Every student, every day, charging fearlessly toward academic and personal excellence
The Mission Statement of the International Baccalaureate Organization (IBO):
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.

What is the Diploma Programme (DP)?
The IB Diploma Programme, created in 1968, is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. The programme was originally crafted by diplomats who wanted their own children to have an international, universal education. Now this global, learning continuum is every part of the world, available to all students. The IB DP is recognized and well-respected by the world’s leading universities.

At Cholla, students have the opportunity to enroll as a Diploma student or a Certificate student. Both opportunities are open access and should be considered in counsel with the student, parent, teachers, counselor and IB Coordinator to best benefit the student and their future goals.

What are the benefits of an IB DP education?
The DP is the most rigorous course work available at Cholla. Students will be engaged, challenged and prepared for the next step of their lives, whether that be college, career or other opportunities they may seek.

- Critical thinking skills and academic expectations on par with college level courses to prepare them for the rigors of college
- Assessments allowing the student to demonstrate their knowledge in various ways including completion of the Extended Essay and CAS
- Curriculum designed to develop students into lifelong, internationally minded learners and embody the IB Learner Profile
- Opportunity to learn from highly trained and dedicated teachers
- Possibility of college credit or advanced standing awarded based on student IB scores
  - Diploma students – up to 36 credits (based on individual colleges and universities)
  - Certificate students – credit awarded in IB courses based on their selected university policy
- Increased opportunities of being granted scholarships and grants
- Average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population.
- A 2010 study that looked at performance on IB exams and college GPA of over 1500 IB students enrolled in the University of California system found that IB students earned higher GPAs. This held across all family income levels. The study also found that performance in the Diploma Programme was the strongest predictor of college GPA.
- A 2011 study by SRI International of IB students’ experiences after high school found that IB students graduated from college at higher rates, with 81% of IB students graduating within 6 years of enrolling full-time at a 4-year institution, compared to the national average of 57%.

(For more information, please visit http://www.ibo.org/research/)
The IB Learner Profile

The IB Learner Profile consists of ten traits valued by IB World Schools. These traits are the center of the IB Diploma Programme. As IB learners we 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, 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.

The IB DP Curriculum

The DP curriculum is modeled by a sphere with six academic areas surrounding the three core requirements.

**Subject Areas**

IB Diploma Programme students study six courses at higher level or standard level. Diploma student must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. Student fluent in Spanish may select two courses from Group 1. The sixth subject is an art chosen from group 6. Certificate students may choose subject(s) from the different groups, up to five subjects. All subject area courses are taught over two years.

The programme has three core requirements that are included to broaden the educational experience and challenge students. Diploma students are required to complete all core requirements; Certificate students are encouraged to complete at least one core requirement for preparation in skills needed beyond high school.
Core Requirements
(required of Diploma students, encouraged of Certificate students)
The extended essay (EE) engages students in independent research through an in-depth study of a question relating to one of the subjects they are studying. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay. To assist the student in this requirement, an advisor knowledgeable in their EE topic is assigned. In addition, an EE Coordinator helps guide the student through the process. The final draft of the EE is due early in the first semester of senior year.

Theory of knowledge (TOK) is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). TOK has two IB assessments associated: In class presentation, an internal assessment and an essay, an external assessment. TOK is taken over two semesters: second semester junior year and first semester senior year.

Creativity, action, service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. The purpose of CAS is for the student to grow as an individual and as a member of society. Upon completion of service hours, students must reflect and compose a portfolio of their experiences.

IB Courses available at Cholla
Cholla High Magnet School offers the following IB Diploma Courses, taken continuously across junior and senior year:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 4</th>
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<tbody>
<tr>
<td>English: Literature, Higher Level</td>
<td>Biology, Standard Level</td>
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<tr>
<td>Spanish: Language and Literature, Standard Level*</td>
<td>Chemistry, Standard Level</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Group 2</th>
<th>Group 5</th>
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<tbody>
<tr>
<td>Arabic, Standard Level and Arabic ab initio**</td>
<td>Mathematical Studies, Standard Level</td>
</tr>
<tr>
<td>German, Standard Level and German ab initio**</td>
<td>Mathematics, Standard Level</td>
</tr>
<tr>
<td>Spanish, Standard Level and Spanish ab initio**</td>
<td>Group 6</td>
</tr>
<tr>
<td>Group 3</td>
<td>-----------------------</td>
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<tr>
<td>History of the Americas, Higher Level</td>
<td>Dance, Higher Level</td>
</tr>
<tr>
<td>Space Sciences, Higher Level</td>
<td>Music, Higher Level</td>
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<tr>
<td>Theatrical Production, Higher Level</td>
<td>Theatre, Higher Level (Band and Orchestra)</td>
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<tr>
<td>Visual Arts, Higher Level</td>
<td>Visual Arts, Higher Level</td>
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*for native speakers  ** for beginners

Assessment
All IB subject areas are comprised of the following assessments (this is independent of state assessments):

Teacher assessments
For a description of each subject areas teacher assessments, please consult the syllabus sent home at the beginning of the school year.

IB internal assessments
IB internal assessments are graded by the teacher and moderated by an IB examiner. The IA assessment varies by the subject area, please consult the syllabus. In accordance with IB guidelines, samples of student work are sent to examiners in an effort to ensure teachers are scoring student work appropriately.

IB external assessments
Students take written examinations in May of their senior year. These assessments are graded externally by IB examiners.
The sum of the IB internal and external assessments gives students a 1-7 score in each course. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points. Certificates are awarded to every student who completes all requirements of each subject area.

**Support for Students**

There are a variety of support systems in place to assist students in being successful in both the IB Prep and Diploma programmes.

- Designated tutoring hours by DP teachers
- IB Teacher Mentor
- Cholla After School program
- Parent teacher conferences
- Managebac
- IB teachers
- IB coordinator

**Expectations of Students**

- Attend and engage in class
- Meet deadlines for classwork and other assigned course work
- Attend tutoring
- Abide by Cholla Academic Honesty Policy
- Meet with various advisors at schedule meetings (CAS check in, EE check in, general credit check, etc)
- Turn in all IB internal and external assessments, failure to do so may jeopardize participation in class and make student/parent responsible for associated fees
- Utilize Managebac for dates of upcoming assessments and logging of CAS hours and reflections
- Remain in good standing through the two years of the programme. Failure to do so could jeopardize graduating on time.
- Share any concerns or need for help with either an IB teacher and/or the IB Coordinator!

**May 2017 Exam Schedule for IB Seniors**

<table>
<thead>
<tr>
<th>Date</th>
<th>Morning</th>
<th>Afternoon</th>
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</thead>
<tbody>
<tr>
<td>Monday, May 1</td>
<td></td>
<td>Biology Paper 1 and 2</td>
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<tr>
<td>Tuesday, May 2</td>
<td>Biology, Paper 3</td>
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<tr>
<td>Wednesday, May 3</td>
<td>English Paper 2</td>
<td>Math Studies and Math Paper 1</td>
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<tr>
<td>Thursday, May 4</td>
<td>English Paper 2</td>
<td></td>
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<tr>
<td>Friday, May 5</td>
<td>Math Studies and Math Paper 2</td>
<td>Enviro Paper 1</td>
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<tr>
<td>Monday, May 8</td>
<td>Enviro Paper 2</td>
<td>Arabic and German Paper 1</td>
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<tr>
<td>Tuesday, May 9</td>
<td>Arabic and German Paper 2</td>
<td>History Paper 1 and 2</td>
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<tr>
<td>Wednesday, May 10</td>
<td>History Paper 3</td>
<td></td>
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<tr>
<td>Thursday, May 11</td>
<td>Music Paper 1</td>
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<tr>
<td>Tuesday, May 16</td>
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<td>Spanish A Paper 1</td>
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<tr>
<td>Wednesday, May 17</td>
<td>Spanish A Paper 2</td>
<td>Spanish B and ab initio Paper 1</td>
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</tbody>
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For more information, please contact:

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520.225.4116

www.chollachargers.org
www.ibo.org

TUSD Non-Discrimination Policy Code AC: Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.