

**Santa Margarita Catholic High School**  
**International Baccalaureate Diploma Program (IBDP)**  
International Baccalaureate - Santa Margarita Catholic High School

**IB Information Guide**



**IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging 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.

*Contact Information: IB Director: Stephen Ludlam – ludlams@smhs.org*

## **The Value of an IB Diploma Education at SMCHS**

“Is the world happening to you or are you happening to the world?”

An IB Diploma Program (IBDP) education challenges students to be active rather than passive on their journey through high school, providing students with opportunities “happen to the world”.

IB’s mission and Learner Profile aligns with SMCHS’ charism of Caritas Christi, its Core Principles of Compassion, Humility, Justice, Goodness and the school’s emphasis on academics, Christian service, and a commitment to social justice. IB Diploma students, over the course of two years, will have the opportunity to actively practice and embody these school values through the choices they make and the experiences they participate in when fulfilling the requirements of the IB curriculum and the IB Core (TOK-Theory of Knowledge, EE-Extended Essay, CAS-Creativity, Activity, Service).

The IBDP’s course, assessment, and Core requirements emphasize student engagement, critical thinking, writing, reading, speaking, and research skills. Ideally a student pursuing an IB Diploma has the ability to get more from their high school experience and maybe make themselves more eligible to the colleges they might want to attend. Through IB, students will have the chance to differentiate themselves and expand on their individual academic interests and extracurricular activities in the choices they make regarding course research papers, the EE, and CAS experiences.

IBDP courses and the Core prepare students for college and align very closely with what colleges want to know about students through the college admissions essay process. Colleges know that an IB Diploma student has conducted research, written several research papers, and participated in a variety of extracurricular experiences. One of the single best features of IB is its emphasis on regular reflection across all parts of IB, allowing students to learn to write about themselves and identify their strengths and growth areas. These reflections can help students write more personal and authentic college essays.

Santa Margarita Catholic High School and an IB Diploma Program education can be an incubator for the student’s intellectual inquiry and a way to develop and expand their desired interests in and out of the classroom. Students will learn that the more they put into IB the more they will get out of IB so that they can “happen to the world”.

## Questions and Answers

### What is the IB Diploma Program?

SMCHS' IB Diploma Program is an academically challenging and balanced program of education across six subject areas for 11<sup>th</sup> and 12<sup>th</sup> graders that prepares students for success in college and life beyond. IB offers a rigorous, comprehensive curriculum with the goal of making students more well-rounded in and out of the classroom. The program is recognized and respected by the world's leading universities.

The IB philosophy states that "IB provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and cultural perspectives necessary for the adult world that lies ahead. The intent is that students learn how to learn, how to analyze and reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment." Informed by these values, an IB education:

- centers on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content.

### Who should participate in IB?

IB is not just for "A" students. IB is for any student with the desire and motivation to want more out of their high school education and better preparation and eligibility for college. There is room for a variety of types of learners in IB, non-geniuses and geniuses alike. IB is for students who are:

- Seeking greater academic and extracurricular challenges
- Determined and self-motivated
- Thinkers, inquirers, and open-minded

### When does IB start?

SMCHS' IB Diploma Program begins in the 11th grade. Students in the 9<sup>th</sup> and 10<sup>th</sup> grades should take the pathway of courses that ensure preparation and readiness for the rigor of IB.

### Why choose IB?

- Allows students voice and choice in their work, research opportunities, and extracurriculars
- Encourages meaningful community service
- Teaches ways of thinking, different areas of knowledge, and problem solving
- Promotes global and cultural awareness
- IB courses may earn college credit depending on the school and major
- Recognized internationally for students considering going to college in non-US settings
- Colleges everywhere like IB!

### How is IB unique at SMCHS?

SMCHS offers a variety of IB subject courses for students to choose from to earn an IB Diploma. Students fulfilling IB Diploma requirements satisfy SMCHS graduation requirements. Students not interested in pursuing the full IB Diploma have the opportunity to enroll in several unique IB classes as course candidates.

## How to Earn an IB Diploma at SMCHS

1. Students pursuing an IB Diploma complete 6 IB subject courses. Students must choose from each IB Subject Group 1-5 one SMCHS IB Subject Course. The sixth SMCHS IB Subject Course must be selected from either Group 6: The Arts or from Group 3 or 4. These six subject courses, along with TOK, make up the student's IB schedule in the 11<sup>th</sup> and 12<sup>th</sup> grades.
2. Students choose either 3 HL courses and 3 SL courses or 4 HL courses and 2 SL courses
  - HL (higher level) courses are taken over two years in both the 11<sup>th</sup> and 12<sup>th</sup> grades and all HL courses are assessed in the 12<sup>th</sup> grade
  - SL (standard level) courses can be taken in the 11<sup>th</sup> and/or 12<sup>th</sup> grades and may be taken over one or two years, depending on the course. In the 11<sup>th</sup> grade a maximum of TWO SL courses can be completed and assessed with any other SL courses, if needed, completed and assessed in the 12<sup>th</sup> grade

### Subject Interest Pathways

- Arts interests – courses chosen from each of the 6 IB Subject Groups
- Less interest in the Arts - courses chosen from 5 IB Subject Groups (no Arts), likely an additional Individuals and Society subject course or Science subject course.
- Math and Science Interests - courses chosen from 5 IB Subject Groups (no Arts), likely TWO Science subject courses and Math AA HL
- The IB Diploma Program provides students with all the necessary courses needed to be eligible for college admission. Students should not feel obligated to take “more” classes.
- More information about IB Subject Courses is located in the IB section on the school website (link on title page)

<b>IB Subject Groups</b>	<b>SMCHS IB Subject Courses</b>
Group 1: Studies in language and literature	<i>English</i> - English Literature HL - <i>required</i>
Group 2: Language acquisition	<i>World Languages</i> - Chinese (Mandarin) SL, French SL, Spanish HL/SL, Classical Greek SL, Latin SL
Group 3: Individuals and societies	<i>Religion</i> - Philosophy HL - <i>required</i> <i>Social Studies</i> - Global Politics SL, Economics SL, Business Management HL
Group 4: Sciences	<i>Science</i> - Biology HL, Chemistry HL/SL, Physics HL, Design Technology SL, Environmental Systems and Societies SL
Group 5: Mathematics	<i>Math</i> – Math Analysis and Approaches HL (Math AA HL) Math Applications and Interpretations SL (Math AI SL) Other preparatory math courses include Precalculus, Statistics, and Calculus AB and Calculus BC
Group 6: The Arts	<i>Fine Arts</i> - Dance, Film, Music, Theater, Visual Arts (all offered HL/SL)
<b>Core Requirement</b>	
TOK – Theory of Knowledge	Theory of Knowledge - <i>required</i>

## Schedule Templates for IB Diploma Candidates

11 <sup>th</sup> Grade Schedule	12 <sup>th</sup> Grade Schedule
IB English HL - year 1	IB English HL – year 2
World Language (level 3) or IB World Language SL or HL - year 1	IB World Language SL or HL - year 2 or elective if IB World Language SL completed
IB Philosophy HL - year 1	IB Philosophy HL – year 2
IB Science HL - year 1 or IB Science SL	IB Science HL - year 2 and/or IB Science SL or elective if IB Science SL completed in 11 <sup>th</sup>
Math (Precalculus, Statistics, Academic Calculus, Calculus AB, Calculus BC)	IB Math AA HL or Math AI SL (Calculus AB/BC recommended for Math AA HL)
IB Arts (SL or HL) or IB course from different subject group SL/HL	IB Arts (SL or HL) or IB course from different subject group SL/HL or elective if IB course is completed
US History (AP, MUN, or Academic)	TOK
TOK – Academic Period (one day weekly)	

- All IB Diploma students will take English HL, Philosophy HL, Math, and TOK for two years
  - Math AA – students who are more advanced at math (Calculus AB, Calculus BC) and intend to pursue a STEM major in college
  - Math AI – students who might be less advanced in math or more interested in other subjects
  - Students should choose subject courses based on learning interests and possible college major paths
  - Students can take more than the 6 required IB courses but the additional course(s) would not count toward the score to earn an IB diploma
3. Students complete the required work and assessments for their IB courses. These include:
- Internal assessments for each course - graded/scored by teacher, moderated by IB (*student work assessments required by subject, ex: language orals (Groups 1,2); research papers for courses from Groups 3-5; exhibitions, videos, portfolios etc. for Group 6*)
  - External assessments for each course - graded/scored by IB for each course (*IB exams and other student work assessments required by the subject, ex: projects, films, studies*)
4. Students engage in the Core requirements during the 11<sup>th</sup> and 12<sup>th</sup> grades
- TOK (Theory of Knowledge) – an academic course taken over two years
  - EE (Extended Essay) – a research paper on a student chosen IB subject
  - CAS (Creativity, Activity, Service) – student chosen personal experiences
5. Students earn an IB Diploma when they:
- Complete all assessments for each subject and all Core requirements successfully
  - Score at least 24 points overall (*an average 4 for each subject - 45 total points are possible - each subject/course assessment score is worth 1-7 points and up to 3 bonus points can be earned based on the grades earned on both the EE and TOK assessments*)
  - Do not meet any of the failing conditions (*ex: scores of 1 on any subject, score 11 points or less on the 3 HL subjects, a grade of F on either the TOK essay or EE*)

## **The Core is what makes IB, IB!**

Think of the Core (CAS, EE, TOK) as identity work for the student and done with intent, it becomes an authentic extension of the student rather than a list of tasks to complete. The goal is for students to have a better understanding of their own interests and characteristics and apply them to their Core choices. Students engaged in the Core and the reflection process have the opportunity to create a foundation to better understand themselves and learn to be more comfortable writing about themselves for the college application essay process. Students should be able to better answer the questions below as they progress through the Core in the 11<sup>th</sup> and 12<sup>th</sup> grades:

- TOK (Theory of Knowledge) - who am I and how do I construct knowledge?
- EE (Extended Essay) - who am I and how do I become a researcher?
- CAS (Creativity, Activity, Service) - who am I and how do I give back to the community?

### **TOK (Theory of Knowledge)**

Theory of Knowledge (TOK) is the connecting link of the IB program because it provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing across all their classes. TOK challenges students to reflect critically and ask questions about knowledge, knowledge questions, and areas of knowledge. The TOK class is composed almost entirely of questions. The most central of these questions is 'How do I know if a given assertion is true, or a given judgment is well justified?' Assertions or judgments of this sort are termed 'knowledge claims', while the difficulties that arise in addressing these questions are termed 'problems of knowledge'. In addition, the course challenges students to reflect and to consider the role which knowledge plays in a global society. After completing TOK, students will have an appreciation of the quest for knowledge, particularly its importance, its complexities, and its human implications. The requirements for Theory of Knowledge include:

- One 1600-word essay from a prescribed titles list centered on a knowledge issue and areas of knowledge.
- An exhibition that assesses the ability of the student to show how TOK manifests itself in the world around us. Students choose any 3 objects and write commentaries that address a TOK prompt to highlight engagement with TOK concepts learned in class.

### **EE (Extended Essay)**

The Extended Essay (4000-word research paper) is an in-depth study centered on a student chosen approved IB subject, a student created focused topic, and a student constructed research question. The EE is intended to promote high-level research and writing skills, intellectual discovery, and creativity. Students are provided an opportunity to engage in personal research on a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The Extended Essay is the prime example of a piece of work where the student could show knowledge, understanding, and enthusiasm about their chosen topic. Students are informed of the EE in the fall semester of junior year and the EE is due in February of a student's senior year. Start Early!

## **CAS (Creativity, Activity, Service) Experiences**

- **Creativity** — exploring and extending ideas leading to an original or interpretive product or performance (ex: music, poetry, cooking, art, dancing, etc.)
- **Activity** — physical exertion contributing to a healthy lifestyle (participation in sports, athletics, exercise, etc.)
- **Service** — collaborative and reciprocal engagement with the community in response to an authentic need (volunteer, school club activities, aid others, etc.)

The CAS process is meant to provide a structure to pursue meaningful experiences on and off campus so students can engage in the world around them and learn more about themselves. Beginning in August of junior year through April of their senior year students are expected to regularly engage in CAS experiences and reflect on the impact of these experiences in order to monitor their own growth and development. For most students their CAS experiences are likely to be a continuation of actions that they are already pursuing (sports, hobbies, school clubs, community service etc.). Ideally CAS will also persuade students to broaden their participation and experiences beyond the ones they are already involved in and be willing to try new ones.

For authentic student development to occur, CAS should involve:

- Real, purposeful experiences, with significant outcomes
- Personal challenges—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Participation in a collaborative project and service learning
- Achieving the 7 CAS Learning Outcomes over the course of 18 months
- Completing at least 150 hours across all three strands of CAS (at least 50 hrs. for each)
- Most importantly, authentic reflection on outcomes and personal learning

## **CAS Learning Outcomes**

IB Students will:

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to, and perseverance in, CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

## **IB Course Candidate Information (non-IB Diploma students)**

Students not seeking an IB Diploma have the opportunity to take IB classes as Course Candidates, but they do not participate in the Core requirements. For the IB courses students are enrolled in, they are expected to complete all IB requirements and assessments, including sitting for IB exams.

### **How Best to Prepare and be Ready for IB**

Prior to 9<sup>th</sup> grade and transitioning to SMCHS – If possible:

- Enroll in honors/advanced courses if offered
- Take a World Language class (Chinese, French, Spanish) on or off campus
- Successfully complete Algebra I or higher in math
- Score well on SMCHS placement tests for English, Math, and World Language
- Read, read, read!
- Attend IB information meetings

During 9<sup>th</sup> and 10<sup>th</sup> grade:

- Preferred - Honors courses
- Preferred - Complete fine arts requirement
- Preferred - Grades of B or better
- Required - Complete a World Language to at least level II before 11<sup>th</sup> grade
- Required - Complete at least Geometry before 11<sup>th</sup> grade
- Attend IB information meetings

10<sup>th</sup> Grade: Enrolling as an IB Diploma candidate

- Attend incoming 11<sup>th</sup> grade IB information meeting for students and parents
- Meet with the IB Coordinator and counselor to develop a two-year IB Diploma schedule

### **IB Fees Information**

IB Diploma Candidates

- Subject/Exam Fees: \$123 for each subject. This is an IB required fee.
- Program Fees: \$350 per year for each IB Diploma Candidate. The IB Program Fee is a school fee that helps offset the costs of running the IB Diploma Program at SMCHS.
- Activity Fees: \$150 per year for each IB Diploma Candidate. The IB Activity Fee directly supports SM related IB educational and social activities, events, and projects inside and outside of the classroom as well as providing funds for the IB Booster Parents budget.

Course Candidates

- Subject/Exam Fees: \$123 for each subject. This is an IB required fee.
- Program Fees: \$100 for one course and \$50 for each additional course to a maximum of \$250. The IB Program Fee is a school fee that helps offset the costs of running the IB Diploma Program at SMCHS.
- Activity Fees: \$50 per year for each IB Course Candidate. The IB Activity Fee directly supports SM related IB educational activities and social activities



## IB Learner Profile

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

### IB learners strive to be:

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

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

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

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

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

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

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

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

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

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

## SMCHS IB Academic Integrity Policy

The IB Program at SMCHS believes:

- IB students are content creators not content imitators
- IB students are principled and act with integrity and honesty in all aspects of their work
- IB students will provide authentic work (the work of the student) in all circumstances
- IB students will not claim the work of others as their own

*The IB defines academic integrity as a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (Academic Integrity p. 23)*

The IB Academic Integrity Policy begins with the belief that every student has the right to pursue an education free from any form of academic dishonesty. These beliefs apply to virtual/online learning as well. Academic integrity maintains fairness, trust, honesty, respect, responsibility, and credibility for a student's authentic work. This is a shared fundamental responsibility between students, teachers, and coordinators in the IB Diploma program. Teachers and students will work to demonstrate, practice, and provide support for practices related to academic integrity including but not limited to research, the proper citation of sources, and collaborative work. Inaction regarding violations implies condoning inappropriate behavior and contradicts the academic integrity policy.

*The IB defines academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. (Academic Integrity p. 23)*

- Plagiarism:** the representation of the ideas or work of another person as the candidate's own. This includes copying from external sources, another student, or lending work to another student. Always make sure to properly reference and cite!
- Collusion:** the work of students has similarities that go beyond collaboration. Cheating or copying another's work is unacceptable. Be responsible for your own work!
- Duplication of work:** the presentation of the same work for different assessment components and/or IB diploma requirements. Each IB assessment requires its own work!
- Falsification of data:** presenting work based on false or fabricated data. If it is not true, authentic, or factual do not use or submit it!
- Misconduct:** Any behavior (i.e., cheating) that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, assisting others during an exam by exchanging information, cheating in any way, or falsifying CAS activities etc.) Don't cheat!
- Artificial Intelligence (AI):** The use of any form of AI in any work, for any purpose, must be explicitly permitted by the teacher/supervisor and properly referenced and/or cited.

**Do it right, remember to cite!**

**If it is not yours it belongs to someone else - Give credit where credit is due!**