Sophomore Curriculum Night 2024

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Benefits of being an IB graduate

IB Diploma=Full Bright Futures Scholarship

Significantly greater likelihood of using a range of critical-thinking skills

Students felt prepared for university coursework involving research; intended to conduct future research; and found that their research skills to be important to future success;

Students developed an ethic of service; became more caring, open-minded, and reflective; and developed more self-confidence and maturity

DP students scored higher on 9 out of 10 items that tested their knowledge of US government structure, functioning and history.

The Diploma Years

Prepares you for…

84.6% of DP candidates globally enrolled in university immediately after high school compared to the national average of 66%, 100% at SPHS IB.

A greater percentage of DP candidates enrolled in more selective institutions

90.4% of DP candidates who enrolled in a four-year postsecondary institution immediately after high school were enrolled in the same institution the following year

66.5% graduated within 4 years compared to the national average of 41.4%

Our students are persistent, prepared, and proficient!

College Data from the Florida Association of IB Schools: Preliminary results of an ongoing initial survey of over 2,000 IB students in the state of Florida shows IB student acceptance rates continue to outpace the overall acceptance rates

University	IB Student Acceptance	Overall Acceptance
University of Florida	59%	30%
Florida State University	78%	37%
University of Central Florida	90%	36%
Princeton	5%	4%
Brown	11%	6%
University of California, Berkley	34%	15%
University of California, Los Angeles	27%	11%
New York University	20%	13%
University of Michigan	40%	20%
Duke	12%	6%
University of Pennsylvania	10%	6%
Yale	8%	5%
University of Virginia	35%	21%

What does SL and HL mean?

Content Classes are defined as SL or HL and are two year courses

- SL=Standard Level
- HL=Higher Level
  - Typically, Higher Level courses' content covers a wider breadth of content, goes deeper into the content topics, and requires further assessment requirements
- All SL and HL courses are two year courses

IB Courses ARE College Courses

Earn college credits and/or place into more challenging classes in college for every IB course passed with a 4-7

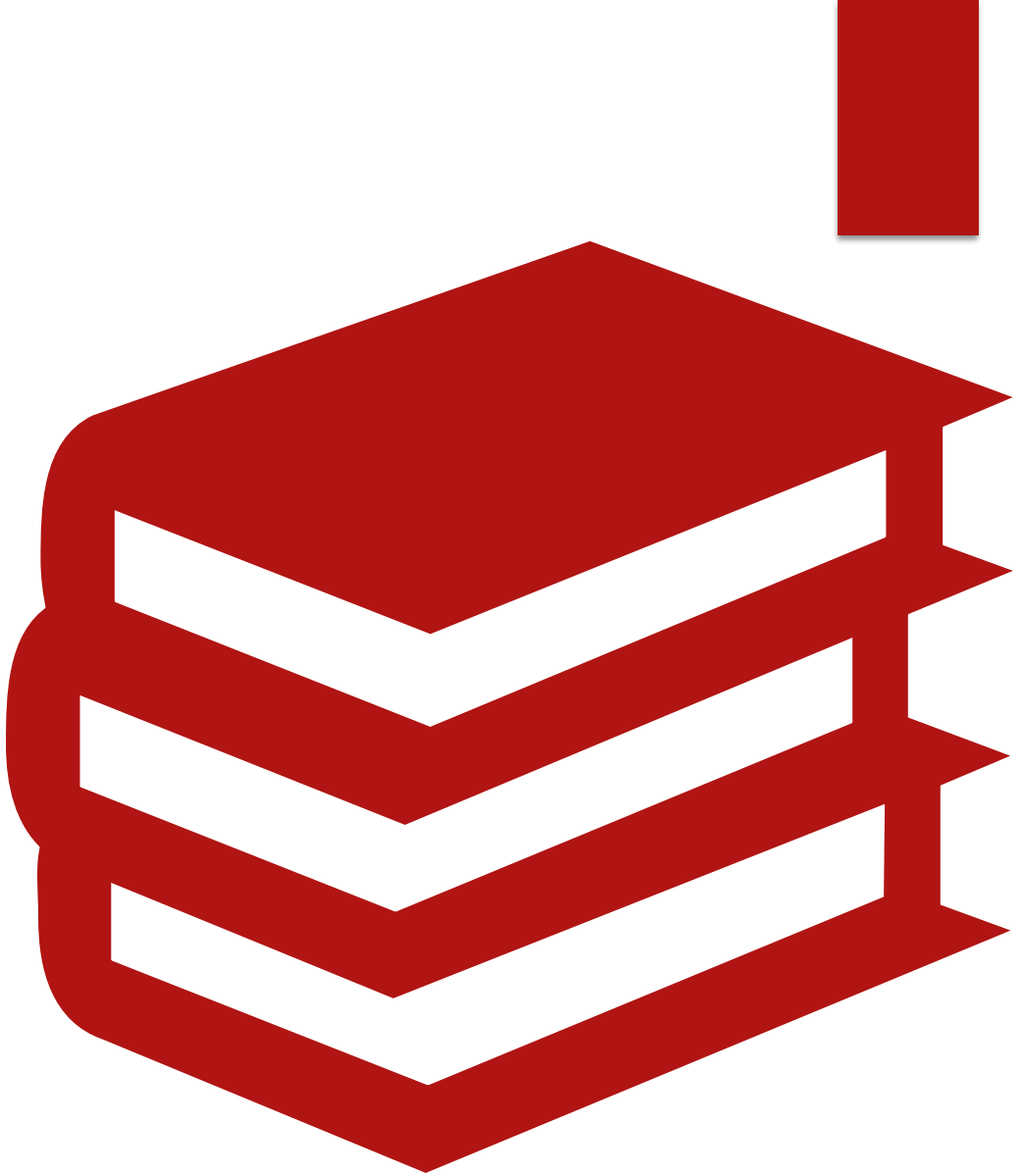
*Dependent on University's eligibility requirements

For Florida colleges, students can earn up to 45 college credits (1 ½ years) with the completion of the IB Diploma

How many HL and SL classes do I take?

IB requires

3 HL and 3 SL courses



How do I earn my IB Diploma?

- Each course is out of 7 points (determined by IB exams)
  - earn 12 points in HL Courses
  - earn 9 points in SL Courses
  - earn 24 points overall
- Complete the CAS Programme (learning outcomes and project)
- Complete Independent Extended Essay
- Pass the TOK Core Course

What do we call assessments or exams in IB?

Internal Assessments (IAs)

- Completed with the teacher, during the course, both in and outside of class
- Research related
- Called Individual Oral (IOs) in Literature and World Language because these are presented 1:1 with the teacher orally

External Assessments

- Completed at the end of the course in May
- Consist of short answer, multiple choice, and essays
- Called Papers (Paper 1, 2, and/or 3)

Group 1
Language A

IB Language A: Literature Scoring Breakdown Standard Level

Internal Assessment

Individual Oral (30%)

One global issue as addressed by one native work and one work in translation

15 minute oral presentation

External Assessment: Exams

Paper One: Guided Literary Analysis (35%)

Paper Two: Comparative Essay (35%)

IB Language A: Literature Scoring Breakdown Higher Level

Internal Assessment	Individual Oral (20%)	One global issue as addressed by one native work and one work in translation	15 minute oral presentation
External Assessments	Higher Level Essay (20%)	Exam - Paper One: Guided Literary Analysis (35%)	Exam - Paper Two: Comparative Essay (25%)

Group 2: Language B (HL vs SL)

FRENCH & SPANISH

Seal of Biliteracy

- ALL IB students are on the path to achieving the gold seal of biliteracy through IB World Language if they complete their 4 years of IB World Language with a 3.0 or higher!

Language B (HL vs SL) - Assessment Component Weighting
5 themes (Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet)

HL

- **Paper 1 (1 hour 30 minutes) (25%)**
- One writing task of 450–600 words from a choice of three, each from a different theme
- **Paper 2 (2 hours) (50%)**
- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)- Comprehension exercises on three audio passages and three written texts (1 literature text)

SL

- **Paper 1 (1 hour 15 minutes) (25%)**
- One writing task of 250–400 words from a choice of three, each from a different theme
- **Paper 2 (1 hour 45 minutes) (50%)**
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks) - Comprehension exercises on three audio passages and three written texts

***Language B (HL vs SL)* - Assessment component Weighting**
5 themes (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet)

HL -Internal assessment (25%)

- **Individual oral assessment (25%)**
- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

SL -Internal assessment (25%)

- **Individual oral assessment (25%)**
- A conversation with the teacher, based on a visual stimulus on a theme (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet), followed by discussion based on an additional theme.

Language B Curriculum Considerations

HL has a stronger focus on literature, speaking and writing.

HL Students read two literary works in target language.

Group 3
Individuals & Society
(History, Psychology, *Global Politics)

*Global Politics is being considered for 24/25

SL History

Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare & contrast	**Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.**
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Paper 1 - We use Prescribed Subject 3: The Move to Global War

Internal Assessment (IA): Historical Research Paper.

Paper 2 – 12 Topics (We cover Topic 10 & 12)

Due Dates: IA – (11th into 12th)
Paper 1 & Paper 2 Exam - May

HL History

HL - First Year

- Contemporary History 20th Century Topics include:
  - Authoritarian States: Castro (Cuba), Hitler (Germany), Mao (China), others TBD
  - The Great Depression (1929-1939)
- Paper 1 and Paper 2 Exams (externally scored)
- Internal Assessment

HL - Second Year

- Contemporary History AND
- History of the Americas 20th Century Topics include:
  - Political developments in Latin America (1945-1980)
  - The Cold War and the Americas (1945-1981)
- Paper 1, 2, *and* 3 (19th –20th Century Topics) (externally scored)
- Internal Assessment

*There are 16 HL topics; we cover 3+, to give students more options for the

IB Psychology

Two year course

SL and HL students work together in the same class

IB Psychology- Junior Year

- Unit 1 Research Methodology
- Unit 2 Sociocultural Approach to Behaviour: Social Influence
- Unit 3 Cognitive Approach to Behaviour
- Unit 4 Biological Approach to Behaviour
- Unit 5 Research Review
- Unit 6 Mock Paper 1-3
- Unit 7 Introduction to Internal Assessment and Concepts of Research

IB Psychology- Senior year

All HL & SL students do a deep dive into three core approaches to Psychology:

- Biological, Cognitive, Sociocultural
- Additional approaches include Developmental & Abnormal Psychology.

All HL and SL students participate in a group IA project

- Study replication (on campus activity)

All students also study quantitative & qualitative methods of study.

GLOBAL

INTERNATIONAL

REGIONAL

NATIONAL

LOCAL

COMMUNITY

IB Global Politics New Class Alert!

IB Global Politics

https://www.ibo.org/globalassets/new-structure/university-admission/pdfs/global-politics-sl-hl-subje...

Draw 1 of 3

have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

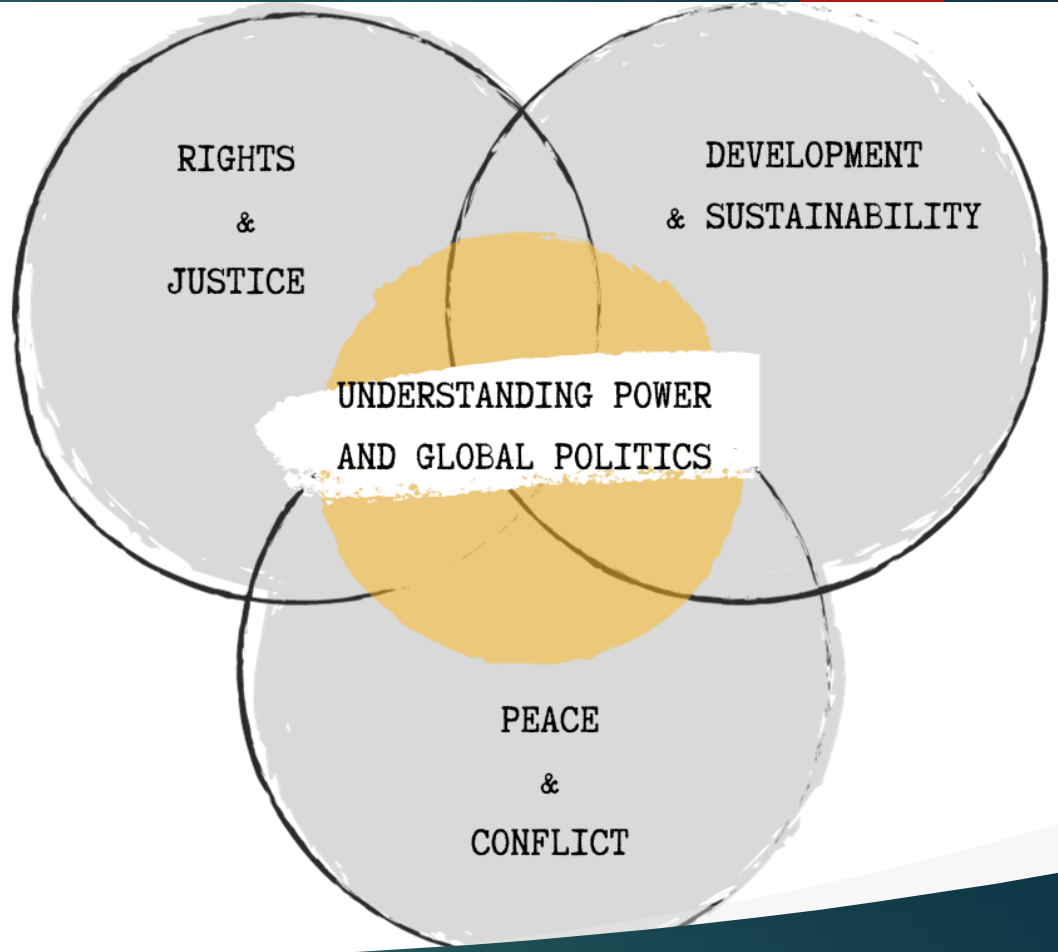
DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry.

- **Concepts** such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- **Content** informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- **Contexts** diversify, shape and channel inquiries through contemporary real-world examples and cases.

IB Global Politics

Syllabus component	Teaching hours	
	SL	HL
Core Understanding power and global politics **Thematic studies** • Rights and justice • Development and sustainability • Peace and conflict	**125**	**125**
Internal assessment Engagement project	**25**	**35**
HL extension: global political challenges	-	**80**
Total	**150**	**240**



IB Global Politics

IB Psychology Assessments

HL

Paper I
- Section A (3 essays)
- Section B (1 essay)

Paper II (2 essays)

Paper III

IA (1800-2200 words) – study replication

SL

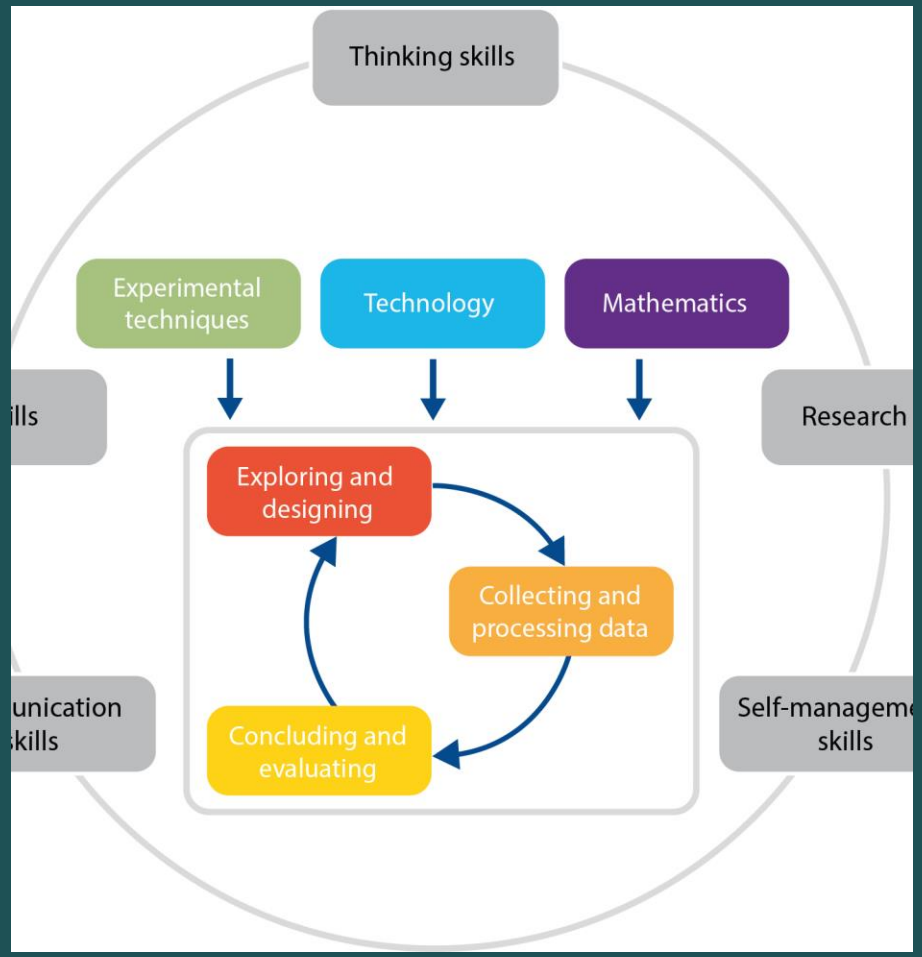
Paper I
- Section A (3 essays)
- Section B (1 essay)

Paper II (1 essays)
- only one essay for Paper II; no Paper III

IA (1800-2200 words)

Group 4 Science

Biology



Syllabus component
Syllabus content
A: Unity and diversity
B: Form and function
C: Interaction and interdependence
D: Continuity and change
Experimental programme
Practical work
Collaborative sciences project
Scientific investigation
Total teaching hours

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A: Unity and diversity	19	33
B: Form and function	26	39
C: Interaction and interdependence	31	48
D: Continuity and change	34	60
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	**150**	**240**

The recommended teaching time is 150 hours to complete SL courses and 240 hours to complete HL

BIOLOGY
HL versus SL

- MORE content in HL
- Faster pace
- Same topics taught in more detail
- Self-paced study skills are required

Why take IB Chemistry?

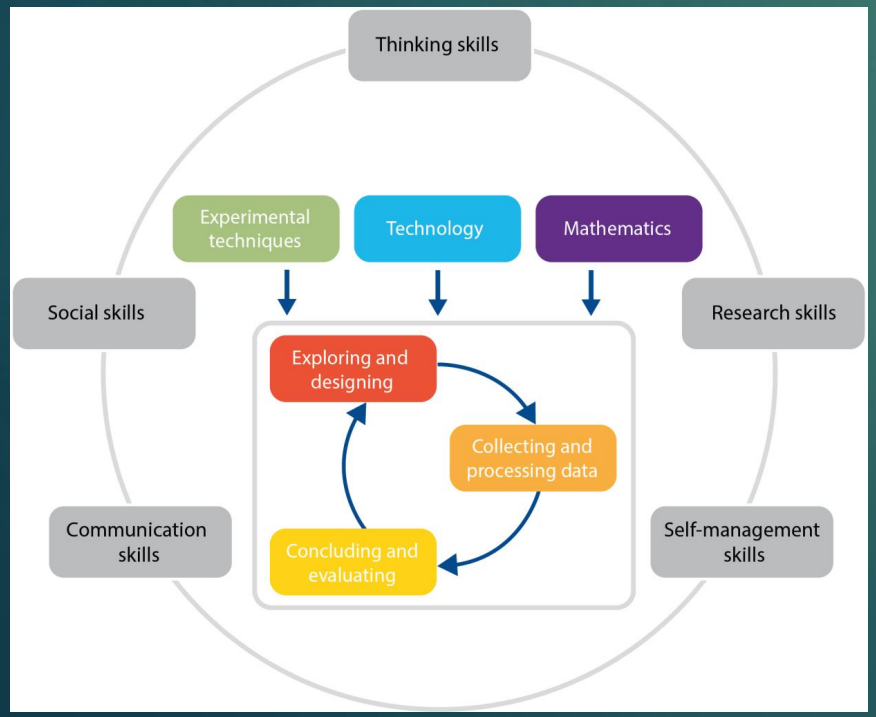
YOU LOVE CHEMISTRY **AND** WANT TO CHALLENGE YOURSELF IN MORE ADVANCED TOPICS!

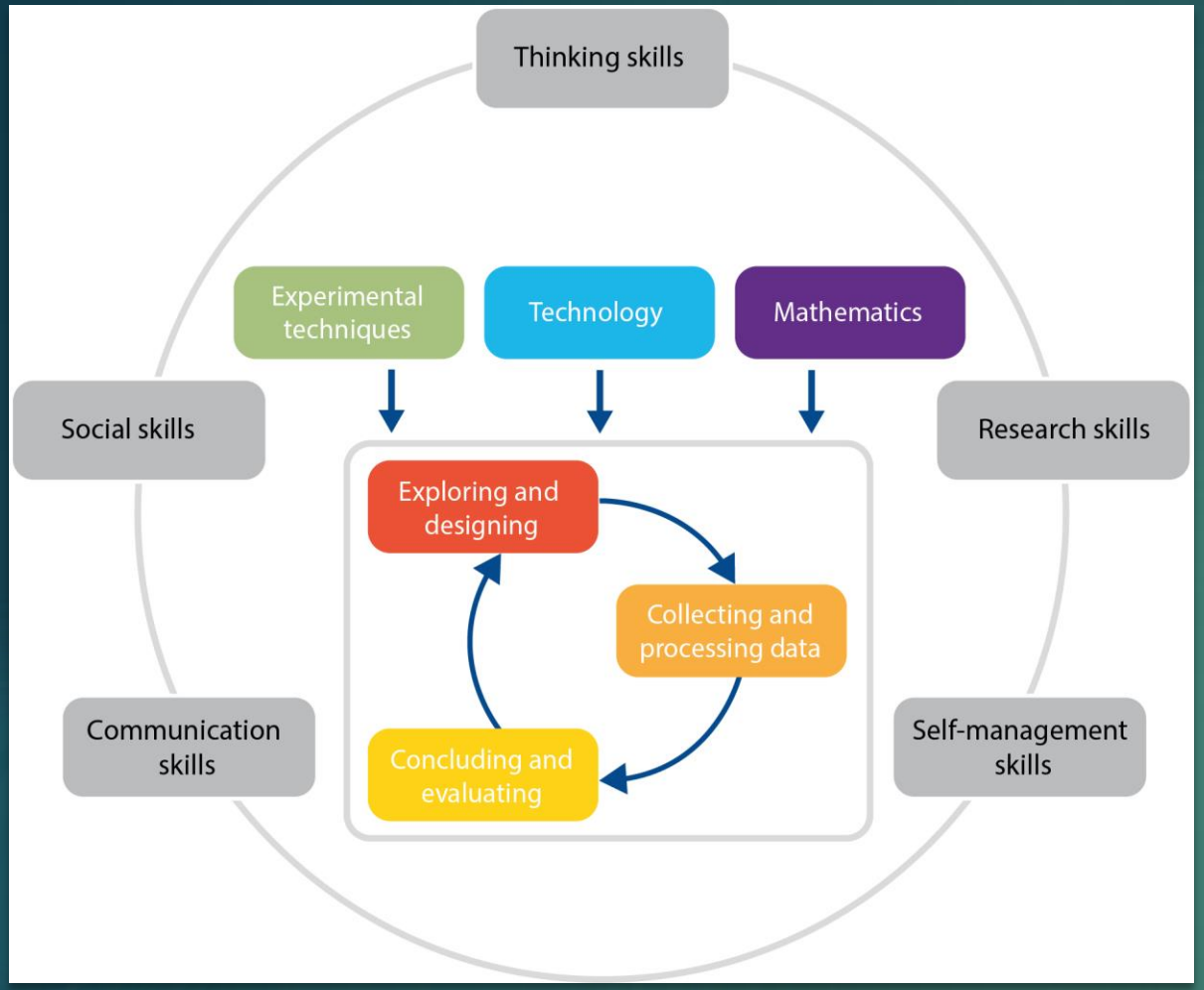
YOU ARE PLANNING ON A STEM MAJOR IN COLLEGE – ESPECIALLY MEDICINE!

YOU WANT TO GET A LEG UP ON YOUR COLLEGE CLASSMATES WITH SOME ORGANIC CHEMISTRY KNOWLEDGE!

Chemistry

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	**150**	**240**





Physics

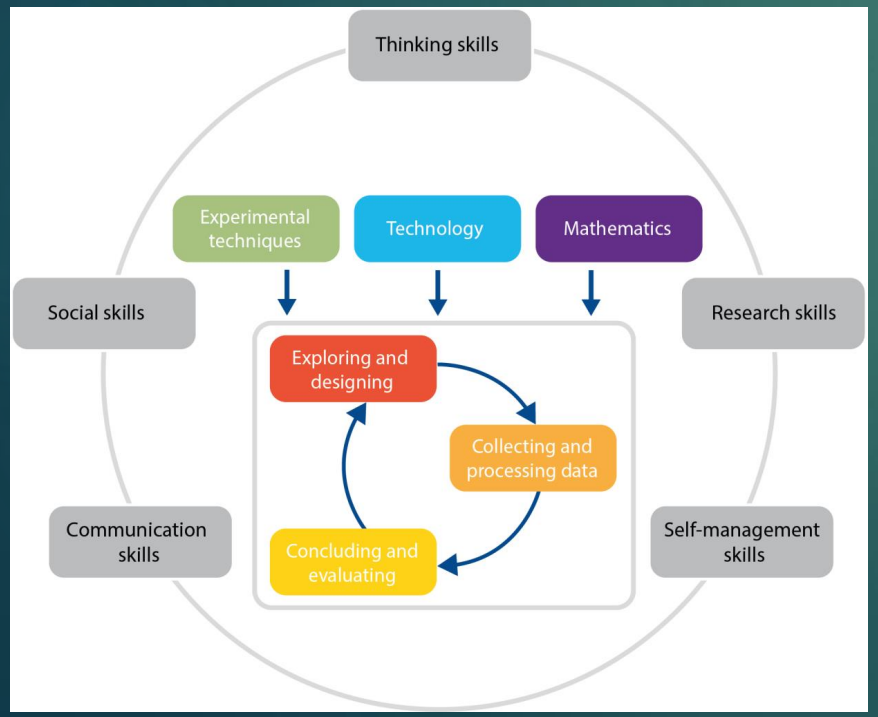
Syllabus component	Teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	**150**	**240**

Syllabus component	Recommended teaching hours
Core content	**120**
Topic 1—Foundations of environmental systems and societies	16
Topic 2—Ecosystems and ecology	25
Topic 3—Biodiversity and conservation	13
Topic 4—Water and aquatic food production systems and societies	15
Topic 5—Soil systems and terrestrial food production systems and societies	12
Topic 6—Atmospheric systems and societies	10
Topic 7—Climate change and energy production	13
Topic 8—Human systems and resource use	16
Practical scheme of work	**30**
Practical activities	20
Individual investigation	10
Total teaching hours	**150**

ESS - Environmental Systems and Societies

- SL Only
- Interdisciplinary
- Focus on policy and human impact
- More writing than typical science course
- Credit for Environmental Science in Florida schools

Environmental Systems and Societies



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Topic 6—Atmospheric systems and societies	10
Topic 7—Climate change and energy production	13
Topic 8—Human systems and resource use	16
Practical scheme of work	**30**
Practical activities	20
Individual investigation	10
Total teaching hours	**150**

Group 5
Mathematics

Mathematics

Applications & Interpretations SL

- 11th grade Applications 1
- 12th grade Applications 2

Analysis & Approaches SL/HL

- 11th grade Analysis 1 or AP Calculus AB (SL) or BC (HL)
- 12th grade Analysis 2 or Analysis 3 (HL)

Five Topics Covered in all courses at varying levels.

Mathematics SL Testing

Both Classes cover 150 hours approximately 45 standard
Applications & Interpretations- Calculator Used on all Papers
Analysis & Approaches-Calculator Used on Paper 2 only

Paper 1 (90 minutes) **40%**

80 marks-Compulsory short response questions

Paper 2 (90 minutes) **40%**

80 marks- Compulsory extended-response questions

Mathematical Exploration (20 marks) **20%**

This is a piece of written work that involves

Investigating an area of mathematics.

Mathematics HL Testing

This class cover 240 hours approximately 78 standard

Analysis & Approaches HL - Calculator Used on Paper 2 and Paper 3

Paper 1 (120 minutes) **30%**
110 marks-Short response questions
Paper 2 (120 minutes) **30%**
110 marks-Extended-response questions
Paper 3 (60 minutes) **20%**
55 marks
Two extended response problem solving questions
IA-Mathematical Exploration (20 marks) **20%**

Mathematics Analysis & Approaches

- The same five topics (Number and Algebra, functions, Geometry/Trigonometry, Probability and Statistics, Calculus) are covered during this course. Each topic has sub-topics.

- Additional topics include:
  - involved proofs,
  - implicit differentiation & related rates,
  - Partial fractions,
  - displacement vectors, scalar & vector product, vector equations of lines,
  - Proofs of geometrical properties using vectors
  - derivatives of exponential & logarithmic functions,
  - complex numbers to understand periodic models,
  - De Moivre's Theorem

Mathematics Applications & Interpretations

- The same five topics(Number and Algebra, functions, Geometry & Trigonometry, Probability and Statistics, Calculus) are covered during the SL and HL courses.
  - Each of these topics has sub-topics with HL students covering some additional sub-topics or the same sub-topics at greater depth.

- Additional topics include:
  - Inverse variation models,
  - displacement vectors, scalar and vector product, vector equations of lines,
  - logistic models, sinusoidal models, complex numbers to understand periodic models,
  - matrices,
  - eigenvalues, eigenvectors,
  - slope fields,
  - differential equations, and
  - graph theory.

Applications and Interpretations	Analysis and Approaches
IB recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data rich world. The focus is on topics that are often used as applications or in mathematical modelling. Students use the graphing calculator more often to solve the problems. This course is for students who enjoy solving practical problems using mathematics, those who enjoy harnessing the power of technology as exploring the more practical side of mathematics.	IB recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a coherent and rigorous way. Students construct, communicate, and justify correct mathematical arguments. This course is for students who enjoy algebraic calculations, investigation, proofs, and some graphing calculator skills. Fewer contextual questions. More working steps.

Group 6

Performing Arts, Digital Society

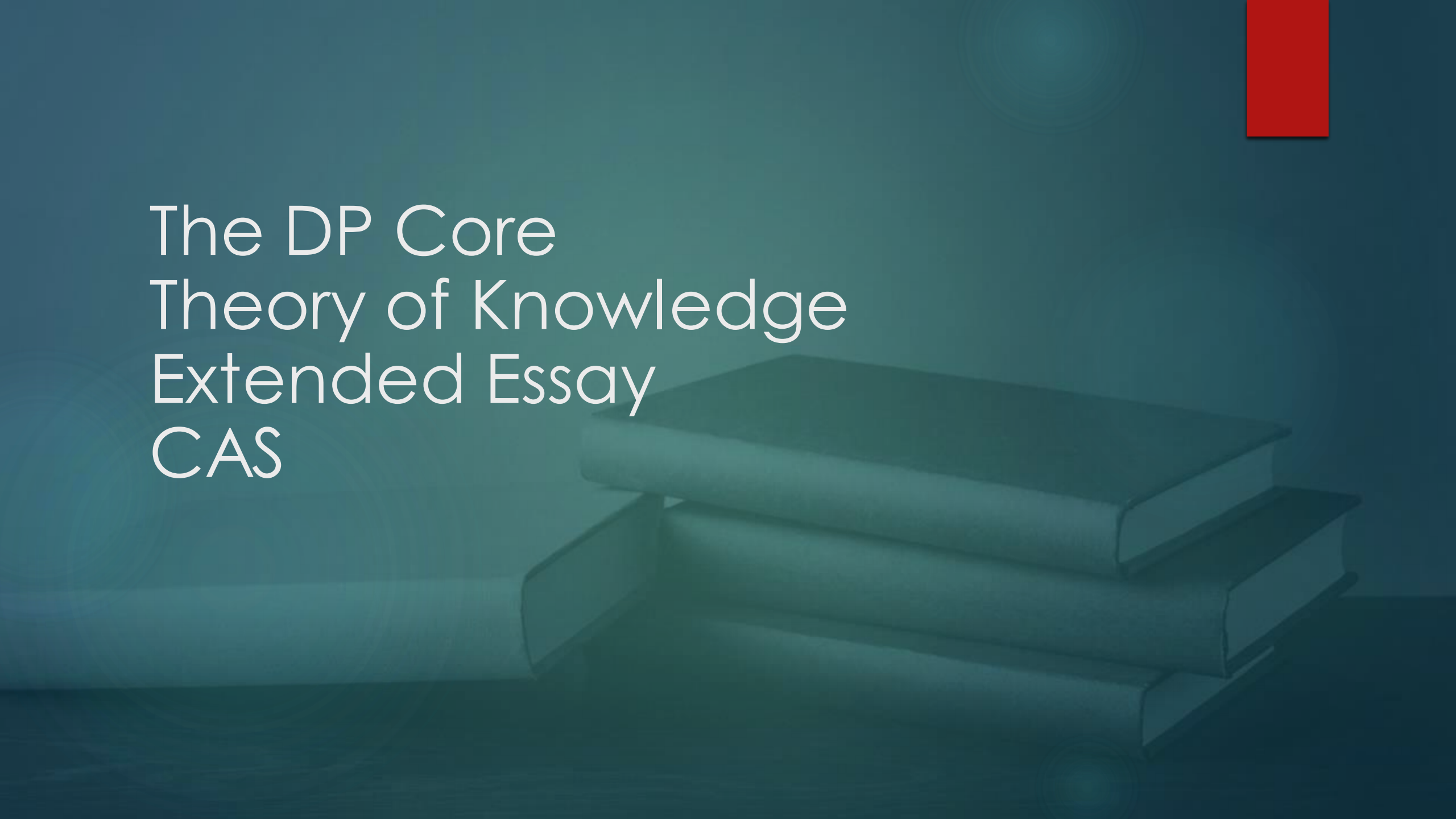
Or

Second Group 3 or 4

Everyone needs to take a group 6!

- Here is a link to IB Theatre
- IB Theatre Basics with videos revised2024.pptx

The DP Core
Theory of Knowledge
Extended Essay
CAS



Theory of Knowledge

Essential questions:

How do we know what we know? What counts as evidence for X? How do we judge which is the best model of Y?

What does theory Z mean in the real world? Where does our knowledge come from?

Students reflect on the knowledge, beliefs and opinions they have formed over their years of academic studies and their lives outside the classroom.

The course culminates in a TOK exhibition (IA) and TOK essay (external assessment)

The Five Areas of Knowledge
How we divide, label, and analyze the knowledge we possess:

- Mathematics
- Natural Sciences
- History
- The Arts
- Human Sciences

The Extended Essay

Required for all IB students throughout the world

01

4000 word essay written in one of the student's subject areas

02

Will have a teacher advisor to guide the student through the process

03

Essay process starts in 2nd semester junior year in TOK

04

Students write the essay over the summer and turn in their first edition in August when school resumes

CAS
Creativity, Activity, Service

Part of the IB Core, required for the IB Diploma and graduation

Strands-

Creativity, Activity, Service

Starts first month of Junior Year

18 month commitment to your community and to yourself

Meets Bright Futures service hours requirements

Students meet with CAS advisors to share progress monthly