

# Helgate High School

## International Baccalaureate Handbook



Missoula County Public Schools Superintendent: Mark Thane

It is my pleasure to recognize Hellgate High School as one of approximately 1000 high schools in over 100 countries to be an International Baccalaureate Diploma High School. Hellgate is one of only three high schools in the state of Montana to receive this distinction and honor.

The IB Programme serves to further engage Hellgate students in rigorous and rewarding curricula and enhances educational programming and professional development for all MCPS students and staff. The International Baccalaureate Programme aligns with the elements articulated in the MCPS Achievement for All plan and will foster development of the students' confidence and skills as they prepare for college and career success. A recent collaboration with the University of Montana's Global Leadership Initiative will further the opportunities for Hellgate IB Diploma students to attain college credit while in high school and enter UM's Global Leadership program with advanced standing.

It is important to recognize that the IB Programme has been initiated through the generosity of the Dennis and Phyllis Washington Foundation and with the support of the MCPS Board of Trustees. They have our most sincere appreciation for all that they have contributed to our school system and our overall success.

I appreciate the efforts of the Hellgate staff and community to make IB a reality for their students and wish them continued success.

Sincerely,

*Mark A. Thane*

Mark A. Thane, Superintendent  
Missoula County Public Schools

## **Table of Contents**

<b>IB LEARNER PROFILE</b>	<b>3</b>
<b>IB CURRICULUM MODEL</b>	<b>4</b>
<b>THE IB PROGRAM AND THE CURRICULUM MODEL</b>	<b>5-7</b>
<b>THE AWARD OF THE IB DIPLOMA</b>	<b>7</b>
<b>ASSESSING THE EXTENDED ESSAY AND THEORY OF KNOWLEDGE</b>	<b>8</b>
<b>GRADUATION REQUIREMENTS</b>	<b>9</b>
<b>ENTRY REQUIREMENTS</b>	<b>9-10</b>
<b>COURSE CHOICES</b>	<b>10</b>
<b>COURSE DESCRIPTIONS</b>	<b>11-19</b>
<b>ASSESSMENT TIMELINE</b>	<b>19-21</b>
<b>HELLGATE HIGH SCHOOL COURSE OF STUDY</b>	<b>21-22</b>
<b>4 YEAR COURSE PLAN</b>	<b>23</b>
<b>ASSESSMENT PHILOSOPHY</b>	<b>24-25</b>
<b>LANGUAGE POLICY</b>	<b>26-27</b>
<b>ACADEMIC HONESTY</b>	<b>27-29</b>
<b>CONTACTS</b>	<b>29-30</b>
<b>APENDIX A: UNIVERSITY CREDIT</b>	<b>30-31</b>

## **The International Baccalaureate Learner Profile**

“The IB Learner Profile is the IB mission statement translated into a set of learning outcomes ... The aim of all IB Programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IB, 2006)

*Inquirers*-Students 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*-Students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

*Thinkers*-Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

*Communicators*-Students 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*-Students 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*-Students 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*-Students 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*-Students 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*-Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

*Reflective* -Students 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.





## **The International Baccalaureate Diploma Program**

The International Baccalaureate Diploma Program (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB Program equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features and a unique approach to teaching and learning, shown at the center of the hexagonal curriculum model (below). Today the IB DP has expanded and more than 2,000 schools around the world offer the IB DP. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized by many universities around the world as a one of the pre-eminent pre-university programs.

## **The IB Program and The Curriculum Model**

Diploma candidates are required to select one subject from each of the six subject groups that correspond to the principal domains of knowledge. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent a recommended 240 teaching hours, SL courses 150 hours. By arranging work in this fashion, students are able to achieve depth of study in the context of a broad and coherent curriculum over the two-year period. The IB pattern is a deliberate compromise between the early specializations preferred in some national systems and the greater breadth found in others. In each area of the curriculum, care is taken to foster active citizenship and global perspectives.

Distribution requirements ensure that the science-oriented student is challenged to learn a second modern language and that the natural linguist becomes familiar with laboratory procedures. Flexibility in choosing higher-level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance with a balanced overall program.

Along with the combined HL and SL courses students wishing to achieve the IB Diploma must complete a Theory of Knowledge (TOK) course, log hours in Creativity, Activity and Service (CAS) and complete a 4,000 word research paper of their choice (Extended Essay –EE).

**Theory of Knowledge (TOK)** - A required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the International Baccalaureate educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

**Creativity, Activity, Service (CAS)** - The CAS 18 month service, activity and creativity requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Participation in community service activities that relate to students' interests encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

**Extended Essay (EE)** Diploma candidates are required to undertake original research and write an extended essay of 4,000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written

## **The Award of the IB Diploma**

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be a Higher Level. In general, in order to receive the IB Diploma a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to F (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no grade 2 at higher level.
- There is no more than one grade 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.



- All CAS requirements have been met.
- Grades A (highest) to F (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no more than one grade 2 at higher level.
- There are no more than two grades 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.
- All MCPS graduation requirements have been met. See following page.

The IB Grading scheme is as follows:

- 1 - very poor
- 2 - poor
- 3 - mediocre
- 4 - satisfactory
- 5 - good
- 6 - very good
- 7 - excellent

## **Assessing the Extended Essay**

All extended essays are externally marked on a scale from 0 to 36. The supervising teacher submits a predicted grade to the IB.

The marks obtained are converted to a letter grade using the following mark bands:

A	30-36
B	25-29
C	12-24
D	9-16
E	0-8



## **Assessing Theory of Knowledge (ToK)**

**Part 1** Externally assessed - Essay (1200 - 1600 words) on one of the 10 prescribed titles, scored out of 40 points.

**Part 2** Internally assessment- A presentation (individual or group) with written planning documents and marking forms submitted, scored out of 20 points.

The prescribed titles are sent by the IB organization each year. Both tasks are assessed using identified criteria. There are four assessment criteria for each of the tasks. The ToK teacher is expected to predict a grade (A to F) at the end of the course.

The following matrix will be used from the May 2016 session for the awarding of a maximum of 3 points for ToK/EE:

TOK/EE	A	B	C	D	F
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
F	Failing condition				

## **Missoula County Public Schools Graduation Requirements**

Missoula County Public Schools requires that freshman students entering the District during the 2013-14 school year (graduating class of 2017) and after, earn a minimum of 24 credits to graduate, which must include 3 credits of mathematics.

- 4 credits of English language arts
- 3 credits of mathematics
- 2.5 credits of social studies (includes one year of American History, one year of US Govt., and one semester of social science elective)
- 2 credits of science (includes 1 year of earth & space and 1 year of biology)
- 2 credits of health enhancement
- 1 credit of arts (music, drama or visual art)
- 1 credit of vocational/technical education
- 8.5 credits of elective coursework

## **State of Montana Graduation Requirements**

A school district can establish its own requirements for graduation. The minimum graduation requirements are established by the Montana Board of Public Education and are found in ARM 10.55.905. A student has to complete a minimum of 20 credits in order to receive a Montana high school diploma with 13 credits in the following courses:

- 4 credits of English language arts
- 2 credits of mathematics
- 2 credits of social studies
- 2 credits of science
- 1 credit of health enhancement, with 1/2 credit each year for two years
- 1 credit of arts
- 1 credit of vocational/technical education

## **Entry Requirements**

There are no universal, formal entry requirements, to participate in the IB DP at Hellgate High School; however, certain IB courses do have pre-requisites (discussed below in ***Course Descriptions***). Both students and parents should be aware that while the IB DP is available to any student it is not necessarily a good match for every student. Each student has the opportunity to take an IB course exam. This exam is externally assessed. The scores on their exams result in their achieving a IB Diploma. Additionally, the student must be aware of the fact that he/she must take, and pass, the IB examination in May of the final year of each IB course in which he/she is enrolled in order to receive full credit from the IB. The student who is highly motivated to learn the content and who has acquired good study skills should succeed in their IB courses.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become



familiar with the specific requirements of the universities in which they intend to apply as different have different entrance requirements and credit transfer allowances.

## 2020 - 2021 Course Choices for Hellgate High School

Full Diploma Students choose 6 courses. A minimum of 3 higher levels (HL) and a maximum of 3 standard levels (SL). Exams take place at the end of the course. Internal assessments take place throughout the course-year(s). Group 6 may be waived by taking another course in another group.\*

### Group 1: Studies in Language and Literature

Language & Literature in English (HL)	2 Year Course
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### Group 2: Language Acquisition

German Ab Initio (SL)	2 Year Course
Latin (SL)	2 Year Course
Spanish (SL)	2 Year Course
French (SL)	2 Year Course
Spanish Higher Level (HL)	2 Year Course

### Group 3: Individuals and Societies

History of the Americas/20th Century Topics HL	2 Year course
Economics SL	1 Year course
Philosophy SL	1 Year course

### Group 4: Experimental Sciences

Biology Higher Level (HL)	2 Year course
Sports, Exercise and Health Science (SL)	1 Year Course
Environmental Systems and Societies (SL)	1 Year Course

### Group 5: Mathematics

Math Application & Interpretations (SL)	2 Year Course
Mathematics Analysis & Approaches (SL)	2 Year Course

### Group 6: The Arts

Visual Arts (SL)	1 or 2 Year Course
Visual Arts (HL)	2 Year Course
Music (SL)	1 Year Course, (even year testing)



## Course Descriptions

### Group 1: Studies in Language and Literature

#### English Language A: Language and Literature

#### Prerequisite: English 1 and 2 or English 1 and English 2H

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

Title	Occurrence
Part 1: Language and Cultural Context	Senior Year, Semester One
Part 2: Language and Mass Communication	<b>Junior Year, Semester One</b>
Part 3: Literature- texts & contexts	Senior Year, Semester Two
Part 4: Literature- critical study	<b>Junior Year, Semester Two</b>

### ASSESSMENT OUTLINE

#### External Assessments ..... 70%

- Written Examination
  - Paper 1: Comparative textual analysis ..... 25%
  - Paper 2: Essay ..... 25%
  - Written Tasks ..... 20%

#### Internal Assessments (externally moderated):

- Oral ..... 30% of final grade
  - Individual ..... 15%
  - Further oral activity ..... 15%

## **Group 2: Language Acquisition**

### **German Ab Initio (two year course)**

#### **Prerequisite: None**

This is a two-year course for students who have **little or no** previous experience of the language. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. The syllabus involves a range of skills, including listening, speaking, reading and writing. The central subject areas treated are: the individual, school and work, shopping and public services, food and drink, travel and leisure, environment, health, and cultural information.

### **ASSESSMENT OUTLINE**

#### **Internal Assessment:**

- Oral ..... **30% of final grade**
  - Individual..... **15%**
  - Interactive oral activity ..... **15%**

#### **External Assessment:**

- Written Examination..... **70% of final grade**
  - Text handling..... **40%**
  - Written production..... **30%**

### **French SL, Latin SL, Spanish SL and HL**

#### **Prerequisite: French 2, Latin 2, Spanish 2 and 3**

This course is based firmly on the study of both language and literature. The main focus of this course is on the reinforcement and refinement of language skills. Students will also be given the opportunity to explore the culture of the language. Language, texts and culture are explored through the framework of cultural diversity, customs and traditions, history, politics, health, leisure, science and technology.

Higher-level students will have the additional requirement of completing two works of literature. Additionally, at the higher-level students will have more exacting criteria for evaluation based in a deeper and wider range of study and exploration of the cultural components investigated.

Students should develop a good knowledge of the basic structures, sound system, and vocabulary of the language. Reading comprehension is emphasized, as is oral proficiency. Students work in writing and literature study. Emphasis will be placed on oral fluency and comprehension at full native speed. These students can expect to study two texts drawn from literary, informative, journalistic and other works.

## ASSESSMENT OUTLINE: (HL/SL)

**Internal Assessment:** .....30% of final grade

- Oral Component
  - Individual Oral .....15%
  - Interactive Oral activity .....15%

**External Assessment:** .....70% of final grade

- Written Paper Component
  - Paper 1 Comparative commentary, 2 hours.....25%
  - Paper 2 Essay, 2 hours..... 25%
  - Written tasks .....20%
  - 1 literary option, 1 cultural option

### **Group 3: Individuals and Societies**

**History of the Americas (Year 1)/ 20<sup>th</sup> Century Topics (year 2) HL**

**Prerequisite:** None

**Recommended:** World Geography/ Modern World History/Literature Block

This course focuses on historical developments in the Americas (North, Central and South America) in the first year and select 20<sup>th</sup> century world history topics in the second year. The study of history is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today in a historiographic context.

The course also emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. It evaluates the historians craft.

## ASSESSMENT OUTLINE

**Internal Assessment:**..... 20%

- Paper (1500 Word research paper, student choice)

**External assessment (5 hours)**.....80%

- Paper 1 (1 hour) Prescribed Topics..... 20%
- Route 2: Three prescribed subjects

Four short-answer/structures questions

Assessment objectives: 1-3

- Paper 2 (1 hour 30 minutes) 20th Century Topics.....25%
- Paper 3 (1 Hour) History of the Americas.....35%

Routes 1 and 2: Five topics

Two extended- response questions Assessment objects 1-4

## Economics (SL, 1 year)

### Prerequisites: None

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories. The DP economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of real-world issues.

### ASSESSMENT OUTLINE:

**Internal** ..... **20%**

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum

**External** ..... **80%**

- Paper 1 (1 hour 30 minutes) Extended response paper on microeconomics and macroeconomics (40%)
- Paper 2 (1 hour 30 minutes) Data response paper on international and development economics (40%)

## Philosophy (SL, 1 year)

### Prerequisites: None

A systematic critical inquiry into profound, fascinating and challenging questions: What is it to be human? Do we have free will? What do we mean when we say something is right or wrong? These abstract



questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions.

The aim of the **philosophy** course at HL and SL is to engage students in philosophical activity, enabling them to:

1. develop an inquiring and intellectually curious way of thinking
2. formulate arguments in a sound and purposeful way
3. examine critically their own experiences and their ideological and cultural perspectives
4. appreciate the diversity of approaches within philosophical thinking
5. apply their philosophical knowledge and skills to the world around them.

## ASSESSMENT OUTLINE

### Standard Level

**Internal** ..... **25%**

- Students are required to complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**External** ..... **75%**

Written Examination

Paper 1: Core theme & Philosophy & Contemporary Society

- This paper contains two compulsory sections: section A and section B.
  - Section A consists of two stimulus-based questions on the core theme. Students are required to answer one question.
  - Section B consists of two essay questions for each of the optional themes. Students are required to answer one question.

Paper 2: Prescribed text

- Students are required to study **one** text from the “IB list of prescribed philosophical texts”.

## **Group 4: Experimental Sciences**

### **Biology HL (2 year course)**

#### **Prerequisites: Earth and Space Science, Biology 1**

Biology is the science of life and living organisms. It is an experimental science that combines academic study with the acquisition of practical and investigational skills. The course aims to develop a deep knowledge of important facts as well as give students a broad understanding of the concepts of biology. It also aims to prepare students for further higher education such as medicine, biological- and environmental sciences. The subject can be studied at standard or higher level, where all students study the subject specific core material and the HL students study additional higher level topics and will go deeper into the different fields of biology. The HL Diploma biology includes theoretical studies as well as a



large number of practical investigations, projects and field studies. This will help students gain further understanding of the principles and concepts of life.

## ASSESSMENT OUTLINE

### Higher Level

**Internal ..... 24%**

- Group 4 Project and Practical Lab work.

**External ..... 76%**

Written Examination

- Paper 1: multiple-choice questions on the core.
- Paper 2: data based question, short answer questions and an extended response.
- Paper 3: short answer questions in each of the two options studied

### Sport, Exercise and Health Science (SEHS, SL only, 1 year)

#### Prerequisites: None

Sports, Exercise and Health Science (SEHS) is an experimental science course. The main purpose of this course is to give students knowledge and experience with exercise and health science. The SEHS course incorporates the core disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education. Students choose to focus more in depth in two of the four areas within the course; training, psychology, physical activity and health, and nutrition for sport, exercise and health.

## ASSESSMENT OUTLINE:

**External Assessment Component.....76%**

- Paper 1: 30 Multiple Choice Questions.....20%
- Paper 2: Section (a) Data Analysis; Section (b) Several Essay questions...32%
- Paper 3: Several Essay questions...24%

**Internal Assessment Component.....24%**

- Practical and Field Work

## Environmental Systems and Societies (ESS, SL only, 1 year)

### Prerequisites: Earth and Space Science, Biology 1

Environmental Systems and Societies (ESS) is a trans-disciplinary subject, which can be taken to fulfill the students' requirements in both group 3 and group 4, thus leaving the student able to choose an additional subject from any group (including another group 3 or 4 subject). The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To really understand the causes and effects of environmental problems, and how people try to manage them, we will need to look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions we make in our own lives on the environment. We will use local contexts to teach underlying theory, incorporating as much fieldwork and laboratory practical work as possible, and the theory applied in a series of international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

### ASSESSMENT OUTLINE

**External Assessment** ..... 75%

Written Examinations:

- Paper 1 (case study) ..... 25%
- Paper 2 (short answers and structured essays) ..... 50%

**Internal Assessment** ..... 25%

Lab / Data Manipulation Project:

- Internal assessment (individual investigation) ..... 25%

### Group 5: Mathematics

## Mathematics Analysis & Approaches SL (2 year course)

### Prerequisite: Algebra II (Algebra II w/teacher recommendation; grade of "B" or higher)

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

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. The course consists of the study of five topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

### Study Topics:

- Topic 1: Number and algebra
- Topic 2: Functions
- Topic 3: Geometry and trigonometry

- Topic 4: Statistics and probability
- Topic 5: Calculus

## ASSESSMENT OUTLINE

### Internal Assessment..... 20%

- An individual piece of written work detailing the exploration of a chosen area of mathematics at or above the level of study commonly using statistics and/or probability.
- Five assessment criteria for the written work include:
  1. Presentation assesses the organization and coherence of the exploration.
  2. Mathematical communication assesses to what extent the student has used appropriate mathematical language (notation, symbols, terminology), defined key terms and variables, used multiple forms of mathematical representation, and used a deductive method and set out proofs logically where appropriate.
  3. Personal engagement assesses the extent to which the student engages with the topic by exploring the mathematics and making it their own. It is not a measure of effort.
  4. Reflection assesses how the student reviews, analyses and evaluates the exploration.
  5. Use of mathematics assesses to what extent students use mathematics that is relevant to the exploration.

### External Assessment

#### Written Examinations

- Paper 1: A mixture of short-response and extended-response questions based on the whole syllabus. The use of calculators is prohibited.....**40%**
- Paper 2: A mixture of short-response and extended-response questions based on the whole syllabus. Graphic display calculators are required..**40%**

### Mathematical Applications & Interpretations SL (2 year course)

#### Prerequisite: Geometry

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.

Year 2 of this course may also be taken as dual credit for the University of Montana **Math 115** course. Hence the topics of probability (basic counting techniques, binomial and normal distributions) and some

discrete math topics (linear programming for optimization and financial mathematics) are also included in the second year.

### **Course Content:**

1. *Numbers and Algebra*
  2. *Functions*
  3. *Geometry & Trigonometry*
  4. *\*Statistics & probability*
  5. *\*Calculus*
- \* Topics covered in Year 2*

## **ASSESSMENT OUTLINE**

### **Internal**

- Project .....20%

### **External**

#### Written Examinations

- Paper 1: Short-response questions requiring a small number of steps from all parts of the syllabus ..... 40%
- Paper 2: Extended-response questions involving sustained reasoning from all parts of the syllabus ..... 40%

## **Group 6: The Arts**

### **IB Visual Arts SL or HL (1 or 2 year course)**

#### **Prerequisite: Intro to Art**

IB visual arts standard level investigates past, present, and emerging forms of visual arts and engage in producing, appreciating and evaluating them. They build confidence in responding visually and creatively to personal and cultural experiences. They develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement. Students take responsibility for the direction of their learning through the acquisition of effective working practices.

Students in IB Visual Arts Higher Level specialize in a particular genre, drawing, painting, or sculpture, and develop skills in their area of focus. This will allow students to cultivate a personal vision. 40% of the student planning, research, practice, play and cataloging will be represented by their Sketchbook showing their learning. 60% of work will be represented in the development of artwork for a gallery space. The theme should express the deep personal desire of their student embedded in their concept of social responsibility.

## **ASSESSMENT OUTLINE**

### **External Assessment (HL/SL)**

The culminating examination is an exhibition of the students' studio work over the two years. The section is assessed by an IB visual arts teacher acting as examiner, together with an interview of the student by the

examiner. Photographs of art collections are sent to IBO for evaluation.

## Music SL (1 year course)

**Prerequisite: Experience playing an instrument or singing in high school ensemble classes. Music reading ability required. Membership in advanced Band, Choir or Orchestra classes highly recommended.**

The study of music allows for exploration of the shared human perceptions and emotions which temper our lives; those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all. This course is designed for music students with *advanced* backgrounds in music performance. The aim of the IB music program is to give music students an opportunity to explore and enjoy the diversity of the world's musical cultures by enabling them to creatively develop their knowledge, abilities and understanding through performance, listening, analysis, music history and composition. Students will be expected to use appropriate musical language and terminology in analyzing and writing about music from a variety of cultures and periods. They will also learn music theory & analytical techniques as a basis for their studies in IB music.

## ASSESSMENT OUTLINE

### Internal

- Students choose one option from the following: a) Creating, b) Solo performing, c) Group performing.

### External

- Consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical culture.

## Assessment Timeline: September 2018 to May 2019 Hellgate High School

Course	Assessment / Percent of Overall Grade	HHS Due Date	IB Due Date
<i>Group 1</i>	<i>EA</i>		
Language/Literature HL	Written Tasks (20%)	November (2 <sup>nd</sup> )	March 20 (yearly)
	<i>IA</i>		
	Ind. Oral Presentation (15%)	October	March 20 (yearly)
	Ind. Oral Commentary (15%)	May (1 <sup>st</sup> year)	March 20 (yearly)
<i>Group 2</i>	<i>EA</i>		

Spanish and French B HL/SL	Written Assignment (20%)	February	March 20 (yearly)
	IA		
Spanish/German/Latin/French ab initio	Interactive Oral (10%)	Completed by Mar. 7	March 20
<i>Group 3</i>	IA		
History HL	Historical Investigation (20%)		
	First Draft	November	n/a
	Final Copy	December	March 20
Economics SL			March 20 (yearly)
Philosophy SL			March 20 (yearly)
<i>Group 4</i>	IA		
Biology HL/SL	All Labs complete (24%)	January	March 20 (yearly)
	IA		
All Science Courses	Group 4 Project (PS only)	May	April 20 (yearly)
<i>Group 5</i>	IA		
Math SL	Research Report (20%)	January	March 20 (yearly)
	IA		
Math Studies SL	Project (20%)		
	Final	January	March 20 (yearly)
<i>Group 6</i>	EA		
Music SL	Examination	May	March 20 (yearly)
	IA		
	Creating or Solo Performance or Group Performance (50%)	April 1	April 30, (yearly)
<i>Core</i>	EA		
Theory of Knowledge	TOK Essay (40 points)		
	First Draft	December	n/a
	Final Copy	January	March 20 (yearly)
	IA		
	TOK Presentation (20 points)	Mid January	March 20 (yearly)



	(including written document)		(if notified)
	<i>EA</i>		
Extended Essay	First Draft (First 2000 words)	May	
	Complete Draft (4000 words)	September	
	Final Copy	November	March 15, 2018
CAS	First Review	September	
	Second Review	February	
	Third Review	May	
	Fourth Review	September	
	Fifth Review	January	
	CAS Journals Final	March	June 1, 2018

### Potential Course of Study for Hellgate High School Students

Subjects	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English 9	English 10	IBHL English Year One	IBHL English Year Two
Languages	Spanish II French II French I Latin I German I	Spanish III French III French II Latin II German II	IBSL/HL Spanish Year One IBSL/HL French Year One IBSL ab initio German (for students with no prior German)	IBSL/HL Spanish Year Two IBSL/HL French Year Two IBSL ab initio German Year Two
Social Studies	None required Options: Human Geography World History	None required Options: World Geography World History Soc. Crim.	IBHL History of the Americas Year One IBSL Economics IBSL Philosophy	IBHL 20 <sup>th</sup> Century Topics IBSL Economics IBSL Philosophy
Sciences	Earth, Space Science	Biology I	<b>Choices:</b> IBHL Biology Year One IBSL ESS IBSL SEHS	<b>Choices:</b> IBHL Biology Year Two IBSL ESS IBSL SEHS

Mathematics	Algebra I/II Geometry	Geometry/ Algebra II	<b>Choices:</b> IBSL Math A & I -prerequisite Geometry  IBSL Math A & A -prerequisite Algebra II	<b>Choices:</b> IBSL Math A & I Year Two  IBSL Math A & A Two
HPE	HPE	HPE	Sixth IB course chosen from any of the 6 groups IB Music or IB Visual Arts are included as options	Sixth IB course chosen from any of the 6 groups. IB Music or IB Visual Arts are included as options.
Elective/ Core	Fine Art/Practical Art	Fine Art/Practical Art	Elective 1 <sup>st</sup> semester TOK 2 <sup>nd</sup> semester	TOK 1 <sup>st</sup> semester Elective 2 <sup>nd</sup> semester
Elective	Elective	Elective	Elective	Elective

**Here is a list of things to consider before making a final decision on IB courses:**

- 1-Decide what career/profession you might want in the future.
- 2-Try to decide which program (eg. Engineering, art, business, etc) you might want to pursue in college or university.  
It is a good idea to know the institution you would like to attend before you receive your IB diploma
- 3-Find out online about the entry requirements for the program of study and at the school you have chosen because they differ.
- 4- Make your subject choices accordingly using the available forms.
5. Visit with your counselors and IB coordinator to make sure your plan fits in with what can be accomplished during your four years of high school



## FRESHMAN

## SOPHOMORE

**Sem. 1**

**Sem. 2**

**Sem. 1**

**Sem. 2**


## JUNIOR

## SENIOR

**Sem. 1**

**Sem. 2**

**Sem. 1**

**Sem. 2**

English 3/ IB English	English 3/ IB English	English 4/ IB English HL	English 4/ IB English HL

## Hellgate High School – Assessment Philosophy

Hellgate High School produces engaging and meaningful assessments that are valuable and informative for students, teachers, and parents. Assessments demonstrate not only what students know, but also what they can do and produce. Through formative and summative assessments, student feedback, and collegiate collaborations students learn how to assess themselves, collaborate with their peers and



teachers in pursuit of a mastery level of proficiency in their classes. Educators strive to create rubrics that hold them accountable to state standards, as well as standards set forth by the IBO. Hellgate High School uses data accumulated from exams (both internal and external) to re-define practice in the classroom, and reach out to community members to share the work taking place in the school. Every assessment is an opportunity for students and their teachers to gauge student knowledge, creativity and reasoning in each discipline. Every student is capable of developing into a lifelong learner. Hellgate High School's assessment philosophy cultivates this belief through dedication, relationships and collaboration.

## **Methods of Assessment**

Hellgate High School uses a wide variety of formative and summative methods of assessment. The type of assessment is determined by the teacher and will support the curricular goals and measure the student understanding based on the whole course. Assessments will include, but are not limited to:

Fieldwork, Multimedia presentations, Extended responses, Individual and team projects, Skits, Multiple choice quizzes, Seminars, Oral presentations, Essays, Research and other school related projects.

## **Formative and Summative Assessment.**

Assessments at Hellgate HS are broken into two complementing areas: Formative and Summative.

Formative assessment is composed of tasks which help teachers and students monitor student performance on an ongoing basis. It is analogous to teachers taking regular snapshots of students work to reflect student progress. These snapshots are then evidence of both student achievement and understanding and identify areas where improvement is required. These routine snapshots provide detailed, meaningful, feedback that drives instruction and learning. Teachers, students and parents benefit from opens lines of communication. The students take control of their own learning, and parents are aware of students' progress helping students take control of their learning. In addition, formative assessments allow teachers to make continuous adjustments to daily lesson planning, responding to student abilities and needs. Most importantly, formative assessments prepare students for summative assessments which measure student's learning at the culmination of a previously defined learning experience. Utilizing IB rubrics and skill development outcomes allows teachers to scaffold student learning to ensure a successful IBDP experience. These ideas are becoming part of the assessment experience for students at Hellgate High School as we move towards a more standards based grading approach. This shift will benefit all students including those undertaking IB courses.

Formative assessment complements summative assessment tasks in all courses. By continually monitoring student progress, teachers effectively prepare students to succeed to the best of their abilities on summative tasks. Summative assessments represent the culmination of student learning where students demonstrate the entirety of their learning. The summative component will model the assessments set by the IBO providing students opportunities to experience the requirements for IB summative assessments. Teachers will utilize prior IBO exam questions and mark-schemes as well as their



own resources to provide students these important summative experiences. This allows students to accurately reflect on their progress, in terms of acquired knowledge and skills, as well as areas where improvement is required.

## **Homework policy**

Homework is necessary to reinforce learning and promote a thorough understanding of course material. At Hellgate High School, we expect students to spend time outside of school studying, researching and completing tasks assigned as homework. Careful consideration should be taken when assigning homework to avoid “busywork.” All homework assignments should be designed by teachers and perceived by students as valuable, related, relevant and applicable extensions of course content to promote a culture in our school community that values independent study outside of school.

Within the IB program at Hellgate, we recognize that we will have a diverse population of students in our various IB course offerings. Some will be diploma students, some seeking an IB certificate, and others will be mainstream students. Attention must be given to differentiate the level of homework expected from these various student groups, as well as differentiating their formal internal and external assessments. Diploma students can expect a minimum of 2-3 hours of homework per week per course (2 for SL, 3 for HL). Teachers at Hellgate will adhere to the IB assessment philosophy when assigning and assessing homework. The IB assessment philosophy states that effective assessment communicates to the student & provides feedback. Also in alignment with IB philosophy, we will analyze assessment data in order to provide meaningful feedback, and make use of student self-evaluations in order to consolidate student learning.

We recognize that a large portion of student assessment within the IB program is summative. In order to help students successfully complete the program and receive their IB diploma, the final (summative) assessment must be broken down into formative pieces throughout the course. In addition, communication of overall course expectations as well as all aspects of formal external assessment will take place between the teacher and student from the start. Finally, IB teachers at Hellgate will use a multitude of examples and models of real assignments and assessments from other programs and the IBO/OCC website.

The IB profile describes “principled students who 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.” At Hellgate High School, our academic honor code will be derived from above profile. Consequently, incidences of academic dishonesty or plagiarism should be infrequent. In the rare case of an infraction, policies outlined in Hellgate High School’s Academic Honesty guidelines will be followed.

## **Hellgate High School IB Language Policy**

Hellgate High School's language program encourages all students to be competent and confident communicators. We embrace the language diversity of our school community and recognize the ability of native and additional languages in enhancing intellectual growth and cognitive development.

Our IB Language Policy is based on the following underlying assumptions:

- Language is a primary means of communicating and learning.
- Language acquisition is a life-long process, central to intellectual and personal growth.
- Language proficiency in one language aids in acquiring other languages and competencies in other curricular areas.
- Language is an expression of culture and an integral part of personal identity.
- Learning a second language promotes awareness of one's own language and culture.
- Language learning promotes internationalism and multicultural understanding.
- Language needs of all students must be recognized and served by all teachers.
- Language study prepares students for college.

### **COMMUNITY LANGUAGE PROFILE:**

Hellgate Families speak many different languages. The majority of our students speak English with others speaking languages such as Spanish, Russian, Hmong, Blackfeet, Northern Cheyenne, Salish, Arabic, and Chinese. Because of this diversity, our students may fall into the following categories: English speaking students with limited or no secondary language experience, English speaking students with prior secondary language instruction, bilingual students who speak their mother tongue as well as English, and non-English speaking students.

### **IB Language Courses Language A (native language) and IB Language B (secondary language) Offerings:**

- Language A: IB Higher Level Literature in English (two year course taken during junior and senior year)
- Language A: IB Higher Level Language & Literature in English (two year course taken during junior and senior year)
- Language B: IB Standard Level Spanish III/IV, French III/IV, Latin III/IV or IB Standard Level ab Initio German for students with no German experience. IB Higher Level Spanish IV/V or French IV/V.

Note: In the future Hellgate High School hopes to offer Language B classes Northern Cheyenne and/or Arabic.

**English Language Learner Program:** Our schools have a comprehensive, state-mandated support program for English Language Learners. Students are, upon arrival, tested and appropriately placed into a three-tiered ELL program. Mainstreamed courses have teachers trained with 2nd language background



strategies and students are supported by the ELL teachers. Students are tested annually to determine their exit from the program according to state guidelines.

**Communication with Non-English Speaking Parents and Guardians:** Hellgate High School recognizes the value of effective and timely communication with parents and works to foster such communication. Professional development for teachers focuses on embracing cultural differences and celebrating personal identities within the school community. In the case of communicating with parents who do not speak English, the district / schools offer and contract with interpreters to provide phone call and conferencing assistance. Interpreters are available at all student led conferences and some highly attended parent events. Some district printed communications are available in our most common mother tongues (Russian, Spanish, and Hmong).

### **Native Language Support:**

Within our student population, there are multilingual students, who speak their native language rather than English at home. All subject teachers have information about their students' native language, and teachers should encourage these students to use their native language to understand the course content and to nurture the development of their native language. Within IB, students are encouraged to study their heritage and native language to broaden their cultural perspectives. In common areas, multiple languages are heard and accepted, although English is the language of instruction. Included in our multilingual, multicultural staff are speakers of several languages, who are often called upon to assist when translators are needed for support of students, teachers and parents. Content area teachers have attended training for vocabulary and comprehension scaffolding for meeting the needs of second language learners. The media center offers student access to books, periodicals, and databases and other online reference sites so that students can research cultures and languages from around the world. There are also clubs that promote the celebration of the different cultures within our schools. These students perform at assemblies, speak at various community events, lead mentor programs for younger students, and help enhance and broaden the international perspective of the school community.

## **Academic Honesty Guidelines**

Hellgate High School's Academic Honesty guidelines outline expectations for student academic conduct. The following guidelines support the expectations of the International Baccalaureate organization and communicate to students and faculty a set of values recognized by the Hellgate High School Community. Personal integrity is emphasized as a primary reason for promoting the academic honesty guidelines for teaching, learning and assessment.

### **"Definition of academic dishonesty (malpractice):**

In the IBO publication "Academic honesty: guidance for schools" (IBO, 2003), malpractice is defined as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components." (IBO, p. 2) Malpractice includes the following:



- Collusion: “supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.” (IBO, p. 2)
- Duplication of work: “the presentation of the same work for different assessment components and/or diploma requirements.” (IBO, p. 2)
- Intellectual Property: Thoughts, words, expressions of creativity that are protected under copyright, patent, trademark or other laws.
- Plagiarism: “the representation of the ideas or work of another person as the candidate’s own.” (IBO, p. 2) This is not limited to text; it also applies to works from the arts (including music, film, dance, theater arts), math, science, computer science, etc. (IBO, p. 3)
- The definition of malpractice also includes “any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate...” (IBO, p. 2)”

### **Responsibility of teachers to promote good practice:**

Teachers shall:

- make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process. Be firm and fair is the guide.
- make students aware of the consequences of academic dishonesty.
- teach students how to use the words and ideas of others appropriately to support their own oral and written communication: “Using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one’s own in accepted ways is an important academic skill.” (IBO, p. 3)
- be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice.
- read, understand, and comply with the IBO’s “Academic honesty: guidance for schools” publication, and communicate the contents to students over the course of their class. Make sure students understand what malpractice is, and what you expect from them in terms of their compliance with the IB agreement.
- Instruct students on how to document sources in their works and assessments
- Support and provide instruction to students on the Hellgate High School guidelines for good academic practice.

### **Responsibility of students:**

Students shall:

- not engage in any form of academic dishonesty at any time; including collusion, duplication of work, plagiarism, and all other forms of cheating.
- learn correct methods of source citation for passages, data, graphs, images, computer programs, etc, and ask teachers for guidance. Ignorance of standard practice as taught in the program shall not excuse students’ responsibility for proper source citation.
- ensure that all of the work they submit “is authentic, with the work or ideas of others fully and correctly acknowledged.” (IBO, p. 7)



- inform a staff member when they are aware that another IB student or students have demonstrated academic dishonesty.
- work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate *before* working with other students.

### **Procedure for investigating alleged malpractice:**

#### **Non-IB assessment**

Teacher will investigate the malpractice claim.

If no definite determination can be made the issue is dropped.

If found valid then the school procedures will be followed:

*Hellgate's possible consequences depending upon the severity of the infraction: "Detention; zero for work; possible replacement assignment, ISS or OSS." (p15, Student Handbook)*

Teacher informs IB coordinator, a note is placed in the candidate's files.

Student is referred to the Dean of Students for a conference and possible consequences. Parents are informed in writing by the IB coordinator.

Upon multiple incidents, each follows the procedures of school suspensions and possibility of removal from the IB program.

#### **IB assessments, (extended essay, internal assessments, IB exams)**

If malpractice is confirmed:

IBO is notified

If malpractice is suspected, but cannot be verified:

Submit evidence of malpractice in relationship to examinations to the coordinator help desk at International Baccalaureate Curriculum and Assessment Centre (IBCA) (Pg. 7 of IBO)

School policy as outlined above will be followed in addition to IB policy.

I declare all work I submit for assignments and assessment will be my own authentic work.

Student signature \_\_\_\_\_ date \_\_\_\_\_

### **Administrators**

Judson Miller, Principal

Nick Laatsch, Assistant Principal

Susan Bageant, Assistant Principal

### **IB Coordinators**

Christine Hiller-Claridge (*Diploma Program*)

### **CAS/ Extended Essay Coordinator**

Brian Connelly





## Counselors

Katie Boynton (Grade 12, 2016-2017)  
Christine Kolczak (Grade 12, 2016-2017)  
Ben Martin (Grade 11, 2016-2017)  
Jessica Buboltz (Grade 1, 2016-2017)

### **Hellgate High School**

900 S Higgins Ave  
Missoula, MT 59801  
(406) 728-2402

Additional information on the IB programs may be obtained from the IBO web site: [www.ibo.org](http://www.ibo.org) or from the regional office: IB Americas, IB Global Center 7501 Wisconsin Avenue, Suite 200 West, Bethesda, MD 20814 E-mail: [ibid@ibo.org](mailto:ibid@ibo.org) Phone: 1-301-202-3000 Fax: 1-301-202-3003.

## **Appendix A. Examples of Recognition of the IB Diploma Program By Colleges and Universities**

See the International Baccalaureate Organization web site ([www.ibo.org](http://www.ibo.org)) for a complete list of colleges and universities that recognize the IB Diploma Program and their policies. Some current examples are listed below (but note that college and university policies change frequently):

*Boston College*, Chestnut Hill, Massachusetts, awards credit for scores of 6 or 7 on Higher Level exams. Each score of 6 or 7 earns 6 advanced placement units and will generally satisfy a corresponding core requirement.

*Cornell University*, Ithaca, New York, awards advanced standing and variable credit for scores of 6 or 7 on Higher Level exams. Some examples are as follows: Biology, 6-8 credits; Chemistry, 4 credits; Computer Science, 4 credits; Economics, 3-6 credits; English Literature, 3 credits; Mathematics, 8 credits; Physics, 4 credits. Some other subject areas are dependent upon departmental review.

*Duke University*, Durham, North Carolina, grants placement and credit for Higher Level exams with scores of 6 or 7. With approval, awarded credit may apply to major requirements.

*Georgia Institute of Technology*, Atlanta, Georgia, awards credit for Higher Level exams with scores of 4 or higher (dependent upon course) and some Standard Level exams with scores of 6 or higher.





*Harvard University*, Cambridge, Massachusetts, may award sophomore standing to students earning the IB Diploma with a score of 7 in at least three Higher Level exams and upon completion of one semester at Harvard with a B average.

*Montana State University*, Bozeman, Montana, awards college credit for Higher Level courses with examination scores of 4 or higher. Students earning the IB Diploma will be offered 30 credits (sophomore equivalent standing) with honors with a score of 30 or better, with no individual exam scores lower than four.

*Northwestern University*, Evanston, Illinois, awards credits for scores of 6 and higher on the Higher Level exams, depending on subject. A few subjects are credited for exams scores of 5 and higher.

*Princeton University*, Princeton, New Jersey, grants advanced standing for a score of 6 or 7 on the Higher Level exams for advanced placement in courses in mathematics, science, foreign language, and economics courses.

*Stanford University*, Palo Alto, California, awards a maximum of 45 quarter units of credit for scores of 5 or higher on the Higher Level exams for some subject areas.

*University of California* has a system-wide policy which awards 8 quarter units for each Higher Level exam with a score of at least 5. An IB Diploma with a score of 30 or above will receive 30 quarter units toward an undergraduate degree.

*University of Michigan*, Ann Arbor, Michigan, awards credit for Higher Level exams with satisfactory score determined by the department (5 or above; 4 in some subjects).

*University of Montana*, Missoula, Montana, awards a minimum of 8 credits for each Higher Level exam passed with an examination score of 4 or higher. The University of Montana will offer 30 credits (sophomore equivalent standing) to all incoming students who have received a Diploma with a score of 30 or better, with no individual exam scores lower than four.

*University of Pennsylvania*, Philadelphia, Pennsylvania, grants advanced standing credit to students whose scores on Higher Level exams are 5 or higher. In general the equivalent of one course is issued for each acceptable examination results.

*University of Utah*, Salt Lake City, Utah, awards 30 semester hours plus waivers of “intellectual exploration” areas of general education requirements for completion of the IB Diploma. Higher Level exams with scores of 5 and above can be used to waive other general education requirements. If the IB Diploma is not earned, students are awarded 8 semester hours of credit and waiver of general education requirements for each Higher Level exam passed with a score of 5 or higher.

