concurrent enrollment, acceleration to early graduation, and various early college admission programs. Please consult with counselors to discuss any of these options.

### The IB Diploma Curriculum

The IB Diploma Program integrates a student’s study during the junior and senior years in a balanced humanities and sciences program of college-level work in six subject areas. The IB Diploma requirements, described below, also include an extended essay of 4,000 words; an epistemology course called Theory of Knowledge; and 150 hours of documented creativity, action and service (CAS) work. The figure below illustrates the IB curriculum of six subject areas around a core of the extended essay, Theory of Knowledge and CAS.

The **six subject areas** and the courses offered at Highland are:

- Language A (best language) – English;
- Language B (second modern language) – French, German, or Spanish;
- Individuals and Societies – History of the Americas;
- Experimental Sciences – Biology or Chemistry;
- Mathematics – Math Studies or Math SL; and
- Arts and Electives – Music, Visual Art, Film, a third modern language, or a second experimental science.



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

The **extended essay** is a researched argument, which is supervised by a Highland High faculty member. The extended essay project gives the students an opportunity to study and write in an area of particular interest and to work in a mentor/student relationship with one teacher for an extended period. It acquaints students with the kind of independent research and writing skills expected at the university level. Currently the essay may be written in 60 subjects. The extended essay is the major component of the IB Independent Studies course taken during the senior year.

Finally, through **creativity, action and service (CAS)** work, the students apply what they have gained and share their gifts with their community through activities such as theatre productions, dance, art, sports and service projects while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive when students reach beyond themselves and their books. They learn the value of giving as well as receiving. (More information on CAS requirements is given in Appendix A).

### IB Diploma Requirements

A student takes three exams at the Standard Level (SL) and three exams at the Higher Level (HL) for a total of six exams. A student may take up to two SL exams at the end of the junior year. The remainder of the exams are taken at the end of the senior year. Exams are scored on a scale of 1 (minimum) to 7 (maximum) against an international criterion referenced standard. Up to three additional bonus points may be awarded for exceptional work based on the combined performance in Theory of Knowledge and the extended essay. The student must earn a total of 24 points to earn the Diploma. The students receive recognition at Highland High School graduation if they complete the components for a diploma. If all of the requirements have been met to the standards, the IB Diploma is awarded during the summer after graduation.

Students who have one or more of the following failing conditions are not awarded the IB diploma unless they have earned 28 points or more (including bonus points) and have only one failing condition:

- For Higher Level exams: a grade of 2; a grade of 3 not compensated by a grade of 5 or above in another Higher Level subject.
- For Standard Level exams: a grade of 1; more than one grade of 2.
- For the extended essay and Theory of Knowledge: a failing grade on both components.
- For overall results: more than three grades of 3; more than one grade of 3 if there is a grade of 2 at Standard Level.

Candidates will not be awarded the Diploma if they have any of the excluding conditions:

- A grade of “N” (no grade) in any component;
- A grade of “I” in any Higher Level subject; or
- Failure to complete the extended essay, the Theory of Knowledge course, or the CAS requirement.

Students not meeting the requirements for the Diploma may request that their exams be re-evaluated or may retake the exams the following year. Any IB mark may be appealed. The appeals process is managed by the school’s IB Coordinator. For further information on the grading and appeals process please consult the document “Diploma Programme Assessment Principles and Practice” located on the IBO website, [www.ibo.org](http://www.ibo.org).

### **The IB Assessment Policy and System**

An IB Diploma student shows progress and mastery in assessments during the course of study and by taking final examinations in each of six areas. The grading system used by the International Baccalaureate Organization is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades reflect attainment of knowledge and skills relative to standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

Examinations are comprised of multiple pieces of authentic work in each subject area. These components may include written or oral productions, lab work, portfolios, problem sets, and experiments that are produced throughout the time that the student is taking an IB course. These assessments are combined with timed written exams that occur in May. Portions of the IB exam requirements are marked internally by Highland High School teachers. Teachers are also responsible for guaranteeing the authenticity of a student's work. These internally assessed components are moderated by IB professionals through sampling. The May exams are read and evaluated externally by IB professionals throughout the world. Each component is graded by different evaluators who all submit their component parts to determine the student's grade (1-7) on each exam.

### **Academic Honesty**

There are occasions when collaboration between IB candidates is permitted or even encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion, or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. (More information regarding Academic Honesty can be found in the Appendix.)

### **Advantages of the IB Program**

The IB Diploma Program has many strengths; it enhances critical thinking, making connections across the curriculum; it has an international focus; it requires detailed and extensive assessments of oral and written skills; it places a premium on extensive writing and research; and it asks students to serve their communities, engage in physical activities and pursue artistic expression. The IB Diploma student is a well-rounded, thinking, caring individual who has taken a rigorous course of study. Each IB Diploma student leaves Highland High very well prepared for life in general and for college in particular.

Many colleges and universities recognize the value of the IB Diploma. An IB transcript typically signals to an admissions officer that the applicant seeks educational challenges. See Appendix B for examples of how some colleges award placement and credit for IB work. Many students take both Advanced Placement (AP) and IB courses. Some courses at Highland High prepare students for both the AP and the IB exams. Students should check the IBO website ([www.ibo.org](http://www.ibo.org)) and then with individual schools to which they are considering applying for their specific and current policies regarding IB and AP credit and placement policies.

Schools that offer the IB Diploma Program have shown improvement in scores by all students and an increase in enrollment in other challenging programs offered among students not enrolled in IB. As curricula improve, schools improve. As teachers receive IB training and as materials and books are added to implement the IB curriculum, the overall academic resources for all Highland High School students continue to improve through the infusion of resources and vitality.

### **Costs and Financial Assistance**

The 2017-18 cost of registration is \$168 for juniors entering the IB Diploma Programme. IB examination fees are \$116 for each test. Students typically take two exams in their junior year (\$232) and four in their senior year (\$464).

### **Application Process**

Any 8th grade student who resides in the state of Utah and is interested in pursuing the IB Diploma is encouraged to attend the informational meetings held in January and February, and to submit an application form to Highland High School for preparatory placement by February 25, annually. Applications submitted after this time are considered as they are received. The application process brings the student to the attention of the IB Coordinator and counselor so that they may offer guidance in course selection and information regarding offerings and opportunities, such as competitions and scholarships. Students may enroll in individual IB courses without applying to the IB Diploma Program. According to Salt Lake City School district policy, IB courses are open to all who meet the prerequisites.

### Academic Preparation and Planning

Students and their parents should consult the chart of Preparatory and IB course offerings found in Appendix C as well as the Highland High School Course catalogue (available online) and graduation requirements when selecting courses. While ELP students are well prepared for coursework preparatory to IB courses, other academically able and motivated students are not at a disadvantage; however, they may need to take one or more high school level courses at the University of Utah, Brigham Young University, or the Salt Lake District Career and Technical Education Center during the summer to meet prerequisites or to solve class scheduling problems. Students in grades 9 and 10 select courses that will prepare them for the IB Diploma Program in their junior and senior years. Once a student has been selected to participate in the IB program, they will work with a dedicated IB counselor to schedule their classes.

Before registering for their junior year classes, IB Diploma students should select six or more subjects which they wish to examine and plan their IB course of study accordingly, keeping in mind that up to two Standard Level exams, but no Higher Level exams, may be taken at the end of the junior year. Higher Level exams require at least two years of study in the subject while some Standard Level exams require only one. A copy of the IB Course and Examination Planning Worksheet, found in Appendix D, can be obtained from the guidance center and completed, and then an appointment should be made with the IB Coordinator for review and approval.

A calendar of registration and other dates related to the IB Diploma Program is found in Appendix E. While the Scholastic Aptitude Test (SAT) and the ACT are not related to the IB Diploma Program, they are part of planning for college education in the United States. A recommended schedule for ACT, SAT, AP and IB testing is published in Appendix F as a convenient reference.

### Appendix A. Creativity, Activity and Service Requirements – Diploma Program

Between the end of their sophomore year and the spring of their senior year, IB Diploma students must participate in at least 150 hours of creativity, action and service (CAS) activities. At least some involvement in each of the three areas is required, and a minimum of 50 hours in each area is encouraged. Some common creative activities are musical performance, play productions, art exhibits and debate tournaments. Action activities include, for example, playing or coaching sports, student government and peer court. Examples of service activities are tutoring, mentoring a special education student and working at a food bank or homeless shelter. Activities may be school-sponsored or out in the community. Students are encouraged to keep a log or journal of their CAS activities, beginning the summer following their sophomore year, to facilitate the reporting process.

To ensure that an activity will qualify for CAS hours, the following questions should be asked by the student:

- Can I describe the activity?
- What is it about this activity that will qualify as “creative,” “action,” and/or “service”?
- Will I be able to describe my personal involvement in this activity?
- How will my activity be measured or evaluated?
- Can I state what I hope to learn about myself through this experience?
- Will I receive compensation, academic credit, or other credit, such as for Boy Scout Eagle Award, Girl Scout Gold Award, or National Honor Society, for this activity? (Answer should be “No.”)

During the senior year, the student selects one major activity and writes a self-evaluation essay about it. The essay explains how creativity, action, and/or service were part of the activity and includes:

- The extent to which the student has developed personally as a result of the activity;
- The understanding, skills, and values he or she acquired; and
- The benefit that the activity was, or may be, to others.

The CAS report is submitted to and reviewed by the Highland High IB Coordinator in April of the senior year.

### Example CAS Activities at Highland High and in the Community

Creativity:

- Computer Programming
- Dance Company
- Debate
- Drama
- History Fair
- Homecoming Royalty
- Mock Trial
- Music, Choral and Instrumental
- Photography Club
- Newspaper
- Reflections Contest
- Science Competitions
- HTVS
- Yearbook

Action:

- Athletics
- Cheerleading: Action (game time)
- Climbing
- Dance Company
- Personal Fitness Goals
- Sports (game time)

Service:

- Boys' and Girls' State
- Community of Caring Council (outside of class time)
- Food Drive
- Mayor's Youth Volunteer Council
- National Honor Society (time not counted for NHS requirements)
- Peer Court
- Newspaper
- Senate
- Student Government
- HTVS
- Yearbook

### **Appendix B. Examples of Recognition of the IB Diploma Program by Colleges and Universities**

See the International Baccalaureate Organization web site ([www.ibo.org](http://www.ibo.org)) for a complete list of colleges and universities that recognize the IB Diploma Program and their policies. Some current examples are listed below (but note that college and university policies change frequently):

*Boston College*, Chestnut Hill, Massachusetts, awards credit for scores of 6 or 7 on Higher Level exams. Each score of 6 or 7 earns 6 advanced placement units and will generally satisfy a corresponding core requirement.

*Brigham Young University*, Provo, Utah, awards credit for Higher Level exams with scores of 5, 6, or 7 if they fulfill a BYU equivalency course. For courses with no equivalencies, three elective credit hours are awarded for Higher Level exams with scores of 6 or 7.

*Bryn Mawr College*, Bryn Mawr, Pennsylvania, normally awards a full year's credit to a student earning the IB Diploma with a score of 30 or above and honor scores in three Higher Level exams. Honor scores are 6 or 7 in English, French, History, and Spanish, and 5, 6, and 7 in other subjects. Individual course credits are offered for honor scores on individual Higher Level exams.

*Cornell University*, Ithaca, New York, awards advanced standing and variable credit for scores of 6 or 7 on Higher Level exams. Some examples are as follows: Biology, 6-8 credits; Chemistry, 4 credits; Computer Science, 4 credits; Economics, 3-6 credits; English Literature, 3 credits; Mathematics, 8 credits; Physics, 4 credits. Some other subject areas are dependent upon departmental review.

*Duke University*, Durham, North Carolina, grants placement and credit for Higher Level exams with scores of 6 or 7. With approval, awarded credit may apply to major requirements.

*Georgia Institute of Technology*, Atlanta, Georgia, awards credit for Higher Level exams with scores of 4 or higher (dependent upon course) and some Standard Level exams with scores of 6 or higher.

*Harvard University*, Cambridge, Massachusetts, may award sophomore standing to students earning the IB Diploma with a score of 7 in at least three Higher Level exams and upon completion of one semester at Harvard with a B average.

*Massachusetts Institute of Technology*, Cambridge, Massachusetts, awards credit for Higher Level exams as follows: a score of least 6 in Math equals Calculus 1 (12 units); 7 in Physics equals Physics 1 (12 units). Any Humanities/Arts/Social Sciences Higher Level exam with a score of 7 equals 9 general elective units.

*Northwestern University*, Evanston, Illinois, awards credits for scores of 6 and higher on the Higher Level exams, depending on subject. A few subjects are credited for exams scores of 5 and higher.

*Princeton University*, Princeton, New Jersey, grants advanced standing for a score of 6 or 7 on the Higher Level exams for advanced placement in courses in mathematics, science, foreign language, and economics courses.

*Stanford University*, Palo Alto, California, awards a maximum of 45 quarter units of credit for scores of 5 or higher on the Higher Level exams for some subject areas.

*Southern Utah University*, Cedar City, Utah, awards up to 8 semester credit hours for scores of at least 5 on IB exams in several subject areas, as well as up to 6 elective credit hours for each Higher Level exam score of 5 and above in other subject areas.

*University of California* has a system-wide policy which awards 8 quarter units for each Higher Level exam with a score of at least 5. An IB Diploma with a score of 30 or above will receive 30 quarter units toward an undergraduate degree.

*University of Michigan*, Ann Arbor, Michigan, awards credit for Higher Level exams with satisfactory score determined by the department (5 or above; 4 in some subjects).

*University of Pennsylvania*, Philadelphia, Pennsylvania, grants advanced standing credit to students whose scores on Higher Level exams are 5 or higher. In general the equivalent of one course is issued for each acceptable examination results.

*University of Utah*, Salt Lake City, Utah, awards 30 semester hours plus waivers of “intellectual exploration” areas of general education requirements for completion of the IB Diploma. Higher Level exams with scores of 5 and above can be used to waive other general education requirements. If the IB Diploma is not earned, students are awarded 8 semester hours of credit and waiver of general education requirements for each Higher Level exam passed with a score of 5 or higher.

*Utah State University*, Logan, Utah, awards a maximum of 30 semester hours plus waivers of liberal education requirements for the IB Diploma. Students with an IB Diploma are also awarded admission to the Honors Program. Students who have not completed the IB Diploma may receive 3 or more semester credits for scores of 4 and above on Standard Level and Higher Level exams, up to a maximum of 30 credits.

*Westminster College*, Salt Lake City, Utah, awards credit hours for selected Higher Level and Standard Level exams with minimum scores of 5 (some have a minimum score of 4).

**Appendix C: Typical Sequences for Preparatory and IB Courses  
(Not intended to cover all possibilities)**

Grade	7	8	9	10	11	12
<b>Language A Group 1</b>	English 7	English 8	Honors English 9	Honors English 10	IB English HL 1	IB English HL 2

Grade	7	8	9	10	11	12
<b>Language B Group 2</b>			French I	French II	IB French SL 1	IB French SL 2
	French I in Middle School	French II	French II Repeat	French III	IB French SL 1	IB French SL 2
			German I	German II	IB German SL 1	IB German SL 2
			Spanish II	Spanish III	IB Spanish SL 1	IB Spanish SL 2
			Spanish III	IB Spanish SL 1	IB Spanish SL 2	
<b>Dual Immersion or Adv. Language</b>			WL III or IV	IB Spanish SL 2		

Grade	7	8	9	10	11	12
<b>Individuals &amp; Societies Group 3</b>			AP Geography	AP World History	IB History HL 1	IB History HL 2

Grade	7	8	9	10	11	12
<b>Experimental Sciences</b>  <b>Group 4</b>	Integrated Science	Integrated Science	Honors Chemistry	AP Physics 1	IB Biology HL 1	IB Biology HL 2
			Honors Biology	AP Physics 1	IB Chemistry SL	

Grade	7	8	9	10	11	12
<b>Mathematics</b>  <b>Group 5</b>	Math 7 Honors	Math 8 Honors	Secondary Math I Honors	Secondary Math II Honors	IB Math SL	AP Stats AP Calc
	Math 7	Math 8	Secondary Math I	Secondary Math II	Secondary Math III	IB Math Studies or IB Math SL

Grade	7	8	9	10	11	12
<b>Arts Group 6</b>			Students may select 1 of the following Arts or take a 3rd Language or 2nd Science option for Group 6.			
Theatre Arts			IB Theatre options coming soon.			
Visual Art	Art Foundation I	Advanced Art	Painting & Studio Art Paint	Advanced Art Adv. Studio Art	IB Visual SL =O	IB Visual HL
			Painting & Studio Art Paint	Painting & Studio Art Paint	Advanced Art Adv. Studio	IB Visual Art SL
			Basic Digital Photo Adv. Comm. Photo	Adv. Comm. Photo II	IB Visual Art SL/HL 1	IB Visual Art HL 2
			AP Studio Art I	AP Studio Art II	AP Studio Art	IB Visual Art SL 2
Music			Performance Music	Performance Music	IB Music Theory SL/HL	IB Music Theory SL/HL
Film Studies			TV Broadcasting I Filmmaking	TV Broadcasting II	IB Film SL 1	
			Video Production I Filmmaking	Video Production II	IB Film SL 1	

**Appendix D: IB Diploma Program – Course and Exam Planning Worksheet**

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

**International Baccalaureate Diploma Plan**

- A. Determine student strengths. Identify three Higher Level areas and three Standard Level areas for exams.

Standard Level	Higher Level
1.	1.
2.	2.
3.	3.

- B. Plan the junior and senior years at the same time. Be certain the student is taking the classes for Higher Level exams in the senior year

Junior	Senior
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

- C. Verify that all regular high school graduation requirements have been met.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

IB Coordinator Signature \_\_\_\_\_

Learner Profile Strength:

Learner Profile Goal:

Career Goal:

**Appendix E: IB Yearly Calendar**

Oct 1-10	Registration period for IB exams
Oct	Orientation for preparatory IB students and parents in 9th and 10th
Nov 25	IB Exam Fees Due to treasurer
Dec	IB Diploma Ceremony for previous class of IB Diploma students
Jan	Orientation meeting for prospective preparatory IB students and parents - 8th grade
Feb	Second orientation meeting for prospective preparatory IB students and parents - 8th grade
Feb	Enrollment evening for new preparatory IB students
Feb	Extended Essay information meeting for Junior students and parents
Nov-Feb	Subsequent Year Course Registration period
May	IB and AP exams

### Appendix F: Recommended Testing Schedule

While the ACT test, the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) tests are not directly related to the IB Diploma Program, they are an important part of planning for higher education in the United States. A recommended schedule for ACT, SAT, AP and IB testing is published here as a convenient reference:

#### 10th Grade

Oct	Preliminary PSAT for practice
May	Advanced Placement (AP) tests
Jun	SAT Subject tests in AP class subjects (e.g. US History)

#### 11th Grade

Oct	PSAT/National Merit Scholarship Qualifying Test
Feb, Apr or June	ACT with writing test recommended
Jan, Apr or May	SAT General
May	AP tests
May	1 or 2 Standard Level IB exams
May or Jun	2 SAT Subject tests in AP and/or IB class subjects

#### 12th Grade

Sept	Retake of ACT with writing test recommended
Oct	Retake of SAT General
Oct, Nov or Dec	Retake of SAT Subject Tests if necessary
May	AP tests
May	1 or 2 Standard Level IB exams
May	3 Higher Level IB exams

If students are applying to colleges for early action or early decision, all testing needs to be completed by June before their senior year.

### Appendix G: Exit Survey

Please take a moment to complete and return this survey to Highland High School, Attention: IB Coordinator, upon leaving or graduating from Highland.

1. When did you attend Highland High and for which grades?
2. What program(s) were you in (AVID, PACE, IB, etc.)?
3. If you graduated from Highland, did/will you receive a full IB Diploma?
4. What are your plans after Highland High? If attending another high school or university, please specify which school.
5. If applicable, please indicate whether you will be receiving credit for your IB work at your university. (Please be as specific as possible to which courses, how much credit, etc.)
6. How may we contact you to follow up in the future? Please provide your name and an address where we are likely to be able to find you, such as parents' home.
7. Please provide any other information or comments that you feel would be helpful to us.

Thank you! Your answers will help guide decision making for our programs. Good luck in your future endeavors.

## **Appendix H: Inclusion and Special Needs Policy**

We believe that all students should participate as fully as possible in the IB Diploma Program. As a school, we strive to ensure that our students with special education needs and English Language Learners are included to the fullest extent possible and that those students experience consistent academic success. We support the learning of all students by appropriately addressing their unique learning needs. It is the school's goal to help each student achieve the attributes of the IB Learner Profile as well as to assist them in being successful in academic and non-academic environments.

We follow the IB Mission statement which states, "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural 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."

We make an effort to incorporate the IB Learner Profile in our school values by making the various elements of the Learner Profile characteristics promoted monthly in "The Highland Way" activities. Creating an understanding of these elements through "The Highland Way" helps all students become more aware of themselves while creating an atmosphere which is tolerant, accepting, and understanding of others. As this attitude grows throughout the school, a culture of acceptance and appreciation for differences creates a better and more peaceful learning environment.

### **International Mindedness**

Creating a school with International Mindedness has led us to incorporating our Model UN countries in many areas across the curriculum. Teachers are made aware of our sister countries and encouraged to incorporate aspects from these countries into their curriculum. Topics vary widely from culture, economics, language, literature, current events, foods, icons, etc... As International Mindedness expands the students' world view, the awareness of the inter-connectedness of our world becomes increasingly apparent.