

Horton High School
Course Registration Handbook
for
Horton pre-IB
&
IB Diploma Program
2021-2022



Inquiries are welcome

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The IB Mission Statement

The IB is motivated by a mission to create a better world through education.

IB values their hard earned reputation for quality, for high standards and for pedagogical leadership. IB also promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in the IB mission statement found below:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging Programs of international education and rigorous assessment.

These Programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The IB Learner Profile



The attributes and descriptors of the learner profile (see below) define the type of learner the IB hopes to develop through its three Programs. IB also has a primary years Program (PYP) and a middle years Program (MYP). Horton offers the Diploma Program (DP). The Learner Profile is in essence what IB and their three Programs, are about. IB Programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three Programs is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner. The learner profile is at the heart of the IB and is central to the definition of what it means to be internationally minded. Thus, the IB is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB Programs and focuses attention on the processes and the outcomes of learning. The Learner Profile provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and what is expected of parents in terms of support for that learning.

IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Horton pre-IB

Horton pre-IB is a comprehensive Grade 10 experience for students who are considering the IB Diploma Program for Grades 11 and 12. Students who complete *Horton pre-IB* courses have the option to continue into IB in Grade 11 or to continue with the Public School Program (PSP). *Horton pre-IB* courses follow the provincial curriculum with the purpose of developing skills that are needed for the successful completion of the IB Diploma Program. While these courses parallel the regular academic courses in the grade 10 curriculum the subject material is covered more quickly and will have a greater emphasis placed on independent work, research, writing, oral communication and experimentation. The selection of courses is designed so that if a student decides not to pursue the IB Diploma, they are still on track to fulfill the requirements for a Nova Scotia high school diploma. Students who are successful in this program will be well prepared to face the challenges of the IB Diploma Program courses in Grades 11 and 12. Keep in mind that the IB program is not meant just for the academically elite student. Any motivated, academically ambitious student capable of being successful in regular high school academic courses should also be able to cope with the IB diploma, provided they are willing to put in some extra effort from time to time.



From a current grade 10 parent: "Our son has been wallowing in the school system for the past 4 years, very unengaged in his school work. Great marks, very uninspired, frustrated and bored....the pre-IB opportunity at Horton came at the perfect time. Within one month of starting, he's become a different boy...fully engaged in every class, thriving with his work, excited to be doing homework, sharing his classroom experiences with us, enjoying school again, and looking forward to the academic challenges ahead. We could not be more happy with the program, and are excited about what lies ahead for him."

Pre-IB & IB Assessment

Each IB class is assessed using a variety of methods appropriate to the subject including labs, essays, performances as well as both oral & written exams. The pre-IB year introduces these types of assessment in a grade-appropriate way. Pre-IB students will complete formal lab reports, conduct oral exams in English and French and learn a variety of research and writing techniques in each discipline....with the same teachers that will be the IB teachers in grades 11 and 12.

Horton pre-IB Course Descriptions (grade 10 only)

English: Pre-IB, Grade 10

The Pre-IB English course will lay the foundation for the advanced study of literature through the examination and analysis of Canadian, American and World literary works. The course includes the analysis of dramatic, poetic, and narrative texts to reveal character and theme, as well as encourage and inform reader response. Students will examine literary genres, concepts, conventions and techniques allowing them to interpret and gain a more sophisticated appreciation of literary texts. Assessments for this course include both oral and written assignments including, but not limited to, research papers, oral/visual presentations, essays, critical analyses, creative writing, and vocabulary. This course is a recommended pre-requisite for the IB English Course taken in Grades 11 and 12.

French: Pre-IB, Grade 10

The Pre-IB French course is designed to improve proficiency by building their oral, written, reading, and listening skills in French. A thorough study of grammatical principals and vocabulary will be enhanced as students read a variety of texts, prepare written compositions and participate in classroom oral assignments. Students will also gain cultural knowledge about French speaking countries. Students will be able to work on refining their skills with the French language. This course is a recommended pre-requisite for the IB French Course taken in Grades 11 and 12.

Geography: Pre-IB, Grade 10

In this course there is an increased emphasis on geographical inquiry and current world events in terms of their interactions with the geography landscape. Emphasis in this course will assist students in developing research, map, reading, writing, and presenting skills. Using the five themes of Geography (location, place, region, movement, and human environmental interaction) students will develop significant understanding in order to prepare them for the IB course offered in Grades 11 and 12. This course is a recommended pre-requisite for the IB Geography Course taken in Grades 11 and 12.

History: Pre-IB, Grade 10

Pre-IB World History covers multiple perspectives on the origins of globalization and its impact on people. Students will develop higher-level thinking skills by examining the effects of globalization on their local, national and world communities. With a focus on analytical writing, oral communication, research and synthesis skills all with an emphasis on historical content, students will be better prepared for the IB History course offered in Grades 11 and 12.

Mathematics: Pre-IB, Grade 10

The Pre-IB Mathematics course covers all of the components of the Math 10 Academic course with appropriate extensions to prepare students for Math Studies SL or Mathematics SL. Since the Diploma program mathematics courses require students to have strong confidence and expertise in mathematics, students in the pre-IB math course will work to develop and refine algebraic concepts and techniques. Students in the pre-IB year will learn additional mathematics topics such as probability, sequences and series, advanced trigonometric functions, and logarithms. Mathematics Pre-IB 10 will be two semesters long, a minimum of 220 instructional hours, and will address both the Mathematics 10 PSP curriculum outcomes and the additional curriculum outcomes available from the instructor. All students enrolled in Mathematics Pre-IB 10 will write the Nova Scotia Mathematics 10 June examination. This course is a recommended pre-requisite for the IB Mathematics courses offered in Grades 11 and 12.

Science: Pre-IB, Grade 10

The pre-IB Science course covers the current units of the Science 10 program with extensions designed to align closely with the IB science courses offered in Grades 11 and 12. The goal of the course is to promote practical and conceptual problem-solving development in order to prepare students for the upcoming IB courses. Topics include Fundamentals of Science, Introduction to Chemistry, Introduction to Physics, Ecosystems, and Weather Dynamics. Along with the classroom work in this course, laboratory experimentation will be used to support and enhance understanding of the concepts. Students also have a major research essay project to complete, in preparation for their Extended Essay requirements in the Diploma Program. This course is a recommended pre-requisite for the IB Experimental Sciences taken in Grades 11 and 12.

Advanced Biology 11: Pre-IB, Grade 10

This course is designed not only as an entry-level course that introduces students to the study of biology but also serves to prepare pre-IB students with an introduction to a variety of skill-sets required of them in the IB Diploma Program. It should be noted that this course does not replace nor is it an equivalent for IB Biology SL/HL. Topics include cell structure and function, the microscope, organizational systems /classification of living things, a study of viruses, a survey of the three domain system of classification, importance of photosynthesis and respiration, human digestion, respiration and circulation, and ecology. During the course, you will be guided towards developing skills with the microscope, slide work, microbiology, dissections, labs, research analysis, and independent thinking. This course is very much an activity-based, hands-on approach to learning.

Grade 9 students wanting to register for grade 10 pre-IB should register using the online registration process as outlined by Mr. Routledge.

The International Baccalaureate Diploma Program

Horton High School is officially authorized by the *International Baccalaureate Organization* to offer the IB Diploma Program (DP), becoming part of the IB global family of over 4000 schools throughout 140 countries. This comprehensive approach to learning emphasizes academic excellence and fosters personal development by encouraging community service and involvement in creative and physically active pursuits. This free, open access, alternate pathway through grades 11 and 12 is truly a gift, as the inherent value of the program provides unique perspectives and experiences that are specific to IB. Read on to learn more!

A student in the IB DP would take IB courses in Grades 11 and 12, instead of courses from the Nova Scotia curriculum (PSP). A student intending to enroll in IB DP courses in Grade 11 and 12 would prepare by taking *Horton pre-IB* courses in their Grade 10 year.

More about IB and the Diploma Program...

The IB Diploma is an academically challenging, standardized international curriculum intended for students heading to university. The IB program emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. It is designed for highly motivated students who enjoy academic challenges and wish to become more involved in their communities. Operating now for over thirty years, the IB program has earned a reputation for challenging assessment and is highly regarded at universities all over the world. The comprehensive program emphasizes academic excellence and fosters personal development by encouraging community service and involvement in creative and physically active pursuits. Assessment in the IB program includes standardized exams written and graded by teachers from many countries as well as work marked by the students' own teachers, but moderated by international markers.

Is the International Baccalaureate Diploma Program for you?

- Are you a motivated student who has curiosity and a zest for learning?
- Are you a mature and academically able student interested in going to university?
- Are you willing and able to accept academic challenges and willing to take initiative?
- Are you able to learn independently, and get along well with others in a group? - an essential element to effective team-building
- Are you a competent reader? Do you possess competent math skills?
- Do you have (or are willing to acquire) effective communication skills, analytical/critical thinking skills, good time and stress management skills?
- Do you participate in school and community activities and demonstrate a capacity and willingness to assume a leadership position?

- Do you have an interest in issues beyond our community; demonstrate an appreciation for, and sensitivity to, other cultures and perspectives?

If you answered yes to these questions, then the IB program is for you! Keep in mind that the IB program is not meant just for the academically elite student. Any committed, conscientious, academically ambitious student can be successful in the IB program. Any motivated student capable of coping successfully with our regular high school academic courses should also be able to cope with the IB diploma.



IB Program Requirements

To achieve an IB diploma, a student must take six subjects during his/her grade 11 and 12 year. Three of these courses must be taken at higher level (HL) and three courses must be taken at standard level (SL). HL courses are a minimum of 240 teaching hours. SL courses are a minimum of 150 teaching hours. Traditional Nova Scotia curriculum courses (PSP) are 110 teaching hours in length. Most IB subjects are taken over two years, but one standard level course will be completed in the Grade 11 year. Incoming grade 11 students will pick at least one course from each of the following groups of courses: first language (English HL), second language (French SL, SSST), mathematics, individuals and societies (Geography SL or HL, History SL or HL), science (Biology SL or HL, Chemistry HL, Physics SL) and fine arts (Art SL or Music SL). A second course from the experimental sciences or individuals and societies may be substituted for the fine arts course.

Three Special Features

The IB Program offers in addition to the traditional strengths of a liberal arts curriculum three VERY UNIQUE features (there are no PSP equivalents) called the Core.

Theory of Knowledge course – Theory of knowledge (TOK) is part of the IB Diploma Program and is mandatory for all IB students. As a thoughtful and purposeful inquiry into different ways of knowing (emotion, faith, imagination, intuition, language, memory, reason, sense perception), and into different kinds of knowledge (arts, ethics, history, human sciences, indigenous knowledge systems, mathematics, natural sciences, religious knowledge systems), TOK is composed almost entirely of questions. The most central question is "How do we know?" The pursuit of knowledge is much more than a collection of facts, involving the application of logic in critical thinking, examining and interpreting the wisdom of others, while searching for plausible explanations. Other intriguing questions include:

Extended Essay (EE) – As with CAS and TOK, the EE is mandatory for all IB students and there is no public high school equivalent. Essentially, the EE is an independent, in-depth, self-directed research project, producing a 4,000-word paper. It is intended to promote high-level research and writing skills, encouraging intellectual discovery and creativity. It provides students with an opportunity to not only engage in personal research but to provide an opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the written essay is followed by a short, debriefing interview, or *viva voce*, with the supervisor. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

Extended Essay workshops have taken place in the past at Horton and were led by Dr. William Barker. Dr. Barker is the former Vice President and Chancellor at Kings College in Halifax. He was at one time doing contract work for Harvard University and has also taught English Literature at Dalhousie University. Dr Barker has been instrumental to the great success that Nova Scotia IB students have had with their extended essays. Horton IB staff, former and current IB students have either directly or are indirectly finding that these workshops have been an invaluable experience. A testimonial from a Horton IB graduate, echoes these thoughts:

“...the extended essay was also a very effective way to introduce me to writing long, self-driven research papers, a skill that has saved me several hours of work in my first term alone. The extra time and effort I put into my studies during IB have been rewarded by the free time it has provided for me in university...I cannot stress enough how important essay-writing and presentation skills have been in my courses at UNB. I feel like they have been my most important asset coming out of IB, especially since there is no equivalent to the EE or the higher level English assessments in the standard NS curriculum. I have a huge advantage in my courses as a result of these skills.” – Isayah Vidito, BSc Engineering, UNB

More info can be found at hortonib.com as well as www.ibo.org

University Recognition of the International Baccalaureate (IB) Diploma in North America

The recognition of the IB Diploma by Canadian universities continues to improve dramatically. There are several reasons for this. The major reason is that universities believe IB Diploma graduates will perform better at university than students graduating from regular programs. The combination of critical thinking, research, and writing skills learned in the IB program enables students to succeed in the university learning environment. Because of the skills they have learned, IB students also provide leadership in classroom discussion and group learning.

IB Student Performance—University

Statistics reflect this performance: IB students who registered directly into second-year courses scored an average of 7% to 12% higher than their classmates (from the University of British Columbia website, <http://www.welcome.ubc.ca/admission.cfm?page=ib>). This is remarkable when you consider that those IB students are competing against students a year older with a full year of university experience. In a recent study the University of Florida showed that as IB students took more advanced and more difficult university courses, the performance gap widens further.

A Model of Consistency

Another factor in university recognition is that, faced with rampant mark inflation on high school transcripts across North America, universities know the IB graduation transcript is a model of consistency with world IB averages, varying by only fractions over the past 20 years. In addition, Canadian universities now have a shrinking market of high school graduates. As a result, competition for the best graduates has become intense. Because universities now believe that IB Diploma graduates are a sound investment, they are shifting their financial awards to the growing number of IB graduates in North America. Thus, IB graduates are snapping up more and more of the traditional scholarships, as well as benefiting from a vast array of financial incentives reserved exclusively for them.

A Variety of Incentives

Here in Nova Scotia universities offer a variety of incentives for IB Diploma graduates based on their anticipated IB grades submitted before March 15 of their final year. Acadia and St. Mary's give IB graduates with 30 points or better, 30 credits which is equal to one year's tuition. St. Francis Xavier and Dalhousie universities give IB graduates individual course credits for Higher Level courses with a score of 5 or better. Dalhousie gives a 2nd year philosophy credit for a Theory of Knowledge course. Cape Breton University (CBU) offers IB graduates a credit for any Higher Level or Standard Level IB course with a score of 5 or better. Dalhousie, Saint Mary's, Acadia, and CBU now have dedicated major renewable IB scholarships. All Nova Scotia universities consider IB graduates with a score of 35 points or better for all major scholarships. At the same time many of the nation's top entrance scholarships such as Mount Allison's Bell scholarship, the Loran Scholarships, and Saint Mary's Presidential scholarship have leadership and citizenship criteria that mirror those emphases in the IB Diploma.

2010 Financial Awards

Last year, of the 294 IB Diploma candidates in Nova Scotia, 266 accepted scholarships and financial aid amounting to \$3,746,300 to attend North American universities and colleges in September 2010. Our own Nova Scotia universities provided 75% of these awards demonstrating their strong commitment to the program. This total does not include the value of the advanced credits all IB graduates are given by all Canadian universities. The two \$75,000.00 Loran Scholarships awarded in Nova Scotia 2010 both went to IB Students.

Maintaining the Awards

It is one thing to earn a substantial renewable entrance award; keeping it requires a stellar performance in first and subsequent university years. One major Ontario university recently reported that only 27% of first year scholarship recipients maintain their scholarships, whereas all of the recipients who were IB Diploma graduates retained their scholarships through to graduation. In addition, most Canadian universities have internal scholarships awarded to students on the basis of their first year university results. Many IB graduates who miss out on university entrance scholarships are earning substantial awards once at university because they are so well equipped to do so.

Looking Ahead

The trend toward even better incentives provided by universities will increase as universities track both the success of IB graduates in their programs, and the suspected higher incidence of IB graduates pursuing post-graduate degrees. This trend is perhaps best evidenced by the recent words of Dalhousie's Registrar, Asa Kachan: "We view IB students as well prepared to succeed at university, and like many of our counterparts across Canada, we want to position ourselves as the university of choice for IB Diploma graduates."

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10 REASONS WHY THE IB DIPLOMA PROGRAM IS IDEAL PREPARATION FOR UNIVERSITY

1. **It offers academic breadth & depth** ~ IB DP students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.
2. **Colleges value students with meaningful experiences beyond the classroom** ~ Creativity, action, service (CAS) encourages learning through direct experience.
3. **It's a qualification recognized by universities around the world** ~ the IB DP is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.
4. **It creates independent learners & strong writers** ~ the extended essay requires independent research through an in-depth study and a 4000 word essay.
5. **It cultivates an international mindset** ~ an international mindset is a key 21st century learning skill. Second language learning – an IB requirement- has been linked to higher achievement in school and university.
6. **It assesses more than examination techniques** ~ IB never teaches to the test – exams are externally assessed with no grade inflation for more than 30 years.
7. **IB students have PROVEN time management skills** ~ research has found that IB students develop strong study habits and critical time management skills, key indicators of university readiness.
8. **The IB encourages critical thinking** ~ inquisitiveness and interpretation are among the key cognitive properties of an IB education
9. **Subjects aren't taught in isolation** ~ Theory of Knowledge (TOK) classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.
10. **Here are 10 more reasons** ~ The IB learner profile (page 4) offers 10 qualities underpinning the Diploma Program – from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

Comparison of IB and AP:

It is not uncommon for both parents and students to ask Mr. Fuller “*How do Advanced Placement (AP) courses compare with IB ?*” Mr. Fuller’s response is always prefaced with, “Students in the AVRCE are lucky to have both IB and AP as options for advanced learning. Students can apply to transfer to Horton to take the IB Diploma Program or they can apply to register for virtual AP courses. Both options require a personal investment on the part of the student and depending on what the student wants from the learning experience(s), that will ultimately determine their selection.”

Below is a comparison of IB and AP:

IB DIPLOMA PROGRAM:

- **Holistic Program:** The IB is a course of study made up of six areas which are studied concurrently. Students also take a class called Theory of Knowledge, write a senior research project (Extended Essay), and complete 150 Creativity, Action and Service hours
- Asks “why” more than “what”
- Significant accountability for teacher and student
- Graded world-wide
- **Multiple Assessments:** Essays, orals, and projects, performances in addition to the written exam, determine the final score (1-7)
- Emphasizes process and integration of content across content areas—process, application, integration
- IB students may also sit for AP exams if they choose

AP COURSES:

- **Cafeteria Style:** Students choose AP courses that fit their strengths and that are independent of one another
- No additional requirements
- Asks “what” more than “why”
- Less student and teacher accountability
- Graded in US
- **Single Assessment:** Scores (1-5)
- Content-driven
- AP students may not sit for IB exams unless enrolled in an IB class

IB Diploma Program Course Options for September 2021

Horton High School offers IB Diploma **grade 11** students the following IB table of course options for September 2021. Students can begin registration for IB during the last week of February 2021.

IB Subject Group	Courses offered at Horton
1 <i>Language A1</i>	English HL, Self-Study SL (in lieu of French SL)
2 <i>Language B</i>	French B SL
3 <i>Individuals & Societies</i>	Geography SL, Geography HL, History SL, History HL
4 <i>Experimental Sciences</i>	Biology SL, Chemistry HL, Physics SL
5 <i>Mathematics</i>	Mathematics: Applications and interpretation SL (NSVS online course) Mathematics: Analysis and approaches SL (calculus)
6 <i>Arts</i>	Visual Arts SL, Music SL

HL = **H**igher **L**evel...240 hour course (3 semesters)

SL = **S**tandard **L**evel...150 hour course (2 semesters)

REMEMBER!

IB Diploma Program students must take a course from each subject group (1-6 above) keeping in mind that three of the six must be SL and three of the six must be HL. A second course from the sciences or individuals & societies may be substituted for the arts course.

The Mathematics: Applications and interpretation SL course is quite accessible and intended for the humanities student. It is now offered online via the *Nova Scotia Virtual School (NSVS)*. The Mathematics: Analysis and approaches SL course is an introduction to a calculus type course with the intent on studying sciences, math or engineering at university and is taught face-to-face at Horton.

See the last page of this handbook for the *IB Selection Guide Matrix*. Fill in this last page & return to Mr. Fuller.

Remember to also register using the Online Course Registration System.

Horton IB Courses Descriptions

The following courses are designed for hard working, self-motivated students who are enrolled in the IB Diploma Program. Students must have successfully completed Horton pre-IB grade 10 courses or have permission of the IB Coordinator to enroll in these courses. Our **Horton IB Program website** (hortonib.com) has official IBO **curriculum briefs** for download if you want more information than what is presented below. The curriculum briefs contain more specifics to many of the courses listed below. Simply follow the “*Students*” link from the Horton High School homepage and select “IB Diploma Program”.

IB English Literature HL

IB English is a two year literature course for IB students that will introduce students to a range of literary works from different genres, historical periods, cultures and social contexts. Students will be expected to analyze and discuss major literary texts from around the globe. Students will develop the skills necessary to express their ideas clearly, precisely, coherently and fluently through oral communication, and in writing. Students will be expected to engage in challenging literary analysis in order to encourage a personal appreciation of literature and to develop a greater understanding of the techniques involved in literary study and criticism. This course will introduce students to both literary classics and modern writing and will promote an international perspective through the comparative study of works from a variety of cultures. Students’ writing and speaking skills will be assessed through the use of a number of different assessment tools that are intended to provide a comprehensive picture of the students’ linguistic proficiency and ability to think critically. *Instructor: Mr.Charles*

IB French B SL

This course is designed for students of a Core French background who are enrolled in the International Baccalaureate Diploma Program. During grade 11, students will study the following units: communication and media, global issues, social relationships, cultural diversity, leisure and health. A variety of media will be used and as many authentic documents as possible in all four skill areas: reading, writing, listening and speaking. *Instructor: Mr.Joice*

IB Geography HL/SL

IB students will take this course in grade 11 and grade 12. It follows up from the grade 10 pre-IB geography course and continues to focus on understanding the spatial patterns of both human and physical features of the Earth. There is an emphasis on understanding the relationship between people, places, and the environment at the local, regional, and global scales. Major core themes of the course include changes in population, disparities in wealth and development, and resources and sustainability. There are several optional units which include a combination of physical and human geography topics. The course involves the development of key geographic skills such as cartography, field work, other forms of research, and data manipulation and presentation. In addition to the regular internal assessments, the students will also write IB Geography examinations and complete a major field work report. *Instructor: Mr.Millar*

IB History HL/SL

The IB Diploma Program history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures. In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments.
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- enable students to collect, describe and analyse data used in studies of society, test hypotheses, and interpret complex data and source material.
- develop an awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

The candidates will examine the following topics in considerable depth:

- Peacemaking, peacekeeping—international relations 1918–36
- Origins and development of authoritarian and single-party states
- The Cold War

Instructor: Mr. Richard

IB Biology SL

The IB Diploma Program biology courses cover the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant structure and growth, the difference between genes and alleles, among many other topics, to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. In addition, the course is designed to: provide a body of knowledge, methods and techniques that characterize science and technology, enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology, develop an ability to analyse, evaluate and synthesize scientific information, develop experimental and investigative scientific skills, engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities, develop and apply students' information and communication technology skills in the study of science, raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology, develop an appreciation of the possibilities and limitations associated with science and scientists, encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. There will be an emphasis on practical laboratory work (approx. 25% of course) and students will complete an interdisciplinary Group 4 science project. Evaluation of the course will be based on practical lab work and an external IB exam

written in May of the Grade 12 year. The curriculum model overview for SL biology is available on the Horton website. *Instructor: Mr.Fuller*

IB Chemistry HL

Chemistry HL is a two year program designed to be the equivalent of a first year university chemistry course. Students will enroll in IB Chemistry for one semester of their grade 11 year and both semesters in their grade 12 year. It is designed to meet the needs of students who wish to go on and study science or engineering at university. *Topics include:* (Year 1) measuring & data processing, atomic structure, quantitative chemistry (stoichiometry), periodicity, bonding, energetics (thermochemistry); (Year 2) kinetics, equilibrium, acids & bases, oxidation & reduction (electrochemistry), and organic chemistry. Two additional topics will be covered as option topics: medicine & drugs and food chemistry. Approximately one quarter of the course is devoted to practical (lab) work and students must also complete a Group 4 science project. The IB Chemistry exam will be written in May of the (grade 12) second year. *Instructor: Ms.Coldwell*

IB Physics SL

IB Physics SL is a two year in-depth physics course with an emphasis on laboratory investigations. The core topics of study include: physics & physical measurement, mechanics, thermal physics, oscillations & waves, electric currents, fields & forces, atomic & nuclear physics, and energy power & climate change. In addition to the core topics, sight & wave phenomena and quantum physics & nuclear physics will be covered as options. All students taking IB Physics will participate in a Group 4 (experimental sciences) project. Evaluation of the course will be based on practical lab work and external examinations written in May of the Grade 12 year. Students should have a strong background in mathematics & ability in science. *Instructor: Mrs. Fuller*

IB Mathematics SL

As of September 2019, there are two new subjects in mathematics. The subjects are called Mathematics: Analysis and approaches and Mathematics: Applications and interpretation Both subjects are being designed to appeal to students with varying levels of ability and motivation in mathematics, but will be developing their mathematics fluency, their ability to think mathematically, to recognise mathematics around them and to be able to use their mathematics in either abstract or contextual settings.

Mathematics: Analysis and approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. ***Mathematics: Analysis and approaches*** will be a development from the current Mathematics HL and SL subjects. *Instructor: Mr. Easton*

Mathematics: Applications and interpretation is being designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. **Mathematics: Applications and interpretation SL** will be developed from Mathematical studies SL. *Instructor: Nova Scotia Virtual School (online course)*

IB Music SL

This two-year course is designed for music students with varied backgrounds in music. The typical IB SL Music student is either a performer (solo or group) a composer/arranger, improviser, or music technology composer. The aim of the IB Music Program is to give students the opportunity to explore and examine the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding of historical and global music. This is accomplished through listening, responding, performance and composition. Students will be expected to use appropriate musical language and terminology to analyze musical works from a variety of cultures and historical periods. Composers and technology composers will critically explore and examine their own works, and works of others. External assessments of listening and musical investigation will constitute 50% of the grade, and internal assessment will be done by the teacher in the areas of performance and/or composition to fulfill the remaining 50% of the grade. Those students choosing Group Performance must be a member of an appropriate music group. Students should discuss this with the IB music teacher, K. Greene.

Prerequisites for IB Music SL:

One year of any high school music course and/or permission of the instructor. Music Theory and/or AP Music Theory would be preferred. Students must have a good working knowledge of music theory fundamentals. They will study music of many cultures and time periods to understand fully its musical construction and societal connections, and therefore should have a solid understand of musical language and terminology. Students should be able to work independently and demonstrate a strong investigative nature. This course prepares students for the Standard Level examination in IB Music to be taken at the end of the course of study. A culminating performance or demonstration of the students compositions is required in addition to the written exam. *Instructor: Ms. Greene*

IB Visual Arts SL

This IB course offers students an enriched, in-depth and hands-on opportunity to explore their visual world. As an IB course, IB Visual Arts assumes that the students are committed to learning at a high level of rigor and commitment. IB Visual Art students find success through intensive artistic focus, practice, research, and experimentation. To meet IB's visual art standards, you will:

- commit to in-depth investigations into ideas and exploring a variety of media and processes,
- develop your own focused body of art work,
- consistently document your art work,
- make connections between form, content, and meaning in visual arts
- examine the visual arts as artifacts of cultural expression
- appreciate and evaluate your own work and the work of others
- maintain a sophisticated investigative workbook
- step outside of your comfort zones and take creative risks

IB Visual Arts takes place over two semesters and students enrolling in this course should already have achieved a high standing in Visual Art 10. It is commonly encouraged that students take part one of this course in grade 11 and part two in grade 12. Part 2 of IB Visual Arts SL (taken in grade 12) grows from where we left off in grade 11. Students will complete a second investigative workbook (IWB) and pursue a largely self-directed studio practice. The IWB will support, inform, develop and refine studio endeavors through ongoing critical investigations of the relation between media, art and culture. Students will continue to pursue research into concepts, media, techniques, and art theories towards how they relate to themselves, their culture and the cultures of others. By the end of this course, students would have created a cohesive portfolio of five to eight major works to be evaluated by external examiners. *Instructor: Mr.Syme*

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a required course for all IB diploma students. The goal of the course is to develop individuals who are open-minded, critical thinkers who ask and explore questions and appreciate the views and perspectives of others. The course is designed to promote the development of a broad understanding of the ways of knowing (emotion, reason, language, sense perception, imagination, faith, intuition, memory) and how these are used in the pursuit of knowledge within the areas of knowledge (mathematics, arts, ethics, history, human science, natural science, religious knowledge systems, indigenous knowledge systems). Through active inquiry, and drawing upon their prior knowledge and personal experience, students will learn to develop and explore knowledge questions as well as the significance and implications of personal and shared knowledge. Formative evaluation will be based on items such as participation in class discussions, written essays, presentations, a reflection journal, analysis and review of various media sources, and a creative project. IB summative assessment requirements for TOK include an externally evaluated, 1200-1600 word essay on a prescribed title and an internally evaluated presentation on a knowledge question. *Instructor: Ms. Gillis*

Registration form for the IB Diploma Program (for use by incoming grade 11 IB students)

First Name: _____ **Last Name:** _____

(1) Picking your courses...

If you are **going into grade 11** and are registering for the **IB Diploma Program**, fill-out the selection guide below. This will become part of your registration. Submit this completed form to Mr. Fuller along with the completed form from step (2) below. Also, remember to register online using the process that Mr. Routledge went over with you during his class visit.

NOTE: Student course requests will determine availability of courses within a particular block of the timetable. For example, history and geography may be offered in the same block during semester one of next year. As a result, students would have to pick between these two courses (History OR Geography). Physics and Biology may be offered in the same block during semester one of next year. As a result, students would have to pick between these two courses (Physics OR Biology).

(2) “Reflective Student Self Evaluation” – Take this home and complete. Pick one up from Mr. Fuller or download it from the Horton IB website. Both the student **and** parent(s)/guardian(s) need to sign and return. This form will be used for information purposes only and is not being used to screen students.

		Circle 1 course in this column	Circle 2 courses in this column	Circle 3 courses in this column
	Level	One SL course ending in grade 11	Two SL courses ending in grade 12	Three HL courses ending in grade 12
	Group			
Circle 1 course from each row	1: Language A1			English HL
	2: Language B	French SL		
	3: Individuals & Societies		Geography SL History SL	Business Management HL * Geography HL History HL
	4: Experimental Sciences		Biology SL Physics SL	Chemistry HL
	5: Mathematics		Mathematics: Applications and interpretation SL ^ Mathematics: Analysis and approaches SL (calculus)	Mathematics: Analysis and approaches HL *
	6: The Arts & IB Electives		Visual Art SL Music SL (or an additional SL course from groups 3 or 4)	(or an additional HL course from groups 3 or 4)

^ this is an online course offered by the Nova Scotia Virtual School (NSVS). There is no added fee for you to pay to take this course.

* this is an online course offered by Pamoja and has costs that will have to be paid by incoming Year 1 IB students starting 2019. The cost is approximately \$1200 USD per year per student which works out to be approximately \$3000 CDN total. See pamoja.com for more info.