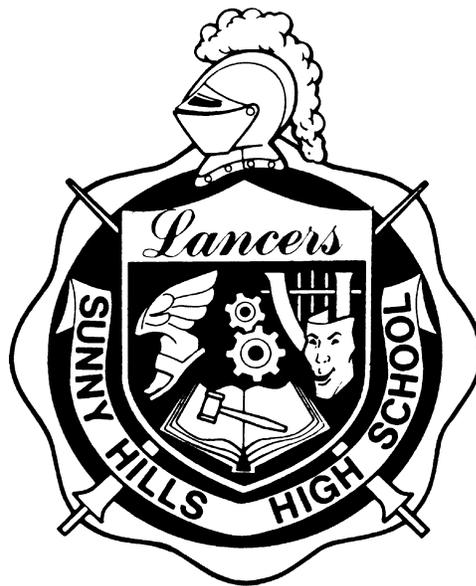


Sunny Hills High School

National Blue Ribbon School of Excellence

California Distinguished School

The International Baccalaureate Program



Fullerton Joint Union High School District

2016-17 Sunny Hills High School

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The IB Global View

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Program students learn to know and understand.

The IB Diploma Program is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world's leading universities. Since the late 1960s, the Program has: provided a package of education that balances **subject breadth and depth**, and considers the **nature of knowledge** across disciplines through the unique theory of knowledge course

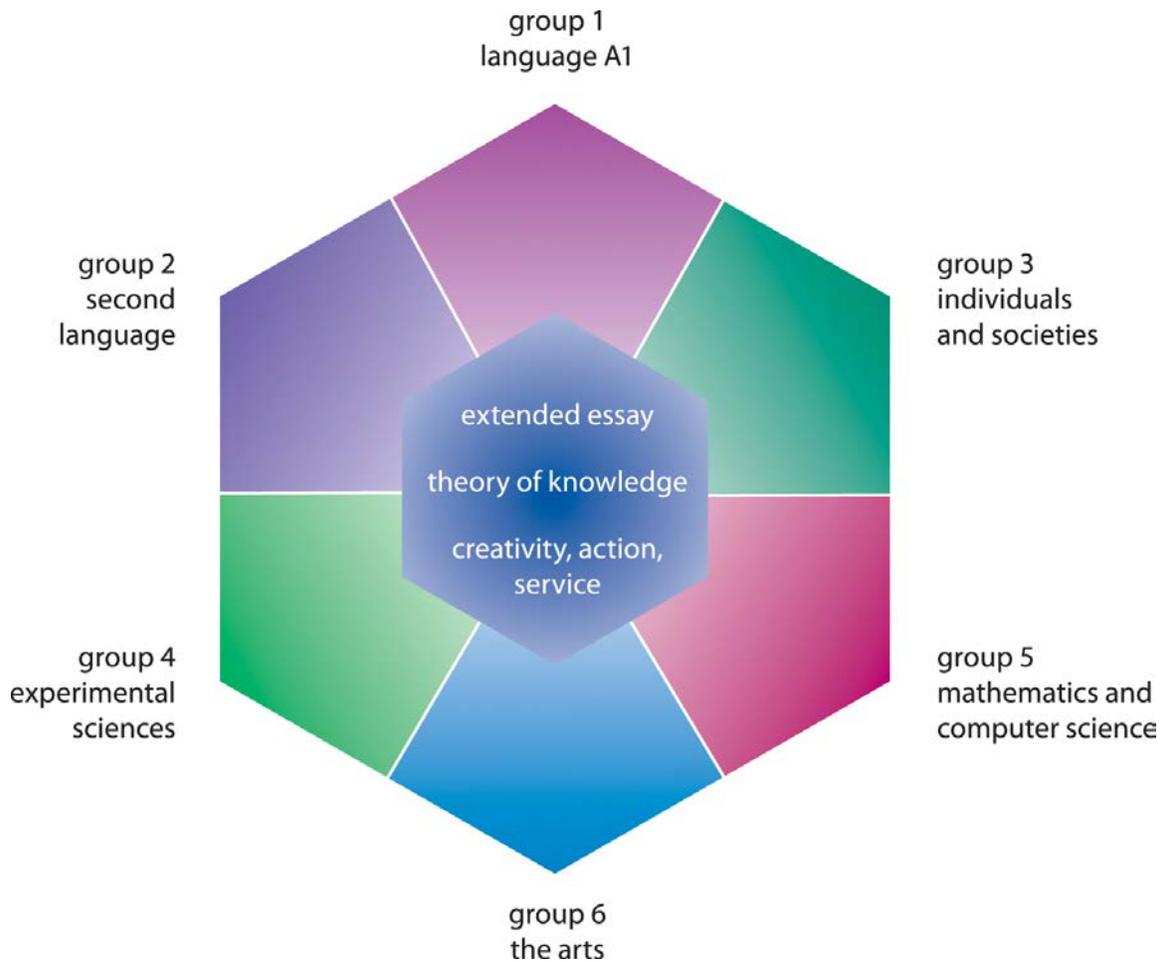
What is the IB Diploma Program?

Since the 1960's the program has encouraged:

- encouraged **international-mindedness** in IB students, starting with a foundation in their own language and culture
- developed **a positive attitude to learning** that prepares students for university education
- gained a reputation for its **rigorous external assessment** with published global standards, making this a qualification welcomed by universities worldwide
- emphasized the development of the **whole student**—physically, intellectually, emotionally and ethically.

The curriculum

IB Diploma Program students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (recommended 240 teaching hours), the others at standard level (150 teaching hours). Students can study these subjects, and be examined, in English, French or Spanish. Students will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by "international mindedness". IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.



In addition the Program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- **The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
- **Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

The assessment

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of

knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole Program and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Program student can be awarded is 45 points.

Assessment is criterion based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Program assessment practice. Students can choose to study for individual subject certificates, rather than the full diploma, if the diploma combination does not best meet their individual needs or circumstances.

Quality assurance and professional development

Any school wishing to offer the Diploma Program and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the Program successfully. This is a challenging Program that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development. Schools are required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

IB teachers are challenged to constantly reflect upon and improve their practice. All teachers in IB World Schools have access to the online curriculum center, which provides Program documentation, examples of student work, and also acts as the hub of an international online community. Teachers can talk to other teachers in IB World Schools around the world, give and receive advice, and post their own examples of student work, and also acts as the hub of an international online community. Teachers can talk to other teachers in IB World Schools around the world, give and receive advice, and post their own example resources for other teachers to share.

source: © International Baccalaureate Organization 2011
for more information on IB go to www.ibo.org

International Baccalaureate Diploma Sunny Hills High School

Area 1: Language A	English (required of all DP candidates)	HL
Area 2: Language B	(second language -- student selected)	
	Chinese	SL
	French (last class to test in French-Class of 2018)	SL or HL*
	German	SL
	Korean	SL or HL*
	Spanish	SL or HL*
<i>*Students who are advanced in their second language studies may take the HL examination.</i>		
Area 3: Individuals and Societies		
	History of the Americas	SL or HL
	Economics	HL
Area 4: Experimental Sciences		
	Design Tech	SL
	Physics (2 year commitment for HL)	SL or HL
	Biology	SL
Area 5: Mathematics		
	IB Mathematics	SL
Area 6: The Arts and Electives		
	IB Visual Arts	SL or HL
	IB Drama	HL

Or a second subject selected from groups 2-4

To receive the IB Diploma, the student must present one exam from each of the above areas during his or her junior and senior years. There must be at least three but not more than four tests at the Higher Level; the others are Standard Level. SL exams are taken in the junior and senior year; HL in the senior year only. Most HL courses begin in the junior year and are completed in the senior year.

Extended Essay

The IB Diploma Candidate must write a complete and substantial piece of independent research, written under the direct supervision of a qualified mentor from Sunny Hills, in one of the subjects of the International Baccalaureate curriculum. Sunny Hills students must choose a subject from one offered in the school's curriculum and preferably in a subject that the student has studied or is studying at the Standard or Higher Level. New for the class of 2017 extended essay support will be built into the TOK class in the spring semester of junior year.

Theory of Knowledge

Theory of Knowledge begins in the spring of the junior year and is completed in the fall of senior year. The course calls for the student to examine and consider the ways of proper thinking in different disciplines.

CAS (Creativity, Action, Service)

The student will engage in an extracurricular service/experiential learning activity, which is approved by the International Baccalaureate Organization, for a minimum of 150 hours with balance between the 3 areas, CAS—though it is the quality of the activities that matters as opposed to hours completed.

The International Baccalaureate Program in the United States of America

Most of the prominent universities in the United States have developed International Baccalaureate policies for Diploma and Certificate candidates. As of September 2015, the IBO database listed over 2000 post-secondary institutions with an IB recognition policy. Such considerations may include advanced placement, course credit, advanced standing, and special consideration at the time of admission. For example, the University of California and several other campuses award IB Diploma recipients with 30 points or more on their diploma 30 quarter units or 20 semester units upon matriculation. These policies have been developed primarily because of the positive experience universities have had with previous International Baccalaureate students and also because of serious interest in the challenge that the International Baccalaureate Program offers to secondary school pupils. Admission directors and registrars have come to appreciate the caliber of International Baccalaureate students and wish to attract them to their campuses.

Appropriate recognition of the International Baccalaureate credential continues to be a priority for the North American Regional Office staff. Information seminars for university personnel have become a regular feature of regional workshop programming. Cooperative working relationships have been developed between the International Baccalaureate North America Office and a large number of admissions offices, with both committed to working with and accommodating International Baccalaureate students.

Cooperative Efforts

As the International Baccalaureate Program continues to develop in North America and elsewhere, the base of experience is widening, thereby encouraging more and more universities to develop recognition policies. This process requires the cooperation and understanding of a number of groups: university teaching faculties, who often determine advanced placement and university credit for secondary school work, university admissions officers, International Baccalaureate administrators, local International Baccalaureate secondary schools, and International Baccalaureate students.

Appropriate advisement is the key to International Baccalaureate recognition. Since each university sets its own admissions criteria, including the terms under which it will recognize advanced and international programs, students should view their International Baccalaureate coursework in the context of the prospective university's requirements. Because universities require an official International Baccalaureate transcript in addition to the secondary school transcript, students, assisted by an IB Coordinator, will submit a transcript request form to the IB Office in Maryland to have their IB transcripts and grades forwarded to the university of their choice.

United States Colleges and Universities With International Baccalaureate Policies

The list of universities is updated regularly—Currently over 2000. Please consult the following link for the most recent list: <http://www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>

The International Baccalaureate

Views from Selected American Universities

"Send us prepared students *a la* IB . . . It is the 'best' high school prep curriculum an American school can offer."

Marilee Jones
Director of Undergraduate Admission
Massachusetts Institute of Technology

"One of the advantages of an IB curriculum is its structure and quality. It is a coordinated Program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

Christoph Guttentag
Director of Undergraduate Admission
Duke University

"IB is well known to us for excellent preparations. Success in an IB Program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript."

Marilyn McGrath Lewis
Director of Undergraduate Admission
Harvard University

"I have always been a supporter of the International Baccalaureate. It is a thoughtful and genuinely intellectual curriculum with an unusually high degree of integrity and connectedness. There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broad-based love of learning."

William Shain
Dean of Undergraduate Admissions
Vanderbilt University

"The rigor of the IB Diploma requirements meets our recommendation for the strongest high school preparation possible . . . In sum, the IB Diploma candidate who has met the challenge successfully receives strong consideration from the William and Mary admission committee."

Allison Jesse
Former Associate Director of Undergraduate Admission
College of William and Mary

The International Baccalaureate Program at Sunny Hills High School

Program

In its thirty-second year the International Baccalaureate Program is the most comprehensive and academically challenging option for gifted and talented students at Sunny Hills High School.

The International Baccalaureate academic areas parallel Sunny Hills' curricular offerings:

- **Group One:** Language A (English)
- **Group Two:** Language B (French HL, SL ends class of 2018, Korean SL, Spanish SL, Chinese SL, German SL)
- **Group Three:** Individuals and Societies (History of the Americas HL or SL, Economics HL)
- **Group Four:** Experimental Sciences (Biology SL, Physics SL or HL, Design Tech SL)
- **Group Five:** Mathematics SL
- **Group Six:** The Arts and Electives (Visual Arts SL or HL, Drama HL or a second exam from groups 2-4)

In the freshman and sophomore years, students participate in the pre-International Baccalaureate phase of the IB Program. Junior and senior students who are in IB classes and obtain the recommendation of their instructors may take International Baccalaureate exams.

A student who is in the Diploma Program as a Diploma Candidate must test in one subject in each of the previously listed six areas during the junior and senior years (exams cannot be taken in the sophomore year). A minimum of three or a maximum of four of the exams must be taken at the Higher Level and the remaining two or three of the exams are taken at the Standard Level. All Higher level exams are given in the senior year; Standard Level exams are given in both the junior and the senior years. Standard Level exams generally do not earn the student university credit or advanced standing, whereas grades of 5, 6, or 7 on Higher Level exams usually do. In addition, Diploma Candidates must take **Theory of Knowledge**, a class which encourages students to develop a critical awareness of how people acquire knowledge. To this end, they analyze concepts and arguments as well as develop a defined basis of value judgments. The candidate is also required to write a 4,000-word **Extended Essay**, which is the culmination of personal research guided by a mentor from the Sunny Hills High School teaching staff. Finally, the Diploma Candidate must also acquire at least 150 hours of **Creativity, Activity and Service (CAS)**, a project accomplished in the school or local community.

The Diploma Program is not the only option for a student who wishes to participate in the International Baccalaureate Program. Many students at Sunny Hills choose to do several of the components of the program in areas of their individual strengths. These students are the IB Certificate students, who may test in one or more of the six IB curricular areas. They also

have the opportunity to acquire CAS (community service) hours in school and in the community, although the CAS project is not a Certificate requirement.

Program Eligibility

Eighth grade students may apply for acceptance into Sunny Hills Honors/Pre-IB Program by submitting appropriate application materials and taking the Sunny Hills High School Honors Entrance Examination. Students are evaluated based on their test scores, CST scores, and past academic performance. Students who are accepted into the Honors Program must then complete the two-year complement of freshman and sophomore honors classes that lead to the IB level.

Program Continuation

Continuation in the International Baccalaureate Program at Sunny Hills High School is based on student performance and teacher recommendation each semester. During the spring of the tenth grade year, qualified honors students determine if they wish to pursue the International Baccalaureate Diploma. Those students who qualify for matriculation into the Diploma Program will meet with the International Baccalaureate Coordinator and their assigned counselor to plan the curriculum for their final two years in high school. At that time considerations such as CAS participation, SAT requirements, and university options will be discussed. During the junior and senior years, the student's academic progress will be carefully monitored and supported through Sunny Hill's IB Office and the Sunny Hills Counseling department.

Full Diploma International Baccalaureate Sequential Curriculum at Sunny Hills High School

The classes below indicate the suggested honors level course at each level leading to and fulfilling the International Baccalaureate Diploma. The program as it is laid out meets the academic needs of the majority of incoming freshmen; however, there are other possible exam patterns available which are also included here.

Freshman – Pre-IB

Requirements:

- **English 1 - Honors**
- **Foreign Language (Level 1 or 2)***
- **World History – Honors**
- **Honors Geometry or Algebra 2 Honors***
- **Biology - Honors**
- **Physical Education/Sports**

** Placement in foreign language, math, and science depends on prior coursework and performance on the Honors Entrance Exam and the math placement exam prior to the freshman year.*

Sophomore – Pre-IB

Requirements:

- **English 2 – Honors**
- **Foreign Language (Level 2 or 3)**
- **Chemistry - Honors**
- **Algebra 2 Honors or Pre Calc Honors**
- **Physical Education/Sports**
- **Elective**

Pre-IB students who are qualified for the IB Program meet with the IB Coordinator in the second semester of the sophomore year to establish an IB plan for their junior and senior years. The individualized plan identifies the classes that a student must take to qualify the IB Diploma.

Junior – IB Anticipated Candidates

Requirements:

- AP/IB English HL1
- Foreign Language (Level 3 or 4)
- AP U.S. History/IB History of the Americas HL1
- AP Economics/IB HL1 (Fall) TOK/Extended Essay Spring
- Math IB SL *Test in May* or Math HL1
- AP/IB Physics SL or Biology SL or Design Tech SL *Test in May*

Junior Anticipated Candidates should take at least one exam, and may take a second toward their Diploma. To test in foreign language, juniors must be in foreign language level four.

Exams taken in the junior year are Standard Level only.

Senior – IB Diploma Candidates

Requirements:

- AP/IB English HL2 *Test in May*
- Foreign Language (Level 4 or 5) SL or HL *Test in May*
- TOK (Fall)/IB History of the Americas (Spring) HL2 *Test in May*
- IB Economics HL2 (Group 6) or other HL in Art, Drama, or a Language offering HL *Test in May*
- Theory of Knowledge
- Elective

Diploma Candidates take the balance of their exams—either four, five or six--in the senior year. If four exams, three are at the Higher Level and one at the Standard Level, or if five exams, three are HL and two SL.

Other possible exam patterns

- | | | |
|----|---|--|
| 1. | HL
English
History of the Americas
Economics | SL
Math
Foreign Language
Biology or Physics or Design Tech |
| 2. | HL
English
Economics
Art/Design | SL
Math
Foreign Language
Biology or Physics or Design Tech |
| 3. | HL
English
Economics
History of the Americas | SL
Math
Foreign Language
Biology |
| 4. | HL
English
Economics
Drama | SL
Math
Foreign Language
Biology Physics or Design Tech |
| 5. | HL
English
Economics
Math | SL
Design Tech
Foreign Language
Physics |
| 6. | HL
English
Foreign Language
History of the Americas | SL
Math
Design Tech
Biology |

Creativity **A**ctivity and **S**ervice

The International Baccalaureate CAS requirement seriously considers the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IBO's goal of educating the whole person and fostering caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The educational benefits of CAS apply in the school community, and in the local, national and international communities (*Creativity, Action, Service*, International Baccalaureate Organization, August 2001). 150 hours divided equally among the 3 areas.

Visit the Sunny Hills IB program website for a more comprehensive guide to the CAS program that is downloadable in PDF format. <http://www.ibshhs.org/cas.html>