

THEORY OF KNOWLEDGE (TOK)

11th Grade: 2nd Semester

12th Grade: 1st Semester

- **Assessments:** Essay and Presentation
- **Course Description:** Students will explore how people "know" across the disciplines, societies, and belief systems. Each candidate must submit one essay between 1,200-1,600 words in length. Students will complete multiple presentations where they will document planning and implementation.
- **Study Hours:** Students should expect to spend 1-3 hours of collaboration time outside of class to prepare for presentations.

CREATIVITY, ACTION, SERVICE (CAS)

11th Grade: Approximately 75 hours

12th Grade: Approximately 75 hours

- 150 hours total, with equal distribution among creativity, activity, and service
- Students should begin CAS at the start of 11th grade
- Students must undertake a collaborative project of at least one month's duration
- Students will create a portfolio of their choosing to document, provide evidence, and reflect on their CAS experiences
- Students are required to meet with the CAS supervisor, Mrs. Noe, three times during the program, where they will show the progress made in their portfolios
- To approve activities or for more information, contact Mrs. Noe or visit her website

EXTENDED ESSAY (EE)

- Compulsory for all 12th grade DP students
- Externally assessed and, in combination with the grade for TOK, contributes up to 3 points to the total scores for the IB diploma
- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- Chosen from a list of approved DP subjects
- Presented as a formal piece of scholarship containing no more than 4,000 words
- About 40 hours of work concludes with a short interview, or vive voce, with the supervisor

FREQUENTLY ASKED QUESTIONS

Q: What is the difference between MYP and DP?

A: The Middle Years Programme is the name used to describe the 9th and 10th grade, while the Diploma Programme (DP) involves students during 11th and 12th grade who are fully participating in the IB program.

Q: What is the difference between AP and IB?

A: AP classes are offered in isolation from each other, while IB courses are part of a cohesive curriculum. This curriculum is the most rigorous program that is offered in the district. The program fosters a community of ambitious students who develop the traits of the IB learner profile. The program offers a well-rounded and holistic approach to learning.

Q: What are the IB diploma requirements?

A: Students must score 24 or more points on their assessments. 12 or more points must be earned among their 3 HL exams and 12 or more points must be earned among their 3 SL exams. A student cannot earn an N (incomplete) on any component of their assessments. Students must also earn passing scores on their Extended Essay and in TOK. Lastly, all CAS hours and documentation must be completed over the two years.

Q: What exams are required?

A: A diploma candidate must complete 6 exams, 3 HL and 3 SL. An exam must be completed in Groups 1-5. The sixth exam can be from Group 6 or an additional Group 4. During junior year, students may take no more than 2 SL exams. During senior year, students may take any combination of HL or SL exams to fulfill testing requirements.

Q: What is the difference between SL and HL exams?

A: Standard level exams require less detail of conceptual knowledge and tend to be shorter exams. IBO requires less hours of study to cover this material. Higher level requires more depth and are more widely recognized for college credit among universities. (Please contact your desired university for more information.)

Q: How are points earned?

A: Students must complete the internal assessments associated with each course and pass the respective external exams with a score of 4 or better. Additional points may be earned for high scores on the Extended Essay and in Theory of Knowledge.

Colleen Lum

IB Diploma Program Coordinator

(951) 739-5670

clum@cnusd.k12.ca.us



Centennial

HIGH SCHOOL



DIPLOMA PROGRAM

IB Mission Statement

The Centennial International Baccalaureate Program aims to develop inquiring knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the school works with the IBO, students, parents, and the community to implement a challenging academic program of international and rigorous assessment. This program encourages academically driven students across our community to become active, compassionate, and lifelong learners.

1820 Rimpau Avenue, Corona, CA 92881

GROUP 1 – LANGUAGE A

11th Grade: IB Literature 3

12th Grade: IB Literature 4 HL

- **Assessments:** Written paper, 2 oral assessments, and 2 external exams
- **Course Description:** In their junior year, students will complete a formal 1,500 word supervised writing and reflective statement based on the Works in Translation and an oral presentation. Seniors will complete an oral commentary followed by two external essays in May.
- **Study Hours:** Students are expected to read the required texts and should allow for at least 5 hours of study per week.

GROUP 2 – LANGUAGE B

11th Grade: Spanish SL, French SL

12th Grade: Spanish SL/HL, French SL/HL

- **Assessments:** Oral Assessments, Paper, and 2 external exams
- **Course Description:** Students can only test in a Language B exam after having successfully completed 4 years of the same foreign language. Students will complete oral assessments that are submitted to IBO, written samples, and reading and writing assessments in May. Students are expected to participate and speak in the target language in class.
- **Study Hours:** Hours may vary between courses, but students should expect at least 7 hours of study every week.

GROUP 3 – INDIVIDUALS & SOCIETIES

11th Grade: AP US History

12th Grade: History of the Americas HL

- **Assessments:** Historical Investigation and 3 external exams
- **Course Description:** Students must successfully complete APUSH their junior year and History of the Americas their senior year in order to sit for the exam in May. For both courses, students should expect summer homework, unit exams, weekly quizzes, and timed essays. A 2,000 word research investigation will be due as part of their IB assessment.
- **Study Hours:** Students should expect to read 30-60 pages or more per week in both years. Hours may range from 5-7 hours a week.

GROUP 4 – SCIENCES

11th Grade: AP Physics 1, Environmental Systems SL, Biology 2 SL

12th Grade: Physics 2 SL/HL, Environmental Systems SL, Biology 2 SL/HL

- **Assessments:** Group 4 Project, Individual Investigation, and 3 external exams
- **Course Description:** These are college level courses that teach core topics, a variety of optional topics, the nature of science, and focus on inquiry-based learning. Students are required to complete an individual investigation throughout each course and participate in the Group 4 Project. This is a 10 hour research, discussion, and evaluative project that asks students to consider social and ethical implications of science and technology. Students will work with students from various sciences to complete the task collaboratively. In May, students will sit for 3 papers consisting of multiple choice, short answer, and free response on both core and optional topics.
- **Study Hours:** Hours may vary between courses, but students should expect at least 5 hours of study every week.

11th Grade: AP Computer Science

12th Grade: IB Computer Science HL

- **Assessments:** Group 4 Project, Computational Solution Internal Assessment, and 3 external exams
- **Course Description:** This is a college level course that teach core topics, such as system fundamentals, computer organization, networking, computational thinking, abstract data structures, resource management, and control. An option will also be studied. Students are required to complete a computational solution, which is the practical application of skills through the development of a product, and participate in the Group 4 Project (see the experimental science description above). In May, students will sit for 3 papers consisting of short answer and free response on the core, optional topic, and a case study.
- **Study Hours:** Hours may vary between courses, but students should expect at least 5 hours of study every week.



GROUP 5 – MATHEMATICS

11th Grade: Precalculus, Calculus AB, Math Studies SL

12th Grade: Math Studies SL, IB Math SL

- **Assessments:** Research Paper for IB Math Studies, Exploration Paper for IB Math and 2-3 external exams
- **Course Description:** IB Math SL/HL consists of the study of 6 core topics, with HL also covering one option topic. This course is geared for math, science, and engineering related courses of study. IB Math Studies SL is an option for non-math college majors. For each course, students will have to complete a paper (Mathematics Exploration for IB Math and Research Paper for IB Math Studies) that includes the investigation of an area of mathematics.
- **Study Hours:** Students should expect at least 3-5 hours of study every week.

GROUP 6 – THE ARTS

11th Grade: Intermediate Theatre

12th Grade: Advanced (IB) Theatre HL/SL

- **Assessments** include External: PPP & RI and Internal: TPPP & IPP
- **Course Description:** All potential IB DP students need to take beginning Theatre (Theatre Arts 1A/B) with all other theatre students, and at least one year of intermediate before taking a year of Advanced (IB) to test in theatre. They need to be an advanced theatre senior to be able to complete their IPP.
- **Study Hours:** Off season is about 1 hour per week, while time during a play ranges from 9-25 hours a week.
- **11th Grade: IB Art Design SL**
- **12th Grade: IB Art Design SL**
- **Assessments:** Investigation workbooks, studio work, comparative study
- **Course Description:** The course encourages students to develop their creative and critical abilities and to enhance their knowledge, appreciation, and enjoyment of visual arts. Investigation workbooks (40%) of the course and involves, observation, study, or examination in order to establish facts and reach conclusions. Studio work (40%) will explore media, materials, equipment, relationships, meaning, content, social and cultural functions, and original approaches. Students should expect 1.5 art pieces per month. The comparative study (20%) asks students to analyze and compare different pieces by different artists from different cultural contexts.