

The International Baccalaureate

The International Baccalaureate is recognized throughout the world as a very comprehensive and challenging high school curriculum. Kennebunk High School was accepted into the IB family in 2007, making it the first high school in Maine to offer the Diploma Programme. Currently there are over 2207 schools in 125 countries that offer the program.

The International Baccalaureate was originally conceived and designed to meet the needs of the children of members of the international diplomatic and business communities. Since those students are often highly mobile, it was not uncommon for them to experience schools where the curriculum and expectations were deemed inadequate. Since European countries in particular required secondary students to pass a rigorous series of exams, such as the British "A Levels" or the French "Bach," a consistently high level of preparation was necessary.

Thus, ten member schools of the International Schools Association created the International Baccalaureate Organization in Geneva in 1963. At the outset it received funding from governments and private benefactors, such as the Ford Foundation and the Mountbatten Fund. The founders then set out on their mission of creating an international curriculum that would satisfy the demands of various national education ministries.

From 1963 through 1969 working parties, consisting of both university and secondary teachers, devised the various syllabi and prepared a set of examinations that was first administered on a trial basis in 1969. Since the results met the expectations of the participating schools, negotiations with governments and a number of major universities were conducted. Consequently, the IB was recognized as a credential in lieu of national exams and as sufficient for university admission. Though the process of introducing the IB to universities around the world would be a long one, which still continues, the promotion of the program was facilitated more than anything by the high quality of preparation exhibited by IB graduates after they entered post-secondary education. The greatest boost during those formative years came in 1966 when Mr. Alex Peterson, Director of the Department of Educational Studies at Oxford University, assumed responsibility for directing the project. Since the IB was so closely linked with Oxford, which supplied continuous evaluation during its entire experimental period until 1976, considerable credibility was derived from that relationship alone. Yet more than anything else, acceptance was won by the inherent quality of the program itself, and universities around the world extended their recognition not only for admission purposes but in terms of advanced placement and credit as well.

The project received unanimous recognition by UNESCO's General Conference in 1975 and was confirmed at the first Intergovernmental Conference at The Hague in 1976 where fifteen countries agreed on a plan of action and offered moral and financial support. Rapid expansion quickly followed. One of the most pivotal events in the early growth was the acceptance into the IB in 1978 of the first public school, Francis Lewis

High School in Queens, New York. Greatly encouraged by the experience, the school began to publicize broadly the benefits of the IB in various periodicals and journals. Coincident with the public demand for excellence in education, the time could not have been better. Forward-looking public schools around the world sought to join the IB family. Kennebunk High School is one of those schools.

The International Baccalaureate at Kennebunk High School

Kennebunk High School is part of Maine School Administrative District 71, which serves the towns of Kennebunk and Kennebunkport. Kennebunk, with a population of 13,000, is a small New England town with both social and economic diversity, including some light industry. Kennebunkport, with a population of 4500, is a resort area. Both towns also serve as bedroom communities for industries and commercial establishments in surrounding towns and cities including the Portland and Boston areas.

Kennebunk High School is a four-year comprehensive high school serving a population of 883 students with 82 full-time faculty members, ten part-time faculty members, and numerous support staff. Kennebunk High School is accredited by the New England Association of Schools and Colleges, the State of Maine Department of Educational and Cultural Services, and is an authorized International Baccalaureate Diploma Programme School.

Superintendent Thomas Farrell first introduced the idea of the International Baccalaureate Programme to MSAD 71. Three administrators attended an international conference in the summer of 2005 and two administrators, three teachers, and a member of the Board of Education attended a regional conference in the fall of 2005. During the 2005-2006 school year, a group of teachers continued to study the IB Programme. In June of 2006, six Kennebunk High School teachers attended Level I training in their respective content areas. They returned with the conviction that IB belonged at Kennebunk High School.

Beginning in the fall of 2006, a cohort of teachers began the rigorous IB application process. An intent to apply was filed in September, 2006, and the official application, complete with thirteen extensive curriculum documents, a strategic plan, a budget, and an outline of professional development was submitted in May, 2007. A site visit by an IB certified team followed in September, 2007, with notification of Kennebunk High School's official authorization coming in December, 2007.

It is known that Kennebunk High School has a competent and caring faculty and staff. That they were also willing and anxious to offer the IB was an essential requirement to ensure its successful implementation. The eleven teachers who were selected to teach the program worked extremely hard in organizing for the year ahead. Course outlines and syllabi were studied, and appropriate resources and materials were ordered. By the end of the 2007-2008 school year, 33 faculty and staff will have been trained.

Evening information meetings for students and their parents, as well as the Board of Education were held throughout the process. Active recruitment of students began in

January, 2008, in anticipation of the official start of IB diploma classes in September, 2008.

The International Baccalaureate Diploma Programme

The IB Diploma program is a comprehensive curriculum designed for the last two years of high school, which essentially consists of six core courses, a unique seventh course called the Theory of Knowledge, an extended essay of 4000 words, and a social service requirement. A school may choose whatever options it wishes within each of the six subject groups. For example, we have chosen French and Spanish for our Language B (foreign language).

Group 1: Language A1	Language A1	English HL, including the study of selections from world literature
Group 2: Second Language	Language B	Spanish SL & French SL: foreign language courses for students who have completed either French III or Spanish III
Group 3: Individuals & Societies		History of the Americas HL, Integration of Technology in a Global Society SL, HL
Group 4: Experimental Sciences		Biology SL and HL, Physics HL
Group 5: Mathematics and Computer Science		Mathematics HL, Mathematics SL, Math Studies SL
Group 6: The Arts		Visual Arts SL and HL, Music SL

ADDITIONAL REQUIREMENTS

1. Theory of Knowledge

The Theory of Knowledge course is a unique study for secondary school students. This, more than any other part of the program, gives the IB its distinct and special character.

2. Extended Essay IB Diploma

The extended essay is an academic research essay and all Diploma Program students must write one. The prescribed limit of 4,000 words offers DP students the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at the university level.

3. CAS

All diploma students must engage in activities that involve various aspects of Creativity, Action, and Service for the time equivalent of 150 hours over two years.

Higher and Standard Levels

Most courses are taught at two levels, higher and standard. Of the six basic courses, diploma students must take three at each level and no more than four at the higher level.

All higher level courses are two years in duration and offer a syllabus that often exceeds the requirements of first-year university. Standard courses, though still rigorous, do not require the same breadth and depth as the higher level. They are designed for a single year, though the school can extend SL courses over two years.

Kennebunk High School courses include Biology, English, History of the Americas (HOA), Integration of Technology in a Global Society (ITGS), Mathematics, Physics, and Visual Arts at the higher level, and Biology, French, Integration of Technology in a Global Society, Mathematics, Math Studies, Music, Spanish, and Visual Arts at the standard level.

Typical Course Selections

A typical diploma student interested in the sciences might structure his/her program, with Theory of Knowledge, CAS, and Extended Essay to include:

Higher Level	Standard Level
English	French
Physics	Math
Biology	ITGS

A student who is interested in the humanities, or perhaps who is not strong in the sciences, might structure the program in this fashion with Theory of Knowledge, CAS, and Extended Essay:

Higher Level	Standard Level
English A	French
HOA	Math Studies
ITGS	Biology

Although all efforts are made to accommodate the course selections of every student, timetable restrictions may cause the occasional conflict. The IB Diploma program is always available, but the scheduling of a student's first choice in courses cannot be guaranteed.

Block Scheduling and the IB Diploma Programme

In the fall of 1995, Kennebunk High School adopted an alternating day block schedule. Concerns as to how this will affect the IB program were investigated and it was found that many IB schools throughout North America successfully use the alternating day block schedule.

Certificate Program

Many students at Kennebunk High School will not opt for the full diploma but will take a limited number of courses based on their particular interests and aptitudes. For example, one with a scientific bent might take math, physics, and biology, while a more arts-oriented student might be found in English, French, and history. These are students with excellent all-around ability who are not committed to the demands of the full program but do profit in varying degrees from limited participation.

Examinations

Kennebunk High School operates with a two-tier evaluation system within the IB program. Students receive their regular school marks as well as their IB scores. IB students are externally graded on a scale of one (1) to seven (7).

The International Baccalaureate Organization's maintenance of its high standards is in great measure attributable to its system of external examinations. The examinations office in Cardiff, Wales, at the direction of headquarters in Geneva, oversees the development, administration, and grading of all IB examinations. Most students write in May, except for those in the Southern Hemisphere, who write in November.

Thus, Kennebunk High School students write in May at the completion of their respective courses. Those students who begin the program in September of 2008 for example, would write most of their final exams in May of 2010. The only exception would be one year SL courses taken during the junior year.

Since the primary objective of the IB is "learning how to learn," with special focus on the development of cognitive skills and affective capacities, assessment procedures are designed to emphasize process rather than content and to achieve a balanced assessment of a student's performance.

The form of assessment is defined with reference to the specific performance criteria for each subject and may consist of some or all of the following: essay and short answer questions, document and data-based questions, multiple choice objective tests, and oral exams. The latter, which is a required part of all language exams, involves individual interviews. Written exams, which consist of from one to three separate papers, range from two and a half to four and a half hours in total length.

IB students around the world take identical exams on the same day in various subjects. The papers are dispatched immediately to examiners around the world. For example, scripts might be sent to countries as diverse as Belgium and Brazil, Lesotho and Luxembourg. Exam results are collected in Cardiff and sent to students and universities in July. Since IB exam results are not available until many months after university admission and scholarship decisions are made, those universities that utilize IB results for

either acceptance and/or scholarship purposes rely on "predicted" grades from the IB teachers and internal school marks as a basis for their decisions.

SCHOOL GRADES

All Kennebunk High School IB students also receive school grades in the same fashion as everyone else. Thus, a student who may have done well in the program but performed poorly on an IB exam would not suffer an extreme hardship since the permanent school record would reflect the work during the course. Such a situation, incidentally, is very unusual. IB classes will be designated as honors classes.

PROGRESS REVIEW MEETINGS

IB teachers and the coordinator meet periodically to discuss the program, share ideas, and most importantly, review student performance. Attention is paid not only to student academic progress but also to how well students are coping with the demands of the program. There are some individuals who may possess sufficient aptitude but may find the demands so stressful that remaining in the full program may not be in their best interest. In such cases the recommendation would be to reduce the load somewhat by taking college preparatory classes. All decisions are made strictly in accordance with what best serves the student.

Similar decisions are also considered among the teachers of grade 10 classes. In addition to closely monitoring student progress, the group also makes recommendations about which students should take IB courses in grade 11.

BENEFITS

There are a number of special benefits gained by IB students, particularly those in the full diploma program. They include:

A genuine challenge, even to the most academically inclined

A program and curriculum that is recognized worldwide

An internationally based standard of achievement

The acquisition of an international and multi-cultural perspective

The development of excellent time management and study skills

Classes with other highly motivated students

Social service activities

Enhanced scholarship opportunities

Possible course credit or advanced standing at many universities (For info on credit and advanced standing at specific colleges and universities around the world, go to www.ibo.org/universities/listalluniversities.cfm)

COURSE DESCRIPTIONS

International Baccalaureate English HL - Honors – 2 credits Group 1

In this two-year course, students will study the literature of a variety of cultures across a range of periods, genres, styles, and contexts. They will do close readings and annotate their texts so that they can effectively analyze, interpret, and evaluate the pieces under consideration using textual evidence to support their points through discussion and writing. The expectation is that students will independently apply the strategies which are practiced in the course when they encounter new works and consider their audiences and purposes as they communicate their findings to others. Students will not only be encouraged to react on a personal level to literature, but they will also be asked to offer constructive criticism relative to structure, technique, and style and to compare pieces of literature.

English HL is designed primarily for students who intend to study literature at the university level. Fifteen literary works are selected for examination. These works are selected according to a four-part format set by IB, including world literature, texts for detailed study, groups of works, and the individual school's free choices.

Summer reading and reader-response writing is required to remain in the IB English courses.

International Baccalaureate French SL – Honors – 2 credits Group 2

The focus of this two-year course will be the continued acquisition and development of listening, speaking, reading, and writing. Through the use of a variety of authentic material, students will refine and extend their use of the language and culture. Emphasis will be placed on listening and speaking skills with students participating in debates, discussions, interviews as well as individual and/or group oral presentations. Students will extend their reading skills through the use of authentic literary texts. Writing skills will include the perfecting of grammar and structure through varied styles of composition and dissertation.

Prerequisite: Successful completion of French III.

International Baccalaureate Spanish SL – Honors – 2 credits Group 2

The focus of this two-year course will be the continued acquisition and development of listening, speaking, reading, and writing. Through the use of a variety of authentic material, students will refine and extend their use of the language and culture. Emphasis will be placed on listening and speaking skills with students participating in debates, discussions, interviews as well as individual and/or group oral presentations. Students

will extend their reading skills through the use of authentic literary texts. Writing skills will include the perfecting of grammar and structure through varied styles of composition.

Prerequisite: Successful completion of Spanish III.

International Baccalaureate History of the Americas HL – Honors – 2 credits Group 3

History of the Americas is offered at the Higher Level (HL). In the first year, this course is an in-depth study of North American History from 1895 to 1995. The history of Canada, Mexico and the United States will be studied focusing on this time period. The class is organized in a thematic structure. In the second year, the curriculum will focus on 20th century topics. Additionally this curriculum will be taught to connect the regional study topics for History of the Americas while emphasizing a minimum of two of the 20th Century World History topics. Comparative history of the Western Hemisphere will be employed.

Presenting historical explanations from an international perspective is an objective of the history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. The study of a country's national history will be in the comparative, regional framework of the appropriate regional option. The countries will include the United Kingdom, Germany, Italy, Russia, United States, Canada, Cuba, Mexico, Argentina, Japan, Korea, China, Vietnam, Nigeria, and South Africa.

Reading, writing and critical thinking skills will be emphasized. Students who complete the course will be prepared to sit for the IB History HL exam. This course is taught on a college level and will require daily homework. There are also major writing projects that will be due each term.

Required Prerequisites:

World History to 1920 (9th Grade)

US & The World to 1920 (10th Grade)

International Baccalaureate Economics SL – Honors – 2 credits Group 3

Students who take Economics SL as the Group 3 IB course must also take U.S. and the World: 1920-Present to fulfill their KHS graduation requirement. Economics SL will fulfill the KHS social studies elective requirement.

IB Economics is a two-year Standard Level (SL) International Baccalaureate course.

Students will be expected to use visual and statistical vocabulary to aid them in their study or economics.

Economic thinking skills will be emphasized in this class. The aforementioned skills will appear on the IB exam at the end of your two-year course. In preparation for the exam,

the course follows the IB curriculum, which divides economic concepts into the following five units:

- I. Introduction to economics (definition of the subject, basic concepts)
- II. Microeconomics (markets, market failure, behaviors of individual households and firms)
- III. Macroeconomics (nationwide behavior, government policies, unemployment, income distribution)
- IV. International economics (trade, integration, exchange rates)
- V. Development economics (growth and development in developing and transitioning nations)

Students taking the IB exam are expected to demonstrate mastery of vocabulary, models, and economic thinking skills. The exam itself is divided into several different components that add up to a composite grade.

In addition to economics topics and thinking skills, this course is designed to help students build writing, research, document analysis, and media literacy skills. Content will be presented in a variety of formats from teacher-centered lecture to group work and student-centered presentations. A significant portion of content is presented outside of class through extensive readings in primary and secondary sources. Students will be expected to read and synthesize college level texts outside of class and be able to draw their own conclusions based on the complex issues presented in the materials. Students will then lead and participate in discussions, debates, and presentations.

IB Information Technology in a Global Society (ITGS) Group 3

Students who take ITGS SL or HL as the Group 3 IB course must also take U.S. and the World: 1920-Present to fulfill their KHS graduation requirement. ITGS SL or HL will fulfill the KHS social studies elective requirement.

ITGS (SL) – Honors – 1 credit

Technology plays an increasingly important role in today's global society. In the Information Technology in a Global Society (ITGS) course, students experience firsthand what to expect in a 21st century world that will become increasingly interconnected through technology and the sharing of information. Students will learn to think critically about the role technology plays in the United States, as well as about its effect on nations and cultures all over the world.

The one year course will involve a comprehensive look at some of the impact areas with a culminating community based project.

ITGS (HL) – Honors – 2 credits

The two-year ITGS HL course is the advanced study and evaluation of the impact of information technology on individuals and society in all areas. Students will look at information technology from a social impact position as well as considering all ethical factors involved.

This is an ideal course for those students considering continuing their education in the field of computers and technology.

International Baccalaureate Biology SL – Honors – 2 credits

Group 4

The two year SL Biology course meets the requirements of 150 hours of instructional time. It is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering.

International Biology HL - Honors – 2 credits

Group 4

The HL Biology course will be scheduled for the student's junior and senior years with both internal and external assessment. This course meets the requirement of 240 instructional hours. HL Biology is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering.

International Baccalaureate Physics HL – Honors – 2 credits

Group 4

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particle to the vast distances between galaxies.

At Kennebunk High School, we are planning to offer physics at the higher level over a two year period. The higher level includes all of the Core topics 1) Physics and physical measurement, 2) Mechanics, 3) Thermal Physics, 4) Oscillations and waves, 5)

Electric Currents, 6) Fields and forces, 7) Atomic and nuclear power, 8) Energy, power and climate change; Additional higher level topics 9) Motion in fields, 10) Thermal Physics, 11) Wave phenomena, 12) Electromagnetic Induction, 13) Quantum physics and nuclear particles, and 14) Digital technology. The options selected include option G) Electromagnetic waves, and option H) Relativity.

Students in IB Physics (HL) will experience many lab experiments in their pursuit of an understanding of the physical world. A minimum of 60 hours will be spent on investigations (Labs), ten of which will be spent on their Group 4 Project.

IB Mathematical Studies SL – Honors – 2 credits

Group 5

Students taking the International Baccalaureate Mathematical Studies SL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course is intended for the student who wishes to pursue a university major which does not involve higher level mathematics. The main objective of this course is to introduce students to this level of mathematics through a variety of techniques including lecture, experimentation, and application to practical and real-world problems.

Mathematical Studies SL students will be expected to read, interpret and analyze problems which use international symbols and terminology. Students will also be expected to display answers graphically, algebraically and in written form using the appropriate international symbols and terminology. In both a written and oral manner, students will be expected to comprehend, communicate and justify the significance and the reasonableness of their answers. Students will be encouraged to learn and employ technology in the form of graphing calculators as a tool for problem-solving, data analysis, and mathematical modeling.

A minimum of 130 hours of Mathematical Studies SL theory and 20 hours of project work will be completed over the four semesters of this course. Students will be expected to sit for the Math Studies exam in May of their senior year. In addition to completing a project, students will be assessed in the form of tests, quizzes and homework.

IB Mathematics SL – Honors – 2 credits

Group 5

Students taking the International Baccalaureate Mathematics SL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course is intended for the student who wishes to pursue a university major which involves but not focuses on higher level mathematics. The main objective of this course is to introduce students to this level of mathematics through a variety of techniques including lecture, experimentation, and application to practical and real-world problems.

Math SL students will be expected to read, interpret and analyze problems which use international symbols and terminology. Students will also be expected to display answers

graphically, algebraically and in written form using the appropriate international symbols and terminology. In both a written and oral manner, students will be expected to comprehend, communicate and justify the significance and the reasonableness of their answers. Students will be encouraged to learn and employ technology in the form of graphing calculators as a tool for problem-solving, data analysis, and mathematical modeling.

A minimum of 140 hours of Math SL theory and 10 hours of portfolio work will be completed over the four semesters of this course. Students will sit for the IB exam in May of their senior year. In addition to completing two pieces of work for the portfolio, students will be assessed in the form of tests, quizzes and homework.

International Baccalaureate Mathematics HL- Honors- Group 5

Mathematics HL

Students taking the International Baccalaureate Mathematical Studies HL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expected to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. Students will be provided with opportunities to take a considered approach to these activities, and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

A minimum of 230 hours of Math HL and 10 hours of portfolio work will be completed over the four semesters of this course. Students will sit for the IB exam in May of their

senior year. In addition to completing two pieces of work for the portfolio, students will be assessed in the form of tests, quizzes and homework.

Students entering the Mathematics HL program must have completed up to and including Advanced Mathematics. They will be required to take three courses over their junior and senior years. The Mathematics HL course is comprised of AP Statistics, AP Calculus AB, AP Calculus BC, and the portfolio work. Students have two options for their junior and senior year. They may take AP Statistics and AP Calculus AB their junior year followed by AP Calculus BC their senior year; or they may take AP Calculus AB their junior year followed by AP Calculus BC and AP Statistics their senior year.

Math HL topics to be covered:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Matrices
- Vectors
- Statistics and probability
- Calculus

Portfolio:

- Mathematical investigation
- Mathematical modeling

International Baccalaureate Music SL- Honors – 1 credit Group 6

This course is designed for music students with varied backgrounds in music performance, either solo and/or group performers and students who wish to study composition. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo or in a group or through composition, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring their own composition writing. 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 composition to fulfill the remaining 50% of the grade.

Prerequisite: One year of Music Theory and/or permission of the instructor.

Students must have a good working knowledge of music fundamentals to enroll in the class. They will study music of many cultures and time periods to understand fully its musical construction and societal connections. Students will compose and/or perform significant works. Supplemental private lessons are recommended but not required. 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.

International Baccalaureate Theater SL – 2 credits

Group 6

The course will enable students to experience theatre on a personal level during a two-year class. Achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of this course. Theater will be examined in three different ways: in the making, in performance and in the world. This course is a comprehensive study of textual and non-textual traditions, different acting techniques, multiple theorists and playwrights.

Prerequisite: either All About Theater or Acting Styles and permission of the instructor.

IB Visual Arts SL – Honors - 1 credit

IB Visual Arts HL – Honors - 2 credits

Group 6

IB Visual Arts is for talented and highly motivated students who are serious about understanding and making art. Students will create art that meets the requirements for the AP Studio Art exam and reflects the vision of IB Visual Arts. Students who take the course for two years will prepare for a solo exhibition in the spring of their second year. This course has two cycles, with one year focusing on drawing and painting and the second year focusing on two-dimensional design. The course of study will be a synthesis of selected topics and concepts interwoven with students' interests and aesthetics. Art history, criticism, research, and internationalism will be integrated into the curriculum. Sixty percent of the course work will be studio based and forty percent of the course work will be dedicated to investigation, planning, sketching, and reflection.

Prerequisites

This college level course is intended for juniors and seniors who have completed a minimum of 2 credits in visual art with exceptional results. An art teacher's recommendation, a personal interview, and a review of students' art portfolio, sketchbook, and writing sample are required for admittance.

International Baccalaureate Theory of Knowledge

Do not accept what you hear by report, do not accept tradition, do not accept a statement because it is found in your books, nor because it is in accord with your belief, nor because it is the saying of your teacher. Be lamps unto yourselves. Those who, either

now or after I am dead, shall rely upon themselves only and not look for assistance to anyone besides themselves, it is they who shall reach the topmost height. - Buddha

The Theory of Knowledge (TOK) course is the core of the International Baccalaureate (IB) program. In TOK the student and teacher are challenged to explore human knowledge, how we know what we know, and how knowledge plays a role in an evolving global society. Class sessions will include the extensive use of interdisciplinary classroom discussion, debate, Socratic seminars, forums, and both individual and group exploration. Course work completed outside the classroom will include keeping a journal, completing group projects and focused readings. The overall goal for TOK is to foster an appreciation for the quest for knowledge, its importance, its complexities and its human implications (including student bias and interpretation), and to create a foundation for the student's future participation in, and acceptance of, future societal leadership roles. This TOK course is mandatory for IB diploma students and will involve approximately 120 hours of class time divided between the second semester junior year and the first semester of the student's senior year.

Truth is where the truth is, and it's sometimes in the candy store. - Bob Dylan

Evaluation Criteria for Prospective IB Students

The International Baccalaureate is a rigorous academic program designed for the student who values excellence and is willing to persevere in meeting the challenges that it demands.

Students considering IB, especially the full diploma, should possess certain aptitudes, achievements, and skills. The criteria below are offered as a guide so that those recommending candidates will share a common comprehensive basis for decision making.

Though past performance as reflected in school grades and a positive attitude about one's studies are reliable predictors of success in IB, students deficient in one or both of these areas are not automatically excluded. Experience has shown that some under-achieving students who have registered high standardized test scores (85+ percentile) find in IB the necessary incentive to finally work up to their potential. Thus, under-performing students with apparent potential who express an earnest desire to try the IB Diploma Programme may be considered. The criteria include:

- Past performance
- School grades
- Student self-assessments
- Recommendations from previous school
- Standardized tests conducted at KHS
- Attendance

- Teacher recommendations regarding
- Personal qualities

Desire to succeed
Consistently good work habits
Self-motivation
Self-discipline
Curiosity

Skills & aptitudes
Oral expression
Written expression
Reading skills
Organization

Kennebunk High School
Assessment of Prospective IB Students (Certificate or Diploma)

(To be completed by all grade 10 teachers and given directly to the IB coordinator.)

Student Name: _____ Subject: _____
Name of Teacher: _____
School: _____

Subject Area Grades: First semester: _____ Mid-year exam: _____
Third Quarter: _____

Are these grades reflective of the student's academic ability in your subject area?
____ Yes ____ No

If no, please explain:

2. In order to better accommodate student needs, are there any academic modifications that have been made in this student's program that we should be aware of?

3. Compared to other students in his/her class, please rate this student in terms of:

	No basis	Below average	Average	Good (Above average)	Very good (well above average)	Excellent (Top 10%)	One of the top few encountered in my career
Creative, original thought							
Motivation							
Self-confidence							
Independence, initiative							
Intellectual ability							
Academic achievement							
Written expression of ideas							
Effective class discussion							
Disciplined work habits							
Homework							
Potential for growth							
Reading speed, comprehension							

Has irregular attendance been a concern with this student? ___Yes ___No

Comments:

Is this student one whom you would recommend for an IB course in your subject area?

___Yes ___No

Please explain why or why not:

CONTACT INFORMATION

If you require additional information or have any questions regarding the IB Diploma Programme at Kennebunk High School, please contact:

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