

Letter from North Star's Administration

Dear Students and Parents,

Welcome to North Star Charter High School's International Baccalaureate (IB) Diploma Program. North Star was the first public school in the Treasure Valley to offer the IB Diploma Program! The IB Diploma Program engages students in the vigorous pre-collegiate curriculum during the junior and senior years. This program maintains the strengths of a liberal arts curriculum and incorporates the best educational practices of many different countries. In addition to the required course work in six core subject areas, all students will complete an interdisciplinary course called Theory of Knowledge (TOK), write an extended essay (EE) with original research, and participate in 150 hours of creativity, action and service (CAS).

The International Baccalaureate Organization, established in 1968, is a chartered foundation based in Geneva, Switzerland. As of December 2014, there are 3968 IB World Schools in countries around the globe offering the Diploma Program. IB emphasizes five key concepts with each individual course throughout the program:

- Concurrency of learning (six varied subjects over two years plus TOK)
- Internationalism
- Academic integrity *refer to Academic Honesty policy
- Breadth and depth of study
- Education of the whole person

We have created this handbook to assist you in learning about and planning your next couple of years at North Star. Please call on us to answer any other questions you may have.

Respectfully,

Melissa Andersen

Secondary Principal

Krista Oberlindacher

IB Coordinator

International Baccalaureate Philosophy

Through comprehensive and balanced curricula coupled with challenging assessments, International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate classroom experience to the realities of the world.

Beyond intellectual vigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. To that end, IB students will become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

IB Learner Profile

The aim of the IB Diploma 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.

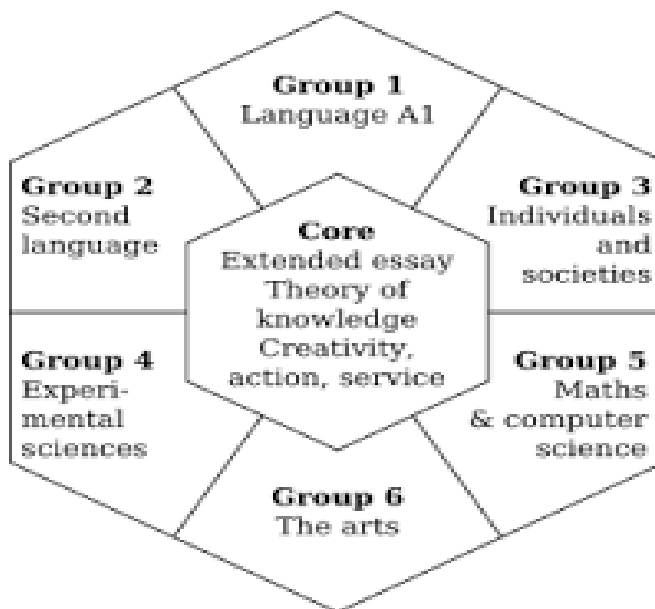
Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Overview of the IB Diploma Program at North Star

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum that is widely recognized by the world's leading universities. The IB Diploma Program prepares students for university and encourages them 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.

Students study six subjects selected from the subject groups. Three subjects are studied at higher level (courses representing at least 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing at least 150 teaching hours). Students may opt out of taking the Group 6 course and instead take 1) an additional second language, 2) a second science or 3) an arts. Students also complete the Theory of Knowledge (TOK) course, write an extended essay (EE) and fulfill the requirements of the Creativity, Action, and Service (CAS) Program. TOK, EE and CAS are North Star graduation requirements, and may be required by the State of Idaho Department of Education.



Glossary of IB Terms

IBO	International Baccalaureate Organization. IB organization as a whole, which includes offices in Geneva, Switzerland; Cardiff, Wales; and various regional offices.
Standard Level (SL)	Designates a course that is at least 150 hours. Students take three of these.
Higher Level (HL)	Designates a course that is at least 240 hours. Students take three of these (may take four, with different diploma requirements).
Theory of Knowledge (TOK)	A required course for all students at North Star. Students explore the bases for knowledge and judgment.
Extended Essay (EE)	A 4000 word independent research paper submitted by students during the senior year. Students formulate a research question, use research to support the argument, and reach a conclusion (or answer the question). A North Star and State of Idaho graduation requirement (fulfills senior project).
Creativity, Action, Service (CAS)	Students must attain at least 150 hours among the three categories—creativity, action, service—during the course of eighteen months.
Internal Assessment (IA)	Evaluative work (presentations, oral interviews, papers, etc.) that are assigned and scored by the high school IB teacher using IBO's scoring criteria. The IA is then externally moderated by IBO.
External Assessment (EA)	Work sent to examiners and moderators of the IBO to be evaluated. Work is sent to examiners in over one hundred different countries. IB exams in May are graded this way.

Earning the IB Diploma or IB Certificates

During the summer after students graduate with a North Star Diploma, the IBO will award an **IB Diploma** to students who have successfully completed the requirements of the program. Students who fall short of the requirements for the IB Diploma may still earn valuable **IB Certificates** in any or all of the six subject areas based on their assessment scores (which range from 1 to 7 for each subject). Many colleges grant credit for relevant freshman level courses where students have scored at least 4 (out of 7) on the IB exams in individual subject areas, especially Higher Level (HL) courses. North Star's HL courses are currently History, English, and Biology.

To earn the full IB Diploma, students need to meet specific requirements. All assessment components for each of the six subjects (up to 7 points for each) and the additional IB Diploma requirements (up to 3 points from a combination of the extended essay and TOK with no additional points assessed for CAS) must be completed in order to qualify for the award of the IB Diploma. Around the world, approximately 80% of all IB Diploma candidates successfully meet the requirements and earn the IB Diploma. Many others earn multiple IB Certificates.

1) The IB Diploma will be awarded to a candidate unless the following failing conditions occur (as of 2015):

- Numeric scores have not been awarded in all six subjects registered for the IB Diploma.
- CAS requirements have not been met.
- An “N” has been given for Theory of Knowledge, Extended Essay, or for a contributing subject.
- A grade “E” has been awarded for one or both of Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)/

Based on their performance on the Extended Essay and Theory of Knowledge requirements, students may earn up to three points toward obtaining the IB Diploma. See the chart below.

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

IB Diploma Program Faculty at North Star

Principal/Head of School	Melissa Andersen
IB Coordinator	Krista Oberlindacher
Academic Counselor	Buster Pettit
CAS Coordinator	Kyle Downs
Theory of Knowledge	Krista Oberlindacher
Extended Essay Coordinator	Krista Oberlindacher
Librarian/Media Specialist	Nicole Uyeda
Group 1 – Language A1 English HL	Shirley Rau
Group 2 – Second Language Spanish <i>ab initio</i> / SL	Lori Maroe Anne Liebenthal
Group 3 – Individuals and Societies History of Americas HL	John Hansen
Group 4 – Experimental Sciences Biology HL/SL	Harold Strom
Group 5 – Mathematics Math SL Math Studies	Vickie Woodward Megan Beglinger
Group 6 – Arts/Electives Music SL Environmental Systems And Societies (ESS) Information Technology in a Global Society (ITGS)	Kyle Downs Harold Strom Stanley Ostrowski

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is an IB course taken by all students, and challenges students to reflect critically on the methodologies – their strengths and weaknesses – of the six curriculum areas. TOK helps students to develop a more mature understanding about the nature of knowledge, to identify and compare different types of knowledge and ways of knowing and to develop their own judgment about what to believe and why to believe it. TOK is a journey of exploration and discovery into timeless as well as contemporary topics.

In the Theory of Knowledge course, students will explore such questions as:

- How do we know what we know?
- What can affect our understanding of the world and humanity?
- How are some approaches to knowledge affected by such issues as: bias, limitations, assumptions, conflicting information, evidentiary gaps, uncertainty, differentiated sources, value judgments, ideology, traditions and accepted “facts”?
- How is knowledge acquisition affected by others in the communities we live in?
- What are the differences among the following: faith, reason, raw facts, wisdom, instinct, opinion, belief and doubt?

This course explores the various ways of knowing: senses, language, reason, emotions and the supernatural. Additionally, students will explore the tools for acquiring and assessing knowledge: truth, belief, certainty, intuition, values, culture, evidence, experience, technology, interpretation and explanation. Many questions will be proposed for discussion. For example, why are some ways of knowing (e.g., emotions) less open to clear interpretation than are others (e.g., the five senses)? And what factors contribute to a level of certainty in the various areas of knowledge (e.g., math v. art)?

Occasionally, guest speakers (including other North Star teachers) will help students approach issues involving the various areas of knowledge: ethics and morality, history, the arts, math, natural sciences and human sciences. Students will tackle such questions as: “How do humans derive what is right and wrong?” and “Is math beautiful?”

This course will take place over two semesters – beginning mid-way through the 11th grade and concluding mid-way through the 12th grade. Students will become well acquainted with the joy and challenge of delving into the whys and wherefores of “knowing.” They will learn how to effectively communicate an analysis in writing essays as well as through oral presentations.

External Assessment – An essay (1600 words) on a prescribed title taken from a list of 6-10 topics which change annually. (60%) Quarter 2 of senior year.

Internal Assessment – An oral presentation (approximately 10 minutes per person, up to three per group). (40%) Quarter 4 of junior year.

Extended Essay (EE)

The extended essay provides students with an opportunity to engage in independent research. “Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines.”

The essay must be four thousand words and be written in a specified IB subject area. Students select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research that reaches a conclusion. All essays must follow the IB guidelines for formal presentation and must be written to meet the IB subject area and general criteria. The extended essay may not be duplicated by the student for other assessments submitted to IB, i.e. TOK paper, history internal assessment, etc. The writing and planning of the EE should take place gradually over the course of two years, represented by approximately 40 hours.

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- practical preparation for the kinds of undergraduate research required at tertiary level
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument

Participation in this process develops the capacity to:

- analyze
- synthesize, and
- evaluate knowledge

Students are supported throughout the process with advice and guidance from a supervisor (a teacher at North Star). Please see the Extended Essay guide for more information, and assessment criteria.

Extended Essay final submission is generally at the end of the first semester, senior year.

Creativity, Action, Service (CAS)

This is not a class that students sign up for, but it is a requirement of the IB Diploma Program. CAS is a fundamental part of the IB program and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the 18 months of the program. The total hours required over the 18 months is 150. CAS mentors will aid individual students as they select and engage activities for CAS. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

CAS is at the heart of the IB Diploma Program. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables you to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many your CAS activities include experiences that are profound and life-changing. CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge – task must extend you and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. CAS activities should continue on a regular basis for as long as possible throughout the program. Please see the CAS guide for more information. Successful completion of CAS is a requirement for North Star graduation. There are 4 progress reporting periods over the course of the program, generally Q2 junior year, Q4 junior year, Q1 senior year, and Q3 senior year.

Group 1 Language A1 English HL

The IB Diploma Program Language A1 literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Program courses, which are to provide students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature higher level course is measured by combining their grades on external and internal assessment. Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

External Assessment (70%) – **Paper 1:** Literary commentary and analysis of one unseen text (20%), **Paper 2:** essay on at least two works studied (25%) = 4 hours total. May exams Sem. 2 senior year. **Written Assignment:** Reflective statement and literary essay on one work studied (25%). **WA** = Sem. 1 senior year

Internal Assessment (30%) – **Oral Work:** formal oral commentary and interview (20 minutes) (15%) **IOC** = Sem. 2 junior year.
Individual Oral Presentation (10-15 minutes) (15%) **IOP** = Sem. 1 junior year.

Group 2 Second Language **Spanish *ab initio* SL, Spanish SL**

This course offers students the continued process of learning to speak Spanish at an advanced level and with a deeper understanding of Spanish culture. Emphasis is on interactive communications in Spanish. The course will focus on the following linguistic skills: listening, speaking, reading, and writing. Objectives of this course are to: acquire listening comprehension skills with vocabulary introduced, execute Spanish written proficiency with provided prompts, demonstrate accurate pronunciation of the target language, comprehend with understanding reading selections provided in the text, respond orally in interview situations, develop global awareness and tolerance of the diversity of this culture, apply correct grammatical usage in speaking and writing situations.

As language and culture are best experienced in tandem, this course focuses on intermediate-advanced vocabulary and grammar of the Spanish language, as well as the people who use the language, and the forces that shape their various cultures. Students develop communicative skills, as well as their sense of connection to social, political, and environmental trends in Spanish-speaking countries.

Authentic Spanish language materials from Spain, Latin America, and the United States form the backbone of this course. Through extensive reading, writing, listening, speaking, and investigation of cultural media, students develop essential language skills that are adaptable to a variety of authentic situations, in an array of registers. To extend communicative possibilities beyond known vocabulary, emphasis will be placed on critical-thinking skills such as circumlocution, inference from context clues, and attention to cognates and known roots.

Through classroom discussion, Internet sources, realia, community resources, and guest speakers, students develop listening skills in the target language and appropriate manners of response. Such interdisciplinary approaches to language acquisition promote well-rounded language skills and high student interest. Outside of class, each student prepares a portfolio of communications with a native Spanish-speaking pen pal who lives outside the US. Also in this portfolio are clippings and reports of cultural or current events with student commentary in Spanish. In this way, students practice the skills that they find most interesting while engaging themselves in a personal manner. The teacher will provide consultation when necessary, but there is an expectation that students maintain their portfolios with little supervision. Through this process of individually driven learning, students focus their efforts on an investigative research topic, to be presented in the fourth and final semester of the course as an oral presentation.

External Assessment (75%) – Paper 1 (1 hour, 30 minutes--30%) Understanding of four written texts. **Paper 2** (1 hour, 30 minutes—25%). May of senior year.
Written assignment (25%) **WA** = summer prior to senior year.

Internal Assessment (25%) – IO = Individual oral activity and interactive oral activity.
Interactive = 3 classroom activities Q1, Q2, Q3 of senior year. Individual = 4th Q senior.

Group 3 Individuals and Societies History of Americas HL

The IB Diploma Program higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the historical periods studied, depending on the chosen route of study. The internal assessment measures students' ability to use their own initiative to take on a historical inquiry. Students should be able to develop and apply the skills of a historian by selecting and analyzing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion.

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyze data used in studies of society; test hypotheses; and interpret complex data and source material
- promote an appreciation of the way learning is relevant to both the culture in which the student lives and the culture of other societies
- develop awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty

External Assessment (80 %) – **Paper 1** Four short answers (20%) = 1 hour **Paper 2** two extended response questions (25%) = 1 hour, 30 minutes – **Paper 3** three extended response questions (35%) = 2 hours, 30 minutes. Total time = 5 hours. May exam senior year

Internal Assessment (20%) – Historical Investigation (**HI**) on any area covered by course syllabus. 20 hours, Q4 Junior year.

Group 4 Experimental Sciences

Biology HL

The IB Diploma Program biology higher level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. 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. In addition, the course is designed to:

- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Biology HL

External Assessment (76%) – **Paper 1** Forty multiple choice questions (20%) = 1 hour – **Paper 2** one data based question, short answers and two extended responses (36%) = 2 hours, 15 minutes – **Paper 3** several short answers and one extended response on options covered in course (20%) = 1 hour, 15 minutes. Total time = 4 hours, 30 minutes. May exam senior year

Internal Assessment (24%) – Comprised of a series of practical and fieldwork activities.

Group 5 Mathematics **Math Studies (SL) and Math (SL)**

Math Studies SL – The IB Diploma Program mathematics studies course, available in standard level only, is for students with varied backgrounds and abilities. The course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course, however, should be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

Math SL- The IB Diploma Program mathematics standard level course is for students with knowledge of basic mathematical concepts who are able to apply simple mathematical techniques correctly. The course provides students with a sound mathematical background to prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Students will be introduced to important mathematical concepts through the development of mathematical techniques in a way that emphasizes subject comprehension rather than mathematical rigour. Students should, where possible, apply the acquired mathematical knowledge to solve realistic problems.

Both courses will enable students to:

- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects.
- appreciate the multiplicity of cultural and historical perspectives of mathematics, including the international dimension of mathematics.

Math Studies SL

External Assessment (80%) Same as Math SL below.

Internal Assessment (20%) - An individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

Math SL

External Assessment (80%) – **Paper 1** Fifteen short response questions (40%) = 1 hour, 30 minutes – **Paper 2** five extended response questions (40%) = 1 hour, 30 minutes. Total time = 3 hours. May exams senior year

Internal Assessment (20%) – Exploration completed during course based on mathematical investigation and mathematical modeling.

Group 6 Arts/Electives Music Group Performance SL

The IB Diploma Program standard level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Program music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. In addition, the course enables students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively.

The core music perception is 75 hours of instruction, and the additional 75 hours are chosen by the student: creating, solo performing, or group performing for a total of 150 hours of instruction.

Assessment

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Program courses, which are to provide students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking, reflective skills, and research skills
- the development of independent learning skills
- the development of intercultural understanding

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that demonstrate:

External assessment consists of a) the *Listening paper* (musical perception questions-30%), and b) the *Musical links investigation* (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures-20%)
Listening paper during May exams, senior year.

Internal assessment consists, at HL, of a) Creating, and b) Solo performing. At SL students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing - 50%

Group 6 Arts/Electives

Environmental Systems and Societies SL

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

The aims of the environmental systems and societies standard level course are to:

- promote understanding of environmental processes at a variety of scales, from local to global
- provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels
- enable students to apply the knowledge, methodologies and skills gained
- promote critical awareness of a diversity of cultural perspectives
- recognize the extent to which technology plays a role in both causing and solving environmental problems
- appreciate the value of local as well as international collaboration in resolving environmental problems
- appreciate that environmental issues may be controversial, and may provoke a variety of responses
- appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

External Assessment: (80%) **Paper 1** – 1 hour and **Paper 2** – 2 hours. Consists of two written papers and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations. May exam senior year

Internal assessment: (20%) Comprised of a series of practical and fieldwork activities.

Group 6 Arts/Electives

Information Technology in a Global Society SL (ITGS)

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

The aims of the ITGS standard level courses are to:

- enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
- develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Internal Assessment: Written Report Development of an original IT product for a specified client (30%) Quarter 3 of senior year (Subject to change)

External Assessment: Paper 1: Three structured responses (1.75 hours 40%), **Paper 2:** Written response to previously unseen article (1.25 hours 30%), May exam senior year

Course Choices for 9th and 10th Graders (2015-2016)

9th Grade – Freshmen

- 1) 9th Grade (Pre-IB) English (one year)
- 2) Spanish (one year)
- 3) World History (Pre-IB) (one year)
- 4) Biology (one year)
- 5) Math (appropriate level) (one year)**
- 6) Physical Education (one semester), Entrepreneurship (one semester)
- 7) Leadership (one semester), Speech (one semester)
- 8) Electives (both semesters)

*Elective choices for 9th Graders may include: Pre-IB Band, Pre-IB Choir, Art, Web Design, Business, and Marketing. (Business and Marketing are offered alternating years)

**Math choices for 9th graders include: Integrated I, Integrated II

10th Grade – Sophomores

- 1) 10th Grade (Pre-IB) English (one year)
- 2) Spanish (one year)
- 3) US Government (Pre-IB) (one year)
- 4) Chemistry (Pre-IB) (one year)
- 5) Math (appropriate level) (one year)**
- 6) Health (one semester) and Fitness (one semester)
- 7) Micro/Macro Economics
- 8) Electives (both semesters)*

*Elective choices for 10th Graders may include: Pre-IB Band, Pre-IB Choir, Art, Web Design, Business, and Marketing. (Business and Marketing are offered alternating years)

**Math choices for 10th graders include: Integrated II, Integrated III, Pre-Calculus.

Course and elective offerings are subject to change.

Course Choices for 11th and 12th Graders (2015-2016)

11th Grade – Juniors – DP Year 1

- 1) IB 11th English HL
- 2) IB 11th Spanish *ab initio* SL or Spanish SL
- 3) IB 11th History of Americas HL
- 4) IB 11th Biology HL/SL
- 5) IB 11th Math SL or IB 11th Math Studies SL
- 6) IB 11th Music SL, IB 11th ESS SL
- 7) CAS/EE Development and Theory of Knowledge A (one year)
- 8) Electives*

12th Grade – Seniors – DP Year 2

- 1) IB 12th English HL
- 2) IB 12th Spanish *ab initio* SL or Spanish SL
- 3) IB 12th History of Americas HL
- 4) IB 12th Biology SL or Biology HL
- 5) IB 12th Math SL or Math Studies SL
- 6) IB 12th Music SL, IB 12th ESS SL, IB 12th ITGS SL
- 7) Theory of Knowledge B (1st semester) and IB Test Prep or Business Internship (2nd semester)
- 8) Electives*

*Electives may include Pre-IB Music Group Performance Workshop (Band, Choir), Web Design, Business, Marketing, Business Internship, IB Test Prep, Early Release (Business and Marketing are offered every other year).

Course Descriptions (Electives)

Art (9-12): In High School Art students will continue to explore the elements and principles of design, and how they relate to the creating of a successful piece of artwork using a variety of techniques. Using their own images students will learn how to compose, revise, and complete finished works of art. They will have the opportunity to think critically, analyze, and reflect upon historical and modern artwork. Students will also learn how to discuss and critique works of art, including their own and the work of their peers. Priority placement into this course is based on a portfolio submission process.

Pre-IB and IB Music Group Performance (Choir): *Abesti* is a selective, auditioned choir designed to supplement the International Baccalaureate Music (SLG) course and represent the North Star Music Department in the community and beyond. Students will gain mastery over basic respiratory and vocal anatomy and technique, theory and sight-singing (up to four parts), diction (International Phonetic Alphabet), and part-singing techniques. Students will perform advanced, *a capella* repertoire in a variety of historical periods, languages (Latin, Italian, Spanish, French, German, and English), and styles. Students will be expected to maintain academic eligibility.

Pre-IB and IB Music Group Performance (Band): This is our top performing group at North Star Charter. Students must pass an audition to participate in this group. Students will prepare and perform challenging pieces of music in different styles including classical and jazz. This group will perform at festival during the school year, and will be judged by national standards. Students are expected to practice their instrument at home, and participate in our 4 concerts throughout the year. Music from concerts will be recorded and IB music students will receive a grade based on their performance.

Business or Marketing (9-12—offered alternating years): The business or marketing elective is a multifaceted course that covers a variety of subjects within the areas of business and marketing. Students will learn about marketing and advertising, business law and mock trials, international business, advanced entrepreneurship, sports/entertainment marketing, travel and tourism and business management/ownership. This is a hands-on, project-based class that coincides with the business and marketing club DECA. Students have the ability to take their projects to the DECA state competition in the spring.

Business Internship (12): This class allows students with paid jobs and unpaid internships to prepare for the world of work and earn high school elective credit. The program provides documentation that supports Career Based Skills and verification and accountability.

Web Design (9-12): Utilizing a variety of web design and graphical manipulation programs, students will learn how to create and maintain complex, multi-page web sites. Students will learn design standards and their importance, as well as how to critically evaluate website quality. Specific topics include HTML, Cascading Style Sheets, XLM, XHTML, and server technologies. This course will begin with introductory web design concepts and culminate in a final project in which students design and develop websites for local community organizations.

General Overview of the Two-Year Calendar

The following calendar (subject to change) gives students a rough idea of how the two years in the IB Diploma Program will proceed.

March Junior Year

IB Informational meeting for parents and students.

August Junior Year

Students begin six two-year IB courses.

September Junior Year

Mandatory Parent/Student meeting. CAS and EE mentors assigned for juniors.

December Junior Year

1st semester exams.

April Junior year

TOK Presentation juniors

All juniors take SAT

Initial CAS reflection materials and project plan due in TOK

May Junior Year

2nd semester exams.

June – summer between Junior and Senior Year

Finalize EE research question and do all research during summer

August Senior Year

Spanish SL WA due

Biology Experiment due

EE first draft due to supervisor

Aug-Oct Senior Year

Discuss progress on CAS and logs 50% complete

October Senior Year

TOK Essay due seniors

Exam fees and IB registration seniors.

CAS 50% complete

December Senior Year

Extended Essay Due

Semester Exams

Jan-March Senior Year

Discuss progress on CAS Project/reflection materials/logs: 75% complete

March Senior Year

Internal Assessments completed in all classes.

April-May Senior Year

CAS project completed and submitted to CAS Coordinator.

CAS Gallery Showcase

May Senior Year

IB External Assessment Exams

Graduation from North Star Charter School

Extended Essay Timeline

The following timeline (subject to change) approximates the order of responsibilities performed by a student completing the extended essay project.

August Junior Year

EE Workshop (class) teaches inquiry skills, writing purposeful research questions, citation, outline, works cited.

November Junior Year

Conferring with their extended essay advisor, students consider from which area of interest (from among the six subject areas being studied) they want to write an extended essay.

December Junior Year

Students decide on a precise and unique research question.

February Junior Year

Students participate in a workshop covering research skills.

April Junior Year

Working bibliography completed.

June – summer between Junior and Senior Year

Continue to research/work over summer

September Senior Year

Extended Essay – first draft due for peer review and for advisor.

December Senior Year

Students present their extended essay in a format appropriate to the subject, acknowledging sources using established academic means. The essay uses terminology and language appropriate to the subject with skill and understanding. The essay applies analytical and evaluative skills appropriate to the subject with an understanding of the implications and the context of the research. The essay contains no more than 4000 words and the abstract no more than 300 words. All sources will be acknowledged avoiding academic misconduct and plagiarism.

March Senior Year

Extended Essay is submitted to International Baccalaureate Organization for external assessment. Viva Voce is conducted between student and adviser.

CAS Timeline

The following timeline (subject to change) approximates the order of responsibilities performed by a student completing the Creativity, Action, Service (CAS) project.

Students will discuss with their CAS advisor their goals, objectives and processes of their CAS project.

August Junior Year

CAS Workshop (class) introduces timeline, ideas, expectations, goals and skills.

April Junior Year

CAS orientation meeting for students and parents-CAS Gallery Showcase (Class of 2014).

September Junior Year

Students choose a supervisor/mentor for CAS/EE

November Junior Year

Students discuss CAS plan progress with CAS advisor.

April Junior Year

Initial CAS Project plan and logs/reflections due inTOK.

May Junior Year

Attend CAS Gallery Showcase

Summer between Junior and Senior Year

Continue CAS Activities, Reflection and Gathering of Evidence

October Senior Year

Students consult with CAS advisor (should be 50% complete).

January-March Senior Year

Check on reflection work (75% complete)

April/May Senior Year

Submittal of final reflection work-present and celebrate at CAS Gallery Showcase.