

Agoura High School

International Baccalaureate Diploma Program



Guide for Students & Parents

[revised September 2018]

About This Booklet

Significant effort and careful planning are required to achieve one or more IB Certificates or an IB Diploma. Parents and students need to understand the requirements and options in order to successfully complete the program.

This guide is intended to familiarize the reader with the Agoura High School IB Diploma Program, its administration, options, and requirements. Parents and students are advised to sign up to receive IB e-mails, regularly check the IB Diploma Program's page on the school's website, and visit www.ibo.org. For individual student scheduling matters and other concerns and/or questions, the IB Coordinator should be contacted.

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Glossary

CAS	Creativity, Action and Service. A core requirement of the Diploma Program. Diploma students must spend a specified amount of time engaged in creative pursuits, physical activity and community service outside of the school day. (See pages 16-17 for more on CAS)
DP	Diploma Program. IB curriculum for grades 11-12. Agoura High School juniors and seniors taking IB classes are, properly, DP students. The phrase "IB student" or "IB Diploma student" is used commonly to describe the DP students. These students may be full IB Diploma candidates or Certificate candidates.
EE	Extended Essay. A core requirement of the Diploma Program. A 4,000-word essay on a topic chosen by a DP student and approved and mentored by an Agoura High School teacher. Required to earn an IB Diploma. Agoura High School offers topics for which we have EE advisors. (See pages 16-17 for more on the EE)
External Exam	Each course, whether SL or HL, concludes with an externally marked examination in May. Exams are scored according to set criteria. (See page 18-19 for more on the assessment process)
HL	Higher Level. HL refers only to the minimum number of hours (240) students are required to spend on the topic, not to the degree of difficulty of the course.
IA	Internal Assessment. Some of the overall mark is determined by the course instructor against set standards. Teachers use the IA to submit a "predicted grade" (the teacher's estimate of the overall mark he or she believes the student will achieve) to the IBO. (See page 18-19 for more on the assessment process)
IB	International Baccalaureate. Used to distinguish elements of the entire IB program from other programs offered at Agoura High School including the basic district curriculum.
IBA	International Baccalaureate Americas (formerly IBNA). Regional arm of IBO.
IBO	International Baccalaureate Organization. Governing organization. Headquartered in Geneva, Switzerland.
IBPA	IB Parent Organization. Agoura High School parent volunteer group. (See pages 28-29 for more on the AHS-IBPA)
Pathway	IB Diploma Program students choose one of two pathways of certification—IB Certificate or IB Diploma.
SL	Standard Level. SL refers only to the minimum number of hours (150) students are required to spend on the topic, not to the degree of difficulty of the course.
TOK	Theory of Knowledge. A core requirement of the Diploma Program. ToK explores the nature of values and the essence of truth in various disciplines including how we know what we know. (See pages 16-17 for more on ToK)

Resources

AHS IB Diploma Program and Extended Essay Coordinator –

Mrs. Jennifer Kestenbaum

Email: jkestenbaum@lvusd.org

AHS DP Testing & CAS Coordinator - Mrs. Carrie Kleinberger

Email: ckleinberger@lvusd.org

AHS IB Parents Organization (AHS-IBPA)

<http://agouarahighschoolib.com/Parents>

International Baccalaureate Organization (IBO)

<http://www.ibo.org>

International Baccalaureate Americas (IBA)

<http://www.ibo.org/iba>

California Association of World Schools (CAWS)

<https://www.cawsib.org>

Important Notes

The IB curriculum takes careful planning. There are requirements which must be fulfilled outside of normal class hours and courses must be taken in the proper sequence to be counted. This guide should be read and understood thoroughly prior to committing to the IB Diploma Program. Questions or concerns should be addressed to the IB Diploma Program Coordinator.

General Information

1. Agoura High School is a member of the International Baccalaureate Organization (IBO), which oversees the curriculum.

2. IB has three levels, Primary, Middle Years and Diploma. AHS offers the 2-year IB Diploma Program in grades 11 and 12.

3. Qualified Juniors and Seniors can pursue one of two pathways in the Diploma Program:

- IB Diploma
- IB Certificate.

Selection of a pathway is based on student's interests including time spent on pursuits outside of school. Committed IB students, regardless of the pathway they complete, get accepted to the same quality colleges and universities even in the same majors as other students pursuing College Prep or AP pathways.

4. Some colleges and universities award credits for certain levels of achievement on IB exams. Questions regarding the policies of specific colleges and/or universities should be directed to those schools.

5. The requirements to earn an IB Diploma exceed the graduation requirements of the District. In order to successfully complete the DP, parents and students must be aware of these requirements and consider summer school and other options to free space in their schedules. Be sure to consider these options prior to entering the DP.

International Baccalaureate Organization 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.

What is IB?

The International Baccalaureate Program is a comprehensive and challenging curriculum. The IB program encourages students to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

The IB program contains four elements: curriculum, student assessments, professional development, and school evaluation.

Curriculum: Beyond teaching the necessary subjects, IB emphasizes critical thinking, analysis and the interconnections between subjects. For example, events being covered in History will also be explored through literature in English. The assigned reading in English comes from authors around the world, translated from many languages. The CAS (Creativity, Action and Service) requirement encourages students to develop skills and gain experience outside of school that excite them and serve the greater community as a counterbalance to academic studies. The curriculum goes through a continuous review cycle involving practicing teachers around the world.

Assessment: Students are assigned projects and given exams that will demonstrate their understanding of a subject. Randomly selected projects are sent to the IB office in Cardiff, England for review. Material from all Extended Essays and IB examinations are sent offsite for evaluation.

Professional Development: Teachers receive ongoing special training in order to teach the IB curriculum.

School Evaluation: Along with evaluations made by reviewing materials as noted under Assessments, the school is visited and evaluated every 5 years by representatives from IB.

The IB curriculum prepares students for college.

IB is recognized by colleges and universities worldwide as a comprehensive and rigorous academic curriculum and many institutions award course credits for performance on the Higher Level IB exams. The particulars of the IB curriculum—the format and types of research, reports and essays assigned, the classroom seminars, and the IB exams—are similar in form to many universities and colleges.

Student work is assessed against consistent, referenced criteria

Student work is not measured against the work of other students. Whether an IB student goes on to college or university or not he/she has completed a program of education that emphasizes high academic standards, international mindedness and has developed learning

Overview of the Diploma Program

Understanding Assessments

1. The IB assessment process is a means by which the IB program establishes and maintains the high academic standards for which it is known throughout the world. Assessments are monitored and reviewed offsite to ensure adherence to standards. Assessments are assigned for every course at every grade level.
2. Student work is assessed against set criteria not against the work of other students.
3. Every Diploma class features two assessment components: internal assessments and external examinations.
 - Internal assessments take place during the school year. They consist of a major assignment (research paper, oral exam, presentation, etc). IAs are marked according to a scheme determined by the IBO. Samples are sent to examiners worldwide in order to maintain the academic standards of the IB.
 - External examinations are held in May. They usually consist of a series of free response questions. The purpose behind exams is to find out if students have mastered the necessary content and skills to maintain the academic standards of the IB. External exams are marked worldwide.

Understanding a Student's IB Grades

The IB student is graded using 2 different scales. First, his or her work will receive an A through F grade used by the school system. Second, the IBO administers a grading system in which IB courses and exams are graded according a point scale of 1-7 with one being Very Poor and seven being Excellent. (Generally a 3 is the minimum accepted score required to advance to the next level.)

The Extended Essay and Theory of Knowledge components are graded on an IBO-set scale of A–E. Specified point totals must be reached to earn recognition at the various levels.

Understanding Costs

Note: Though there are considerable costs to offering the IB program at Agoura High School, there is no fee for merely enrolling in the IB program.

1. There are costs associated with some courses, which enhance the educational experience (ie field trips, labs in the science and elective courses). The program relies solely on donations and outside support to fund these costs and the AHS IB Program works diligently to keep them to a minimum. Donation requests are generally under \$100 per course.
2. IB exams, both internally assessed and externally assessed, are the culmination of the classroom experience and are therefore required to receive recognition from the IB Organization (IBO). In order to be assessed, students must be registered with the IBO by the IB Coordinator and pay exam fees. For students who do not seek Certificate or Diploma recognition from the IBO, alternative exams will be provided for weighted course credit. Fees are collected prior to students being registered for exams (October of the exam year).
 - a. For all IB registered students (Certificate and Diploma), the one-time IBO registration fee is \$175
 - i. There is a one-time administration fee per student of \$20
 - ii. Each subject/exam is \$125
 - iii. Candidates who register after the first 20 days will incur a \$25 late fee
3. Donations and IBO required fees are payable to the AHS IB Parent Association (AHS-IBPA), a charitable organization falling within the context of Section 501(c)(3) of the Internal Revenue Code (EIN 27-1048043). Payments for registration and exam fees can be made in installments and the IBPA has a limited number of scholarships available for families experiencing financial difficulties. These scholarships are available to students whose parents are members of the IBPA. For more information visit www.agourahighschoolib.com.

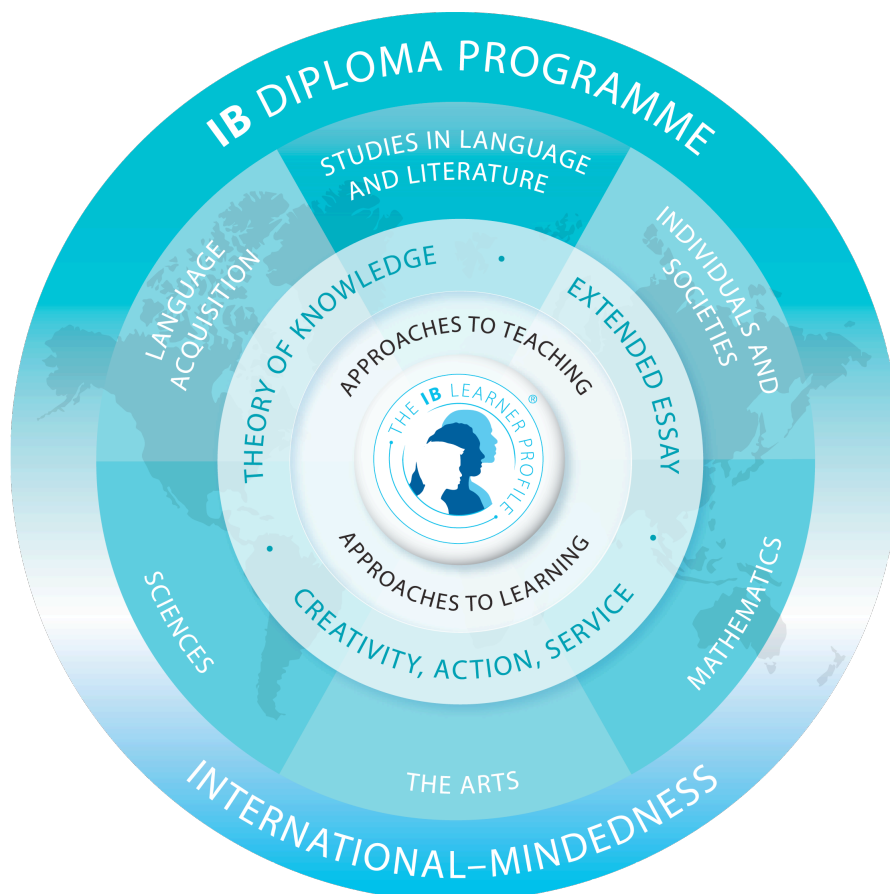
Understanding the Course Numbering

The two-year IB Diploma Program labels 11th grade as Year 1 and 12th grade as Year 2. The numbers refer to the year in the DP not to the year in high school. (For example, IB English HL1 refers to the Junior year English course)

Understanding the DP Model

Right is a graphic representation of the Diploma Program curriculum. Graphics similar to these appear in IBO materials, around campus, and elsewhere. They are meant to show the components that make up the curriculum and to express the core concept that all the components are interconnected. The course subjects make up the outer portion of the model. The center of the model contains the core requirements that are intended to broaden the educational experience and challenge students to apply their knowledge and understanding.

At the center of the DP model is the learner. The significance is that the learner is at the heart of the DP experience. Knowledge content revolves around the learner, not vice-versa. This is central to the philosophy of the IBO and of the DP at Agoura High School. (See page 11 for more on the Learner Profile)



The IB Learner Profile

The aim of all 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.

IB learners strive to be:

- **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.

What is Internationalism?

"An educated American in the 21st century should be proficient in at least one foreign language, have studied one global issue or region in depth, and be knowledgeable of the geography and history of our country as well as other world regions. Students should demonstrate geographic knowledge such as the characteristics, distribution and migration of human populations, the complexity of the world's cultural mosaics, the patterns and networks of economic interdependence and how the forces of cooperation and conflict among peoples influence the makeup of our world." [**Committee for Economic Development, Education for Global Leadership (2006)**]

From the IB perspective, internationalism is the development of "responsible citizens of the world" with young people who are active participants in their local and national communities, as well as in the broader international community. IB emphasizes education of the whole person and focuses on the development of critical thinking and language skills necessary for success in the global community. Students are taught to be international and active learners as described in the IB Learner Profile. They are well-rounded individuals and engaged citizens, who gain practical experience by being part of an international community.

Q. What does it mean to be "international"?

- Genuine awareness of the interdependence of countries and peoples.
- Ability to see one's own culture, language and nation in a global perspective
- Ability to recognize and rejoice in diversity

Q. What does it mean to be a "responsible citizen of the world"?

- Conservation of natural resources
- Responsible use of power
- Understanding needs of those less fortunate
- Responding to disasters

Agoura High School IB Diploma Program Philosophy

Objectives

1. We want every Agoura High School IB student to take as many IB classes and tests as are appropriate given his or her background, work ethic, and talent.
2. We want every student to be challenged, and no student to be overwhelmed.
3. We want IB to work for every student who chooses to challenge him or herself with IB classes and exams.
4. We want every student to find the right IB pathway for him or her.

The RIGHT Pathway:

1. Provides academic challenges, which are interesting and manageable.
2. Gives students a sense of their roles in and responsibilities for the global community.
3. Allows students to pursue the extra-curricular interests which matter most to them.
4. Results in hard working, but generally happy and successful students.
5. Aids students in achieving other life goals.

The WRONG Pathway

1. Creates an unmanageable workload for our students.
2. Can create problems with LVUSD and state graduation requirements.
3. Damages grade point average.
4. Can create students who are over-stressed, discouraged and, sometimes, depressed.
5. Can result in failure to obtain the diploma, to graduate from high school or both.

Eligibility, Graduation, and College Admissions Issues

Eligibility

All students at Agoura High School are eligible for Diploma Program courses in 11th and 12th grades. Consultation with AHS Guidance counselors and/or DP Coordinator is required prior to registering for DP courses in order to assure proper placement. For some courses, prerequisites must be met prior to enrollment.

IB and State and District Graduation Requirements

Students who seek an IB Diploma must plan their four years at Agoura High School carefully to fulfill coursework requirements mandated by the State of California and the Las Virgenes Unified School District, meet college entrance requirements, *and* meet the requirements for an IB Diploma. All of the IB courses apply towards District and State graduation requirements but do not fulfill the complete list of LVUSD and State requirements. All students must meet LVUSD and State graduation requirements to ensure graduation from Agoura High School. Parents and students should be in regular communication with their counselor to ensure all requirements are being met. Ideally, Diploma candidates will complete non-IB requirements before their Junior year.

IB and College Admission Requirements

The full-diploma IB curriculum, in addition to the requirements of LVUSD and the State, meets or exceeds most public and private college admissions requirements. Requirements vary for different majors and programs. It is recommended that parents and students begin checking early on with the colleges that they are interested in for specific requirements.

The IB Diploma Program at Agoura High School

Program Features

The IB Diploma Program emphasizes trans-disciplinary learning and requires students to study courses across six disciplines:

- Language A (primary language) – English
- Language B (second language) – Spanish, Chinese
- Individuals and Societies – History of the Americas/20th Century World Studies, Psychology, Environmental Systems & Societies
- Experimental Sciences – Environmental Systems & Societies, Chemistry, Physics
- Mathematics – Math SL
- The Arts – Film

As well, the Core elements–Theory of Knowledge, CAS, and the Extended Essay–are compulsory and serve to complete the Diploma Program experience.

The IB Diploma curriculum is divided into:

Standard Level (SL) courses:

1. Approximately 150 hours of classroom instruction
2. Generally one year of course work
3. Internal Assessment required
4. Usually two parts to the SL external exams

and Higher Level (HL) courses:

1. Approximately 240 hours of classroom instruction
2. Two years of coursework
3. Internal Assessment required
4. Usually three parts to the HL external exams

To receive the IB Diploma awarded by the IBO, students must:

- Pass examinations in at least 6 subjects: 3 at Higher Level (maximum of 4) and 3 at Standard Level (minimum of 2). Exams must be taken in all six subject areas. During the Junior year, students may take no more than two Standard Level examinations (although not recommended).
- Write an Extended Essay of about 4,000 words in one of the six subjects areas
- Complete the Theory of Knowledge (ToK) course, which explores the nature of values and the essence of truth in various disciplines, and
- Complete 150 hours of Creativity, Activity, and Service (CAS) activities (50 hours in each category).

To be awarded IB Certificates candidates must:

- Enroll in one or more IB classes
- Pass an HL or SL test

The IBO awards certificates to students for each Higher Level and Standard Level examination successfully completed even if the student is not a candidate for an IB Diploma. IB students who take classes but do not test will not receive certificates from IBO.

CAS, the Extended Essay, and ToK

CAS, the EE, and ToK are central to the philosophy of the Diploma Program and are compulsory for all DP students.

Creativity, Activity, and Service (CAS)

Often referred to as the community service requirement, the CAS component of the DP curriculum is intended to encourage each student to develop individual skills and interests, provide a well-rounded balance to the demands of academic scholarship, and to challenge the student to become aware of their responsibility to contribute to their community in a meaningful way. Students are required to complete their CAS hours over two years (Junior and Senior year). The hours are to be evenly divided among three focus areas: Creativity, Activity and Service. There is no CAS requirement for an IB Certificate

- Creativity includes a wide range of artistic endeavors (art, dance, music, drama), including the creativity a student employs in designing and completing service projects.
- Activity involves physical activities such as sports and athletic training and also includes the physical activities required to implement creative or service projects such as building, planting, or coaching.
- Service is volunteer (not paid nor for school credit) community or social service, including environmental or international projects.

CAS packets are available from the CAS Coordinator. Review the packet carefully because failure to properly complete the CAS requirement including proper documentation and meeting reporting deadlines can prevent a student from being awarded an IB Diploma. CAS activities must be pre-approved and the student is responsible for keeping accurate record sheets and obtaining adult signatures for verification. Students are also required to complete a minimum number of written reflections on activities that span the CAS experience.

Extended Essay (EE)

All full IB Diploma candidates must complete a 4,000-word Extended Essay at the during the first semester of their Senior year. These papers are forwarded to IB examiners around the world for evaluation. The purpose of the Extended Essay is to provide candidates an opportunity to engage in an independent research project at an introductory level. Emphasis is placed on the research process, clear communication of ideas, and the presentation of the information in a logical and coherent essay. It will take an IB student about 40 hours to prepare and write the Extended Essay. Agoura High School staff act as consulting advisers and students are encouraged to work with other experts in their chosen research field as well. There are IB regulations defining acceptable subjects and topics for the Extended Essay, so the topic must be approved before the student begins any research. Students should consult the materials provided by the Extended Essay Coordinator for deadlines and other information.

Theory of Knowledge (ToK)

All full Diploma candidates must take the Theory of Knowledge (ToK) course. The course begins in the second semester of Junior year and concludes at the end of the first semester of Senior year, thus providing a concurrency of learning throughout the experience. This interdisciplinary course on the philosophy of learning is often described as the essence of the IB curriculum. The course requires students to reflect on the origin, validity, and value of various kinds of knowledge and make comparisons between them. In other words, how do we know what we know? One major paper and one major presentation are required for the course, but only the papers by the full Diploma candidates are forwarded to IB examiners for assessment.

International Baccalaureate Assessment and Grading

Assessment

- IB Exams take place in May of 11th and/or 12th grades.
- IB candidates must register for exams and pay the testing fees in October prior to the spring testing.
- The subject exams range from one to four hours long, depending on their format and content.
- The exams usually contain multiple-choice questions, short answer, and essay sections and some exams are split into two or three parts (also referred to as papers) over several days.
- All IB exams are offered on the same days across the globe and there are no make-up exams.
- Students will not be allowed in after the test has begun, so good health and promptness are essential during exam time.
- The exams are proctored by the IB Coordinator and volunteers. There are dozens of proctoring assignments to fill each year.
- After each test, the exams are gathered and sent immediately to a predetermined location somewhere around the world where independent IB assessors will grade them.
- Exams are scored according to set criteria (in other words, exams are not marked according to the performance of others taking the exam). This helps to ensure the high quality of the curriculum and the integrity of the examination process.
- IB test scores range from 1 to 7, with 7 being the highest possible score.
- Individual test results are usually available in July.
- Thousands of colleges and universities around the world offer credits for qualifying scores on IB Exams Students should check with their chosen university's admissions office or registrar for details, or go to the IBO website.

Grading

A student's examination performance in individual subjects is scored on a scale of 1–7 points with a further 3 points available based on a matrix of performance in the Theory of Knowledge (ToK) and the Extended Essay (EE) components. Students who display satisfactory levels of performance across all subject areas and achieve a minimum of 24 points (out of a possible 45) are awarded the IB diploma. All others receive a certificate for the subjects examined.

Subjects are marked according to the following scale:

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor
- N No grade (nothing submitted)

The ToK course and the Extended Essay are graded according to the following scale:

- A Excellent
- B Good
- C Satisfactory
- D Mediocre
- E Elementary
- N No grade

In addition the following conditions apply:

- a. Must receive at least 4 points in each Higher Level subject with the exception that a score of 3 points in one subject will be acceptable if compensated by a score of 5 or more points in another HL subject.
- b. Overall results in SL courses may not include any score of 1, nor more than one score of 2.
- c. Overall results must not include more than three scores of 3, nor more than one score of 3 if there is a score of 2 points in the SL subjects
- d. Must NOT receive an Elementary (E) grade or higher in either ToK or the EE.
- e. Must submit an Extended Essay
- f. Must complete ToK
- g. Must complete CAS
- h. Must not receive a 1 in any HL subject

Note: Students who have completed the requirements with only one failing condition, as set out above, but with a total score of 28 points, including any bonus points, will be awarded the diploma.

Example Diploma Scores:

• Complete Diploma requirements

SAMPLE STUDENT	HL SCORES	SL SCORES	ToK/EE POINTS	TOTAL POINTS	NOTE
A	7,7,7	7,7,7	3	45	Maximum possible score (less than 1% of DP candidates achieve a score of 45)
B	6,6,5	4,4,5	1	31	Average DP candidate score
C	5,3,4	3,3,4	2	24	Passing score (HL score of 5 compensates for failing condition a)

• Incomplete Diploma requirements

SAMPLE STUDENT	HL SCORES	SL SCORES	ToK/EE POINTS	TOTAL POINTS	NOTE
D	5,2,6	3,5,6	0	27	Fails to meet conditions <i>a</i> and <i>d</i> and point total is under 28 (score of 2 in HL course)
E	6,5,5	3,2,2	1	24	Fails to meet condition <i>b</i> (2 scores of 2 in SL courses)
F	7,3,6	3,3,3	1	26	Fails to meet condition <i>c</i> (more than 3 scores of 3)

Agoura High School IB Course Descriptions

IB English Literature HL (Group I)

The Language A1 program is a pre-university course in literature that offers a global perspective intended to play a strong part in promoting a 'world spirit' as it encourages students to appreciate the various ways in which cultures influence and shape the experiences of life. The course vision is that students will develop the international awareness that develops attitudes of tolerance, empathy, and a respect for different perspectives. The two year IB English HL course will adhere to the objectives of the IB English curriculum as well as those for the State of California and the Las Virgenes Unified School District. The course is designed to accommodate both AP Language and Composition students as well as IB diploma candidates.

IB Spanish SL/HL1 (Group II)

This is the first part of the IB higher level Language B course. It is a communicative course that places emphasis on higher-level speaking, reading, writing and listening skills for four specific purposes. First: communicating in written and oral form in a variety of authentic situations using appropriate register and syntax as well as showing cultural awareness. Second: acquiring information from a variety of current authentic sources and to use the information for a variety of activities such as: formal written reports, impromptu oral discussions, formal oral reports, and general personal interest. Third: experiencing creative works in literature, film and music to aid in reading and aural comprehension, and to provide rich cultural exposure. Fourth: understanding cultural influences by bringing the diversity of the Spanish/Latin American world into the classroom.

IB Spanish SL/HL2 (Group II)

[Prerequisite: IB Spanish SL/HL1]

Part 2 of the language B higher level course endeavors first to reinforce all skills acquired during part 1, then to extend those skills through analytical and critical thinking applications. The four skill areas (reading, writing, listening, and speaking) are emphasized just as in part 1, and the curriculum follows the same basic organizational structure: communicating, acquiring information, experiencing creative works and understanding cultural influences. In addition, the course will focus on the ways that we know: reason, language, emotion, and perception. Unit topics are high-interest and resources are chosen with attention to the globalization of the Spanish-speaking world. Whenever possible, authentic documents are used to teach grammar points as well as prepare students for the IB Higher Level Exam.

IB History of the Americas/IB 20th Century Global Studies HL (Group III)

This is a two-year course, which has as among its key objectives the critical study of the discipline of history - its specific methodologies as they relate to the selection, analysis and interpretation of historical data. Studying history at this level will require students to develop an appreciation of the often divergent approaches adopted by historians in conducting historical research, the conflicting interpretative outcomes they reach and the forces which shape their scholarship. Students will work with a wide variety of source materials. The development of skills associated with solid argumentation based on sound evidence will be emphasized throughout the course. Topics to be covered will include an in-depth study of the causes, practices and effects of war; the rise and rule of single-party states; and the Arab-Israeli Conflict 1945-1979. For the Regional option, students will do an in depth study of 3 focus units in the Americas in order to be aware of the key political, social, economic, and cultural events and themes that have had an impact on the region. Students will also conduct a Historical Investigation into a topic, which connects with the core areas of study in the course.

IB Psychology SL (Group III)

[CP Psychology recommended prior]

Upon completion of this course, students will be able to: 1. Explain, where appropriate, how cultural, ethical, gender, and methodological considerations may affect the interpretation of behavior; 2. Describe, compare, and evaluate the four content topics of the perspectives: development and cultural contexts, framework, methodologies, application; 3. Describe and evaluate theories and empirical studies of the perspectives; and, 4. demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis, and interpretation.

IB Environmental Systems and Societies SL (Groups III & IV)

[Prerequisite: Chemistry]

Environmental Systems Standard Level is a rigorous one-year course in which students will develop an understanding of the fundamentals underlying the study of environmental systems. In this course students will examine environmental systems by critically analyzing ecosystems, global cycles and physical systems, human population and carrying capacity, pollution management, and the political, social, and ethical issues that arise with a scientific understanding of environmental systems. The course will seek to develop the students as inquirers through the use of practical laboratory investigations. A three-part external IB examination will be administered at the end of the course.

IB Chemistry SL (Group IV)

The IB Diploma Programme chemistry standard level course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

IB Physics SL (Group IV)

[Prerequisite: Math SL or concurrent enrollment in Math SL]

The IB Diploma Programme Physics SL course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

IB Math SL (Group V)

[Prerequisites: pre-IB Geometry, pre-IB Algebra II]

The majority of the IB learners will come into the course with a solid mathematical foundation. The course will take an in depth look into algebraic functions and equations, trigonometry, matrices, vectors, probability and statistics, and calculus topics. The study of number theory and other non-European topics will be included where appropriate. The historical aspects of each topic will also be investigated. The course will emphasize the application of mathematical concepts and techniques to real-world problems, and bridge historical problems to current math problems.

IB Film (Group VI)

Film is both a powerful communication medium and an art form. The focus of the Diploma Program is on the student as “knower”. The Diploma Program for the IB Film student aims to develop students’ skills so that they become adept in both interpreting and making film texts; adept in both the theoretical and practical aspects of film. The IB Film course is designed to enable a student personally to experience film, growth in the discipline is reflected in how that student develops, extends and refines the knowledge, skills and attitudes necessary for the pursuance of the art form. The course provides the basis for a deeper understanding and appreciation of film and the film making process and, for those who wish to continue further study in this area, provides a strong foundation in all aspects of film and a firm grounding to embrace future related studies.

Theory of Knowledge

The Theory of Knowledge (ToK) course is one of the elements at the center of the Diploma Program experience for the IB student. The focus of ToK is on the student as knower. At the heart of the course is an appreciation for the myriad ways in which students learn and for the wealth of knowledge they have already attained. As opposed to other courses, which rely on students' interests and prior knowledge in order to accumulate *more* knowledge, ToK offers students the opportunity to critically examine their knowledge as such. Questions such as: What do I know? How do I know what I claim to know? and What are the limits of my knowledge? frame the course.

Diploma Program Course Sequencing

There are many course sequencing options for DP and certificate students who wish to pursue IB courses. The following are recommended sequences. However, in keeping with the philosophy of the IB program at Agoura High School, students who are interested in the challenges of IB, and would like to take one or more IB courses but have not followed the sequencing identified below should consult with the DP Coordinator to determine the proper placement.

For elective subjects and ToK, there are no sequencing options and/or prerequisites. However, students should be aware of any courses that may be recommended prior to enrollment.

GROUP 1: LANGUAGE A1

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB ENGLISH</i>	PreIB English I	PreIB English II	IB English HL1	IB English HL2

GROUP 2: LANGUAGE B

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB SPANISH</i>	PreIB Spanish I	PreIB Spanish II	IB Spanish SL1	IB Spanish SL2
	PreIB Spanish II	PreIB Spanish III	IB Spanish HL1	IB Spanish HL2
<i>IB Chinese</i>	Chinese I	Chinese II	IB Chinese SL1	IB Chinese SL2

GROUP 3: INDIVIDUALS AND SOCIETIES

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>IB HISTORY</i>	World Cultures & Geography or AP Human Geography	World History or AP European History	IB History of the Americas HL2	IB 20th Century Global Studies HL1
	World Cultures & Geography or AP Human Geography	World History or AP European History	US History or AP US History	IB 20th Century Global Studies SL
<i>IB PSYCHOLOGY</i>	-	-	IB Psychology SL (one year course)	IB Psychology SL (one year course)

GROUP 4: EXPERIMENTAL SCIENCES***See IB Pathways Chart for all available science options.**

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
IB ENVIRONMENTAL SYSTEMS & SOCIETIES	Biology (P/H)	See pathways chart for options	IB Environmental Systems & Societies SL/IB Chemistry SL	IB ESS/IB Chemistry SL/IB Physics

GROUP 5: MATHEMATICS

IB COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
IB MATH SL	PreIB Geometry	PreIB Algebra II	IB Math SL	(AP) Calculus A/B
	Algebra I	PreIB Geometry	PreIB Algebra II	IB Math SL

Sample: AHS IB Internal Calendar

August

- Summer assignments for the following classes: English HL1, English HL2, Spanish HL1, Spanish HL2, Psychology SL, Physics SL, preIB Algebra II, Math SL, Film HL1
- Core
 - EE – first 5 pages due
- As part of HL 2 Summer Assignment - FINAL Written Assessment - External Assessment

September

- Core
 - TOK – prescribed titles released, essay planning begins
 - CAS - First group consultation. CAS Plan due. (junior DP candidates)
 - CAS – progress report (senior DP candidates)
- Math SL IA Rough Draft due mid Sept.

October

- College application process
- IB exam registration
- History HL IA
- ESS IA
- Physics SL: IA topic & background submitted Math SL IA
- Core
 - TOK Presentations preparation
- PreIB Alg II midterm at the end of the month

November

- College application process
- Physics SL: Rough draft of method for IA
- Core
 - TOK Presentations Round 1

December

- College application process
- PreIB Algebra II Practice IA
- Pre IB Algebra II final the two days before break
- Math SL Fall Final
- Physics SL: IA Data Collection Core
 - TOK Presentations Round 2
 - Extended Essay Due

January

- Language A1 - individual orals
- Psychology SL Research conducted
- Core
 - Start EE with Juniors
 - TOK Draft & Final Paper Due
 - CAS – progress report (junior and senior DP candidates)
- Pre IB Alg II practice IA

- English HL 1 IOPs - into February - Oral Presentations - Internal

February

- Language B Written Task: Spanish/Chinese
- Psychology - Internal Assessment due (mid-February)
- ESS IA
- Film IA
- Physics SL: IA
- Core
 - Extended Essay Exhibition

March

- All Internal Assessments graded by teachers
- Language B Orals
- ESS IA
- Physics Group 4 Project
- Pre IB Alg II midterm at the end of the month
- Film - Production - Internal Assessment

April

- Deadline for reporting of IA scores, predicted grades; Samples submitted
- Math Spring Final

May

- External examinations
- Core
 - CAS – midway review CAS hours completed (junior DP candidates); 1st Year Interview
 - CAS – CAS completed (senior DP candidates); Final Interview

June

- Agoura High School graduation
- IB Banquet
- Request for Results sent
- Pre IB Alg II final during finals week
- Eng HL 1 - Final PRELIMINARY draft of Written Assessment - External (see August for Final Draft)

July

- Dissemination of examination scores

Appendices

The International Baccalaureate Organization

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Switzerland, offers the Diploma Program (DP) for students in the final two years of secondary school (Junior and Senior years), the Middle Years Program (MYP) for students in grades 6-10, and the Primary Years Program (PYP) for students in kindergarten through 5th grade. As a membership organization, the IBO provides curriculum and assessment development including teacher evaluation and student examinations, teacher training and administrative seminars, electronic networking and mentoring, and other educational services to its approximately 200 participating schools in over 124 countries around the world. To maintain consistent standards of performance, a multinational team of IB educators and examiners headquartered in Wales continually develops curriculum materials and evaluates samples of student work from member programs.

History of IB

Founded in 1968, the IBO grew out of the efforts of international schools to establish a common curriculum and university entry credentials for geographically mobile students, predominantly the children of diplomats and international business leaders. International educators were also motivated by an idealistic vision: to provide a shared academic experience emphasizing critical thinking and an exposure to a variety of viewpoints that would foster tolerance and intercultural understanding. Concentrating on the last two years of secondary school, they sought to build a comprehensive curriculum leading to a baccalaureate, a diploma awarded on the basis of passing a series of extensive exams that could be administered in any country and recognized by universities around the world.

Because of its balanced curriculum and high standards of assessment, the Diploma Program has evolved from its original purpose as a service to the international community into an internationally recognized program of academic excellence available in national systems across the globe. The program was introduced to the United States in 1974. The Middle Years Program was added in 1992 and the Primary Years Program in 1997.

Why IB?

IB is more than just a rigorous set of fast-paced, advanced-level classes. Fundamentally, IB is an educational philosophy. IB classes provide an opportunity for high school students to become well educated and to utilize critical thinking skills typical of college-level work. Mastery of subject material is essential, as are analysis and integration across disciplines. Critical thinking, innovation, and intercultural understanding are useful attributes that are cultivated in the IB program and which give a competitive edge to IB students' future endeavors in today's world and global economy.

IB is a standardized curriculum taught by IB-trained and mentored teachers. Whereas the content and difficulty of high school honors classes can vary greatly from school to school and teacher to teacher, all IB students around the world take the same exams on the same day. IB exams are graded by independent IB assessors and norm-referenced against students around the world. IB teachers are also evaluated, and their grading norm-referenced against IBO standards. Teachers regularly send student work to IB mentors who examine the work and the teacher's assessment of it. These mentors then provide the teacher a grade and feedback. IB teachers attend regular curriculum conferences and communicate across the globe with each other via the IBO's Online Curriculum Center (OCC) in order to maintain and expand their high standards. The universal commitment to excellence by the IB staff is unique. Colleges and universities understand the IB curriculum and appreciate the academic rigor this coursework represents.

IB at Agoura High School

In 2003, Agoura High School began investigating the IB Diploma Program. A feasibility study was conducted to determine if the IB DP would meet the needs of the students at Agoura and in the LVUSD. In 2007, the initial interest form was submitted to IBO. Application A was submitted and accepted in the fall of 2007 and Application B was submitted and accepted in the spring of 2008. The IB site visit was conducted in the fall of 2008 and Agoura High School became an authorized IB World School in January 2009.

Agoura High School IB Parents' Association

The AHS International Baccalaureate Parents Association (AHS-IBPA) has been established to support the Diploma Program at Agoura High School. This parent group helps sustain the high quality of the program by providing both financial and volunteer resources to support the students, teachers, and staff.

Mission Statement

The mission of the AHS International Baccalaureate Parents Association (AHS-IBPA) is to actively assist and support the faculty, students, and families of the Agoura High School IB program as well as the school community. The AHS-IBPA provides communication, financial support, and volunteer resources to encourage student participation and to maintain the quality of the Diploma Program. IBPA values academic achievement integrated with the healthy development of the whole person.

Guiding Principles

- **Student Access** – Promote participation in the Diploma Program.
- **Program Quality** – Promote, support, and recognize academic excellence and program leadership.
- **Community Support and Education** – Promote an informed and supportive IB community in which students are encouraged to balance the intellectual, physical, and emotional needs necessary for healthy development and achievement.

- **Cultural Awareness** – Foster community awareness and intercultural understanding.
- **Academic Integrity** – Support a culture of academic integrity and responsibility of all students enrolled in IB courses.
- **Program Promotion** – Operate within the parameters of Agoura High School and the Las Virgenes Unified School District policies and procedures as well as advocate on behalf of the program to those entities.
- **Program Sustainability** – Develop financial resources through public and private partnerships.
- **Organizational Review** – Perform continual review and exploration of our practices and guiding principles. The IB program has many needs beyond those of the typical high school program. There are expenses for teacher trainings, the IB examination process, special classroom materials not provided by the District, and information resources for students, families, and the community. Many of the resources and activities that the IB Parents Organization provides are of benefit to all Agoura High School students.

The AHS-IBPA is run by a volunteer board, and all parents with a student taking any IB classes are encouraged to participate in the IBPA. During the school year the IBPA hosts general meetings on specific topics of interest to IB parents. Monthly board meetings are open to all parents of students enrolled in AHS and the LVUSD. For more information visit www.agourahighschoolib.com