



# Parent Information Meeting Robinson Secondary School

For Rising Ninth and Tenth Grade  
Parents and Students

# IB Learner Profile:

The IB Diploma Program aims to develop internationally minded people who are striving to become:



Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
Critical Thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
Risk-Takers	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

# The IB Learner Profile:

The IB Diploma Program aims to develop internationally minded people who are striving to become:



- |               |   |
|---------------|---|
| Principled    | They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.  |
| Caring        | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.              |
| Open-minded   | Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. |
| Well-balanced | They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.   |
| Reflective    | They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.  |

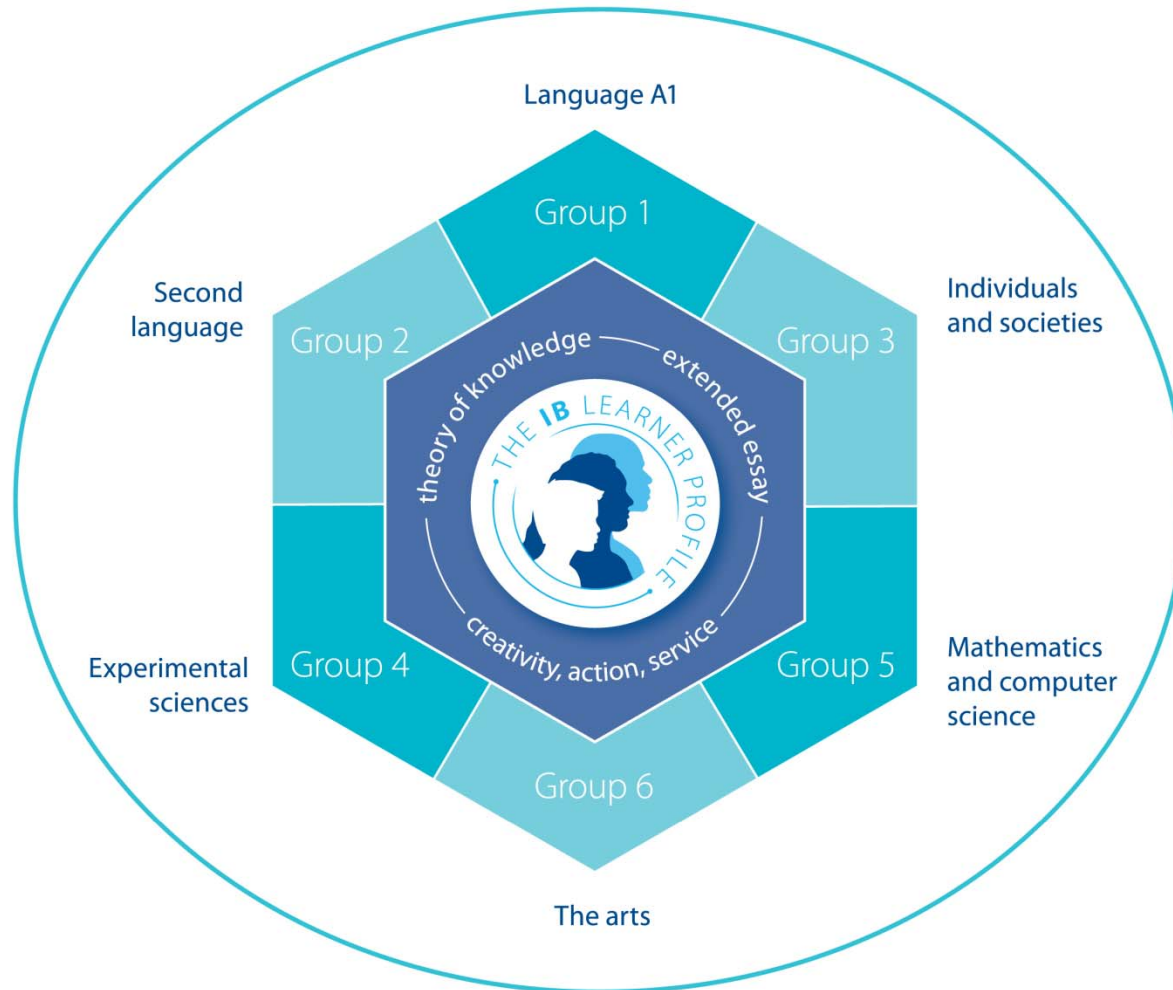


# What Makes IB Unique?

The IB:

- Encourages **international-mindedness** in IB students, starting with a foundation in their own language and culture.
- Encourages a **positive attitude to learning** by challenging students to solve problems, show creativity and resourcefulness and participate actively in their communities.
- Reflects **real life** by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real life issues.
- Supports the development of **communication skills**, to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.
- Emphasizes the development of the whole student – physically, intellectually, emotionally and ethically.

# The IB Diploma Program Curriculum Model



# IB Diploma Requirements

To be completed in grades 11 and 12



## Extended Essay (EE)

- 4000 word essay, on a topic of student interest
- Provides excellent preparation for independent study at university level

## Theory of Knowledge (TOK)

- Critical reflection of how we know and what we know
- Develops awareness of cultural perspectives and biases
- Allows for connections to be established between disciplines

## Creativity, Action, Service (CAS)

- A framework for experiential learning, involving students in new and active roles
- Develops awareness and a sense of responsibility towards the community



# IB Diploma Requirements

To be completed in grades 11 and 12

One course from groups 1-5, and a 6<sup>th</sup> subject from either group 6 or any other group

Students must take three Higher Level (HL) and three Standard Level (SL) courses (or four HL's and three SL's)

- **Higher Level**
  - Exams taken in Grade 12
- **Standard Level**
  - A maximum of two SL subjects may be *anticipated* by Diploma Program students (this means exams taken in Grade 11)
  - Exams taken in either grade 11 or 12

Complete core requirements: **EE, CAS, TOK**

# IB Certificates



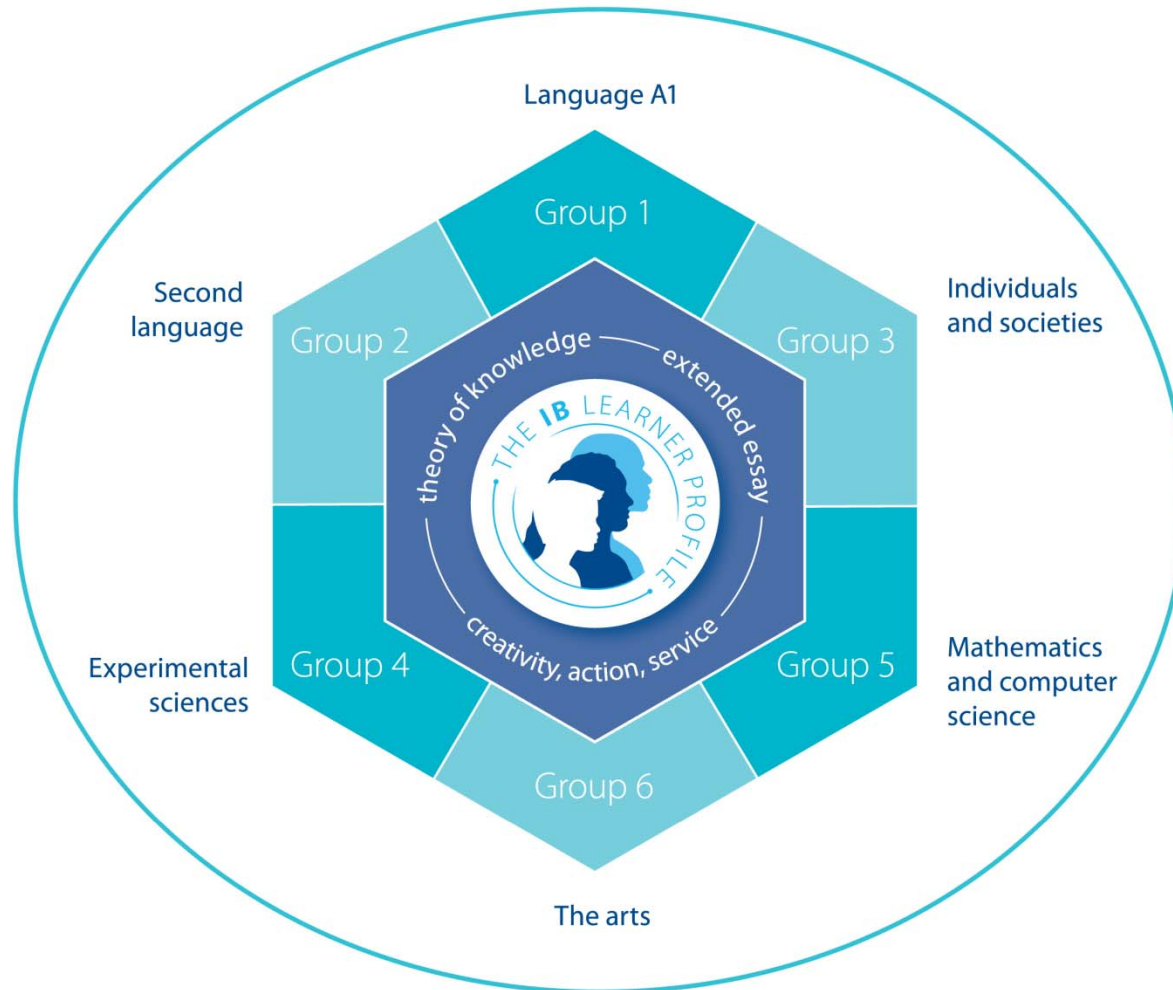
- Students attending Robinson have the option to pursue the **full IB Diploma** package or to take as many or as few individual courses within the Diploma scheme to receive **IB Certificates**.
- To earn Certificates for individual IB courses, students must:
  - Complete all internally assessed work required by IB in each IB course;
  - Complete each IB course and take the IB exam in that course.



# Why do this IB thing?

- Preparation package for college (the IB has always been designed to get students through college courses, not necessarily *out* of them)
- College admission advantages
- Possible college course credit or advanced standing for impressive IB exam scores
- Lifelong learners, critical and compassionate thinkers, global citizens

# The IB Diploma Program Curriculum Model





## English options:

Grade 9: Pre-IB English 9 or English 9

Grade 10: Pre-IB English 10 English 10

Grade 11: IB English I or English 11

Grade 12: IB English II HL or SL, English 12 or

AP English



## A Pre-IB English classroom:

- Inclusion of more sophisticated literature
- Emphasis on global literature
- More analytical writing
- Greater emphasis on and expectation for oral presentation and participation
- Faster pace and more long-term assignments
- Use of IB-like assessments



# IB Foreign Language Sequence

Grade 8:	Foreign Language 1
Grade 9:	Foreign Language 2
Grade 10:	Foreign Language 3
Grade 11:	IB Foreign Language I
Grade 12:	IB Foreign Language II HL or SL

Options include: Spanish, Latin, French, German



# IB History Options:

Grades:	Option One:	Option Two:	Option Three:	Option Four:
9	Pre-IB World History	Pre-IB World History	Pre-IB World History	World History 1
10	Pre-IB/AP Comp. Government	Pre-IB/AP Comp. Government	World History 1	World History 2
11	IB History of the Americas	IB History of the Americas	US/VA History + IB Group 3	US/VA History + IB Group 3
12	IB Topics HL	IB Geography SL	US Government + IB Group 3	US Government + IB Group 3

# IB Group 3 Alternatives:

(taken in junior and/or senior years)



- Business and Management SL (1 year) or HL (2 years)
- Environmental Systems and Societies SL (1 year)
- Geography SL (1 year)
- Philosophy SL (1 year)
- Psychology SL (1 year) or HL (2 years)
- Social Anthropology SL (1 year)
- World Religions SL (1 year)

# A Pre-IB History classroom:

- Greater depth of study on fewer topics
- Greater focus on global studies
- Critical reading and writing skills essential
- More analytical readings
- Faster pace





# IB Science Sequence Plan #1

- Grade 9: Pre-IB Biology 9
- Grade 10: IB Chemistry I
- Grade 11: IB Physics I
- Grade 12: Choice of IB Biology SL, IB Chemistry HL or SL, IB Physics HL or SL, or IB Environmental Systems and Societies SL, or IB Design Technology SL



# IB Science Sequence Plan #2

Grade 9: Pre-IB Biology

Grade 10: IB Chemistry

Grade 11: IB Physics I or IB Biology SL or Biology HL (year one) or  
IB Chemistry II SL or IB Environmental Systems and  
Societies SL or IB Design Technology SL

Grade 12: IB Physics II HL or SL

IB Bio II HL (year two) or SL

IB Chemistry II HL or SL

IB Environmental Systems and Societies SL

IB Design Technology SL



# IB Science Sequence Plan #3

(The Science plan for non-Science students)

Grade 9      Biology 9

Grade 10     Chemistry 10

Grade 11     Physics 1

Grade 12     IB Environmental Systems and  
Societies SL, IB Biology SL, or  
IB Design Technology SL



## A Pre-IB Science Classroom:

- Greater breadth and greater depth
- More independent lab investigations (students pose own question, seek answers experimentally)
- Pre-IB Biology is more research-based
- Students learn to set up labs and write lab reports according to IB protocol
- Stronger math skills required (PIB biology – Geometry; IB Chemistry 1 – Algebra 2 or higher)



# IB Math Sequence Options:

- |     |  |     |                       |
|-----|--|-----|-----------------------|
| 8:  | Algebra 1  | 8:  | Algebra 1             |
| 9:  | Pre-IB Geometry  | 9:  | Geometry              |
| 10: | Pre-IB Algebra II<br>w/trig  | 10: | Algebra 2             |
| 11: | IB Math SL (Pre-<br>Calc)  | 11: | Trig/Math<br>Analysis |
| 12: | IB Math SL II (Calc<br>AB) or IB Math HL I<br>(Calc BC) and II<br>(Further Calc) | 12: | IB Math Studies<br>SL |



## A Pre-IB Math Classroom:

- Covers topics in more depth
- Includes additional topics (such as an introduction to trigonometry in Pre-IB Algebra)
- Requires more analytical thinking and the ability to do mental arithmetic
- Greater emphasis on formal proofs in Pre-IB Geometry
- Faster pace
- More writing

# IB Elective Options

(taken in junior and/or senior year)



- Visual Arts HL (2 years) or SL (1 year)
- Theater Arts HL (2 years) or SL (1 year)
- Music SL
- Psychology HL (2 years) or SL (1 year)
- Geography SL
- Business and Management SL
- Social and Cultural Anthropology SL
- World Religions SL
- Philosophy SL
- Design Technology SL
- Environmental Systems and Societies SL

# Student Transfers:



If you do not live within Robinson boundaries, please plan to stay a few minutes after this meeting concludes to pick up necessary forms and information about the student transfer process.



## Contact Information:

Email us at:

[Lisa.Green@fcps.edu](mailto:Lisa.Green@fcps.edu)

[Wendy.Vu@fcps.edu](mailto:Wendy.Vu@fcps.edu)

IB office is located in the main hallway next to the main guidance office.

703-426-2254