Loveland High School
International Baccalaureate Handbook
2018-2019

Loveland High School
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You may also contact your LHS counselor for more information about the IB MYP and DP Courses at LHS.
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International Baccalaureate Mission Statement

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 programmes of international education and rigorous assessment.

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

LHS Mission and Vision

We promise to provide a physically, psychologically and emotionally safe environment where we will hold all to high expectations by:

- Taking all necessary steps to empower our school community to learn at high levels,
- Expecting a student- and learning-centered community,
- Encouraging risk-taking in order to thrive in an ever-changing world.

LHS Honor Code:

Loveland High School is a learning community in which all members are held to high standards of academic honesty. We know that honesty and integrity are fundamental to learning, establishing trust and personal development. These values are central to promoting personal responsibility, becoming principled and balanced learners who take pride in ourselves and our school.
What is an IB Education?*

*Most of the information on pages 3-4 taken directly from the IB publication: 

The International Baccalaureate has been a world leader in international education since its inception in the late 1960’s. The IB was founded in response to the tragedies of the first and second World Wars, in order to create a more peaceful world through intercultural understanding and encouraging ethical decisions through a rigorous educational program. Since the IB’s inception with the Diploma Programme (grades 11-12), the IB has grown into the full IB Continuum of educational programmes, including the Middle Years Programme (grades 6-10), Primary Years Programme (preK-5) and the Career-Related Programme (11-12).

**IB Learners and the IB Learner Profile**

At the center of international education in the IB are students with their own learning styles, strengths and challenges. Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature - it is concerned with the whole person. Along with cognitive development, IB programmes address students’ social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities. The learner profile is the IB’s mission in action.

**Teaching and Learning in the IB**

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action), and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others.

**Inquiry**

Sustained inquiry frames the written, taught and assessed curriculum in IB Programmes. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

**Action**

Principled action, both as a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. Action involves learning by doing.

**Reflection**

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. An IB education fosters creativity and imagination.

Driven by inquiry, action and reflection, IB programmes aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning. Among these essential approaches to learning (ATL) are competencies for research, critical and creative thinking, collaboration, communication, managing information and self-assessment.
Global contexts for education

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe our world from different points of view - one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

Multilingualism and intercultural understanding

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. IB programmes, therefore, support complex, dynamic learning through wide-ranging forms of expression. All IB programmes require students to learn another language.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.

Global engagement

Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. The IB aspires to empower people to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service.

Significant Content

An IB education encompasses disciplinary knowledge and understanding that meets international university standards for rigor in terms of depth and breadth. IB programmes offer students opportunities to engage with a curriculum that is broad and balanced, conceptual, connected and assessed.

Broad and Balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop in the MYP and DP, they engage in subject-specific knowledge and skills with increasing sophistication.

Conceptual

Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, adding coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.

Connected

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields.
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 analyze 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 (Courageous and Resilient)**
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, 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.

-International Baccalaureate Organization, 2013

**Loveland High School IB Learner Profile Calendar**
As an IB Community, we make every attempt to focus on and reflect on all the IB Learner Profile traits throughout the year. In addition, each month, we focus on a specific trait and nominate our peers who we recognize at the first IBSU meeting of the following month:

<table>
<thead>
<tr>
<th>Month</th>
<th>Trait</th>
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<tbody>
<tr>
<td>August</td>
<td>Risk-taker</td>
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<tr>
<td>September</td>
<td>Inquirer</td>
</tr>
<tr>
<td>October</td>
<td>Balanced</td>
</tr>
<tr>
<td>November</td>
<td>Thinker</td>
</tr>
<tr>
<td>December</td>
<td>Caring</td>
</tr>
<tr>
<td>January</td>
<td>Open-minded</td>
</tr>
<tr>
<td>February</td>
<td>Communicator</td>
</tr>
<tr>
<td>March</td>
<td>Principled</td>
</tr>
<tr>
<td>April</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>May</td>
<td>Reflective</td>
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</tbody>
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Brief History of the IB Programme at Loveland High School

Loveland High School was founded in the early 1890’s with the first class graduating in 1894. It is the oldest school in the Thompson School District, and has been located at its current location since 1964.

In 2005, the teachers and administration at LHS began our candidacy for the IB Diploma Programme (DP) and welcomed the first cohort of IB students. In 2007, Loveland High became an IB World School and began our candidacy to deliver the IB Middle Years Programme (MYP) in 9th and 10th grades, in partnership with Lucile Erwin Middle School. In 2009, LHS and LEMS received accreditation from the IBO to deliver the MYP. The first class of IB students graduating from the DP was in the same year.

Each year since authorization, the Loveland High MYP and DP have grown in terms of numbers of students, teachers and courses. Currently, LHS is one of 4,267 IB World Schools in over 150 countries around the world. (ibo.org) The IB Programme at LHS is one of the factors that contributed to US News and World Report giving LHS a Silver Medal rating in 2015, placing it within the top 7% of high schools nationwide. LHS underwent rigorous and successful evaluations of our implementation of the DP in 2014 and MYP in 2015. During the 2019-2020 school year, we will undergo the self-study reflection process for both MYP and DP and will welcome a team of evaluation visitors to LHS and LEMS in fall 2020.

What is the MYP?
The Middle Years Programme (MYP) is a student-centered, inquiry-based academic programme available to students in 9th and 10th grades at LHS in which:

- Students study between five and eight MYP courses of inquiry concurrently.
- Students explore their interests through completing one extended, self-directed project at each level.
- Teachers and students make connections between what is happening in class and in the world at large.
- Learning is contextualized in six different global contexts, creating interdisciplinary connections.
- The IB Middle Years Programme (MYP) emphasizes intellectual challenge.
- It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.
- The MYP aims to develop active learners and internationally-minded young people who can empathize with others and pursue lives of purpose and meaning.
- The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

-What is the MYP?, IBO.org, 2015

Why do it?
Research shows that students participating in the MYP:

- build confidence in managing their own learning.
- learn by doing, connecting the classroom to the larger world.
- outperform non-IB students in critical academic skills.
- consistently have greater success in IB Diploma Programme exams.
- thrive in a positive school culture where they are engaged and motivated to excel.
- develop an understanding of global challenges and a commitment to act as responsible citizens.

-What is the MYP?, IBO.org, 2015
What is the DP?

The **IB Diploma Programme (DP)** is an academic programme available to students in 11th and 12th grades at Loveland High School that:

- Provides rigorous and broad-based curricula and assessments.
- Fosters critical and compassionate thinkers.
- Allows students to develop their individual talents and interests.
- Provides students high levels of college preparation.

Through the DP, we are able to develop students who:

- have excellent breadth and depth of knowledge and excel in traditional academic subjects.
- flourish physically, intellectually, emotionally and ethically.
- study at least two languages.
- explore the nature of knowledge through the programme's unique theory of knowledge course.

-What is the DP?, IBO.org, 2015

Why do it?

- The IB DP prepares students for university coursework.
- The Extended Essay challenges students to complete a year-long research study of an individual interest, thereby preparing them for future research and critical thinking in higher education.
- IB educates the whole person and encourages students to develop a variety of interests.
- Students are able to develop their individual talents.
- This is an internationally recognized and respected program.
- University admissions counselors and scholarship committees look very favorably on IB Students, and students can earn college credit.
- State universities in Colorado guarantee students who successfully earn the IB Diploma receive 24 college credits or more, (CO House Bill 1108, April 2003) as well as placement in higher level classes.

Why do the IB MYP and IB DP at LHS?

- Develop your skills to be successful in higher education, future careers, and be a lifelong learner.
- The IB expands your mind and encourages independence.
- IB provides a broad general education while still allowing specialized study in subjects corresponding to a learner’s interests or plans for the future.
- IB educates the whole person.
- It allows you to participate in inquiry-based classes.
- In general, college acceptance rates for IB diploma candidates are 50-100% higher than for non-IB students.
- The emphasis is on helping students to learn how to learn and how to think critically.
Middle Years Programme Overview

The Middle Years Programme (MYP) is open to any 9th and 10th grade student, who is willing to engage in inquiry-based, student-centered learning.

Middle Years Programme Model

The programme model to the left identifies the IB MYP framework in a series of concentric circles. This model is best explained beginning with the central circle and moving outwards:

1. **The IB Learner Profile:** IB is a student-focused programme and the development of these ten positive character traits underscores all experiences within the IB.

2. Inner ring: Features of MYP that help students develop disciplinary and interdisciplinary understandings:
   a. **Approaches to Learning (ATL)**
   b. **Approaches to Teaching**
   c. **Global Contexts**: These contexts invite explorations of our common humanity and shared guardianship for the planet. MYP teachers use one of these to drive learning in each unit:
      i. Identities & Relationships
      ii. Orientation in Time & Space
      iii. Personal & Cultural Expression
      iv. Scientific & Technical Innovation
      v. Globalization & Sustainability
      vi. Fairness and Development
   d. **Concepts**: Every unit of inquiry is focused on these fundamental themes that connect the classes into a cohesive whole of learning

3. **Action and Service**: MYP students are encouraged to take action on their learning and to serve others in that action. This underlies the IB Mission Statement of “creating a better and more peaceful world”. Teachers encourage students to take action as a result of their units of inquiry as well as in the projects:
   a. **Community Project**: Formerly, all Freshman MYP students complete a 15 hour service project. Our service focus is transitioning towards action and service resulting from class units, as well as student engagement in service through service-related clubs and groups
   b. **Personal Project**: All Sophomore MYP students complete a year-long product-focused project.

4. **Academic Disciplines**: These eight subject areas are often connected in interdisciplinary teaching. Whereas in grades 6-8, MYP students must take all eight subjects concurrently, in grades 9 and 10, students must take a minimum of five disciplines (Language and Literature: English, Language Acquisition: Spanish, German or French, Individuals and Societies: Civics, Geography and World History, Sciences: Geophysical Lab, Biology, Chemistry, Environmental Science and Mathematics) and can choose to take Visual and Performing Arts, Design: Manufacturing, Geometry in construction, Computer Applications and Physical Education: Fitness and Health

5. **International-Mindedness**: This is the basis and background of all learning in IB.
   Upon completion of the MYP coursework and projects, students are bestowed with an **MYP Certificate of Completion** at the IB Convocation and MYP Completion Ceremony at the end of May of their 10th grade year. This demonstrates their tenacity and motivation. Students are encouraged to include mention of this certificate in their college, job and scholarship applications as a testimony of their hard work and global interests.
Diploma Programme Overview

The Diploma Programme (DP) is widely recognized and honored at universities around the world. IB DP courses are academically rigorous, college-level work spread over the 11th and 12th grades. Students completing and testing in DP-level courses develop the highest levels of writing skills and college preparation.

Diploma Programme Model

The programme model to the right identifies the IB DP framework in a series of concentric circles. This model is best explained beginning with the central circle and moving outwards:

1. **The IB Learner Profile**: Developing inquiring, knowledgeable and caring young people.

2. **Approaches to Teaching and Learning (ATL)**: Developing the skills for success

3. **The DP Core**: These three elements are what unite the inquiry-based subjects in the IB DP. They distinguish the IB DP for the development of critical thinking, research and writing skills, as well as civic mindedness and balance. These three elements are interconnected and assessed through the ToK class, thus must be completed together. For the first time in the 2016-2017 school year, the DP Core will be available to students choosing not to complete six courses for the full IB Diploma.
   a. **Theory of Knowledge (ToK)**: An epistemological seminar course that focuses on the commonalities and differences in the various fields of human knowledge, using the IB courses as contexts. DP students take this course during the 2nd semester of their Junior year and 1st semester of their Senior year. Externally moderated assessments include an oral presentation and two class papers. Writing an EE and working to complete the CAS requirements are required for enrollment in this class.
   b. **Creativity, Activity and Service (CAS)**: This extracurricular requirement of the DP helps students develop a balanced array of interests as well as reflect on their experiences.
   c. **Extended Essay (EE)**: A student-directed research project over nine months through which students write a 4,000 word research paper.

4. **DP Subject Groups**: Full IB Diploma candidates take one of each subject. The assessments are both internal and external, including a variety of papers and projects and sitting for the exams in May.
   a. Group 1: Language A : English Literature HL
   b. Group 2: Language B SL : French, German or Spanish
   c. Group 3: History of the Americas HL
   d. Group 4: Experimental Sciences: Biology or Chemistry (SL or HL)
   e. Group 5: Mathematics: Studies, SL, or HL
   f. Group 6: Music SL or Business & Management SL, 2nd Science or 2nd World Language

5. **International-Mindedness**: An overarching international focus and development of the learner profile traits prepares the DP student for lifelong learning in diverse locations and capacities.

At the end of May of their senior year, DP students are recognized during the IB Convocation. Based on the results of their examinations, they may earn an IB Diploma, which is recognized at universities across the US and around the world.
## Prospective IB Diploma Candidates: LHS IB Course Progression 2018-2019

Students planning to pursue an IB Diploma should take all Honors courses in MYP with; exception is Freshmen who may take 1-2 non-honors courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9: IB MYP4</th>
<th>Grade 10: IB MYP5</th>
<th>Grade 11: IB DP1</th>
<th>Grade 12: IB DP2</th>
</tr>
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<tbody>
<tr>
<td>Projects/Core</td>
<td>(Service Engagement)</td>
<td>Personal Project (.5 Cr)</td>
<td>Theory of Knowledge, Extended Essay, Creativity Activity Service (Spring Sem. Jr. Year &amp; Fall Sem. Sr. Year)</td>
<td>IB DP Language A English Language &amp; Literature 11 + IB DP Core</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td>(Honors) English 9</td>
<td>(Honors) English 10</td>
<td>IB DP Language A English Language &amp; Literature 11</td>
<td>IB DP Language A English Language &amp; Literature 12 HL</td>
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<tr>
<td>Language Acquisition:</td>
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<tr>
<td>Spanish SL</td>
<td>Spanish II (Honors)</td>
<td>Spanish III (Honors)</td>
<td>IB DP Spanish IV SL</td>
<td>IB DP Spanish IV SL</td>
</tr>
<tr>
<td>French SL</td>
<td>French II (Honors)</td>
<td>French III (Honors)</td>
<td>IB DP French IV</td>
<td>IB DP French IV SL</td>
</tr>
<tr>
<td>German SL</td>
<td>German I (Honors)</td>
<td>German II (Honors)</td>
<td>IB DP German III</td>
<td>IB DP German IV SL</td>
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<tr>
<td>Individuals &amp; Societies</td>
<td>Civics &amp; Geography IB MYP</td>
<td>(World History Honors)</td>
<td>IB DP History of the Americas HL</td>
<td>IB DP History of the Americas HL</td>
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<tr>
<td>Sciences</td>
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<tr>
<td>Chemistry HL/SL</td>
<td>Geophysical Lab</td>
<td>Chemistry Biology (Honors) or Environmental Sciences</td>
<td>IB DP Chemistry HL/SL</td>
<td>IB DP Chemistry HL/SL</td>
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<tr>
<td>Biology HL/SL</td>
<td>Or Biology (Honors)</td>
<td>Or Biology (Honors)</td>
<td>IB DP Biology HL/SL</td>
<td>IB DP Biology HL/SL</td>
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<tr>
<td>Mathematics</td>
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<td>Math HL</td>
<td>Algebra II Honors and Pre-Calculus Honors</td>
<td>AP Statistics</td>
<td>IB DP Math HL11 (Calculus BC)</td>
<td>IB DP Math HL 12</td>
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<td></td>
<td>Geometry (Honors) or Geometry in Construction</td>
<td>Algebra II Honors and Pre-Calculus Honors</td>
<td>IB DP Math HL 11 (Calculus BC)</td>
<td>IB DP Math HL 12</td>
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<td></td>
<td>Algebra II Honors</td>
<td>Pre-Calculus (Honors)</td>
<td>IB DP Math HL 11 (Calculus AB)</td>
<td>IB DP Math HL 12</td>
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<tr>
<td>Math SL</td>
<td>Geometry (Honors) or Geometry in Construction</td>
<td>Algebra II Honors and Pre-Calculus Honors</td>
<td>IB DP Math HL 11 (Calculus AB)</td>
<td>IB DP Math HL 12</td>
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<td></td>
<td>Algebra II ( Honors)</td>
<td>Pre-Calculus (Honors)</td>
<td>IB DP Math HL 11 (Calculus AB)</td>
<td>IB DP Math HL 12</td>
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<td>Math Studies SL</td>
<td>Geometry (Honors) or Geometry in Construction</td>
<td>Algebra II (Honors)</td>
<td>IB DP Math Studies SL</td>
<td>(Non-IB math course)</td>
</tr>
<tr>
<td></td>
<td>Algebra I or AMPED</td>
<td>Geometry (Honors) or Geometry in Construction</td>
<td>(Honors) Algebra II</td>
<td>IB DP Math Studies SL</td>
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<td></td>
<td>IB DP Math Studies SL (final DP testing in 2020)</td>
<td></td>
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<tr>
<td>Art &amp; Electives</td>
<td>(Performing Arts and Fine Arts)</td>
<td></td>
<td>IB DP Business Management SL</td>
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<td>IB DP Psychology SL</td>
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<td></td>
<td>a second Science or World Language or DP Visual Arts SL/HL (starting in 2019-2020)</td>
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<tr>
<td>PE</td>
<td></td>
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<td>Fitness (.5 CR) ; Health (.5 CR)</td>
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</table>

11
Work Habits /Approaches to Teaching and Learning

*Inspired by best practice in our schools*


**Approaches to Learning (ATL) / TSD Work Habits**

Developing the skills for success in school and beyond is the heart of all IB Programmes. IB is about learning how to learn and be an effective and contributing citizen of our world. In classes using the IB framework, teachers deliberately teach a broad set of over 144 skills, which are broken down into these skill clusters. Additionally, Thompson School District students are assessed on their Work Habits (10% of grade for class of 2021 and beyond), which are closely aligned with these skills:

1. **Thinking Skills**
   a. Critical thinking - Analyzing and evaluating issues and ideas
   b. Creative thinking - Developing things and ideas that never existed before
   c. Transfer - Utilizing skills and knowledge in multiple contexts
2. **Social Skills: Collaboration** - Working effectively with others
3. **Communication skills** - Interacting to exchange thoughts, messages and information
4. **Self-Management Skills**
   a. Organization - Managing time and tasks effectively
   b. Affective - Managing your state of mind
   c. Reflection - Considering and reconsidering what you’ve learned and your skills
5. **Research Skills**
   a. Information Literacy - Finding, interpreting, judging and creating information
   b. Media Literacy - Interacting with media to use and create ideas and information

LHS teachers focus on developing these skills in their classes. Students are graded on their abilities to develop these skills in their Work Habits category and in their IB Projects.

**Approaches to Teaching**

IB places high standards for students as well as teachers. Our IB Programmes are refined based on every IB teacher using these skills to develop and deliver their classes:

1. **Inquiry-based** - Students’ curiosity provides the most effective provocation for learning.
2. **Conceptual focus** - Interdisciplinary concepts integrate learning and add coherence between classes.
3. **Contextualized** - The reason for learning a topic is key: lessons are tied to the real world.
4. **Collaborative** - Effective teamwork and collaboration among staff members.
5. **Differentiated** - Meeting the needs of all learners.
6. **Assessment driven** - Formative and summative assessments are central to unit and lesson planning.

The IB is a dynamic and growing worldwide community of educators. As educational needs change, IB educators respond to these changes through planned and deliberate updates to the IB frameworks.
LHS Honors Classes and the MYP

Currently, our 9th and 10th grade students have two educational tracks (honor/standard) vs. three tracks (MYP/pre-AP/Standard). This streamlining of our course offerings means that more students will have access to the MYP framework (inquiry-based, student-centered, criteria based, ATL skills focus, and learner profile incorporation), while allowing for better differentiation.

Students going into 9th or 10th grade at Loveland High make two important questions:

1. Do I want to go into college-level courses (IB DP/AP/Concurrent enrollment) during my Junior and/or Senior years of high school?
   If yes, then the student should choose Honors courses.
   If no, the student can choose standard level courses.

2. Do I want to participate in the IB Middle Years Programme at LHS?

Students in the MYP have the opportunity to engage in service during the MYP and complete the MYP capstone Personal Project their sophomore year. These projects enhance the students Approaches to Learning (ATL) skills (research, communication, collaboration, thinking and self-management). Students not going into the MYP will not have the opportunity to develop these projects.

**Will the Honors courses be taught with the MYP framework?**

The Loveland High School staff and community are embracing the fact that an IB education is solidly built on the best teaching practices, and that all of our students should have the opportunity to access to this programme. An IB education is broad and balanced, focusing on the students interests and questions (inquiry-based), while guiding them to develop their skills for success (ATL skills) and explore topics in-depth through project-based learning. Honors level classes will be taught through the MYP framework. Standard level courses will be encouraged to incorporate aspects of the MYP framework, depending on the numbers of students in those courses who have chosen to complete the MYP.

**Should a student take all honors classes if planning on going into the IB DP?**

The IB Diploma Programme has a broad and balanced curriculum, challenging students to excel in all subject areas. In order to prepare underclassmen students for the rigors of being an IB Diploma Candidate, students planning on pursuing this route are encouraged to take honors level classes in all core subjects (English, World Language, Social Studies, Math, Science). One exception is during the 9th grade year, if a student struggles in one or two subject areas, that student may take standard level classes in that subject. However, students planning on being an IB Diploma Candidate should take honors level classes in all five core subject during their sophomore year.

Students planning on being an IB DP Course Candidate (taking 1-5 DP courses), taking AP courses or concurrent enrollment, are welcome to take honors classes in just the courses they feel strongest in. This will prepare them to take these college-level courses during their Junior and/or Senior year in these subjects. How will this impact our district move towards Standards-based instruction (SBI) and grading (SBG)?

IB is clear that schools need to meet the local, state and national standards, while also striving to meet the MYP Criteria. The MYP Criteria are largely skill-focused, whereas the Colorado state educational standards and TSD Graduation Competencies are largely content-focused. Our teachers have been working hard throughout this school year to crosswalk, or match up the state standards with the MYP Criteria. Therefore, when teachers report 9th grade student grades next year, they will be reported as meeting the appropriate MYP Criteria within each standard. This will give a common language to our staff in implementing SBI as well as give increased opportunities encouragement for collaboration.
MYP Capstone Personal Project Overview

Singapore International School

Personal Project

- Encourages MYP students to participate in a sustained, self-directed inquiry
- Generates creative new insights into an area of the student choosing
- Challenges students to communicate in a variety of situations
- Requires a process journal to document the process
- Is a processes that develop skills that will be critical as an upperclassman and college student
- Completion is required to earn the LHS MYP Certificate of Completion.
- Sophomore MYP year 5 students
- Individual
- year-long: Sept - April
- Requires an LHS teacher supervisor and community mentor
- Product focused
- Evaluated on final written presentation
- Stand alone course grade

Criteria for MYP Personal Project

Grading on the final presentations is on these criteria, which are based on the ATL skills.

Criteria A: Investigating
- Develop a clear and challenging goal
- Define the criteria for your project
- Demonstrate transfer and research skills

Criteria B: Planning
- Develop a detailed proposal and plan of action
- Record the development of the project in a process journal
- Demonstrate excellent self-management skills

Criteria C: Taking Action
- Demonstrate excellent service (CP) or product (PP) in response to the goal and context
- Demonstrate excellent thinking, communication and social (collaboration) skills

Criteria D: Reflecting
- Self evaluation of the quality of the service or product
- Present reflections on how the project has extended knowledge, skills, understanding
### MYP 5 Personal Project

#### Timetable: 2018-2019

Coordinator - Ms. Burch, [amy.burch@thompsonschools.org](mailto:amy.burch@thompsonschools.org)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 30th</strong></td>
<td>Field trip to Rialto Theater - PP overview and planning</td>
</tr>
<tr>
<td><strong>Sept 13th</strong></td>
<td>PP Access Meeting</td>
</tr>
<tr>
<td><strong>Sept 14th</strong></td>
<td>Project Proposal Due</td>
</tr>
<tr>
<td><strong>Sept 28th</strong></td>
<td>1st Meeting with your Supervising Teacher</td>
</tr>
<tr>
<td><strong>Oct. 4th</strong></td>
<td>Submit Parental Acknowledgment of Community Mentor Form</td>
</tr>
<tr>
<td><strong>Oct. 12th</strong></td>
<td>1st Meeting with your Community Mentor</td>
</tr>
<tr>
<td><strong>Oct. 19th</strong></td>
<td>Submit Three Sources that apply to your PP to Ms. Burch</td>
</tr>
<tr>
<td><strong>Nov. 2nd</strong></td>
<td>2nd Meeting with Supervising Teacher</td>
</tr>
<tr>
<td><strong>Nov. 8th</strong></td>
<td>Nov Access-PP Meeting       Agenda: Questions regarding research &amp; criteria for Project</td>
</tr>
<tr>
<td><strong>Nov 30th</strong></td>
<td>2nd Meeting with Community Mentor</td>
</tr>
<tr>
<td><strong>Dec. 7th</strong></td>
<td>3rd Meeting/1st Semester Check In with Supervising Teacher</td>
</tr>
<tr>
<td><strong>Dec. 13th</strong></td>
<td>Dec Access-PP Meeting       Agenda: Discuss the 1st semester check-in with supervisor</td>
</tr>
<tr>
<td><strong>Jan. 17th</strong></td>
<td>Jan Access-PP Meeting       <em>Mandatory Info Meeting</em> Reporting your Personal Project</td>
</tr>
<tr>
<td><strong>Jan. 18th</strong></td>
<td>4th Meeting with Supervising Teacher</td>
</tr>
<tr>
<td><strong>Jan. 25th</strong></td>
<td>3rd Meeting with Community Mentor</td>
</tr>
<tr>
<td><strong>Feb.14th</strong></td>
<td>Feb Access PP Meeting       <em>Mandatory Info Meeting</em> Grading of the Personal Project</td>
</tr>
<tr>
<td><strong>Feb. 22nd</strong></td>
<td>Meeting with Supervising Teacher: Rough Draft of Report Due</td>
</tr>
<tr>
<td><strong>March 7th</strong></td>
<td>March Access PP Meeting: Agenda: Q &amp; A on Final Report Obligations</td>
</tr>
<tr>
<td><strong>March 8th</strong></td>
<td>Final meeting with Community Mentor</td>
</tr>
<tr>
<td><strong>March 25th</strong></td>
<td>6th Meeting/2nd Semester Assessment with Supervising Teacher</td>
</tr>
<tr>
<td></td>
<td>All project reports are due including recorded oral, video, written, web-based, etc., to the supervising teacher.</td>
</tr>
<tr>
<td><strong>April 5th</strong></td>
<td>Final Meeting with Supervisor</td>
</tr>
<tr>
<td></td>
<td>Share standardized final grade for the Personal Project</td>
</tr>
<tr>
<td></td>
<td>This is your summative grade for the Personal Project.</td>
</tr>
<tr>
<td></td>
<td>Bring a personalized “thank you” card for them.</td>
</tr>
<tr>
<td><strong>April 23 6:00pm</strong></td>
<td>Personal Project Open House, LHS Library</td>
</tr>
</tbody>
</table>
Loveland High School International Baccalaureate

Diploma Programme (DP) Core Participation Policy
Coordinator: Lee Freeman, Lee.Freeman@ThompsonSchools.org

Definitions:

- **DP Core**: The three central elements of the IB Diploma Programme are the Extended Essay (EE), Theory of Knowledge (ToK) course and Creativity, Activity and Service (CAS). These elements are what unite the inquiry-based subjects in the IB DP as well as what distinguish the IB DP for the development of critical thinking, research and writing skills, as well as civic mindedness and balance. These three elements are interconnected and assessed through the ToK class, thus must be completed together.

- **Theory of Knowledge (TOK)**: An epistemological seminar course that focuses on the commonalities and differences in the various fields of human knowledge, using the IB courses as contexts. DP students take this course during the 2nd semester of their Junior year and 1st semester of their Senior year. Externally moderated assessments include an oral presentation and a class essay based on one of several prescribed titles. Writing an EE and working to complete the CAS requirements are required for enrollment in this class.

- **Creativity, Activity and Service (CAS)**: This extracurricular requirement of the DP helps students develop a balanced array of interests as well as reflect on their experiences.

- **Extended Essay (EE)**: A student-directed research project over nine months through which students write a 4,000 word research paper. Junior DP students plan their essay with a supervisor and the EE Coordinators in the spring and the first complete draft is due in mid-May of their Junior year. In the Fall of their senior year, DP students work closely with the their supervisors and the EE Coordinators to review and update their essays. Students formulate an argument, use research to support that argument and reach a conclusion. Work on this project helps students develop the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic within any subject area.

Policy:

Beginning with the 2016-1017 academic year, participation in six DP courses will no longer be a requirement of participation in the IB Core. Rather, the IB leadership and counselors at LHS will encourage students to begin their scheduling with the inclusion of the IB Core. All MYP sophomores will also be encouraged to take a variety of DP courses in addition to the DP Core, up to six DP courses, which fulfills the requirements of the Full IB Diploma. Students successfully completing the DP Core will receive a certificate of completion and recognition on their transcripts. Also, any student taking the DP core and not the full DP may elect to have their DP core evaluated and pay the associated fees.

Additionally, open enrollment waiver students (from out of attendance zone) of the LHS IB Class of 2020 (current sophomores) and beyond will be required to complete the DP Core. Additionally, these students, and all future students admitted to Loveland High School to participate in the IB Programme, will be encouraged to complete the full DP and required to take a plurality of DP courses, in addition to the DP Core. Failure to complete the DP Core and a plurality of DP courses will result in the student being asked to return to his or her home high school.

Rationale:
The DP Core is the heart and soul of the final component of the International Baccalaureate Programmes. Participating in and completing the DP Core awards students the highest level of skills development for success in college and professional careers. In a continuing effort for increased inclusion in the IB DP at LHS, we are glad to offer the DP Core to a greater number of students.
**Creativity, Activity and Service (CAS)**

**Coordinators:** Lee Freeman, Lee.Freeman@ThompsonSchools.org and Kari Hansen, Kari.Hansen@ThompsonSchools.org

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS are:

**Creativity:** exploring and extending ideas leading to an original or interpretive product or performance  
**Activity:** physical exertion contributing to a healthy lifestyle, complementing DP academic work  
**Service:** an unpaid and voluntary exchange that has a learning benefit for the student and responds to an authentic community need. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS plan should be both challenging and enjoyable, a personal journey of self-discovery.

Each student has different goals and needs, but many students’ CAS activities include experiences that are profound and life changing. The guideline for the minimum amount of CAS activity is approximately three to five hours per week. CAS should be ongoing throughout the DP.

CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth.  
- willing to accept new challenges and new roles.  
- aware of themselves as members of communities with responsibilities towards each other and the environment.  
- active participants in sustained collaborative projects.  
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

**Important CAS elements:**

- real, purposeful, diverse activities with significant outcomes  
- personal challenge – tasks must extend the student and be achievable in scope  
- thoughtful consideration, such as planning, reviewing progress, reporting  
- reflection on outcomes and personal learning  
- service that addresses authentic need  
- involvement with at least one project involving teamwork that lasts at least one month  
- completion of a CAS portfolio

**CAS Learning Outcomes**

*All eight (8) outcomes must be present for a student to complete the CAS requirement. Students’ portfolios should include reflection and evidence that each learning outcome has been met.*

- **Outcome 1:** Increase awareness of personal strengths and areas for growth  
- **Outcome 2:** Undertake new challenges  
- **Outcome 3:** Plan and initiate activities  
- **Outcome 4:** Work collaboratively with others  
- **Outcome 6:** Engage with issues of global importance  
- **Outcome 7:** Consider the ethical implications of your actions  
- **Outcome 8:** Develop new skills

**Managebac Use:** Student, teacher and supervisor reflections on the DP Core (CAS, EE and TOK) will be through the Managebac site: loveland.managebac.com
IB Diploma Requirements & Testing fees

In order for a student to be an IB Diploma Candidate, he or she must work towards completing the following:

1. Complete the requirements of the DP Core
   a. **TOK**: complete the course and coursework
   b. **CAS**: Complete individual Creativity, Activity and Service plan with experiences in the three strands that are guided by the eight learner outcomes
   c. **EE**: Submit an original Extended Essay (an in-depth study of a limited topic chosen by the student and supervised by an LHS staff member)

2. Complete the coursework and internal and external assessments and exams in **six DP subjects**:
   a. **Three** (or not more than four) **Higher Level Courses**
   b. **Three** (or two) **Standard Level Courses**

The marking scheme for **IB DP Examinations** is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>outstanding</td>
</tr>
<tr>
<td>6</td>
<td>very good</td>
</tr>
<tr>
<td>5</td>
<td>good</td>
</tr>
<tr>
<td>4</td>
<td>satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>mediocre</td>
</tr>
<tr>
<td>2</td>
<td>poor</td>
</tr>
<tr>
<td>1</td>
<td>very poor</td>
</tr>
</tbody>
</table>

The marking scheme for the **EE and TOK** is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>outstanding</td>
</tr>
<tr>
<td>6</td>
<td>good</td>
</tr>
<tr>
<td>5</td>
<td>satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>mediocre</td>
</tr>
<tr>
<td>3</td>
<td>elementary (failing)</td>
</tr>
<tr>
<td>2</td>
<td>D = mediocre</td>
</tr>
<tr>
<td>1</td>
<td>N = not Submitted</td>
</tr>
</tbody>
</table>

IB Diploma Candidates will earn an IB Diploma if his or her total score reaches or exceeds **24 points**, provided:

- Grades have been awarded in the six subject groups of the Diploma Programme.
- Theory of Knowledge coursework was followed and the TOK assessment completed with a grade of A-D.
- An Extended Essay has been submitted and assessed, with a grade of A-D.
- The candidate has engaged appropriately in Creativity, Activity and Service Activities
- There is a total of twelve (12) points or more in all HL subjects (for students taking four HL exams, the highest three will count).
- The candidate earns a total of nine (9) or more points in al SL subjects (or five points for students taking two SL exams).
- There is no grade 1 in any Higher Level (HL) subject.
- There are no more than two subjects in which the student earned a 2 (HL or SL).
- There are no more than three subjects in which the student earned a 3 (HL or SL).
- The final award committee has not found the candidate guilty of academic misconduct.
- The additional points from high marks on the EE and TOK are added to the point total (See Diploma Points Matrix on pg 21).

Additionally, up to three possible extra points for combined high marks in EE and TOK will be added to the total.

**IB DP Testing Fees**

These are the fees for the May 2016 testing session. Typically, the fees rise by 2-3% per year (inflation). In Thompson School District, IB students and their families are responsible for paying the IB testing fees.

**IB Registration Fee: $172** : All students registering for 1-6 IB exams must pay this fee. IB Diploma candidates may take up to two exams their Junior year. If they remain a Diploma Candidate, they will not need to repay the registration fee. IB Course Candidates must pay the registration fee each year they take an IB exam.

**IB Exam Fee: $119** - This fee is incurred for each subject that a student is testing in

Total Cost of an IB Diploma = $172 + 6($119) = $886

**New for 2018 Testing session : TSD will cover Registration Fee ($172) for all IB Diploma Candidates in good academic standing.**

District **Funding** is available from the to pay for a significant portion of the exam fees for any IB student who is on the Free and Reduced Meal Program. Please see the IB Coordinator for help in applying for this grant.
Assessments of the IB Diploma Programme

**May 2019 Session**

**Language Acquisition (Group 2)**
- French/German/Spanish
  - EA Paper 1: 25%
  - EA Paper 2: 25%
  - Written Assignment: 20%
  - IA Oral: 20%
  - IA Oral Activity: 10%

**Studies in Language and Literature English A (Group 1)**
- English A Lang & Lit: SL
  - EA Paper 1 (Comp. Analys.) 25%
  - EA Paper 2 (Q On 2 texts) 25%
  - 4 Written Tasks (2EA) 20%
  - IA Oral Commentary 15%
  - Further Oral Activity 15%

**Individuals and Societies (Group 3)**
- History of the Americas SL/HL
  - EA Paper 1 – Pres. Subj. 30% 20%
  - EA Paper 2 – WH Topics 45% 25%
  - EA Paper 3 N/A 35%
  - IA Historical Investigation 25% 20%

**Psychology (SL)**
- Paper 1 (short ans./Essay) 50%
- Paper 2 (Essay on option) 25%
- IA Experimental Study 25%

**Bus. & Management (2019-20) SL**
- EA Paper 1 35%
- EA Paper 2 40%
- IA (Commentary) 25%

**Mathematics (Group 5)**
- EA Paper 1 (no calculator) 40% 30%
- EA Paper 2 40% 30%
- EA Paper 3 N/A 20%
- Portfolio 20% 20%

**Math Studies SL**
- EA Paper 1 40%
- EA Paper 2 40%
- Project 20%

**The Arts (Group 6)**
- Visual Arts (2018-19) SL/HL
  - EA Comparative Study 20%
  - EA Process Portfolio 40%
  - IA Exhibition 40%

**(Group 6 Replacements)**
- 2nd Individuals & Societies OR
- 2nd Language Acquisition OR
- 2nd Experimental Science

**DP Assessment Glossary:**
- IA: Internal Assessment
- EA: External Assessment
- Paper (1, 2 or 3): Written exams during May DP testing session
**LHS IB DP Assessment Overview 2018-2019**

This calendar has been set up by the IB Coordinator and the DP Teachers to create a balanced assessment schedule for the IB Diploma Candidates.

<table>
<thead>
<tr>
<th>Mo.</th>
<th>TSD Calendar (LHS IB events)</th>
<th>DP Student Due Dates</th>
</tr>
</thead>
</table>
| **May 2018** | 25 - IB Convocation & MYP Completion Ceremony  
26 - Graduation | 14 - **Extended Essay** Final due (class of 2019) |
| **Aug 2018** | 20 - Fr Trans  
21 - School starts  
28 - Back to school night  
*(IB Projects meetings 5-6pm)* | |
| **Sept 2018** | 3 - Labor Day | 6 - Jr. Access Mtg in Mr. Freeman’s class on CAS  
17 - Initial **Two Year CAS Plan** uploaded to Managebac (Jrs.)  
19 - DP Exam registration begins |
| **Oct 2018** | 6 - Teacher Work Day  
11 - PTC  
12 - Exchange Day | 19 - DP Exam **Registration** ends  
23 - **CAS** Quarterly meeting 1 due (Jrs.) |
| **Nov 2018** | 7 - DP Pinning Ceremony  
21-23 - Tksg. Break | 1 - DP Exam **Payments** due  
8 - **Historical Investigation** (HI) rough draft (Srs.)  
20 - HI Final draft due  
30 - **Biology** Lab research due |
| **Dec 2018** | 18-21 - Final Exams  
21 - End Semester 1  
22-Jan 3 - Winter break | 7 - **Math HL/SL IA** Rough Draft due  
- **CAS** Quarterly Meeting 2 due (Jrs.)  
10 - **Chemistry** Lab research due  
12 - **English Lang & Lit** Written Task (Jrs.); **TOK Essays due**, PPF, PPD (Srs.)  
13 - **English A Literature IA** Individual Oral Commentaries due (Srs.)  
20 - **English Lang & Lit**: Further Oral Activity (Jrs.) |
| **Jan 2019** | 4 - Teacher Work Day  
7 - Semester 2 begins  
9 - *(IB class of 2018 Homecoming luncheon)*  
21 - MLK day | 22 - EE supervisor request & topic due(Jrs.)  
31 - **Biology** Lab Rough Draft due |
| **Feb 2019** | 18 - Presidents’ Day  
28 - Teacher work day | 1 - Revised EE Research Question due(Jrs)  
7 - **Chemistry** IA Lab draft due  
15 - **Math SL/HL Exploration IA due**  
5 or 8 - EE CSU Libraries Field Trip (Jrs.)  
19 - EE outline due (Jrs.)  
22 - **Spanish/French/German B** Written Assignment due  
27 - **Math Studies IA Project** Due |
| Mar 2019 | ● 1 - PT Conferences  
| ● 18-22 - Spring Break  
| | 7 - **Bio & Chem IA** Labs due  
| | 23 - **Psychology** IA Rough Draft Due  
| | 11 - **EE** half-draft due  
| | 30 - **Spanish/French/German IA** Ind. Oral due  
| April 2019 | 24 - **IB Night (PP Open house, EE RQ showcase, 9th grade meeting, group 4 open house)**  
| | 4 - **Psychology** IA due  
| | 14 - **CAS** Project Final Completion Deadline (Seniors); Final Quarterly Meeting due (Srs)  
| | 15 - **EE** Completed Draft Due (Jrs.)  
| | 17 - **Group 4** field trip (Jrs.) (pending)  

*CAS* will include regular deadlines are part of the TOK course, as well as regular meetings with Mr. Freeman and Mrs. Hansen.

**Managebac** ([loveland.managebac.com](loveland.managebac.com)): Online platform for the DP Core:
- CAS reflections
- EE deadlines & drafts
- TOK papers and forms

**IB DP Coordination:**
- John Parks: IB Coordinator
  - IB Office, Room 129
  - [john.parks@thompsonschools.org](mailto:john.parks@thompsonschools.org)
  - 970-613-5282
- Lee Freeman: TOK teacher and CAS/EE coordinator
  - Room C-70
  - [lee.freeman@thompsonschools.org](mailto:lee.freeman@thompsonschools.org)

**Diploma Points Matrix**
Bonus points toward your diploma from EE & TOK.

| | Theory of knowledge |
|---|---|---|---|---|---|---|---|
| | Grade A | Grade B | Grade C | Grade D | Grade E | No grade N |
| Grade A | 3 | 3 | 2 | 2 | Failing condition | Failing condition |
| Grade B | 3 | 2 | 2 | 1 | Failing condition | Failing condition |
| Grade C | 2 | 2 | 1 | 0 | Failing condition | Failing condition |
| Grade D | 2 | 1 | 0 | 0 | Failing condition | Failing condition |
| Grade E | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
| No grade N | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
May 2019 : IB Examinations
All LHS IB DP Exams are held at St. Spyridon’s Orthodox Church - across 29th St. from the LHS East lot. All AM exams begin at 9:00 am and afternoon sessions begin at 12:30 pm. Be sure to arrive 15 min early.

Week 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, May 7</td>
<td>12:30 pm</td>
<td>History HL/SL papers 1 &amp; 2</td>
<td>(1h &amp; 1h30m)</td>
</tr>
<tr>
<td>Wed, May 8</td>
<td>9 am</td>
<td>History HL/SL paper 3</td>
<td>(2h30m)</td>
</tr>
<tr>
<td>Thurs, May 9</td>
<td>12:30 pm</td>
<td>Biology HL/SL papers 1 &amp; 2</td>
<td>(1h/45m &amp; 2h15m/1h15m)</td>
</tr>
<tr>
<td>Fri., May 10</td>
<td>9 am</td>
<td>Biology HL/SL paper 3</td>
<td>(1h/1h15m)</td>
</tr>
<tr>
<td></td>
<td>12:30 pm</td>
<td>Psychology SL paper 1</td>
<td>(2h)</td>
</tr>
</tbody>
</table>

Week 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, May 13</td>
<td>9 am</td>
<td>Psychology SL paper 2</td>
<td>(1h)</td>
</tr>
<tr>
<td></td>
<td>12:30 pm</td>
<td>Math HL/SL / Math Studies SL paper 1</td>
<td>(2h/1h30m)</td>
</tr>
<tr>
<td>Tues, May 14</td>
<td>9 am</td>
<td>Math HL/SL / Math Studies SL paper 2</td>
<td>(2h/1h30m)</td>
</tr>
<tr>
<td></td>
<td>12:30 pm</td>
<td>German B SL Paper 1</td>
<td>(1h30m)</td>
</tr>
<tr>
<td>Wed, May 15</td>
<td>9 am</td>
<td>Math HL paper 3 &amp; German B SL Paper 2</td>
<td>(1h / 1h30m)</td>
</tr>
<tr>
<td>Thurs, May 16</td>
<td>12:30 pm</td>
<td>English A Language &amp; Literature HL paper 1</td>
<td>(2h)</td>
</tr>
<tr>
<td>Fri., May 17</td>
<td>9 am</td>
<td>English A Language &amp; Literature HL paper 2</td>
<td>(2h)</td>
</tr>
</tbody>
</table>

Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, May 21</td>
<td>12:30 pm</td>
<td>Spanish B SL paper 1</td>
<td>(1h30m)</td>
</tr>
<tr>
<td>Wed, May 22</td>
<td>9 am</td>
<td>Spanish B SL paper 2</td>
<td>(1h30m)</td>
</tr>
<tr>
<td></td>
<td>12:30 pm</td>
<td>Chemistry HL/SL papers 1 &amp; 2</td>
<td>(1h/45m &amp; 2h15m/1h15m)</td>
</tr>
<tr>
<td>Thurs, May 23</td>
<td>9 am</td>
<td>Chemistry HL/SL paper 3</td>
<td>(1h15m/1hr)</td>
</tr>
<tr>
<td></td>
<td>12 pm</td>
<td>French B SL p1</td>
<td>(1h30)</td>
</tr>
<tr>
<td>Fri, May 24</td>
<td>9 am</td>
<td>French B SL</td>
<td>(1h30)</td>
</tr>
</tbody>
</table>
## Annual LHS IB Events

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Location</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26, 5:30-6pm</td>
<td>Various LHS locations</td>
<td>IB Project orientation</td>
<td>Right before back to school night, students and parents meet with the IB Project Coordinators to learn about the processes.</td>
</tr>
<tr>
<td>Wed, November 7, 5:30-6:30pm</td>
<td>LHS Library</td>
<td>DP Pinning Ceremony</td>
<td>Ceremony to recognize Junior students moving forward with their plans to be full IB Diploma candidates.</td>
</tr>
<tr>
<td>Wed, January 9, Lunch</td>
<td>LHS Library</td>
<td>IB Homecoming</td>
<td>LHS IB DP graduates from 2013, 2018 are invited to reconnect, share experiences</td>
</tr>
<tr>
<td>Tues, April 23, 6:00-7:30pm</td>
<td>LHS Library</td>
<td>MYP Personal Project Open House</td>
<td>An opportunity for our IB community to see the culminating MYP student projects</td>
</tr>
<tr>
<td>Friday, May 3, 4-6pm</td>
<td>LHS Library</td>
<td>IB Senior Breakfast</td>
<td>IB Teachers and parents recognize the IB Seniors before the IB Exams begin</td>
</tr>
<tr>
<td>Fri, May 10, 4-6pm</td>
<td>North shore park</td>
<td>IB Picnic</td>
<td>IB students and staff gather to share food and reflections on the year.</td>
</tr>
<tr>
<td>Fri, May 24  6-7pm Cerem. 7-8pm Recep.</td>
<td>LHS Auditorium, Library</td>
<td>IB Convocation and MYP Completion Ceremony</td>
<td>Formal Ceremony to recognize all IB DP Graduates and MYP Soph. students completing the MYP coursework and projects.</td>
</tr>
</tbody>
</table>

## IB Parents Association (IBPA)

The IB Parents' Association (IBPA) meets the second Wednesday of every month (except for the February and March meetings, due to holidays). In addition to advocating for ways to improve the IB at LHS, IBPA members organize social events for IB students and prepare the IB convocation for graduating seniors. The IBPA is open to parents of IB students in the MYP and DP. Parents meet with the IB Coordinator. Meetings are from 6:30-7:30 pm in the LHS Library.

<table>
<thead>
<tr>
<th>Date</th>
<th>IBPA topic (Fall Semester)</th>
<th>Date</th>
<th>IBPA topic (Spring Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12</td>
<td>Introductions, Programme growth and plans, Scholarship application</td>
<td>Jan. 9</td>
<td>Registration outreach, MYP &amp; DP growth and outlook</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>DP Exam Registration, Scholarship selection, MYP Service Brainstorm</td>
<td>Feb. 13</td>
<td>Planning for IB Convocation</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>DP Pinning Ceremony</td>
<td>March 13</td>
<td>IB Convocation &amp; MYP Ceremony</td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Pre-registration questions answered, Open Enrollment window</td>
<td>April 10</td>
<td>Senior breakfast; IB Convocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 8</td>
<td>Final IB Convocation planning</td>
</tr>
</tbody>
</table>
Loveland High School Academic Honesty Policy

LHS Honor Code:
Loveland High School is a learning community in which all members are held to high standards of academic honesty. We know that honesty and integrity are fundamental to learning, establishing trust and personal development. These values are central to promoting personal responsibility, becoming principled and balanced learners who take pride in ourselves and our school.

LHS Honor Pledge:
As a member of the Loveland High School community, I pledge to represent myself truthfully, claim only work that is my own and engage honestly in all academic assignments and assessments.

Purpose:
We understand that all members of the LHS community are responsible for demonstrating and fostering academic honesty. This includes students, teachers, administration, support staff and parents. Each member has certain rights and responsibilities regarding upholding academic honesty and avoiding academic dishonesty and misconduct.

Scholastic Dishonesty/Academic Misconduct is defined as, but not limited to any of the following behaviors:
· copying/plagiarizing (intentional or unintentional)
· cheating
· using other’s work in any fashion or sharing your own work with another student
· obtaining advance copies of tests (either as a hardcopy or digitally)
· removing answer booklets or keys
· unauthorized use of cell phones, social media, taking photos, illicit or unethical use of technology before, during or after assessments
· unauthorized assistance of any kind, including use of online translators for World Language assignments or assessments
· providing answers beyond the parameters of cooperative work as authorized by the instructor
· TSD Discipline Code JICDA, section 16 further states that “scholastic dishonesty includes but is not limited to cheating on a test, altering student records, plagiarism, or unauthorized collaboration with another person in preparing written work.”

The disciplinary procedure for academic misconduct is as follows:
Upon each incident of suspected academic misconduct: The teacher will notify the student, the students’ parent(s), and file a referral to the grade-level principal. The teacher, administrator and counselor may choose to advance in one or more of the following ways, based on the seriousness of the offense and whether it is the first, second or third offense:

● a conference with the student
● a written reflection by the student about the misconduct infraction by the student
● an opportunity for the student to re-do the assignment after conferring with student to check for understanding that he/she knows how to correct the error
● an opportunity for the student to do an alternate assignment
● a failing or zero grade on the assignment
● the forming of a problem-solving team that includes any or all of the following: the student(s), the teacher, the grade level administrator, the counselor, the IB coordinator, and/or the student’s parent(s)
LHS Academic Honesty Roles & Responsibilities
All members of the LHS community should demonstrate and expect a high level of academic integrity from all other LHS community members, including students, families, teachers, and administrators.

**Students**
- **Responsibilities:**
  - To be aware of and apply academic honesty procedures as students.
  - To act with academic honesty and integrity in their assignments, assessments and interactions with other students.
  - To understand and accept the consequences for academic misconduct.
- **Rights:**
  - To receive assessments and assignments with clearly defined parameters and criteria.
  - To ask clarifying questions surrounding assignments, assessments, criteria and parameters.
  - To receive due process for any suspected act of academic misconduct.

**Teachers**
- **Responsibilities:**
  - To provide clear expectations and model, teach, and execute academic honesty and integrity.
  - To understand, educate, and provide equal enforcement of the academic honesty policy.
  - To teach and emphasize appropriate citation, referencing, collaboration and technology use.
- **Rights:**
  - To receive support from colleagues and administrators in informing students about academic honesty procedures and enforcement using due process.

**Administrators**
- **Responsibilities:**
  - To promote a culture of academic integrity and honesty throughout the school.
  - To support, intervene, and enforce the academic honesty policy.
- **Rights:**
  - To ask for documentation from teachers as well as feedback from all parties involved in suspected academic misconduct in order to come to a decision.
  - To arrange and facilitate meetings with involved parties when necessary to address issues with academic honesty and misconduct.
LHS IB Assessment Policy (Overview)

This is an overview of the LHS IB Assessment Policies. Complete policy is listed at http://thompson.k12.co.us/domain/1373 and http://thompson.k12.co.us/domain/1374

Through our IB Assessment Policy, we will guarantee that:

- Teachers provide students with **clear learning targets** that are:
  - Tied to the aims and objectives of the MYP subject-area
  - Relevant to students’ learning
  - Connected to the IB Learner Profile and IB Mission Statement
  - Support the instruction of Approaches to Learning

- Teachers **design assessments** that:
  - Are tied to the aims and objectives of the MYP or DP subject-area
  - Measure students’ mastery of the aims and objectives of the MYP or DP subject-area
  - Are assessed according to the MYP or DP subject-area assessment criteria
  - Allow for students to respond to authentic MYP or DP subject-area questions, prompts, problems, and/or papers

- Teachers provide students with **rich and descriptive feedback** based upon the MYP or DP subject-area assessment criteria:

- Teachers **utilize multiple and varied formative assessments** in order for:
  - Students to reflect on their learning and the learning process
  - Students to utilize teachers’ feedback to improve their mastery of MYP or DP subject-area aims and objectives
  - Students to have multiple opportunities access MYP or DP subject-area aims and objectives
  - Teachers to accurately gauge student learning and guide instruction

- Teachers **create multiple and varied summative assessments** in order for:
  - Students to demonstrate maximum learning
  - Students to frequently show their individual achievement
  - Teachers to accurately gauge student mastery of MYP or DP subject-area aims and objectives

**The Nature of Formative and Summative Assessments**

The Loveland High School IB faculty recognizes the importance of formative and summative assessments as a means to shape the teaching, learning, and assessment process.

**Formative assessments** contribute to the on-going development of students’ growth in the achievement of the IB subject-area aims and objectives. Formative assessments also provide the teacher with the opportunity to adjust the teaching, learning, and assessment process, in order for students to achieve the IB subject-area aims and objectives. The Loveland High School IB faculty supports the continuous use of formative assessments as an integral part of the teaching, learning, and assessment process.

**Summative assessments** contribute to the determination of the students’ level of achievement.

While summative assessments may occur at the end of a semester, in the form of a final exam, the Loveland High School IB faculty, support the use of summative assessments throughout the semester or at the end of a unit of study.

**Use of the IB MYP and DP Assessment Criteria:** IB teachers use a variety of methods and strategies to inform, instruct and use the IB assessment criteria throughout the IB courses. The teachers do this through a process of backward planning, in which the teachers start with the summative MYP assessments as the end goal to drive instruction. MYP teachers use backward planning through the following steps:

1. the IB teachers familiarize themselves with the MYP or DP criteria for their subjects
2. they communicate information about the criteria to the IB students
3. they practice and have their IB students practice using the criteria in formative assessments and classroom activities in
4. The formative assessments and activities prepare student for summative MYP or DP assessments using the criteria.
5. Teachers collaborate periodically to map their course progressions and standardize use of the IB criteria
Glossary of LHS IB Terms

**AMPED : Algebra 1 in Manufacturing Processes, Product and Entrepreneurial Design** : An interdisciplinary year-long course offered in the MYP at LHS that contextualizes Algebra 1 in the manufacturing and entrepreneurship.

**ATLs: Approaches to Learning Skills** : In IB classes across the IB Continuum (PYP, MYP, DP), teachers deliberately teach a broad set of over 144 skills, which are broken down into five skills clusters: Research, Self-management, Social (Collaboration), Communication and Thinking.

**CAS : Creativity, Activity and Service** - the extracurricular requirement for IB diploma candidates and DP students completing the DP Core.

**Criteria** - The set of standards with correlating rubrics by which IB projects and summative assessments are graded. These are closely aligned with the MYP Objectives (much like the Standards are aligned with the Graduation Competencies).

**DP: Diploma Programme** - The two-year course of study at the Junior and Senior levels within the IB Programme.

**DP Core** - The Diploma Programme’s core elements, including the two semester Theory of Knowledge (TOK) course, Extended Essay (EE) and Creativity, Activity and Service (CAS).

**DP Course Candidate** - A student who is pursuing certificates in certain DP subject areas and possibly the DP Core.

**EE : Extended Essay** - A substantial independent research project, resulting in a 4,000 word essay. This is a required project for the IB Diploma candidates and students completing the DP Core. Junior DP students plan their essay with a supervisor and the EE Coordinator in the spring and the first draft is due upon the return to school in August. Students formulae an argument, use research to support that argument and reach a conclusion. Work on this project helps students develop the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic within any subject area.

**EA: External Assessment** - Samples of student written work and oral (recorded) work are submitted for evaluation to assessors designated by the IB examinations office.

**GIC: Geometry in Construction** - A year-long interdisciplinary course offered in the MYP at LHS that contextualizes the study of geometry in constructing a house each year that is given to Habitat for Humanity.

**Group 4 project** - A required collaborative and interdisciplinary science project for all DP candidates (course and diploma) that combines aspects of Biology and Chemistry as well as the environmental, social and ethical implications of science.

**HL : Higher level** - An IB DP course taken over two years during the Junior and Senior years (240 minimum teaching hours). A minimum of three and a maximum of four is required for the IB Diploma candidates. IB student assessment results from HL courses often grant advanced placement and credit at many American and Canadian colleges.
**IA: Internal Assessment** - Assessments that students complete during the DP courses and that are graded by their IB subject teachers against the DP criteria. These assessments contribute to the students' overall DP scores.

**IB: International Baccalaureate** - An international educational foundation founded in 1968 with headquarters in Geneva, Switzerland.

**IBA: IB Americas** - The Western Hemisphere headquarters of IB, located in Bethesda, Maryland.

**IB CP - Career-related Programme** - This is the newest of the programmes in the IB Continuum, focused on allowing Junior and Senior students work towards career and professional competencies. Requirements include: completing career-related studies, a Personal and Professional Skills course, language acquisition, two or more DP classes and exams, a 50-hour career-focused reflective project. LHS staff are planning on pursuing authorization in the IB CP for a possible first implementation in the 2017-2018 school year, with a first graduating class in 2019.

**IB (Full) Diploma** - The successful completion of six examination sets in six DP subject areas, taken in a two year cycle in the Junior and Senior years. A minimum of three exams must be taken at the Higher Level (HL) and three at the Standard Level (SL), in addition to the DP Core (TOK, EE and CAS).

**IB Diploma Candidate** - A student who is pursuing the IB Diploma. Also referred to as a Full DP student.

**IBPA: IB Parents Association** - An organization consisting of the IB Coordinator and involved parents of IB students at LHS that help plan, direct and implement various events throughout the year to support the IB students and staff at LHS. Events include the Volunteer Organization Fair, DP Pinning ceremony and IB Convocation.

**MYP: Middle Years Programme** - an IB programme offered to students in grades 6-10. Loveland High School (grades 9-10) and Lucile Erwin Middle School (grades 6-8) offer the MYP as a partnership in Thompson School District.

**MYP4: MYP 9th grade or Freshman level** - As MYP is a five year programme, grades 6-10, grade 9 is MYP4. The IB project connected to this level is the 15-hour Community Project.

**MYP5: MYP 10th grade or Sophomore level** - As MYP is a five year programme, grades 6-10, grade 9 is MYP4. The IB project connected to this level is the 40-hour MYP capstone Personal Project.

**SL: Standard Level** - An IB course completed in either one or two years (150 minimum teaching hours). University credit and advanced placement is given in many, but not all colleges.

**Paper 1, Paper 2, Paper 3** - Final examinations for DP courses in May for each subject.

**TOK: Theory Of Knowledge** - A course that is part of the DP Core. Students completing the DP Core take this course in the second semester of their Junior year and first semester of their senior year. The teacher and students attempt to interweave the IB subject areas in order to better understand the commonalities and differences in the various fields of human knowledge. IAs and EAs include an oral presentation and two essays.
Frequently Asked Questions About the LHS IB

Is there a lot of homework in IB?

It depends. High school in general has higher levels of homework than middle school. The MYP is a rigorous academic programme, in that it challenges students to grow from their current levels. Homework that is assigned is generally meaningful, not busy-work. This HW is also formative in nature, preparing students for summative assessments. This means that the actual time spent on homework may vary widely between students and depends on their current skill level. In general, MYP students should expect to spend 5-10 hours per week on homework, with the exception of times when projects are due and exams approach, when there may be more time required.

The DP is a rigorous programme, which challenges the student to develop time management and self management skills that will be useful in college and beyond. An important goal, especially for an IB Diploma candidate, is to not allow an academic challenge to lead to procrastination. Though workloads in academia are seldom consistent, full DP candidates should expect to spend 15-20 hours per week on homework. However, most universities expect that college students should spend three hours preparing for each hour of class time. Though DP classes are college level, the class time to homework ratio is much lower compared to university classes.

Can I be involved in one or more sports or activities and be an IB Student?

Yes! In fact, most IB students are some of the most involved students on campus! We have current IB students who are athletes in most every sport, and active members as well as officers of student council, band, orchestra, choir, Robotics, Key Club, River Watch, National Honor Society and many other clubs. These extracurricular activities give IB students a chance to follow their passions, be risk-takers and find balance (as well as work toward CAS requirements).

What is the difference between MYP and other rigorous academic programs for 9th and 10th graders?

These are challenging academic programmes at LHS that offer 9th and 10th grade students opportunities to work at an advanced level. The key difference is that the MYP is delivered within the IB framework and philosophy. MYP classes are inquiry-based, contextualized and focused on skill development and international perspectives with level specific on-going projects.

What distinguishes the IB DP from other rigorous academic programs for high school students?

**IB Diploma Programme**

- International standard of excellence
- Comprehensive curriculum of college level courses
- Six exams in six areas are required for the IB full DP
- Exams based on broad understanding of concepts, not specific information regurgitation
- Exams emphasize writing over multiple choice
- Oral assessments in both Languages A and B, Science and other courses
- Policies determined internationally and reviewed regularly

Will I get college credit as an IB student?

IB DP students do have the opportunity to earn college credit and advanced placement in university courses, given their final marks are satisfactory (generally 4 or higher out of 7 possible points). 1,079 US university have policies regarding credit for IB scores, which vary widely. In general, more credit is given for HL courses than SL courses. At state universities in colorado, students receiving the IB Diploma are guaranteed a minimum of 24 credits and many earn more. However, the high levels of college preparation, development of academic skill and global perspectives often outweigh the credit given.
What University Leaders Are Saying About IB

“The Duke University Office of Undergraduate Admissions recognizes the International Baccalaureate Program as the most rigorous curriculum a student can pursue in high school. The adoption of the IB program should serve to more fully prepare candidates for admission to Duke University.”

*Stacy Rusak, Senior Admissions Officer, Duke University*

“We think very highly of the IB program at the University of Virginia, and give college credit for higher-level examinations with scores of 5, 6 or 7. Typically, students earning the IB diploma will get close to a full year of credit, but each course is evaluated separately.”

*John A. Blackburn, Dean of Admission, University of Virginia*

“The IB Program is the best possible preparation for college available in high schools today. Admissions Directors everywhere take notice of IB graduates.”

*Dr. John Barnhill, Vice President of Admissions & Records at FSU*

“At Vanderbilt University, the most important part of a student’s application is the transcript... Whenever I see an IB candidate’s, I recognize that the student has challenged him/herself and is prepared for the rigors of a tough college curriculum,”

*Ms. Christina Webb, Associate Admissions Director, Vanderbilt University*

“The IB is a first-rate program, one we are familiar with, and it prepares students well for a university like ours.”

*Fred Hargadon, Director of Undergraduate Admissions, Princeton University*

“IB is well known to us as excellent preparation. For a student who is bright and talented and Harvard material, IB is the way to go. Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript.”

*Marilyn McGraff Lewis, Assistant Dean of Admissions, Harvard University*

*Elizabeth O’Connell, Director of International Admissions, University of Pennsylvania* cited “integrated learning, greater rigor, unity of knowledge and better all around preparation for the liberal arts,” as reasons why 10 out of 13 Ivy League schools prefer IB students over AP students in admission.

The *Associate Dean of Admissions of the College of William and Mary* noted in a conference that, “The rigor of the IB Diploma requirements meets our recommendations for the strongest high school preparation possible.”
LHS IB Testimonials

LHS IB Alumni

“IB prepared me for success in college and in my professional career by teaching me good problem solving techniques, working as a group, as well as time management skills.”
-Keith Wakefield, class of 2010

“The quality of education in the IB program certainly became evident to me as I moved on to college and met other students who had not had the same rigorous educational experience in high school. The IB program instilled high standards in myself that continue to compel me even in my current job as an Air Force officer.”
-Carla Stapleton, class of 2009

“I was extremely prepared and went into college with a year’s worth of credits.”
-Lexi Dozier, class of 2010

“IB benefited me immensely in college and my professional career. Even just my organizational skills and work ethic that I developed through IB has benefited me.”
-Kyle Kamoske, class of 2010

“I had a wonderful experience at Loveland High School doing IB. It improved me as person... as it improved my self confidence as well as my ability to time manage. In college I was able to receive credit and advance to higher level classes as well as complete my assignments more quickly than my classmates because I already had college level classwork. For any students considering the IB, I would say go for it!”
-Kaja Gjelde-Bennett, class of 2013

“I like the community that is developed between IB students and the ability to write about and study things that interest us.”
-Jam H, class of 2016

“My favorite thing about IB would have to be the tight-knit community; it definitely helps to know that there are people there for you and also that you can talk in a classroom without being self-conscious or nervous. And, the small classes help with having a relationship with the teacher that will create a more comfortable atmosphere.”
-Sophie H., Class of 2017

LHS IB Staff

“The program motivates students to pursue a stronger connection with their school, local community, and the world as a whole.”
-Ben Holloway, MYP Counselor

“My favorite thing about IB is that it encourages students to consider different perspectives.”
-Kendra Omlid, MYP/DP German Teacher

“I like the approach of learning through inquiry. Ask questions, guide your investigation, dig deeper.”
-Greg Morrison, MYP/DP Math Teacher

“IB encourages students and staff to see the connections between what we are learning and the wider world.”
-Dimi Reed, MYP Science Teacher

LHS IB Students

“My favorite thing about IB is how the teachers get us engaged and make us think more in depth than the normal courses, and the opportunities IB brings.”
-Brianna M., DP Senior

“The standards are higher, there is less focus on memorization and more on understanding, as well as the fact that the classes seemingly move a bit faster. The learning is also more oriented around learning skills involving interaction, which will be highly beneficial to me as a intend to be a musician.”
-Evan H., DP Junior