



Our Mission:

Cleveland High School offers opportunities that students find relevant, accessible, and challenging. We encourage active, responsible citizens and provide a community where everyone is included. All students find learning that inspires their passion.

CLEVELAND HIGH SCHOOL

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DISCLAIMER

The courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of Cleveland High School which may cause the limiting of courses, sections and/or course enrollment.

Cleveland High School Administration and Staff

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Special Thanks

Faculty of Cleveland High School

Portland Public Schools Diploma Requirements

English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Education (CTE), The Arts, or the 3rd year of the same World Language	1

Electives 6 **TOTAL CREDITS REQUIRED 24**

Meet district proficiency for Oregon's Essential Skill (ES) standards:	Reading Writing Math
Meet Personalized Learning Requirements (PLRs) as defined below:	
Participate and reflect upon 2 Career Related Learning Experiences (CRLEs)	✓
Resume (Junior English)	✓
My Plan Essay (Senior English)	✓

Personal Learning Requirement:	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; documentation embedded in transcript.
Career Related Learning Experiences (2):	Educational experiences that connect learning to the world beyond the classroom; documentation in Maia.
Complete a Resume:	Include contact information, objective, education and two of the following: work experience, volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.; documentation in Maia.
Extended Application/My Plan Essay:	The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals; documentation in Maia.



HIGH SCHOOL

Grading, Course Change, and Credit/Transcript Guidelines

Adopted July 1, 2005 Revised, September 8, 2017

The following recommendation was approved and adopted on July 1, 2005 by the Portland Public School District Superintendent, Director of Secondary Education, the Office of High School Reform, and the Student Services Department. Revision to the Certification of Courses section was made and approved by the High School Director, High School Principals, and High School Counselors on March 1, 2012. An update on Pre-ninth grade credit was made July 31, 2012 to reflect changes in the Administrative Directive.

PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

GRADING

All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students.

GRADE NOTATIONS AND GUIDELINES

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level. *See High School Course Guides for further information.*
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester:** If a student withdraws from a class, an "F" is recorded on the transcript.

INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.

- If there is agreement between the teacher, and the family, and the building administrator approves:
 - ***The student has up to nine weeks from the date a grade is issued to complete the work and obtain a new grade. Otherwise the “I” will revert to the initial grade earned.***
 - ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the “I” with a grade.***
 - ***If an Incomplete is given at the end of second semester in June, the nine-week time period to replace the “I” begins with the start of school the following academic year.***

PASS/NO PASS

Core courses required for graduation are NOT subject to the Pass/No Pass Option. However, credits entered from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD • In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.

- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
 - ***Written in the course syllabus;***
 - ***Clearly communicated to students and families; and***
 - ***Chosen by a student as a grading option within the timeline mentioned above.***
- To receive a “Pass,” a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student’s GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

NO GRADE (NG)

When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrator approval.

DROPPING A CLASS

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

GUIDELINES FOR USING NOTATIONS WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if the student drops a class:

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15 day withdrawal period.
- A “WF” **is** factored into the student’s GPA.
- **Withdraw No Pass (WN):** Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
- A “WN” **is not** factored into the student’s GPA.
- **Withdraw with Extenuating Circumstances: (WX):** A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file.
- A “WX” **is not** factored into the student’s GPA.

REPEATED COURSES

- A student may receive credit for a course only once unless it is designated a multi-semester course. • Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain **noted** on the transcript even though it will no longer be factored into the GPA.

GRADE CHANGES

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

CHALLENGING GRADES

The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded to the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
 - For meeting requirements for graduation and college Entrance
 - For accuracy including added state requirements
 - For accurate GPA calculation
 - For correct grade notations
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#) Parents or students entering high school with credits already earned must request to have that credit and grade removed from their transcript prior to the end of the students' first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. The proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course *as* validated and recorded by a licensed instructor or other district designee.

Certification of Courses

The school administration is annually responsible to verify and update the school's official approved course list for the NCAA.

COUNSELING AND GUIDANCE

The counseling staff recognizes that all students have unique strengths and needs. Our goal is fourfold: 1) assist students, parents, and staff with educational planning; 2) assist students with post high school planning; 3) assist students and families to insure a successful school experience; and 4) assist students with problems that interfere with their ability to succeed in school. Students and parents are encouraged to meet the counselors and to take advantage of their assistance.

- Transition from 8th grade to high school
- Four-year high school planning
- Yearly forecasting/scheduling
- Grade-level classroom presentations
- Class scheduling
- Testing information – PSAT, SAT, ACT, credit by exam
- Post high school planning (vocational, college, financial aid, Maia)
- Credit recovery options
- Help with educational issues (achievement, attendance, classroom behavior)
- Help with personal concerns which affect school performance (relationships, decision making, conflict resolution, health, personal crises, alcohol and drugs, depression)
- Suicide intervention
- Referral to school and community support services (health, drug and alcohol assessment and treatment, family counseling, and other services)

POST HIGH SCHOOL PLANNING

Numerous national studies indicate the most important decision a student can make to prepare for success after high school is to take rigorous courses for all four years of high school. College entrance requirements vary greatly and we encourage students to check requirements and recommendations on specific college websites. CHS has many resources available to help students with post high school research and planning. Counselors are always available to help guide the process. The College and Career Center (CCC) is staffed with our Career Coordinator and a team of many helpful trained parent volunteers and college materials. We also have information about community colleges, college transfer programs and apprenticeships.

UNIVERSITY ENTRANCE REQUIREMENTS:

The minimum standards for admission to Oregon's colleges and universities are subject to change – be sure to check with the university about all current requirements.

1. **Minimum of 15 credits in core college preparatory courses – see list below.** *Note: Students need to earn a C or higher in these courses for them to count toward this requirement.*
 - a. **English (4 credits)**
 - b. **Mathematics (3 credits)** - Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3-4 or above.
 - c. **Science (3 credits)** - Shall include two years of core laboratory science such as biology, chemistry, or physics.
 - d. **Social Studies (3 credits)** - Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics.
 - e. **Second Language (2 credits)** - Two years of the same second language: Mandarin Chinese, Spanish, French, and German are offered at Cleveland High School.

2. **Minimum High School GPA** – Requirements vary year to year based on applications. It is important to check with each school for all requirements when making applications. **Most colleges are looking for a minimum GPA of 3.0.**

CLASS STANDING

Sophomore, Junior, and Senior class standing are based on the total number of credits earned. A student must have a minimum of **5 credits** to be considered a sophomore, **10 credits** to be considered a junior, and **16 credits** to be considered a senior.

FORECASTING AND DROP/ADD CLASSES

Please choose classes carefully. The schedule is built and hiring decisions are made based on the forecasts that students submit in the spring. Classes may be eliminated if too few forecast for a particular class. Students may move to a different class only if originally placed in the wrong level of that course. We cannot move students based on requests for a specific teacher. Except for extenuating circumstances, **9th – 11th grade students will not be allowed to drop classes that result in a partial schedule (less than 8 classes).**

RANK ORDER AND GPA

Cleveland computes two separate class GPAs and rankings for seniors based on the first six semesters of high school. *Unweighted rank* and GPA is calculated based on a four-point scale. *Weighted rank* and GPA is recalculated with a weighted differential based on a five-point scale for IB classes only.

HONORS CLASSES

Honors and IB classes are designed for students who desire rigorous academic study. Students should expect to do extensive additional work and research. Honors classes do not receive weighted GPA designation.

VALEDICTORIAN ELIGIBILITY

Valedictorian qualification and eligibility is based on the highest academic standards through Portland Public Schools. Determination of Valedictorians will be based on unweighted GPA and grades through the first seven semesters of attendance. After that time no changes will be accepted to prior posted grades. Sustained academic achievement and excellence is expected through the eighth semester. Failure to maintain qualifying grades during the 8th semester may impact Valedictorian Status.

STUDENT FEES

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, students may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses, art class supplies, woods, and culinary arts are examples of classes where a student's contribution can make a difference in the quality of the class. Students are not required to pay the requested contribution in order to enroll in the class. Cleveland High School is only able to offer these enhanced learning opportunities for students because of everyone's support and contributions. We appreciate this commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee for deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish his/her own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form available at

registration in August provides more information about specific fees and contribution options for Cleveland High School.

9th GRADE ACADEMY

The Academy concept was developed to enrich the first year in high school experience by designing small class communities for both students and teachers. All 9th grade students participate in the Academy program.

This structure benefits students in the following ways:

- The teacher team meets consistently with a team counselor and other education specialists to address individual student needs
- Interdisciplinary curriculum allows students to make connections across the subject areas •

Common organizational strategies prepare students for success in a more rigorous and varied high school environment

- Students develop a sense of community with each other by sharing common classes and teachers and an increased affiliation with their school community
- Data we have collected shows higher achievement and literacy and fewer drop-outs.

TAG (TALENTED & GIFTED)

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school TAG Plan addressing the needs of its TAG students and the State mandate. Identification of students, methods for providing appropriate instruction in the classroom, communicating with students, staff and parents, and professional development for teachers are all a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. There are not separate "TAG" courses or TAG tracking in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan.

ACCELERATED PROGRAMS

Cleveland students have opportunities to participate in accelerated programs. These programs include: International Baccalaureate (IB), Reed College Scholars Program, Portland State University, and Cleveland's Honors classes. Students are encouraged to participate in these programs as appropriate. Honors contracts vary by department and instructor.

OFF-CAMPUS LEARNING GUIDELINES

Cleveland High School recognizes student involvement in worthwhile activities related to paid employment. Off-campus learning experiences will not be directly supervised by school personnel and therefore are not covered by District Liability or Worker's Compensation. Off-campus learning program credit is limited to six credits during the student's school career. A minimum of 260 hours of paid off campus activity with evaluation is required for one work credit. Students can earn one volunteer credit with every 130 hours of volunteer work. See your counselor for more detailed information.

4 YEAR PLAN WORKSHEET

Use the worksheet below to plan or revise your academic graduation plan. Your counselor will also help you. Students will need 2 credits of the same World Language as a requirement for graduation.

<u>PPS Required Courses</u>	Year Completed			
	9	10	11	12
English (4 credits)				
1. English 1-2				
2. English 3-4				
3. IB Language & Literature HL 5-6 or IB Literature HL 5-6				
4. IB Language & Literature HL 7-8 or IB Literature HL 7-8				
Math (3 credits) Algebra or higher				
1. Algebra 1-2				
2. Geometry 1-2				
3. Advanced Algebra 3-4				
Science (3 credits)				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS				
Social Sciences (3 credits)				
1. Modern World History				
2. IB History of Americas HL 1-2				
3. Government/Economics				
Health (1 credit)				

PE (1 credit)				
World Language (2 credits same language)				
1.				
2.				
Fine Arts/ Third Year World Language/Career & Technical Education (1 credit)				
1.				
Electives (6 credits)				
1. Ninth Grade Inquiry/Sophomore Inquiry				
2.				
3.				
4.				
5.				
6.				
Essential Skills Reading				
Essential Skills Writing				
Essential Skills Mathematics				
Personalized Learning Requirements <u>Career Related Learning Experience (2 required)</u> 1. 2.				
Resume				
My Plan Essay				

CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.




Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Evenings. Fall: Sept – Jan Spring: Feb – May	During the 21-22 school year, this program is free for all students. We are hopeful that Evening Scholars will not need to resume charging a fee in the future.
Summer Scholars	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Three weeks over the summer; two sessions available.	During the 21-22 school year, this program is free for all students. We are hopeful that Summer Scholars will not need to resume charging a fee in the future.
Virtual Scholars	At your school and during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

FORECASTING GUIDE - HOW TO READ IT

The [interactive guide](#) offers information about each course in the Cleveland High School curriculum so that students may make wise choices when they forecast for next year's classes. Courses are listed alphabetically by Course Title. This guide includes all of the courses you may choose from to create your class schedule for next year. Courses are determined by enrollment, scheduling and teacher availability.

You can use the search bar to find courses using keywords such as: Math, Art, English. The dropdown menus allow you to search by Graduation Requirement, Department, or Grade Level. You can advance to the previous/net page by clicking the < > arrows below the search bar and menu boxes.

The [PDF Course Guide](#) is listed alphabetically by Course Title.

Icon	Description
	Indicates courses students can earn CTE credit.
	Indicates International Baccalaureate approved courses. These courses may count towards an IB Diploma.
	Indicates courses where students can earn PCC credit.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Cleveland High School became an IB World School in 2000, joining the International Baccalaureate Organization in their mission to "*develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*" IB courses are designed to promote international-mindedness and develop critical thinking skills as students prepare for life beyond high school. There are three ways to participate in IB at Cleveland: take IB classes without participating in formal assessment, work toward an IB certificate in one or more IB Courses by participating in the class and the formal assessment, or work toward an IB Diploma. Students complete prerequisite coursework in the freshman and sophomore years in preparation for IB coursework in the junior and senior years.

IB Classes

IB classes are offered in six subject groups across the curriculum including Studies in Language and Literature (Language A), Language Acquisition (Language B), Societies and Individuals (social sciences), Sciences, Mathematics and the Arts. IB subject curriculums are designed around foundational learning objectives that prepare students for college and further experiences in a specific subject area. All Cleveland students will take IB courses in subjects that are required for graduation, including junior and senior English, the History of the Americas and Biology. Juniors and seniors may participate in additional IB classes as they choose.

IB Certificates

Students who complete all of the required class work in an IB course of study, as well as complete all required IB assessments including internal assessments and exams, are awarded an IB Certificate of scores by the International Baccalaureate Organization in their Diploma Program (DP) Courses. Many universities award advanced placement and/or credit to students with a strong performance on IB assessments. Students wishing to earn credit and placement must register for IB assessment in the fall of the final year of study in their course. Most courses require two years of study. Fees are assessed for participation. Fee waivers and scholarships are available to assist students in need of financial assistance.

IB Diploma Earning an IB Diploma requires successful completion of four basic components:

1. Comprehensive Curriculum

Participation in courses and assessments for six IB content areas: Studies in Language and Literature (English), Language Acquisition (acquiring a second language), Societies and Individuals (social science), Science, Mathematics, and one IB *elective*. IB Elective options include Theatre and Visual Arts; or a 2nd course in language acquisition, social science, or science. At least three and no more than four of the six required courses must be studied at the Higher Level (HL) with the remaining courses studied at the Standard Level (SL).

2. Theory of Knowledge

Theory of Knowledge (ToK) is a required course for all IB Diploma candidates, the goal of which is to stimulate critical thinking about knowledge and encourage an appreciation of alternative perspectives. This two-year course also incorporates scaffolding and support for the C.A.S. and Extended Essay requirements.

3. C.A.S. – Creative, Active, Service

Students design a program of participation in creative, active, and community service pursuits, fostering awareness and appreciation of experiences outside the academic arena. Students participate in C.A.S. activities throughout the two years of their Diploma study and develop a portfolio of evidence and personal reflections based on their experiences. In addition, students collaborate on a C.A.S. project

4. Extended Essay

Defined as “a study in depth of a limited topic,” the Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university. Students begin researching topics in the second semester of the junior year and complete the essay in the fall of senior year under the supervision of a CHS faculty advisor.


PLANNING FOR THE IB DIPLOMA

While the requirements for the IB Diploma Program are designed for completion in the final two years of high school, underclassmen prepare in their required courses and should keep the following in mind:

Freshmen planning to participate in the IB Diploma Program need to be taking English 1-2, Modern World History and NGSS Physics; a first or second year of a world language, the appropriate math level, PE, Health 1/Freshman Inquiry and their choice of one additional elective. Students planning to take IB Visual Arts as upperclassmen must take two years of prerequisite art courses in freshman and sophomore years; and students planning to take IB Theatre, should take at least one prerequisite theatre course. Students planning to earn an IB Diploma, who are not interested in IB arts programs, may freely choose an additional freshman elective.

Sophomores planning to participate in the IB Diploma Program need to take English 3-4, Government/Economics, NGSS Chemistry, a second or third year of a world language, the appropriate math level, Health 2/Sophomore Inquiry and their choice of two full year electives. All IB Diploma-bound sophomores are required to construct a 2-year plan prior to forecasting for junior year. The IB Coordinator offers planning sessions and individual appointments for sophomores beginning in December.

Juniors and Seniors anticipating an IB Diploma complete a total of 6 IB Courses over two years: 3-4 courses at a Higher Level (240 recommended classroom hours over 2 years), with the remainder studied at the Standard Level (150 recommended classroom hours over 1 or 2 years, depending on the course); as well as a seventh course in the Theory of Knowledge (ToK). Students should follow a 2-year plan, developed with the IB Diploma Coordinator, for forecasting and assessment registration. IB Diploma students may also take one or two additional non-IB electives each year, as their schedule allows.

Course Title	Code	Credit	Grade	Prerequisite
IB THEORY OF KNOWLEDGE (ToK) 1-2	2211A1 2211A2	1	11	A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider new perspectives
IB THEORY OF KNOWLEDGE (ToK) 3-4	2211B1 2211B2	1	12	IB Theory of Knowledge (ToK) 1-2
<p>GRADUATION Requirements in: ELECTIVES</p> <p>May be repeated for credit more than once: No</p> 	<p>How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, Theory of Knowledge serves as the unifying course that ties together all the other subject areas. Using approaches to knowledge inspired by each, students are encouraged to explore and reflect on the nature of knowledge and the process of knowing in mathematics, natural sciences, history, human sciences, and the arts. Students also examine the intersection of knowledge and at least three of the following themes - self, technology, language, politics, religion and indigenous societies. Students will consider how the worldview we have inherited determines what information we trust and which ways of knowing we find reliable. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow us a fresh experience of our world, each other, and ourselves. In addition to the study of the Theory of Knowledge, this course supports the development of two additional Diploma requirements: The Extended Essay and the C.A.S. portfolio.</p> <p>IB Assessments</p> <p>Internal: The ToK Exhibition, C.A.S. Portfolio and Project. External: A ToK essay of approximately 1600 words, responding to one of six prescribed prompts, and an Extended Essay: An independent, academic research paper of approximately 4000 words;</p>			

IB DIPLOMA: 4-Year Planning Options

Interested students will outline an individual IB Diploma plan in the sophomore year as part of the forecasting process.

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
Studies in Language and Literature	English 1-2	English 3-4	IB Eng Literature HL 5-6 IB Eng Lang & Lit HL 5-6	IB Eng Literature HL 7-8 IB Eng Lang & Lit HL 7-8
Language Acquisition	French 1-2 German 1-2 Spanish 1-2 Spanish 3-4 Mandarin Imm.	French 3-4 German 3-4 Spanish 3-4 IB Spanish 5-6 Mandarin Imm.	IB French 5-6 IB German 5-6 IB Spanish 5-6 IB Spanish B SL 7-8 IB Mandarin Chinese SL	IB French B SL 7-8 IB German B SL 7-8 IB Spanish B SL 7-8 IB Spanish B HL 9-10 IB Mandarin Chinese HL
Societies and Individuals	Modern World History	Government & Economics OR Constitution Team & Economics	IB Hist Americas HL 1-2 IB Psychology SL† IB Social Anthropology SL† IB World Religions SL† IB Env Systems SL†	IB 20 th c. World History HL 3-4 IB Psychology HL IB Social Anthropology HL † IB courses may be taken in junior or senior year.
Sciences	NGSS Physics	NGSS Chemistry IB Biology SL 1-2 IB Physics SL 1-2 (Sophomores who elect to take an additional science may choose to complete either IB Bio 1-2 SL or IB Physics 1-2 SL in junior year.)	IB Biology SL 1-2 IB Biology SL 3-4 IB Physics SL 3-4 IB Biology HL 1-2 IB Chemistry 1-2 IB Physics SL 1-2 IB Env Systems SL†	IB Biology SL 3-4 IB Biology HL 3-4 IB Chemistry 3-4 IB Physics SL 3-4 † IB courses may be taken in junior or senior year.
Math	Algebra 1-2 Geometry Algebra Analysis 3-4	Geometry Algebra 3-4 or Analysis 3-4 IB Math Analysis SL 1-2	Advanced Algebra 3-4 IB Math Analysis SL 1-2 or IB Math Studies SL 1-2 IB Math Analysis HL 1-2	IB Math Applications SL 3-4† IB Math Analysis SL 3-4 or IB Math Applications SL 3-4 IB Math Analysis HL 3-4
Arts*	Art: Foundation Theatre Arts: Intro	Art: Intermediate Theatre: Intermediate	IB Visual Arts SL IB Theatre SL	IB Visual Arts HL IB Theater HL
Other	PE or SST Health1 / Freshman Inquiry	Health 2/ Sophomore Inquiry	Theory of Knowledge 1-2	Theory of Knowledge 3-4

† denotes course is eligible for exam registration in first year of course; may be taken in either junior or senior year.

* IB arts classes are options, not requirements, for the IB Diploma. See prerequisite requirements for specific programs in this Guide. The 6th subject IB elective for the IB Diploma may be chosen from the Arts or an additional course of study in Language Acquisition, Societies and Individuals, or Sciences.