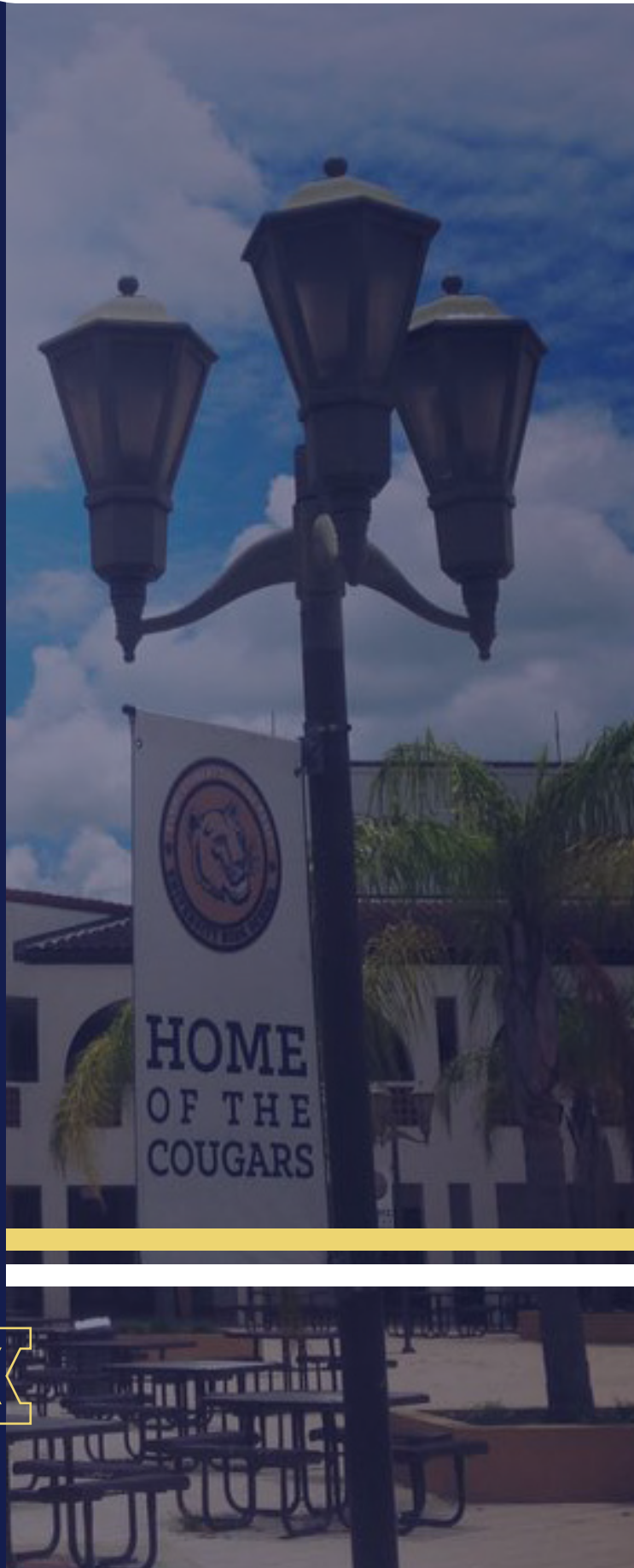




# DIPLOMA PROGRAM HANDBOOK



# CONTACT INFORMATION

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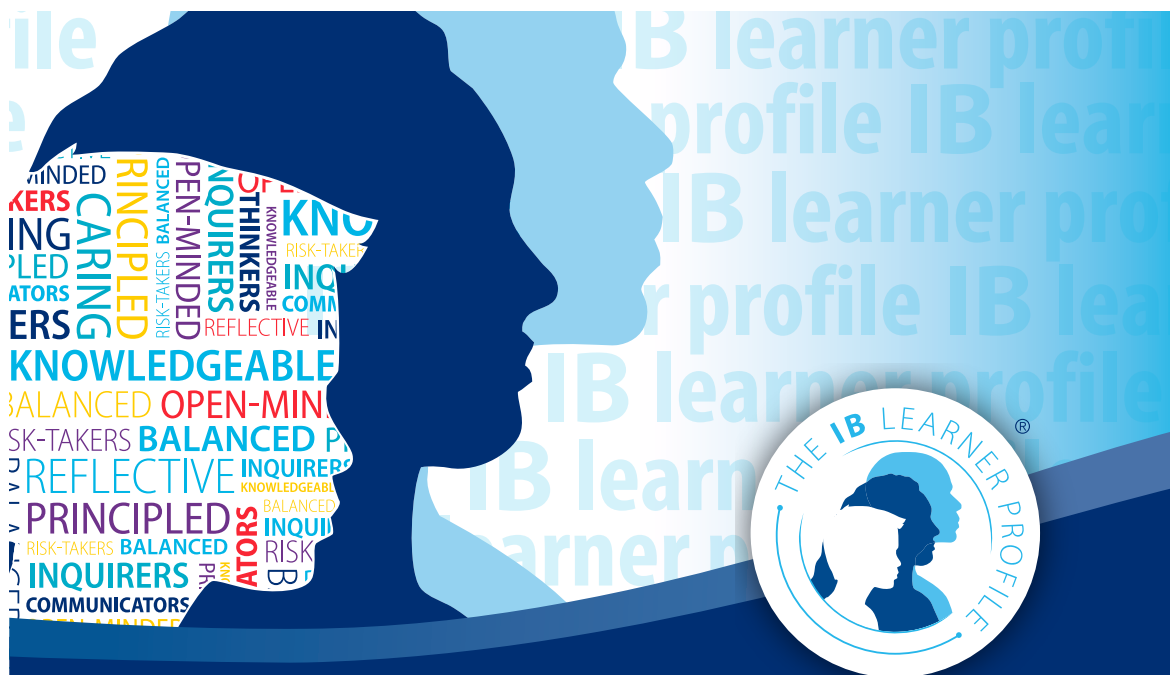
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## IB learner profile

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.



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# International Baccalaureate (IB) Diploma Programme

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors programs, the IB Program requires each student to take advanced courses in six areas (English, History, Science, Math, World Language, and an IB Elective).

To be eligible for the IB Diploma, candidates are required to complete courses of study on 6 subject groups along with fulfilling three core requirements.

**Group 1:** Language and Literature

**Group 2:** Language Acquisition

**Group 3:** Individuals and Societies

**Group 4:** Sciences

**Group 5:** Mathematics

**Group 6:** Arts or an additional subject from groups 3 or 4

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at a higher level.

IB Diploma Students must chose

- 2 or 3 courses at the Standard Level ( SL)
- 3 or 4 courses at the Higher Level (HL)

While the IB encourages students to pursue the full IB diploma, the “substantial workload requires a great deal of commitment, organization, and initiative”. For students zoned for University High School and not pursuing the IB Diploma Individual IB course can be taken for courses certificate.

# Core Requirements

## Extended essay (EE)

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are supported through their research and writing by an Extended Essay supervisor (subject area UHS teacher) chosen by the student. The supervisor will advise the student through three mandatory reflection sessions and the completion of a reflection form

The aim of the EE is to provide students with the opportunity to research a topic of their interest, and showcase their knowledge beyond the classroom syllabus. The essay enables students to acquire some of the skills that are essential for researching and writing at the college level.

## Theory of Knowledge (TOK)

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

## Creativity, Activity, Service (CAS)

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

## Obtaining the IB Diploma

In order to receive the IB Diploma students must test in the six subject areas and earn a total of at least 24 points. Each exam is scored on a seven-point scale. In addition students must successfully complete Theory of Knowledge, the Extended Essay and CAS.

### IB Diploma Failing Conditions

1. CAS requirements not met
2. Candidate point total less than 24
3. An N has been given on TOK, the Extended Essay or any of the subject groups
4. A grade of E has been awarded for one of both TOK or the Extended Essay
5. A grade of 1 is awarded in any subject group
6. A grade of 2 is awarded three or more times
7. A grade of 3 is awarded four or more times
8. Candidate has earned less than 12 points in HL subjects
9. Candidate has earned less than 9 points on SL subjects.

## University High School FL Pre- IB and IB Course Sequence

Curriculum Area	Grade 9	Grade 10	Grade 11	Grade 12
<b>Group 1: Studies in Language and Literature</b>	AICE General Paper	FL Pre-IB English 2	IB English A: Language and Literature 1	IB English A: Language and Literature
<b>Group 2: Language Acquisition</b>	FL Pre-IB Latin 1	FL Pre-IB Latin 2	IB Latin 3 SL	IB Latin 5 SL
	FL Pre-IB Spanish 1	FL Pre-IB Spanish 2	IB Spanish 3 SL	IB Spanish 5 SL
	FL Pre-IB Spanish 2	IB Spanish 3 SL / AP Spanish	IB Spanish 4 HL	IB Spanish 6 HL
<b>Group 3: Individuals &amp; Societies</b>	AP Human Geography	AP World History	IB History of the Americas HL	IB Contemporary History 2 HL
<b>Group 4: Experimental Sciences</b>	FL Pre- IB Biology 1 Honors (2000800)	FL Pre-IB Chemistry 1 Honors	IB Biology 2 SL	AP Science Course of student's choice
			IB Bio 1 HL	IB Bio 3 HL
			IB Chemistry 2 SL	AP Science Course of student's choice
		FL Pre-IB Physics 1	IB Physics 2 SL	AP Science Course of student's choice

Curriculum Area	Grade 9	Grade 10	Grade 11	Grade 12
Group 5: Mathematics	Geometry Honors	ALG 2 Honors	IB Applications and Interpretations 1 SL	IB Applications and Interpretations 2 SL
	ALG 2	*IB Applications and Interpretations (SL) <i>*teacher recommendation required to move into this course from Algebra 2</i>	IB Applications and Interpretations 2 SL	AP Calculus AB (1202310) <i>or</i> AP Statistics
	ALG 2	AP Pre-Calc	IB Analysis and Approaches 1 SL	IB Applications and Interpretations 2 SL
			IB Analysis and Approaches 1 HL	IB Analysis and Approaches 3 HL
	Group 6: The Arts & Electives	UHS Electives	UHS Electives	IB Theatre 1 HL
IB Music 1 HL				IB Music 3 HL
IB Film Studies 1 HL				IB Films Studies 3 HL
IB Psychology 1 HL				IB Psychology 3 HL
IB Psychology 2 SL*				
*one year course can be taken Junior or Senior year			IB Visual Arts 1 HL	IB Visual Arts 3 HL



Curriculum Area	Grade 9	Grade 10	Grade 11	Grade 12
IB CORE	FL Pre-IB Inquiry Skills (optional)	FL Pre-IB Inquiry Skills (optional)	Theory of Knowledge 1	Theory of Knowledge 2
	Pre-CAS/ Bright Futures	Pre-CAS/ Bright Futures	CAS	CAS and Extended Essay
IB Exams (6 total)			1 or 2 SL	1, 2 or 3 SL 3 or 4 HL

## Group 1: Studies in Language and Literature

### Language A English

Course #	Course Title
1009400	Advanced International Certificate of Education

AICE General Paper is a course that teaches students how to write essays about modern day society and how to critically read information and respond with logic. Its objective is to develop an understanding of the English language and apply it to the current world through exploring a broad range of topics. AICE General Paper students will take a final exam in April made up of two parts. The first part assesses a student's ability to write an argument in response to one of the 10 given prompts. Part two will demonstrate a student's understanding of different reading forms through answering a variety of questions.

Course #	Course Title
1001810	Florida's Pre International Baccalaureate English 2

The purpose of the Florida's Pre-IB English is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Course #	Course Title
1005856	International Baccalaureate English Language & Literature 1 HL
1001830	International Baccalaureate English Language & Literature 3 HL

Language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

## Group 2: Language Acquisition

### Language B Spanish or Latin

Course #	Course Title
708800	Florida's Pre International Baccalaureate Spanish 1
708810	Florida's Pre International Baccalaureate Spanish 2

Florida's Pre-IB Spanish 1 and 2 develops listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing are emphasized, while oral communication remains the primary objective. Learners use the language to reflect on the relationship between the practices and perspectives of studied cultures.

### IB Spanish SL

Course #	Course Title
708825	International Baccalaureate Spanish 3 SL
708840	International Baccalaureate Spanish 5 SL

### IB Spanish HL

Course #	Course Title
708830	International Baccalaureate Spanish 4 HL
708865	International Baccalaureate Spanish 6 HL

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

<b>Course #</b>	<b>Course Title</b>
706800	Florida's Pre International Baccalaureate Latin 1
706810	Florida's Pre International Baccalaureate Latin 2

Florida's Pre-IB Latin 1 and 2 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

<b>Course #</b>	<b>Course Title</b>
706825	International Baccalaureate Latin 3 SL
706840	International Baccalaureate Latin 5 SL

The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students learn to translate Latin or Classical Greek works accurately and sensitively. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

## Group 3: Individuals & Societies

**Course #**      **Course Title**  
2103400      Advanced Placement Human Geography

The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

**Course #**      **Course Title**  
2109420      Advanced Placement World History

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

**Course #**      **Course Title**  
2100800      International Baccalaureate History of the Americas HL (Year 1)

History of the Americas is a course that promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.

**Course #**      **Course Title**  
21009805      International Baccalaureate Contemporary History II HL (Year 2)

Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

## Group 4: Sciences

### Biology

Course #	Course Title
2000800	Florida's Pre-International Baccalaureate Biology 1

This course introduces students to the field of Biology. Topics covered include Cells, The chemistry of life, Genetics, Ecology and evolution, Human health and physiology

Course #	Course Title
2000805	International Baccalaureate Biology 1 HL
2000810	International Baccalaureate Biology 2 SL
2000820	International Baccalaureate Biology 3 HL

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

At both the Standard Level and Higher Level students study six core topics:

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution and Biodiversity
- Human Physiology

Higher Level students study an additional five topics:

- Nucleic Acids
- Metabolism, Cell Respiration and Photosynthesis
- Plant Biology
- Genetics and Evolution
- Animal Physiology

## Chemistry

Course #	Course Title
2003800	Florida's Pre-International Baccalaureate Chemistry 1

This course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry.

Course #	Course Title
2003810	International Baccalaureate Chemistry 2 SL


Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

## Physics

Course #	Course Title
2003836	Florida's Pre-International Baccalaureate Physics 1

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).



<b>Course #</b>	<b>Course Title</b>
2003845	International Baccalaureate Physics 2 SL

This course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.



## Group 5: Mathematics

**Course #**      **Course Title**  
1206320    Geometry Honors

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

**Course #**      **Course Title**  
1200340      Algebra 2 Honors


Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course #**      **Course Title**  
1202340      Pre-Calculus Honors

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

**Course #**      **Course Title**  
1209300      International Baccalaureate Mathematics: Applications and Interpretation 1 SL  
1209305      International Baccalaureate Mathematics: Applications and Interpretation 2 SL

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students.



The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

<b>Course #</b>	<b>Course Title</b>
1201325	International Baccalaureate Mathematics: Analysis and Approaches 1 SL/HL
1201330	International Baccalaureate Mathematics: Analysis and Approaches 2 SL
1201335	International Baccalaureate Mathematics: Analysis and Approaches 3 HL

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students.

The IB DP Mathematics: analysis and approaches course 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 comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students 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. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

## GROUP 6: THE ARTS

### Music

Course #	Course Title
1300816	International Baccalaureate Music 1 HL
1300820	International Baccalaureate Music 3 HL

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

“Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.”

The International Baccalaureate music curriculum provides a foundation for further study in music at the collegiate and professional level, as well as an enriching and valuable experience for students who may pursue other careers. If this course is taken along with the student’s Group 5 (Science) class at Standard Level (SL), students are able to keep a performing arts course (band, orchestra, chorus, piano, guitar) in their schedule as juniors and seniors.

### Theatre

Course #	Course Title
400810	International Baccalaureate Theatre 1 HL
400830	International Baccalaureate Theatre 3 HL

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher’s role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

#### Pre-requisites

Theater 1 (recommended) Theater 2 (suggested)

## Film Studies

Course #	Course Title
0107470	International Baccalaureate Film Studies 1 HL
0107474	International Baccalaureate Film Studies 3 HL

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

## Visual Arts

Course #	Course Title
0114815	International Baccalaureate Visual Arts 1 HL
0114835	International Baccalaureate Visual Arts 3 HL

The goals of International Baccalaureate (IB) Visual Arts are for students to explore and critically respond to: the aesthetic qualities of visual arts, the relationship between form and meaning, the social and cultural functions of visual arts, and the socio-cultural and historical contexts of other cultures. This course of study has both a studio and an investigation component. Students are required to maintain a visual arts journal, which serves as documentation of the evolution of their aesthetic and creative journey. Students develop skills in investigation, inquiry, organization, critical thinking, problem solving, time management, reflection, and life-long scholarship. The course of study is intended to enable students to study Visual Arts in a personally meaningful way and to promote the study of Visual Arts in higher education. However, the course of study also supports students who are interested in life-enriching experiences by investigating and creating art.

## Psychology

Course #	Course Title
2107800	International Baccalaureate Psychology 1 (HL)

Psychology is the study of human behavior. This course will give an overview of the modern psychological perspectives. We will then have an in-depth examination of the biological, cognitive, and socio-cultural perspectives. (Students taking this course should continue with IB Psychology III the following year.)

Course #	Course Title
2107810	International Baccalaureate Psychology 2 (SL)

This one-year course will examine the core psychological perspectives: biological, cognitive, and socio-cultural perspectives. We will then conclude the course with an in-depth study of abnormal psychology. Students will need to complete an internal assessment (experimental study) for this class.

Course #	Course Title
2107820	International Baccalaureate Psychology 3 (HL)

Building upon the previous course of IB Psychology I (HL), this course will then examine abnormal psychology and developmental psychology. Abnormal psychology deals with topics such as: the diagnostic process, etiology of mental illnesses, and treatment methods of various disorders.

In developmental psychology, we will explore a person's biological, psychological, and social development.

Finally, both experimental and non-experimental research methods will be explored. Students will need to complete an internal assessment (experimental study) for this class.

## Theory of Knowledge

Course #	Course Title
900800	International Baccalaureate Theory of Knowledge 1
900810	International Baccalaureate Theory of Knowledge 2

The Theory of Knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them



<b>Course #</b>	<b>Course Title</b>
1700360	Florida's Pre-International Baccalaureate Inquiry Skills

This interdisciplinary course aims to prepare students for success during their freshman year and beyond. Through hands-on activities, students are introduced to the five approaches to learning (thinking, communication, social, self-management, research skills and challenged to incorporate these new skills in a nurturing environment. Students will also receive academic advising during this class to ease their transition into high school and into IB.



## University High School

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