

# Celebration High School



## Diploma Programme Curriculum Guide

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## The International Baccalaureate (IB) Diploma Programme

The Diploma Programme provides a rigorous, challenging, internationally focused, broad and balanced educational experience for students. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for: university study, further education and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The driving force behind the Diploma Programme is a philosophy about the nature of education, which is expressed in the IB mission statement.

### 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile is the embodiment of the IB mission statement in 10 attributes and aims to define the type of learner the IB aspires to develop in its programme.

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They support their learning and personal development.

## IB Diploma Requirements

After completing the Pre-Diploma programme, students entering the 11<sup>th</sup> grade enter the Diploma Programme (DP) and become Diploma Candidates. As a Diploma Candidate, students are exempt from completing the traditional state of Florida graduation requirements but instead must complete all requirements of the IB Diploma.

### Core Courses

Diploma Candidates study 6 subjects two years from the following groups:

**Group 1:** Language A

**Group 2:** Language B

**Group 3:** Individuals and Societies

**Group 4:** Experimental Sciences

**Group 5:** Mathematics

**Group 6:** The Arts\*

Candidates must select:

3 subjects to study at higher level (HL)

3 subjects to study at standard level (SL)

During the two-year programme, candidates are assessed both internally and externally in each subject.

### The Extended Essay (EE)

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at the university level.

### Theory of Knowledge (TOK)

The interdisciplinary Theory of Knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.

### Creativity, Activity, & Service (CAS)

Participation in the school's CAS programme encourages candidates to be involved in artistic pursuits, physical activity, and community service work. The programme fosters students' awareness and appreciation of life outside the academic arena.

\*Instead of selecting a course from Group 6, students may elect to study another subject from Group 3 or Group 4.

### To earn an IB Diploma a Candidate must:

- Successfully complete the internal and external requirements of 3 HL courses and 3 SL courses
- Successfully complete the Extended Essay, TOK requirements, and CAS requirements
- Earn a minimum of 24 points out of the 45 total possible points - each subject is graded on a 1-7 scale and 3 points can be earned for the Extended Essay and TOK combined (points are awarded after completion of the IB exams)



## IB Diploma Programme Courses

The following are the DP courses that will be offered under the 6 subject areas at CHS. Most courses are studied for 2 years. Each candidate should also begin deciding which 3 courses they will complete at the higher level (HL) and which 3 courses they will complete at the standard level (SL). Candidates should make an informed decision and get input from their parents/guardians, counselor, and teachers. They should select a balanced course load and incorporate subjects in which they have already found success while also selecting courses that will challenge them and expose them to new topics and learning experiences.

Once the candidates' final selections are made, a schedule will be created. Furthermore, due to potential course conflicts, schedule/course changes will be difficult later, so candidates should spend a considerable amount of time selecting the appropriate courses.

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Level
Group 1: Language A	IB English III	IB English IV	HL only
Group 2: Language B	IB French IV IB Spanish IV	IB French V/VI IB Spanish V/VI	SL or HL SL or HL
Group 3: Individuals & Societies	IB Environmental Systems I	IB Environmental Systems 3	HL
	IB Environmental Systems 2	<i>Elective</i>	SL
	IB Geography I	IB Geography III	HL
	IB Geography II	<i>Elective</i>	SL
	Global Politics II	<i>Elective</i>	SL
	IB Philosophy I IB Philosophy II	IB Philosophy III <i>Elective</i>	HL SL
Group 4: Experimental Sciences	IB Biology I	IB Biology II/III	SL or HL
	IB Chemistry I	IB Chemistry II/III	SL or HL
	IB Environmental Systems I	IB Environmental Systems 3	HL
	IB Environmental Systems 2	<i>Elective</i>	SL
Group 5: Mathematics	IB Math: Applications and Interpretations I	IB Math: Applications and Interpretations II	SL only
	IB Math: Analysis and Approaches I	IB Math: Analysis and Approaches II	SL only
	AP Calculus	IB Math: Analysis and Approaches III	HL only
Group 6: The Arts	IB Dance I	IB Dance III	HL only
	IB Music I	<i>Elective</i>	SL only
	IB Visual Art I	IB Visual Art II	HL only
IB DP Core	Theory of Knowledge I	Theory of Knowledge II	
IB CP Core	Personal & Professional Skills 1	Personal & Professional Skills 2	

\* **All IB Course offerings are subject to change**

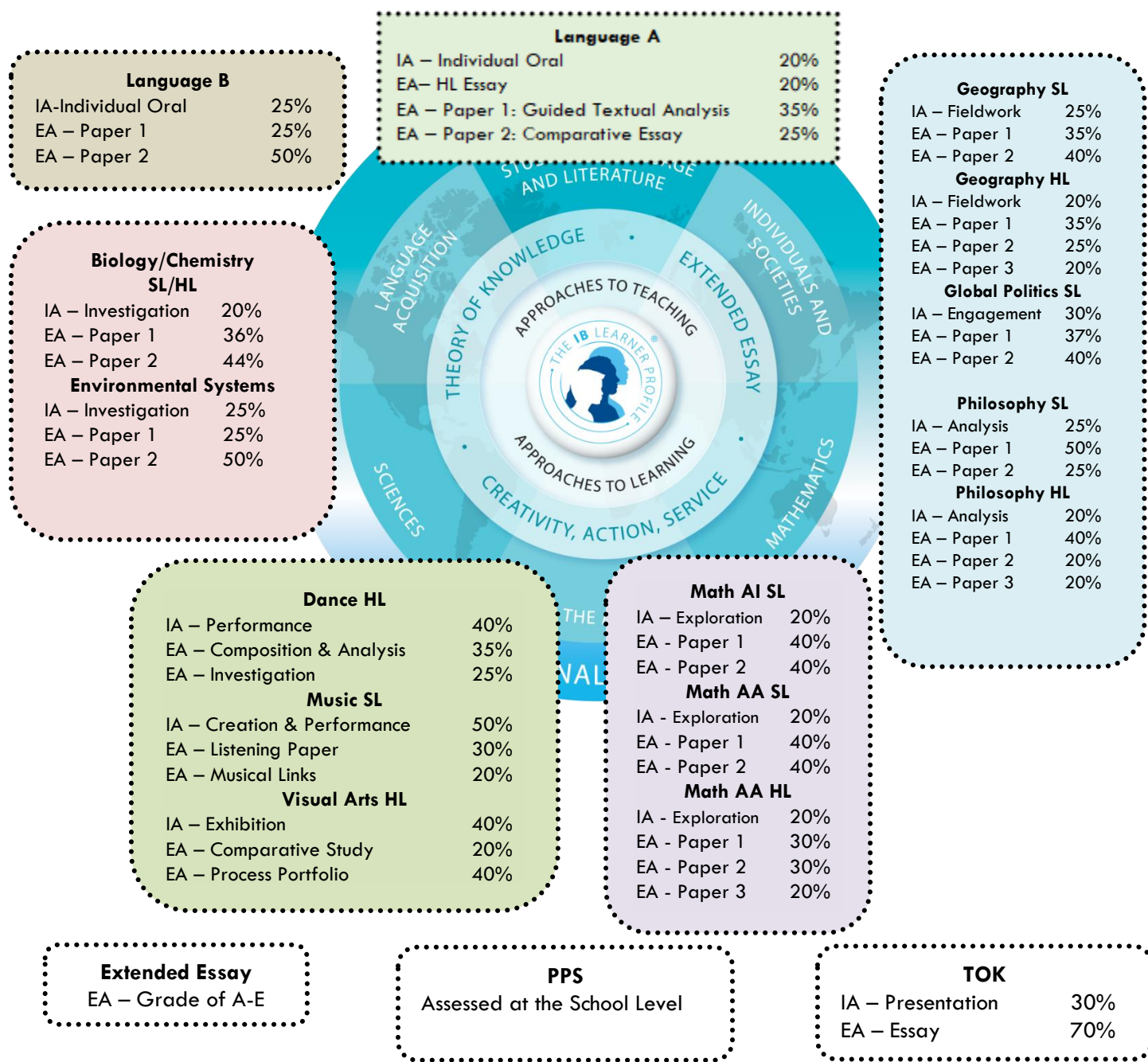
\*\* Since English is only offered at the HL level, this course will count as one of the students' HL selections.

## Internal & External Assessments

For each subject selected, TOK, and the Extended Essay, there will be internal and external assessments that the candidates must complete over the 2-year course of study. Listed in the chart below are all the assessments the candidates should expect to complete for each subject.

**IA = Internal Assessment**

**EA= External Assessment**



**Group 1 – Language A****IB Course Title**

English A: Language and Literature

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

*HL Course Progression:*

9<sup>th</sup> Grade: Pre-IB English 1

10<sup>th</sup> Grade: Pre-IB English 2

11<sup>th</sup> Grade: IB English 3

12<sup>th</sup> Grade: IB English 4

*IB Exam:*

IB Language and Literature HL Exam

[Language A: language & literature HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*



## Group 2 – Language B

### IB Course Title

#### Language B: French

Language B is designed for second language learners and focuses principally on the interaction of speakers and writers of the target language. The aim of the course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. The course also allows students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. A variety of oral and written examinations are used to assess the student's listening, speaking, reading and writing skills.

*SL Course Progression:*

9<sup>th</sup> Grade: Pre-IB French 1

10<sup>th</sup> Grade: Pre-IB French 2

11<sup>th</sup> Grade: IB French 4B

12<sup>th</sup> Grade: IB French 5B

*HL Course Progression:*

9<sup>th</sup> Grade: Pre-IB French I

10<sup>th</sup> Grade: Pre-IB French 2

11<sup>th</sup> Grade: IB French 4B

12<sup>th</sup> Grade: IB French 6B

*IB Exam:*

IB French B SL Exam

*IB Exam:*

IB French B HL Exam

### IB Course Title

#### Language B: Spanish

Language B is designed for second language learners and focuses principally on the interaction of speakers and writers of the target language. The aim of the course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. The course also allows students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. A variety of oral and written examinations are used to assess the student's listening, speaking, reading and writing skills.

*SL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Spanish 1

10<sup>th</sup> Grade: Pre-IB Spanish 2

11<sup>th</sup> Grade: IB Spanish 4B

12<sup>th</sup> Grade: IB Spanish 5B

*HL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Spanish I

10<sup>th</sup> Grade: Pre-IB Spanish 2

11<sup>th</sup> Grade: IB Spanish 4B

12<sup>th</sup> Grade: IB Spanish 6B

*IB Exam:*

IB Spanish B SL Exam

*IB Exam:*

IB Spanish B HL Exam

[Language B HL & SL subject brief:](#) *The language B subject brief covers all Group 2 Language B courses.*

## Group 3 – Individuals and Societies

### IB Course Title

#### Geography

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

*SL Course Progression:*

9<sup>th</sup> Grade: AP Human Geography

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: IB Geography 2

12<sup>th</sup> Grade: *Elective*

*\*IB Geography SL can be taken either 11<sup>th</sup> or 12<sup>th</sup> grade\**

*HL Course Progression:*

9<sup>th</sup> Grade: AP Human Geography

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: IB Geography 1

12<sup>th</sup> Grade: IB Geography 3

*IB Exam:*

IB Geography SL Exam

*IB Exam:*

IB Geography HL Exam

[Geography HL & SL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

### IB Course Title

#### Global Politics

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

*SL Course Progression:*

9<sup>th</sup> Grade: AP Human Geography

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: IB Global Politics 2

12<sup>th</sup> Grade: *Elective*

*\*IB Global Politics 2 can be taken either 11<sup>th</sup> or 12<sup>th</sup> grade\**

IB Exam: IB Exam:

IB Global Politics SL Exam

[Global Politics SL subject brief](#) *Subject briefs provide an outline of the course from the IB.*

## Group 3 – Individuals and Societies

### IB Course Title

#### Philosophy

The philosophy course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the DP philosophy course is on “doing philosophy” and actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine their own perspectives and those of others.

#### SL Course Progression:

9<sup>th</sup> Grade: AP Human Geography

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: IB Philosophy 2

12<sup>th</sup> Grade: *Elective*

*\*IB Philosophy 2 can be taken either 11<sup>th</sup> or 12<sup>th</sup> grade\**

#### HL Course Progression:

9<sup>th</sup> Grade: AP Human Geography

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: IB Philosophy 1

12<sup>th</sup> Grade: IB Philosophy 3

#### IB Exam:

IB Philosophy SL Exam

#### IB Exam:

IB Philosophy HL Exam

[Philosophy HL & SL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

## Group 4 – Experimental Sciences\*

### IB Course Title

#### Biology

Biology is designed to give students a secure knowledge of a body of facts and, at the same time, a broad understanding of the field of biology. The course includes both a theoretical and practical focus. The core of the Biology programme consists of study in six required topics: (1) statistical analysis; (2) cells; (3) the chemistry of life; (4) genetics; (5) ecology and evolution; and (6) human health and physiology. Higher Level students must also study additional topics which include (7) nucleic acids and proteins; (8) cell respiration and photosynthesis; (9) plant science; (10) genetics; and (11) human health and physiology.

*SL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Biology 1

10<sup>th</sup> Grade: Pre-IB Chemistry 1

11<sup>th</sup> Grade: IB Biology 1

12<sup>th</sup> Grade: IB Biology 2

*HL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Biology 1

10<sup>th</sup> Grade: Pre-IB Chemistry 1

11<sup>th</sup> Grade: IB Biology 1

12<sup>th</sup> Grade: IB Biology 3

*IB Exam:*

IB Biology SL Exam

*IB Exam:*

IB Biology HL Exam

[Biology SL & HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

### IB Course Title

#### Chemistry

The core of the Chemistry programme consists of a study in eleven topics: (1) quantitative chemistry; (2) atomic structure; (3) periodicity; (4) bonding; (5) energetics; (6) kinetics; (7) equilibrium; (8) acids and bases; (9) oxidation and reduction; (10) organic chemistry; and (11) measurement and data processing. Students at the higher level perform further study in all of these areas.

*SL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Biology 1

10<sup>th</sup> Grade: Pre-IB Chemistry 1

11<sup>th</sup> Grade: IB Chemistry 1

12<sup>th</sup> Grade: IB Chemistry 2

*HL Course Progression:*

9<sup>th</sup> Grade: Pre-IB Biology 1

10<sup>th</sup> Grade: Pre-IB Chemistry 1

11<sup>th</sup> Grade: IB Chemistry 1

12<sup>th</sup> Grade: IB Chemistry 3

*IB Exam:*

IB Chemistry SL Exam

*IB Exam:*

IB Chemistry HL Exam

[Chemistry SL & HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

**Group 4 – Experimental Sciences\*****IB Course Title****Environmental Systems and Societies**

This course is a trans-disciplinary course combining Group 3 and Group 4 topics. The aims of the environmental systems and societies 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; and appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

**SL Course Progression:**

9<sup>th</sup> Grade: Pre-IB Biology 1

10<sup>th</sup> Grade: Pre-IB Chemistry 1

11<sup>th</sup> Grade: IB Environmental Systems and Societies

12<sup>th</sup> Grade: *Elective*

*\*IB Environmental can be taken either 11<sup>th</sup> or 12<sup>th</sup> grade\**

**IB Exam:**

IB Environmental Systems and Societies SL Exam

[Environmental systems & societies SL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

***\*\*In reference to IB Diploma students required to take one IB course in each of the six IB Groups, the Environmental Systems and Societies course can be used to meet Group 3 or Group 4 IB Diploma requirements.***

*\*Course Progression in Group 4 may vary depending on credits*

**Group 5 – Mathematics\*****IB Course Title****Mathematics: Applications and Interpretations**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

***SL Course Progression:***

9<sup>th</sup> Grade: Geometry Honors

10<sup>th</sup> Grade: Algebra 2 Honors

11<sup>th</sup> Grade: IB Applications and Interpretations 1

12<sup>th</sup> Grade: IB Applications and Interpretations 2

***IB Exam:***

IB Math: Applications and Interpretations SL Exam

[Mathematics A & I SL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

## Group 5 – Mathematics\*

### IB Course Title

Mathematics: Analysis and Approaches

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

*SL Course Progression:*

9<sup>th</sup> Grade: Geometry Honors

10<sup>th</sup> Grade: Algebra 2 Honors

11<sup>th</sup> Grade: IB Analysis and Approaches 1

12<sup>th</sup> Grade: IB Analysis and Approaches 2

*HL Course Progression:*

9<sup>th</sup> Grade: Algebra 2 Honors

10<sup>th</sup> Grade: IB Analysis and Approaches 1

11<sup>th</sup> Grade: AP Calculus

12<sup>th</sup> Grade: IB Analysis and Approaches 3

*IB Exam:*

IB Math: Analysis and Approaches SL Exam

*IB Exam:*

IB Math: Analysis and Approaches HL Exam

[Mathematics A & A SL & HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

*\*Course Progression in Group 5 may vary depending on credits*

## Group 6 – The Arts\*

### IB Course Title

#### Dance

The aims of the dance course are to help students: understand dance as a set of practices with their own histories and theories; understand that these practices integrate physical, intellectual and emotional knowledge; experience dance as an individual and collective exploration of the expressive possibilities of bodily movement; understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar; and recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

#### HL Course Progression:

9<sup>th</sup> Grade: *Elective\*\**

10<sup>th</sup> Grade: *Elective\*\**

11<sup>th</sup> Grade: IB Dance 1

12<sup>th</sup> Grade: IB Dance 3

*\*\*Strongly recommended to select electives that are on the same track as your IB Group 6: The Arts course*

#### IB Exam:

IB Dance HL Exam

[Dance HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

### IB Course Title

#### Music

The aims of the Music course are for students to: become aware of how artists work and communicate; enjoy a 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 knowledge and potential as musicians, both personally and collaboratively.

#### SL Course Progression:

9<sup>th</sup> Grade: *Elective\**

10<sup>th</sup> Grade: *Elective\**

11<sup>th</sup> Grade: IB Music 1

12<sup>th</sup> Grade: *Elective\*\**

*\*Strongly recommended to select electives that are on the same track as your IB Group 6: The Arts course*

*\*\*IB Music can be taken either 11<sup>th</sup> or 12<sup>th</sup> grade\*\**

#### IB Exam:

IB Music SL Exam

[Music SL subject brief](#) *Subject briefs provides an outline of the course from the IB.*



## Group 6 - The Arts\*

### IB Course Title

#### Visual Arts

Visual Arts is designed to: provide students with opportunities to develop aesthetic, imaginative and creative facilities; stimulate and develop visual awareness, perception and criticism of the arts of various cultures; to enable students to discover, develop and enjoy means of creative visual expression; encourage the pursuit of quality through training, individual experiment and persistent endeavor; and encourage a lively, inquiring and informed attitude toward art and design in all its forms.

#### HL Course Progression:

9<sup>th</sup> Grade: *Elective\*\**

10<sup>th</sup> Grade: *Elective\*\**

11<sup>th</sup> Grade: IB Visual Arts 1

12<sup>th</sup> Grade: IB Visual Arts 3

*\*\*Strongly recommended to select electives that are on the same track as your IB Group 6: The Arts course*

#### IB Exam:

IB Visual Arts HL Exam

[Visual Arts HL subject brief](#) *Subject briefs provides an outline of the course from the IB.*

***\*Instead of selecting a course from Group 6 The Arts, students may elect to study another subject from Group 3 or Group 4.***

## IB Core - Theory of Knowledge

### IB Course Title

Theory of Knowledge

Required of all IB students, the aims of the Theory of Knowledge course are to: develop a fascination with the richness of knowledge as a human endeavor, and an understanding of the empowerment that follows from reflecting upon it; develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals; encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions; encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own; and encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

#### Course Progression:

9<sup>th</sup> Grade: Pre-IB Inquiry Skills

10<sup>th</sup> Grade: *Elective*

11<sup>th</sup> Grade: IB Theory of Knowledge 1

12<sup>th</sup> Grade: IB Theory of Knowledge 2

[Theory of Knowledge subject brief](#) *Subject briefs provides an outline of the course from the IB.*