

# International Baccalaureate Diploma Programme At La Costa Canyon High School



# Agenda

- Welcome
- IB DP Overview
- Introductions
- Information
- Q & A

# IDEALS OF IB'S MISSION

- ⊙ Challenging programs
- ⊙ Rigorous assessments
- ⊙ Inquisitive, knowledgeable, and caring young people
- ⊙ Peaceful world through intercultural understanding
- ⊙ International education
- ⊙ Active, compassionate, lifelong learners
- ⊙ Understanding that other people, with their differences, can also be right

# IB DP Team at LCC

- Justin Conn, Principal & IB Head of School
- Danielle Martinez, IB Counselor
- Thea Chadwick, TOK
- Cindi Schildhouse, IB Coordinator & IB Biology
- David Evers, CAS Coordinator & IB Film & IB Physics &
- Michael Melzer, EE Coordinator & IB History of Americas & IB Psychology
- Michelle Anderson, IB Math
- Lara Antkowiak, IB Spanish
- Mark Brubaker, IB Environmental Systems
- Melanie Emr, IB French
- Jocelyn Peck, IB Math
- Erika Wanczuk, IB English

# IB Learners strive to be:

**Inquirers**

**Thinkers**

**Principled**

**Caring**

**Balanced**

**Knowledgeable**

**Communicators**

**Open-minded**

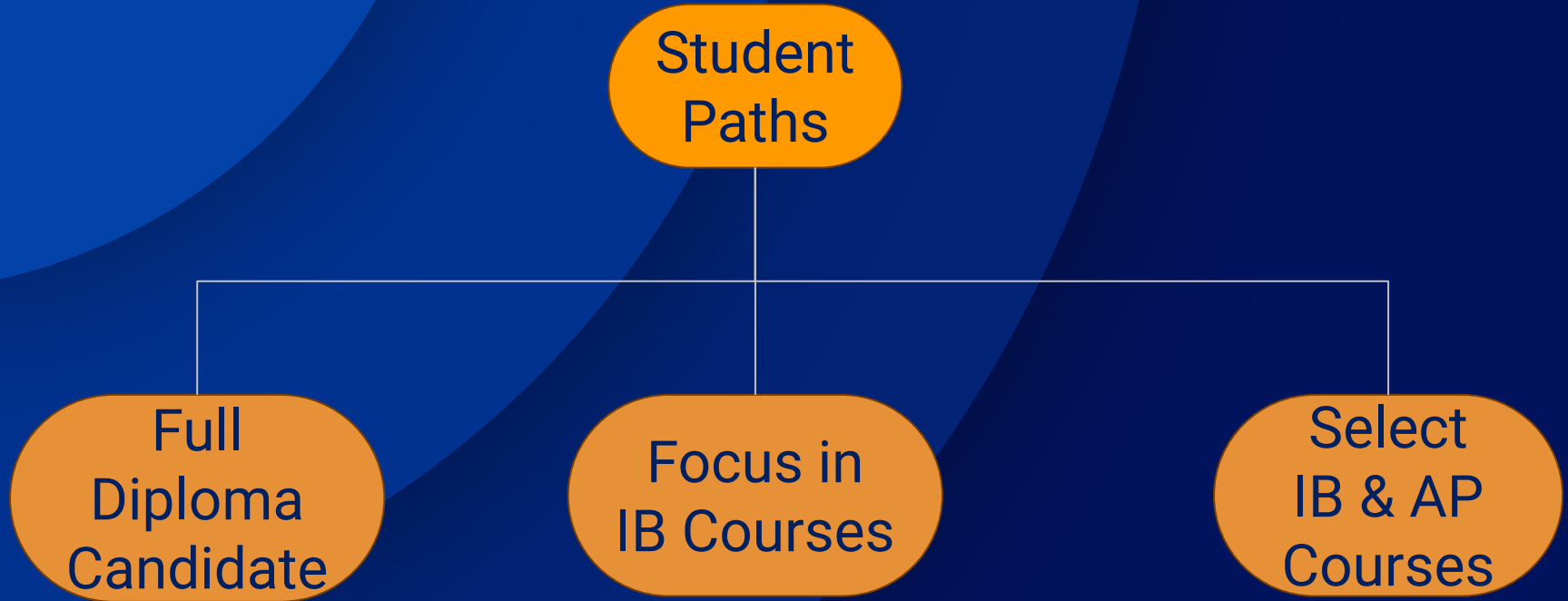
**Risk-takers**

**Reflective**

# IB DP Senior Candidate

- ⦿ Who are our DP Candidates?
- ⦿ Why IB?
- ⦿ Experiences
- ⦿ Advice & Thoughts

# Junior & Senior Student Pathways in IB



# Full Diploma Candidates

- © Fully engage in all components of IB DP experience
- © Have a rich experience within IB DP
- © Able to earn IB Diploma



# Full Diploma Candidates Requirements

- ◎ Students must balance HL & SL courses
- ◎ Students must take 3 HL courses
- ◎ Students may take up to 4 HL courses
  
- ◎ Students may take an additional individual and societies course (IB Psych) or science (IB Bio or IB ESS) instead of an art (IB Film)

# Full Diploma Candidates Requirements

Category	Requirement	Details
Core	Theory of Knowledge (TOK)	<ul style="list-style-type: none"><li>• Course During 11th</li><li>• Optional during 12th</li></ul>
Core	Extended Essay (EE)	<ul style="list-style-type: none"><li>• Independent &amp; Self-directed</li><li>• Students identify an advisor (teacher)</li><li>• Research Paper (4,000 words)</li><li>• Started late during 11th</li><li>• Finished middle of 12th</li></ul>
Core	Creativity, Activity, Service (CAS)	<ul style="list-style-type: none"><li>• Student initiated involvement in activities and projects based on their interests and talents outside of the classroom</li><li>• Reflection of personal learning and outcomes</li></ul>
Academics	Categories 1-6	<ul style="list-style-type: none"><li>• Balance of Higher Level and Standard Level Courses during 11th &amp; 12th</li></ul>

# Focus in IB Courses

- ⦿ Students elect to participate in several HL & SL courses
- ⦿ HL courses are two year courses
- ⦿ Students may elect to participate in TOK
- ⦿ Students are not required to complete the core

# Select IB & AP Courses

- ⊙ Students elect to participate in HL & SL courses as well as AP courses that are most interesting
- ⊙ HL courses are two year courses
- ⊙ Students may elect to participate in TOK
- ⊙ Students are not required to complete the core

# Core: Theory of Knowledge

<b>Course Offerings</b>	Theory of Knowledge & Senior Seminar
<b>Timing</b>	1 Year Courses (11th & 12th)
<b>Teachers</b>	Thea Chadwick
<b>General Information</b>	<p>TOK is a core requirement of the diploma program and prompts students to "reflect on the nature of knowledge, and on how we know what we claim to know." Course consists of a main theme Knowledge and the Knower with optional themes (Knowledge and 1) Language 2) Politics 3) Technology 4) Indigenous societies 5) Religion. These themes are explored with myriad resources and the Areas of Knowledge: Human science, Natural science, History, The arts, and Math.</p>

# Core: Creativity, Activity, Service

<b>Timing</b>	2 Years (11th & 12th)
<b>Advisor</b>	David Evers
<b>General Information</b>	<ul style="list-style-type: none"><li>• Student-initiated involvement in activities and projects based on their interests and talents outside of the classroom</li><li>• Reflection of personal learning and outcomes</li></ul>

# Core: Extended Essay

<b>Timing</b>	2 Years (11th & 12th)
<b>Advisor</b>	Michael Melzer
<b>General Information</b>	<ul style="list-style-type: none"><li>• Independent &amp; Self-directed</li><li>• Students identify an advisor (teacher)</li><li>• Research Paper (4,000 words)</li><li>• Started late during 11th</li><li>• Finished middle of 12th</li></ul>

# Full Diploma Candidates Requirements

Category	Requirement	Details & Offerings
1	Studies in Language and Literature	<ul style="list-style-type: none"><li>• Language and Literature HL (11th &amp; 12th)</li></ul>
2	Language Acquisition	<ul style="list-style-type: none"><li>• Spanish SL (11th &amp; 12th)</li><li>• French SL (11th &amp; 12th)</li></ul>
3	Individuals and Societies	<ul style="list-style-type: none"><li>• History of the Americas HL (11th &amp; 12th)</li><li>• IB Psychology SL (11th OR 12th)</li></ul>
4	Sciences	<ul style="list-style-type: none"><li>• IB Physics HL (11th &amp; 12th)</li><li>• IB Biology SL (11th OR 12th)</li><li>• IB Environmental Systems and Societies SL (11th OR 12th)</li></ul>
5	Mathematics	<ul style="list-style-type: none"><li>• Mathematics: analysis and approaches SL (11th &amp; 12th)</li><li>• Mathematics: analysis and approaches HL (11th &amp; 12th)</li></ul>
6	The arts	<ul style="list-style-type: none"><li>• IB Film SL (11th OR 12th)</li><li>• IB Film HL (11th &amp; 12th)</li></ul>



# Studies in Language & Literature

<b>Course Offering</b>	Language and Literature HL
<b>Timing</b>	2 Year Course (11th & 12th)
<b>Teachers</b>	Erika Wanczuk
<b>General Information</b>	<p>Students examine communicative acts across literary form and textual type alongside appropriate secondary readings, and investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Key concepts in the course: creativity, communication, identity, transformation, perspective, culture, representation</p> <p>AOEs: reader, writer, text; time and space; intertextuality</p>

# Language Acquisition

<b>Course Offerings</b>	Spanish SL or French SL
<b>Timing</b>	2 Year Course (11th & 12th)
<b>Teachers</b>	Lara Antkowiak (Spanish) Melanie Winter (French)
<b>General Information</b>	These robust courses often include students with diverse language learning backgrounds and always emphasize culture, literature, and communication as much as reading and writing skills.

# Individuals and Societies

<b>Course Offerings</b>	History of the Americas HL
<b>Timing</b>	2 Year Course (11th & 12th)
<b>Teachers</b>	Michael Melzer
<b>General Information</b>	<p>This course is designed to prepare students to read and think critically, listen attentively and respectfully, communicate clearly, and dive deeply into the discipline of history. In addition to historical content, the course will largely center around research skills and practice, as students work independently on the Internal Assessment. Six key concepts that undergird the course are continuity, change, causation, consequence, perspectives and significance.</p>

# Individuals and Societies

<b>Course Offerings</b>	IB Psychology SL
<b>Timing</b>	1 Year Course (11th OR 12th)
<b>Teachers</b>	Michael Melzer
<b>General Information</b>	<p>Psychology is the rigorous and systematic study of mental processes and behavior. In IB Psychology SL, we study the subject through a <b>multidisciplinary approach</b> and the use of a <b>variety of research techniques</b> to understanding the brain and behavior. In-depth investigation of three approaches to psychology: <b>Sociocultural, Cognitive, Biological</b>. Students will replicate a psychological experiment and complete a unique research paper as part of the Internal Assessment.</p>

# Science & Individuals and Societies

<b>Course Offerings</b>	IB Environmental Systems and Societies SL*
<b>Timing</b>	1 Year Course (11th OR 12th)
<b>Teachers</b>	Mark Brubaker
<b>General Information</b>	A hands on look at environmental issues and both the impact we have on the world around us and the impact it has on us.

# Sciences

<b>Course Offerings</b>	IB Physics HL
<b>Timing</b>	2 Year Course (11th & 12th)
<b>Teachers</b>	David Evers
<b>General Information</b>	Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies.

# Sciences

<b>Course Offerings</b>	IB Biology SL
<b>Timing</b>	1 Year Course (11th OR 12th)
<b>Teachers</b>	Cindi Schildhouse
<b>General Information</b>	A hands on look at biology from the cell and its molecular construction to the interactions within ecosystems. The content addresses key biological concepts & processes as well as the nature of science, ethics, and the limitations of science.

# Mathematics

<b>Course Offerings</b>	Analysis and Approaches HL & SL
<b>Timing</b>	2 Year Course (11th & 12th)
<b>Teachers</b>	Jacqueline Teague (HL) Michelle Anderson (SL)
<b>General Information</b>	<p>This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus, statistics) as well as topics that are amenable to investigation, conjecture and proof.</p>



# The Arts

<b>Course Offerings</b>	IB Film SL & IB Film HL
<b>Timing</b>	SL 1 Year Course (11th OR 12th) HL 2 Year Course ( 11th OR 12th)
<b>Teachers</b>	David Evers
<b>General Information</b>	<ul style="list-style-type: none"><li>• explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)</li><li>• acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)</li><li>• develop evaluative and critical perspectives on their own film work and the work of others (reflection).</li></ul>

# Example 4 year plan

9th	10th	11th	12th
English 9 (HP)	English 10 (HP)	IB English HL	IB English HL
Integrated Math 1 (HP)	Integrated Math 2 (HP)	Integrated Math 3 (HP) (IB year 1 HL)	IB Math HL
Football PE	Football PE	Football PE	Football PE
Spanish 2	Spanish 3	Spanish 5 (IB year 1 SL)	IB Spanish SL
Biology	Chemistry	IB ESS SL	IB Biology SL
Visual Art	AP World History	IB History HL	IB History HL
Practical Art	Elective	TOK	Senior Seminar (TOK yr 2)

# Example 4 year plan

9th	10th	11th	12th
English 9 (HP)	English 10 (HP)	IB English HL	IB English HL
Integrated Math 2 (HP)	Integrated Math 3 (HP)	IB Math HL (IB yr 2 HL)	Calc D / Linear Algebra
Year 1 PE	PE	IB Film SL	Elective
French 1	French 2	French 3 (IB year 1 SL)	IB French SL
Biology	Honors Chemistry	IB ESS SL	IB Biology SL
Visual Art	AP World History	IB History HL	IB History HL
Practical Art	AP Physics	TOK	Senior Seminar (TOK yr 2)

# Example 4 year plan

9th	10th	11th	12th
English 9 (HP)	English 10 (HP)	IB English HL	IB English HL
Integrated Math 1 (HP)	Integrated Math 2 (HP)	Integrated Math 3 (HP) (IB year 1 HL)	IB Math HL
Year 1 PE	PE	IB Film SL	Elective
Spanish 2	Spanish 3	Spanish 5 (IB year 1 SL)	IB Spanish SL
Biology	Chemistry	IB Physics HL	IB Physics HL
Visual Art	AP World History	IB History HL	IB History HL
Practical Art	Elective	TOK	Senior Seminar (TOK yr 2)

# Example 4 year plan

9th	10th	11th	12th
English 9 (HP)	English 10 (HP)	IB English HL	IB English HL
Integrated Math 1 (HP)	Integrated Math 2 (HP)	Integrated Math 3 (HP) (IB year 1 HL)	IB Math HL
Football PE	Football PE	Football PE	Football PE
Spanish 2	Spanish 3	Spanish 5 (IB year 1 SL)	IB Spanish SL
Biology	Chemistry	IB ESS SL	IB Biology SL
Visual Art	AP World History	IB History HL	IB History HL
Practical Art	Elective	TOK	Senior Seminar (TOK yr 2)

# From our IB Graduates

- © I am principled because I have learned that taking responsibility for my own actions also applies to taking responsibility for my prejudices as well, because those affect my actions. In this way, I think I better understand the importance of taking responsibility for one's education, in order to unlearn prejudices that I might not even be aware of.
- © As an athlete, student, worker, and friend, I have learned many important lessons about balance and how to maintain a good attitude and energy levels throughout my life.
- © I have been given the opportunity to realize how much I take for granted. Reading and hearing from others has given me the opportunity to understand that I can reflect on myself, on my life and how I can better myself.

# From our IB Graduates

- ⦿ Having gained more knowledge, I have gained more confidence. With confidence, I am able to take risks and do things I have never done before. I am no longer afraid of the idea of failure or sounding incompetent (for the most part). I am able to make that effort to learn even if I have no clue what I'm doing.
- ⦿ I have always been inquisitive but IB has given me a great chance to research and answer a lot of those questions. I love that in history, biology and my EE I was able to choose topics that I was really interested in to talk about so that I could answer my own questions instead of someone else's.
- ⦿ Through the IB program, I learned that I am capable of more than I ever could have imagined. It has been a fantastic experience!

# IB Students Beyond LCC

- ⊙ Brown University
- ⊙ Cal Poly San Luis Obispo
- ⊙ Central Washington University
- ⊙ Elon University
- ⊙ Fordham University
- ⊙ Harvard University
- ⊙ Hofstra University
- ⊙ MIT
- ⊙ NYU
- ⊙ Purdue University
- ⊙ SDSU
- ⊙ Stanford
- ⊙ Ohio State University
- ⊙ UC Berkeley
- ⊙ UC San Diego
- ⊙ UC Davis
- ⊙ UC Los Angeles
- ⊙ University of Hawaii
- ⊙ University of Utah





**What questions do you have about IB at LCC?**



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.



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\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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Thank you!