

# Sophomore SL/HL Seminar 2024

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Mrs. Striblen

IB Coordinator, Assistant Principal


[striblene@pcsb.org](mailto:striblene@pcsb.org)

Mrs. Shepherd-Thompson

IB Counselor

[shepherda@pcsb.org](mailto:shepherda@pcsb.org)

# 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.





Fun things to look forward to next year!



JR/SR IB Friendsgiving 2022



Junior "You're Halfway There!" Field Day



Junior IB  
Pinning  
Ceremony



2022 Junior  
Holiday  
Cookie  
Contest, a.k.a.  
The Golden  
Whisk  
Challenge





# 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% - 99% at PHUHS IB (85% PHUHS IB attend a Florida College)

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!



# Completing the IB Diploma Years Means

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- Earning College Credits
  - Graduate College Early
  - Double Major in College
  - Advanced Standing for high scores in IB courses
  - Participate in a “fast track” program to earn your Masters or MD while earning your BA
- Likelier to be accepted into an Honors Program at University
  - Smaller class sizes
  - Specialized Housing
- Scholarship Opportunities
  - FSU automatic scholarship of \$8,000 for IB Diploma Recipients
  - Over 2 million in Bright Futures Scholarships alone from 2024 graduating class!




# IB Courses ARE College Courses

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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



**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?

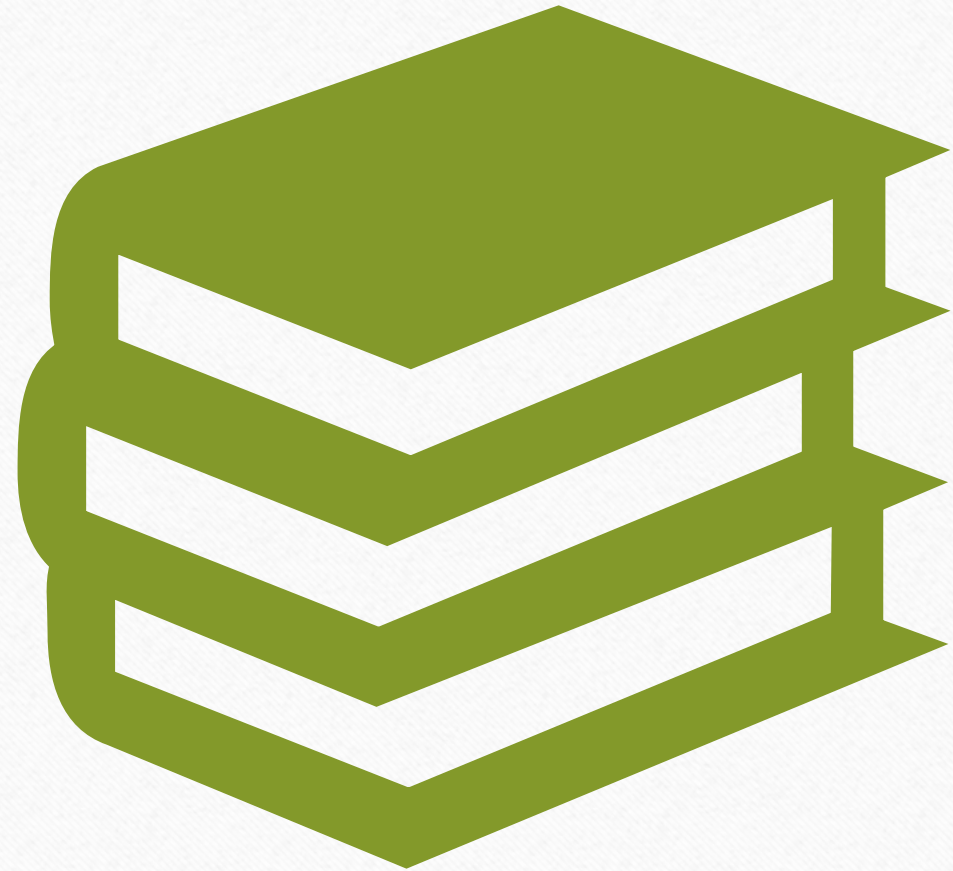
Content Classes are defined as SL or HL and are two year courses

- 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
  - Exception is SL History (one year)



How many HL  
and SL classes do  
I take?

IB requires  
3 HL and 3 SL  
courses





# How do I earn my IB Diploma?

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- 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 CAS (learning outcomes and project)
- Complete Extended Essay
- Complete TOK essay and exhibition

All Juniors and  
Seniors have  
**TWO** Diploma  
Support Classes





# What do we call assessments or exams in IB?

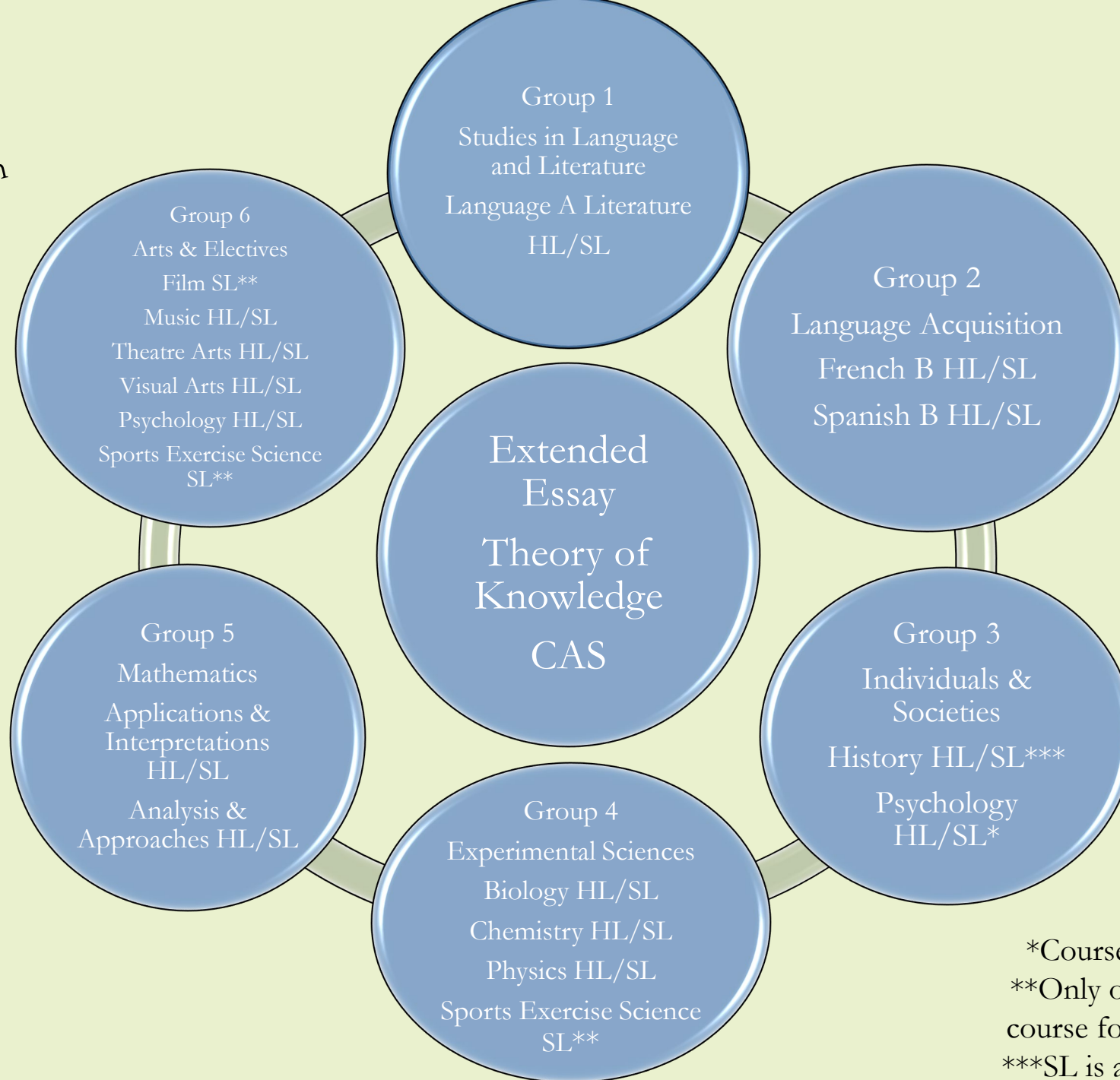
## Internal Assessments (IAs)

- 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)

There are 6 groups  
students take classes from  
in IB



\*Course considered a group 6 elective  
\*\*Only offered in Senior year as a 1 year course for students who took SL History  
\*\*\*SL is a one year course for this subject



# Group 1

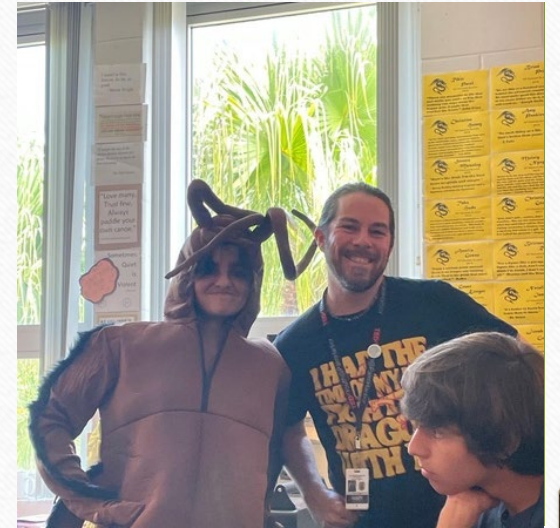
## Language A

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# English Literature

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- Designed to develop advanced skills in literacy analysis, critical thinking and communication.
- Focuses on studying literary works from a variety of periods, genres, and cultures.
- Develops skills in close reading, literary criticism, and written analysis.





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 individual oral presentation

## External Assessment: Exams

- Paper One: Guided Literary Analysis (35%)
- Paper Two: Comparative Essay (35%)

# IB Language A: Literature

## Scoring Breakdown **Higher Level**

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### Internal Assessment

Individual Oral (20%)

One global issue as addressed by one native work and one work in translation  
15 minute oral presentation

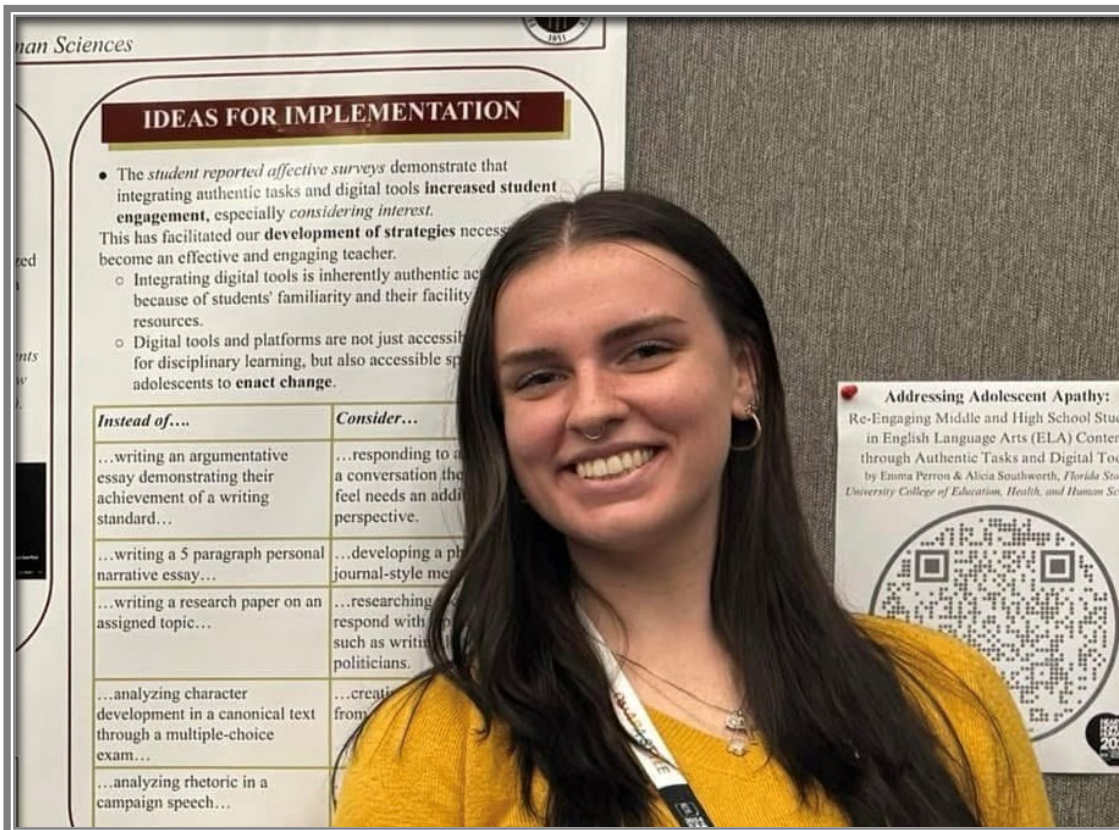
### External Assessments

Higher Level Essay (20%)

Exam - Paper One: Guided Literary Analysis (35%)

Exam - Paper Two: Comparative Essay (25%)





HLs: English, Spanish, and Theatre

# Emma Perron

My name is Emma, and I am a 2021 graduate of PHU IB. I am also a graduate student at Florida State University (Go Noles!) with a Bachelor of Science in English Education. I am also currently finishing my Master's in English Teaching, so in other words, I am going to be an English teacher. Throughout the past year, I have had the pleasure of working on a poster and presenting at the annual convention for the National Council of Teachers of English. I have also recently submitted a paper for publication in a research journal relating to a critical framework that two of my peers and I have developed for teachers! I am so excited to move forward into teaching and continuing my path of learning!



HELLO

Ciao!

こんにちは

HOLA

Salut

привет!

*Group 2: Language B*  
*(HL vs SL)*

French & Spanish



# Seal of Biliteracy

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- 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!
- Many IB students participate in study abroad programs across the globe as a result of their World Language and IB education experiences—they feel more comfortable and knowledgeable as a global citizen to travel, communicate and live in different cultural settings.





# 5 Themes of Language B (SL + HL)

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**\*\*The themes cover the most significant aspects of human society and culture and allow for personalization based on career interests\*\***

1. Identities- language and identity, health and well-being
2. Experiences-immigration, sports and leisure, holidays, customs
3. Human Ingenuity- art and technology, social media, A.I., fake news
4. Social organization- family, community, volunteering, education and the working world
5. Sharing the planet- globalization, human rights, the environment



	SL	HL
<b>Writing (25%)</b>  <b>Paper 1</b>	1h15 250-400 words	<b>1h30</b> <b>450-600 words</b>
<b>Reading (25%)</b>  <b>Paper 2</b>	1 hour – 3 texts with comprehension questions	1 hour- 3 texts with comprehension questions <b>More challenging- Text C of SL is text A of HL</b>
<b>Listening (25%)</b>  <b>Paper 2</b>	<b>45 minutes</b> - 3 audio clips with comprehension questions	<b>1 hour</b> - 3 audio clips with comprehension questions <b>More challenging- Clip C of SL is clip 1 of HL</b>
<b>Oral (25%)</b>  <b>Internal Assessment (IA)</b> 12-15 minute conversation recorded with teacher.	3-4 minute presentation about a <b>visual stimulus</b> + Q&A about the 1 or more other themes	3-4 minute presentation about a <b>literary excerpt</b> + Q&A about the 1 or more other themes



# Sample oral photos for SL- emphasis on the target culture (opportunities to tailor to research interests)





HL (Emphasis on Literature- students read two short novels; learning how to dissect a text and construct a convincing argument)





# Why choose HL Language?

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You are good at languages

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You enjoy literature

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You are good at writing

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You want to be fluent in a second (or third or fourth) language

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You may want to live or travel abroad in the future

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You are interested in careers in international affairs, diplomacy, business, global health





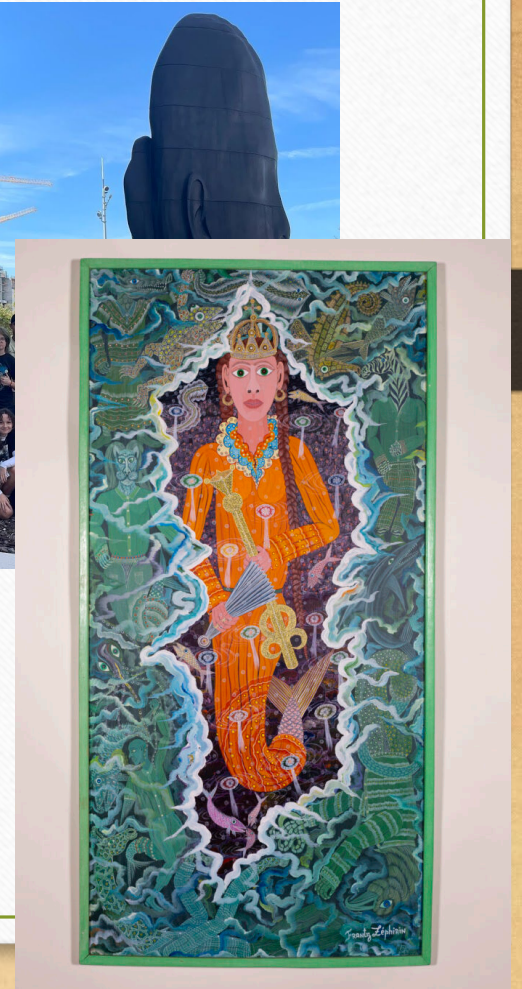
# IB French Student Outcomes

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- IB French students use our French projects to research for their future careers in fields such as global health, engineering, artificial intelligence, environmental science, veterinary medicine, fine and performing arts, film, etc..
- Past students have placed into 3000-level and 4000-level French classes as freshmen
- Some are pursuing careers in Diplomacy, International Business and Medical fields and are double-majoring or minoring in French
- Many study abroad in Francophone countries (France, Canada, Switzerland, Morocco)
- Some have completed a year in the Peace Corps upon graduation in places such as Togo



# IB French Field Trips + Projects





# Post cards from abroad









# Group 3

## Individuals & Society

### (History & Psychology)

\*Psychology is considered as an elective and a Group 6 course

# SL History (Only One Year)

<b>ANALYSE</b> BREAK DOWN IN ORDER TO REVEAL OUT THE ESSENTIALS- ELEMENTS OR STRUCTURE	<b>COMPARE AND CONTRAST</b> GIVE AN ACCOUNT OF SIMILARITIES AND DIFFERENCES BETWEEN TWO OR MORE ITEMS OR SITUATIONS, REFERENCE TO ALL OF THEM THROUGHOUT.
<b>DEFINE</b> GIVE THE PRECISE MEANING OF A WORD, PHRASE, CONCEPT OR PHYSICAL QUANTITY	<b>DESCRIBE</b> GIVE A DETAILED ACCOUNT
<b>DISCUSS</b> OFFER A COMMENTARY AND EVALUATION OF THE FACTORS A RANGE OF RELEVANT FACTORS OR ARGUMENTS, OPINIONS OR CONCLUSIONS SHOULD BE PRESENTED, CLARIFY AND SUPPORT WITH APPROPRIATE EVIDENCE.	<b>DISTINGUISH</b> MAKE CLEAR THE DIFFERENCES BETWEEN TWO OR MORE CONCEPTS OR ITEMS

WWW.SLHISTORY.COM  
SL HISTORY

Paper 1 The Move  
to Global War

Internal  
Assessment (IA):  
Historical  
Research Paper.

Paper 2 -Twelve  
Topics to choose  
from (student  
choice)

Due Dates: IA –  
December Paper 1  
and Paper 2 Exam  
- May



# HL History

## HL-First Year Course

- Contemporary History 19th-21st Century Topics Could Include:
  - Rights & Protest: Civil Rights in the US, 1956-65, Apartheid in South Africa, 1948-64
  - Authoritarian States: Castro (Cuba), Nasser (Egypt), Hitler (Germany), Mao (China)
  - Independence Movements (1800-2000): Cuba, Zimbabwe, India & Pakistan, Vietnam, Ireland
- Paper 1 and Paper 2 Exams (externally scored)
- Internal Assessment (2200 word paper)

## HL-Secondary Year Course

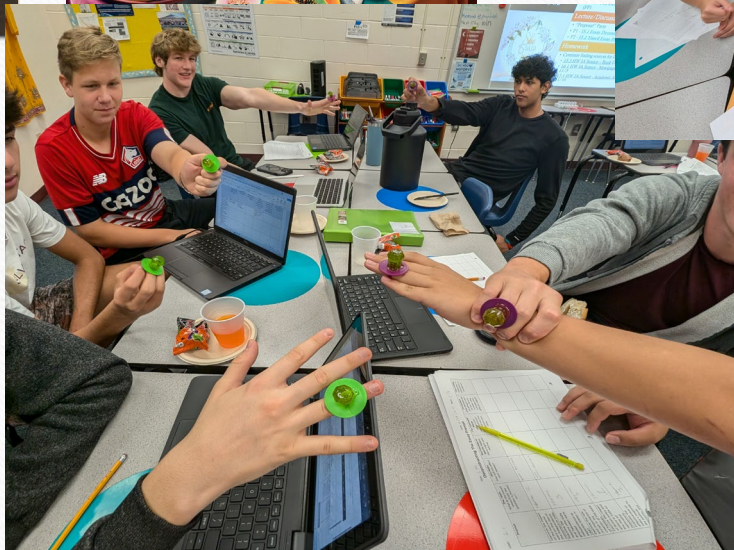
- History of the Americas 19th - 20th Century Topics Could Include:
  - Political developments in Latin America 1945-1980 (Allende/Pinochet, Fidel Castro, Juan Peron, Cuban Missile Crisis, Liberation Theology, etc.)
  - The Cold War and the Americas 1945-1981 (US Presidents, Vietnam War, Korean War, Cuban Missile Crisis, etc.)
  - Civil rights and social movements in the American post-1945 (Indigenous, Feminist, Hispanic/Chicano, Youth, etc.)
- Paper 1, 2, *and* 3 (19th –20th Century Topics) (externally scored)
- Internal Assessment

\*There are 20 topics within the curriculum to choose from; topics are subject to change.



# HL History

- Field Trips (James Museum & Holocaust Museum)
- Escape Rooms (India, Cuba, South Africa, etc.)
- Cultural Activities (Day of the Dead, Diwali, etc.)
- Cuisine (Pani Puri, Cuban Sandwiches, Guava Pastries, etc)
- Proposal Party & Pot Lucks





Senior Level  
One Year  
IB Courses  
following  
completion of  
SL History

If SL History  
is completed in  
Junior year,  
students can  
take an  
additional  
elective

Film Studies

Sports Exercise  
Science

University  
Elective

Global Politics

# Global Politics

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- Possible new class—may be a one year or two year
- It explores fundamental political concepts and examines how they influence and shape the world.
- The course combines theoretical knowledge with real-world case studies, enabling students to understand and critically evaluate political issues on local, national, and global scales.
- Develop a Global Perspective
- Links with history, economics, geography, and environmental sciences, offering a broad understanding of global issues.
- More current events and understanding political, social, and economic issues.

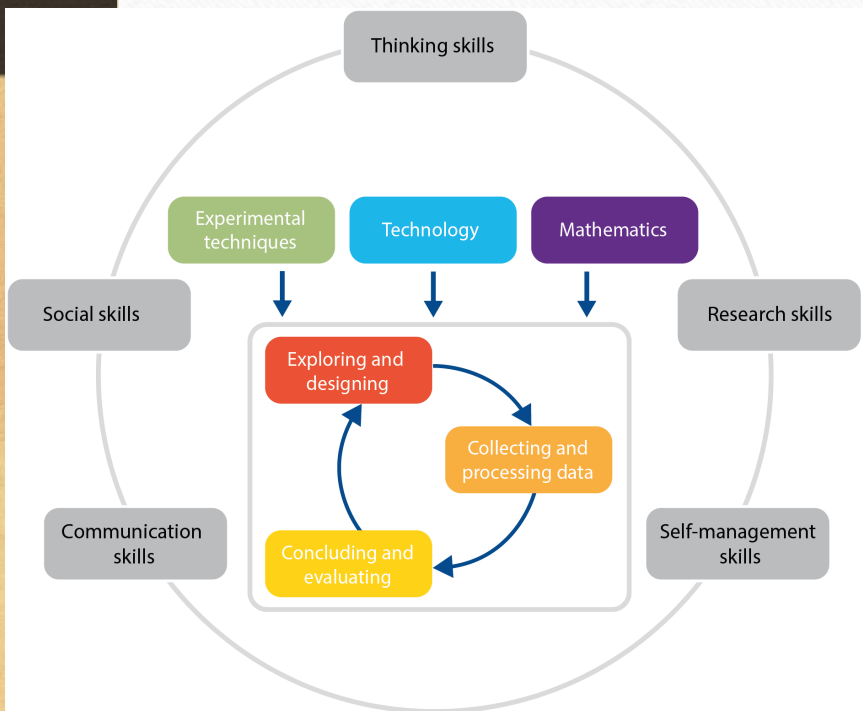


# Group 4

# Science

# Biology

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





# Standard Level Biology

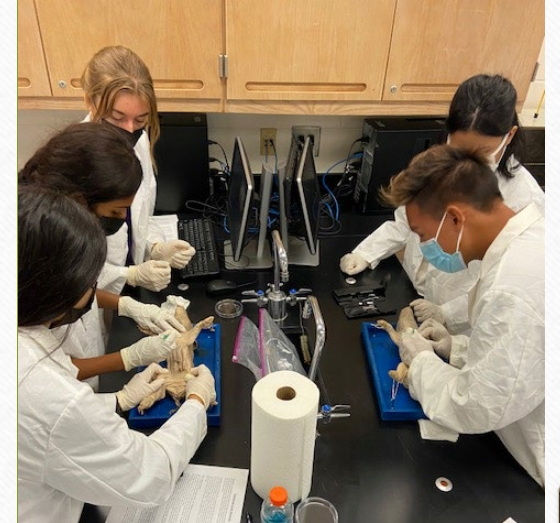
(Quotes from students)

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- “Pacing is more flexible than other sciences – variety of learning strategies”
  - “Supportive of students' schedules in other classes - Minimal homework, low stress”
  - “Because the classes are typically smaller, we have the opportunity for rich, in-depth discussions”
  - “Clear expectations of curriculum and requirements – Students know why they are learning certain material”
  - “Friendly, safe community environment in the classroom”

# Higher Level Biology

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- AP Biology Junior Year
- IB Biology 3 Senior Year
- Covers a wide range of topics, including cell biology, molecular biology, genetics, ecology, evolution, human physiology, plant biology, biotechnology, and anatomy.
- Hands on learning, integrates chemistry and physics concepts, providing a holistic understanding of biological processes.
- Excellent preparation for careers in medicine, biology, biochemistry, environmental science, and related fields.







# Aiden Rooney

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I am a 2020 graduate from Palm Harbor University High School studying evolutionary biology, Brazilian studies, and geosciences at the University of Central Florida. I am also an undergraduate research assistant in the Aquatic Biogeochemistry Laboratory at UCF studying wetland ecology and soil microbes. After my undergraduate degree, I hope to pursue a PhD in evolutionary biology. Graduated from UCF May 2024.

HLs: English, Biology and Psychology

# 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!



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





# HL/SL Chemistry

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# Chemistry



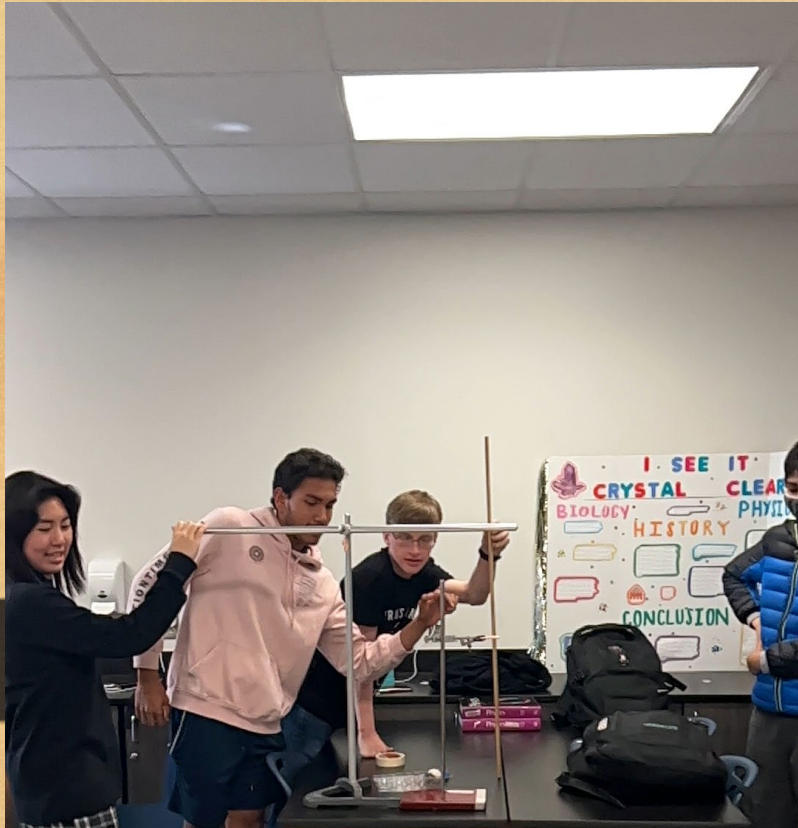
Syllabus component	Teaching hours	
	SL	HL
<b>Syllabus content</b>	<b>110</b>	<b>180</b>
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity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



# Physics



Syllabus component	Teaching hours	
	SL	HL
<b>Syllabus content</b>	<b>110</b>	<b>180</b>
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
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>



Testing Engineering Plans using Kinetic Calculations and the Law of Motion and Force





# Group 5

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## Mathematics

# Mathematics

## Applications & Interpretations SL/HL

- 11<sup>th</sup> grade Applications 1 or AP Calculus (HL)
- 12<sup>th</sup> grade Applications 2 or 3 (HL)

## Analysis & Approaches SL/HL

- 11<sup>th</sup> grade AP Calculus AB or BC (HL)
- 12<sup>th</sup> grade Analysis 2 or Analysis 3 (HL)

Five Topics Covered in all courses at varying levels.



## Analysis and Approaches

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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.**

# Mathematics Analysis & Approaches

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



## Applications and Interpretations

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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.**

# 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.



# 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

**Both Classes cover 240 hours approximately 78 standard  
Applications & Interpretations- Calculator Used on all Papers  
Analysis & Approaches-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 (75 minutes) 20%**

55 marks

Two extended response problem solving questions

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



# Group 6

## The IB Elective Group

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- Visual Art
- Music
- Theatre
- Psychology
- Sports Science
- Film
- Global Politics

\*Global Politics is not yet determined and will depend on student interest and the master schedule capability

# Everyone needs to take a course from each group, including group 6

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- Group 6 is considered an elective in IB and can be from any group OR a visual or performing art
  - IB Art, Music, Theatre
  - IB Film (SL level only)
  - IB Psychology
  - An additional course from another group:
    - IB Chem, Bio, Physics, Sports Exercise Science (SL level only)
    - IB Spanish or French (must have pre-requisites of Spanish 1-3)
    - Possibly Global Politics



# General Benefits of IB Arts Programs

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- **Holistic Development:** Nurtures attributes like open-mindedness and reflection.
- **University Preparation:** Recognized for its depth and rigor by colleges and universities.
- **Balance:** Provides a creative outlet to balance the academic rigor of other IB subjects.
- **Real-World Skills:** Develops creativity, analysis, communication, and perseverance.

## Benefits to IB Art

- The IB curriculum is designed to create well-rounded students. Completing a course in all 6 subjects accomplishes this goal !
- The work is much different than the academic classes, giving students variety in their day, their workload, and their education in general.
- Colleges are looking for students with a range of experiences and long-term commitment to endeavors beyond academics.

## Requirements:

Students **must** take 2D or 3D Studio Art as a prerequisite.

## Questions?

Email Ms. Swisher at [swishera@pcsb.org](mailto:swishera@pcsb.org)





# Why Choose IB Visual Arts?

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- Creative Expression: Explore and develop creativity through various mediums and techniques.
- Cultural Appreciation: Study art from diverse cultures and historical periods for a global perspective.
- Portfolio Development: Build a professional portfolio, ideal for careers in art, design, or architecture.
- Critical Thinking: Analyze and critique works of art to develop analytical skills.
- Personal Growth: Foster self-expression and self-discovery through conceptual art.

# IB Music

## HL/SL

The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course their collaboration with others.

Syllabus component	Teaching hours	
	SL	HL
<b>Exploring music in context</b>  When exploring music in context, students will learn how to engage with a <b>diverse</b> range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate <b>diversity</b> and <b>breadth</b> in their exploration by engaging with music from the <b>areas of inquiry</b> in <b>personal, local</b> and <b>global contexts</b> .	45	45
<b>Experimenting with music</b>  When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as <b>researchers, creators and performers</b> , students will learn to experiment with a range of <b>musical material</b> and stimuli from the areas of inquiry across local and global contexts.	45	45
<b>Presenting music</b>  When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.	60	60
<b>The contemporary music maker (HL only)</b>  Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.	n/a	90
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>



## Riley Curls

I'm a 2022 graduate of PHU IB. I was in IB Music and was Drum Major for two years. I'm in my Junior year at Florida State University majoring in English on the Literature Media and Culture path, with a minor in Music. I serve on Staff for Florida State University's World Renowned Marching Chiefs, performing with the Big 8 Drumline. Additionally, I serve as Assistant Director for "For Greater Music" a benefit concert for Tallahassee Title 1 music programs, which is adjacent to Tau Beta Sigma, the National Music Honorary. I work with the College of Music marketing department promoting all things Chiefs, Big 8, and TBS, with my biggest project this semester being our new uniform reveal, partnering with both the University and Athletic marketing departments, and even EA sports to update the newest games with real-life uniforms.



HLs: Music, English and Chemistry

# Why Choose IB Music?

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- **Passion for Music:** Ideal for students who enjoy performing, composing, or analyzing music.
- **Performance Opportunities:** Develop confidence and technical skills through solo and ensemble performances.
- **Music Analysis:** Deepen understanding of music theory and cultural contexts.
- **Composition Skills:** Gain hands-on experience in creating original music.
- **Interdisciplinary Skills:** Build teamwork, discipline, and time management skills.



## HL & SL THEATRE COURSES

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers.

The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

### ASSESSMENTS- **NO EXAM!**

- 1) Production Proposal –Portfolio (Former DN) (SL 30% / HL 20%)
- 2) Research Presentation-Presentation (World Tradition of Theatre) (RP) (SL 30% / HL 20%)
- 3) Collaborative Project-Group Project-(Devising Theatre) (SL 40% / HL 25%)
- 4) Solo Theatre Piece-Individual Performance (HL only 35%)

CAN DO SL IN 1 YEAR!

## FIELD TRIPS & COMPETITIONS



## ONE ACT PLAY



The Women of Troy  
District & State Thespian  
Festival 2023





## Harrison Betz

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Harrison Betz (PHU '21) is a senior at Florida State University double majoring in International Affairs and Spanish. Over the past three years, Harrison has remained involved in undergraduate research, working as a contributing editor for *Dante Today* - a digital archive dedicated to cataloging contemporary references to Dante Alighieri and his works. Recently, he has begun work on a bachelor's thesis focused on Latin American literary and artistic adaptations of Dante's *Inferno*; parts of which have been presented (and awarded) at regional literary studies conferences. Outside of class, Harrison is active in student-led theatre companies on campus as both a performer and writer and serves as the Vice President of FSU's Italian Club.

HLs: Theatre, Chemistry, and History





# Why Choose IB Theatre?

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- Collaborative Learning: Work closely with peers on performances, fostering teamwork.
- Practical Experience: Gain hands-on opportunities to act, direct, and design for the stage.
- Cultural Exploration: Explore global theatre traditions and practices.
- Creative Problem-Solving: Encourage innovative thinking through theatrical production.
- Personal Confidence: Build self-assurance and public speaking skills.

# IB Psychology

Two year course

SL and HL students  
work together in the  
same class



IB  
Psychology-  
Junior Year  
– At a  
glance

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.



# 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

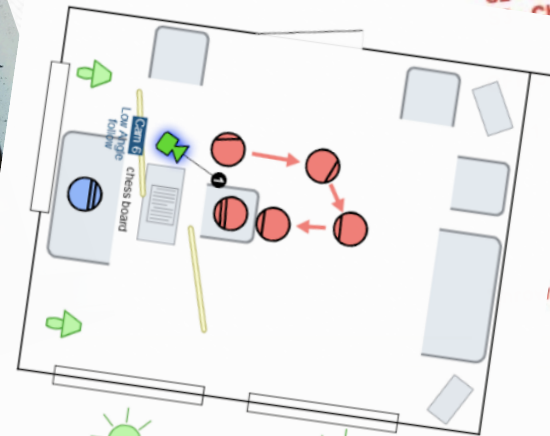
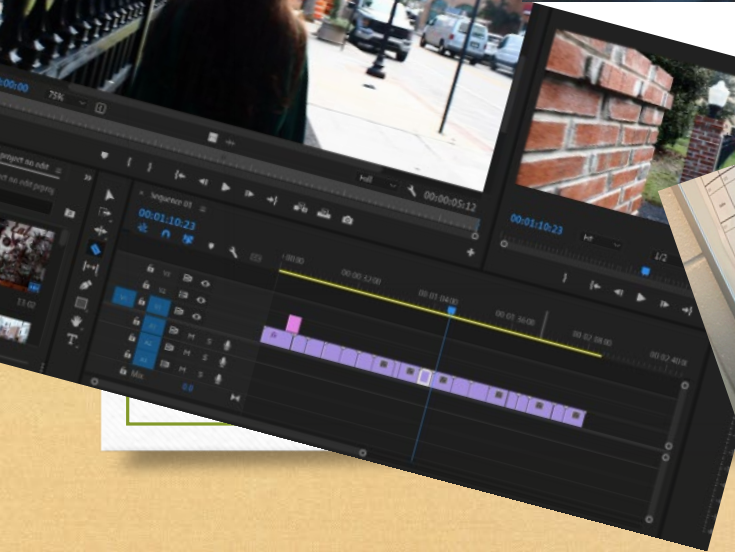
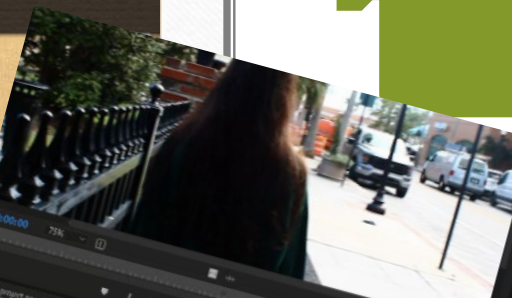
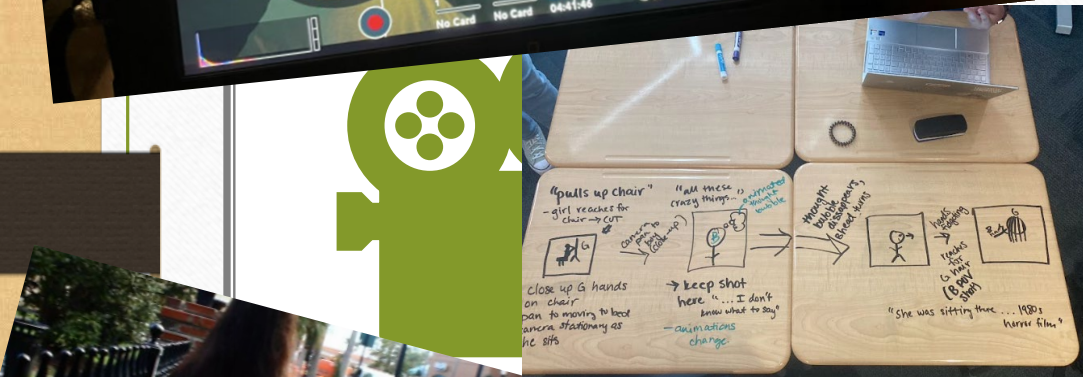
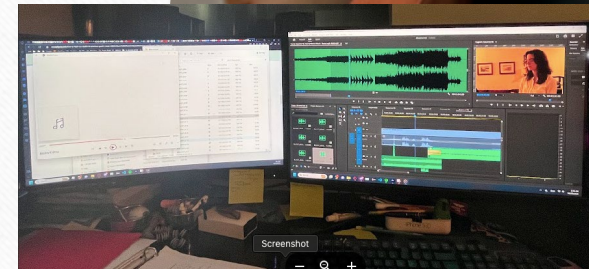
- Paper I
  - Section A (3 essays)
  - Section B (1 essay)
- Paper II (1 essays)
  - only one essay for Paper II; no Paper III
- IA (1800-2200 words)



# IB Film

- Core Syllabus Areas:

- Exploring film production roles
- Reading film
- Contextualizing film



S1 - Back of Addy Head  
S2 - Neutral of Convo  
Charlie Closeup

S5 - Back of Addy Head Close  
S6 - Back of Charlie Head Close  
S7 - Addy Closeup

INT. DR LUCY SIMMONS' OFFICE - DAY

A CLOCK TICKING and the sound of CARS DRIVING by, atmosphere of Dr Simmons' office. It's pristine, ornaments the wall, every item perfectly in its place for a chessboard that sits on the table. It's piecemeal; it's been abandoned mid-game.

DR. LUCY SIMMONS sits upright, straightening the top of her.

Opposite her is THOMAS DEVLAND, slumped over, tapping his foot.





# IB Film Festival







# IB Sports Exercise Science

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- Core:
  - Anatomy
  - Exercise physiology
  - Energy systems
  - Movement analysis
  - Skill in sports
  - Measurement & evaluation of human performance





# SL Sports, Exercise and Health Science

Quotes from students

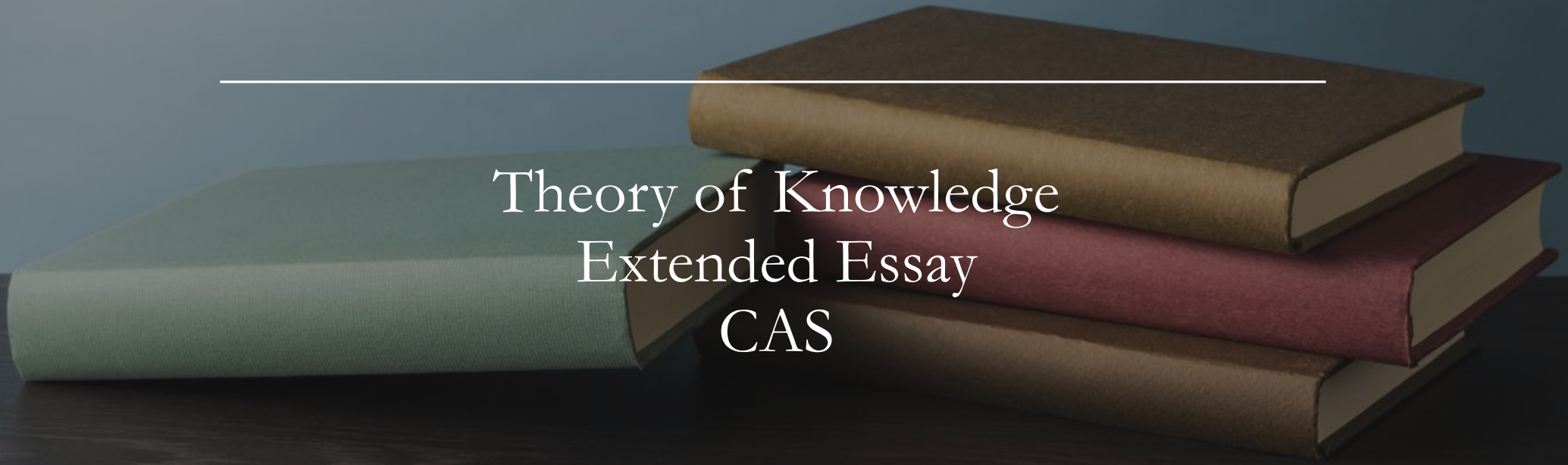
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- “Complements the curriculum of HL/SL Biology”
- “Encourages personal health and fitness”
- “Application of other sciences to real life”
- “Minimal homework”
- “We call it Sports Science for short, but emphasize exercise and health also”

# The DP Core

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Theory of Knowledge  
Extended Essay  
CAS







A class all IB students take,  
globally



Essential questions:

How do we know what we know?  
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)

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# Theory of Knowledge

# The 8 Areas of Knowledge

How we divide up and label the knowledge we possess:

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Mathematics

Natural Sciences

History

Knowledge and the  
Knower

The Arts

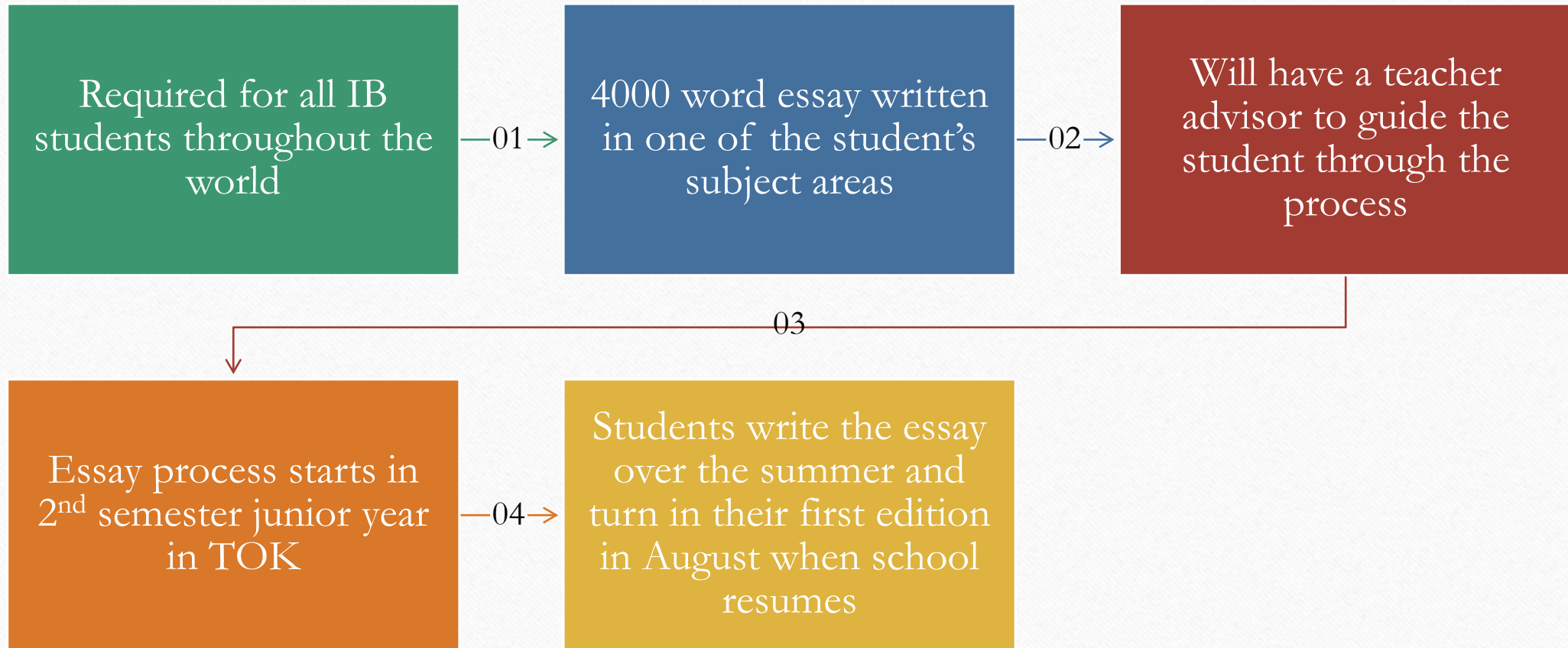
Human Sciences

Knowledge and  
Technology

Indigenous Knowledge  
Systems



# The Extended Essay



# CAS

## Creativity, Activity, Service

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

Strands-  
Creativity, Activity,  
Service

Starts first day of  
Junior Year

18 month  
commitment to your  
community and to  
yourself

This summer find a  
place to provide  
community service  
monthly.

Student meeting this  
spring during AR.  
Be on the lookout  
for the date!



# Q/A in the media center

- Mrs. Shepherd-Thompson will go over course and the course request form with students the week of January 28<sup>th</sup>
- Students will sign up next week to visit HL classes and SL/HL History and the one year SL classes if they visit SL History
- Class visits will be session 3-5, January 14-24