

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM



The International Baccalaureate Diploma Program is a curriculum for grades 11 and 12. Sophomores must submit an IB application to be considered for the program. We encourage hard-working, motivated students who are looking for a high school curriculum that broadens one's learning experience to consider IB.

A Diploma student must choose six courses, one from each of the six IB subject groups displayed in the diagram below. A student may replace the ARTS group with two selections from SCIENCE or two from INDIVIDUALS AND SOCIETIES. All Diploma students must participate in the IB Core: Theory of Knowledge, Extended Essay and CAS (Creativity, Activity, Service).

A "non-diploma" student may select individual courses within the IB curriculum as a "Course" student.



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 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.

In its second year as an International Baccalaureate World School, Donovan Catholic is pleased to increase its IB course offerings. Note that the IB designation HL refers to higher level courses that meet for approximately 240 hours. SL refers to standard level

courses that meet for approximately 150 hours. Students must select at least 3 HL courses. Both HL and SL courses receive the same 10 point weighting as do AP courses. All IB students are required to take January final exams and end-of-course IB assessments.

GROUP 1: Studies in Language and Literature

Literature HL 1 & 2 (2 years, 10 credits)

Students study a minimum of four works of different genres (from works in translation, novels, historical fiction, drama, poetry, and collections of non-fiction essays, travel essays and speeches) by authors representing four different cultures. They develop a global perspective and demonstrate mastery through a variety of evidence-based assessments.

GROUP 2: Language Acquisition

Spanish SL 1 & 2 (2 years, 10 credits)

Students will build on their significant base of knowledge of the Spanish language in this rigorous, challenging program for students who possess a degree of knowledge of the Spanish language and a desire to expand that knowledge to a deeper intercultural understanding, an appreciation of the role of language in relation to other areas of knowledge, a wider range of language contexts, and as a basis for further study, work, leisure, enjoyment, creativity and intellectual stimulation. Requirements for the IB Spanish B Standard Level Program are successful completion of Spanish I and II and the recommendation of the teacher.

GROUP 3: Individuals and Societies

History of the Americas HL 1 & 2 (2 years, 10 credits)

- 1) The Great Depression and the Americas
- 2) The Move to Global War
- 3) Second World War and the Americas

The scope of this course will take an in-depth look at topics encompassing the Great Depression through WWII not only in America, but also in places such as Canada, Argentina, and Brazil. The course will also focus on “The Move to Global War” by focusing on two case studies: Japanese Expansion in East Asia (1933-1941) and German and Italian Expansion (1933-1940). The students will then finish with the Second World War, not only how it affected America but also how it affected other countries in North and South America.

Year 2 is a continuation of the IB History of the America’s Year 1 HL Course. The second year continues to focus on Twentieth Century History: Move to Global War through the topic “The Cold War: Superpower Tensions and Rivalries” and HL section “The Cold War and Americas (1945 - 1981).” The second year continues to stress the same skills and information utilized in the previous year. It also requires students to further develop their skills of research methods, analysis, critical reflection, and

interpretation through historiography. The assessments for this course include the internal assessment through historical investigation and a series of external assessments that provide the possibility of college credit at the culmination of the course

Psychology SL 1 & 2 (1 year, 2 semesters, 10 credits)

Students undertaking this course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior.

The holistic approach reflected in the curriculum, which sees biological, cognitive and socio-cultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

GROUP 4: Science

Biology HL (2 years, 10 credits)

Biology is the study of life. This progress is important at a time of growing pressure on the human population and the environment. By studying IB biology in the DP, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

Chemistry HL (2 years, 10 credits)

Pre-requisite: successful completion of Chemistry and Algebra 2

Higher Level Chemistry is a study of modern chemistry and provides a sound foundation for college and university courses in Chemistry, Medicine, Biochemistry, Pharmacology, Environmental Studies, Chemical Engineering, etc. Students develop traditional practical skills and techniques and increase facility in the use of mathematics.

Course topics include: quantitative chemistry; atomic structure; periodicity; bonding; energetics; kinetics; equilibrium; acids and bases; oxidation and reduction; organic chemistry; and measurement and data processing. In addition, this course is designed to develop a student's ability to analyze, evaluate and synthesize scientific information, develop an awareness of the need for and value of effective collaboration and communication during scientific activities, develop experimental and investigative scientific skills and hone information and communication technology skills in the study of science.

There will be multiple opportunities for scientific study and creative inquiry within the global context. Study includes the impact of chemistry on society, moral and ethical dilemmas, and the social, economic and environmental implications of the work of chemists.

Physics SL (1 year, 2 semesters, 10 credits)

Standard level physics places a strong emphasis on problem solving abilities both in practical and theoretical work. The course provides a useful grounding in basic physics and therefore has relevance to the other sciences and mathematics. In addition, work on language in science and a general understanding of current scientific issues are given emphasis. Participation in the Group 4 project and independent research are required.

GROUP 5: Mathematics

Math Studies SL (2 years, 10 credits)

Pre-requisite: Algebra 2/Trigonometry H or Algebra 2 CP plus supplementary work

Math Studies SL focuses on the relationship of mathematics to other areas of study and the world around us. Its main purpose is to develop critical thinking skills and an appreciation of the many ways that mathematics can be used to better understand natural phenomena as well as current events. Students will be introduced to the contributions of mathematicians and the societal influences on mathematical discoveries. Students will learn how to solve problems in differential calculus, numbers and algebra, sets and logic, probability, statistics, functions, geometry, trigonometry and financial mathematics. They will complete an independent project which serves as the internal assessment.

Mathematics SL (2 years, 10 credits)

Pre-requisite: Pre-Calculus H or EFA and Trigonometry

Mathematics SL focuses on introducing important mathematical concepts through the development of mathematical techniques in a comprehensible and coherent way.. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning.. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. The aims of Math SL are to have students enjoy mathematics, develop an appreciation of the elegance and power of mathematics, and communicate clearly and confidently in a variety of contexts. Topics include Advanced Algebra, Functions and equations, Circular functions and trigonometry, Vectors, and Differential and Integral Calculus.

GROUP 6: The Arts

Visual Arts SL (1 year, 2 semesters, 10 credits)

This course is designed for students who want to go on to study visual arts in higher education as well as those who are seeking lifelong enrichment through visual arts. This course will encourage students to challenge their own creative and cultural expectations and boundaries. Students are expected to create works of art to be shown in an exhibit taking place in March. In addition to internal assessments, students will have External assessments based on their comparative study, Process Portfolio and the Exhibition.

Theater HL (2 years, 10 credits)

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

THE CORE

Theory of Knowledge - Students develop an understanding of a holistic approach to learning that incorporates ways of knowledge across areas of knowledge. In this critical thinking course, students examine the nature of knowing and knowledge in all disciplines and demonstrate understanding through oral presentations and extended essay preparation.

Creativity, Action, Service (CAS) takes students through a multitude of activities to complement their academic pursuits throughout the Diploma Program. They incorporate the arts, creative thinking, and physical exercise and serve the community as they grow personally and interpersonally, developing a greater understanding of themselves.

Extended Essay - Students research and consider a topic of contemporary global significance related to one IB disciplines (areas of knowledge) and at least two ways of knowing. They adhere to a timeline of due dates as they formulate an appropriate research question, explore the topic in scholarly databases, analyze, synthesize and evaluate their findings, communicate their ideas and develop a substantive evidence-based argument.

