IB 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.

Coronado HS Mission Statement

The mission of Coronado High School is to advance the academic, artistic, emotional, physical, and social education of every student in order to develop productive members of society.

Sources

www.ibo.org
Coronado High School International Baccalaureate Programme-Ms. Nancy Rivera
Coronado High School International Baccalaureate Teachers & Students
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Group 1: Studies in Lang. & Lit.
Group 1 encourages students to learn more about a language they are already familiar with through its literature. Coronado students are required to take English HL from this group and the corresponding IB-Prep English 1, IB-Prep English 2, IB English 3 and IB English 4.

Group 2: Language Acquisition
Group 2 allows for students to learn a foreign language. Students are required to take one course in this group, with SL students required to take up to level 4 of the same foreign language and HL students required to take up to level 5. Courses offered: Spanish HL/SL, French HL/SL, Japanese SL, German SL.

Theory of Knowledge (TOK)
Theory of Knowledge, or TOK, is considered the cornerstone course to the IB programme. Students study the interrelation between all of their courses and examine the general basis of how we know what we know in this class taken in the 2nd semester of junior year and the 1st semester of senior year.

Group 4: Sciences
Group 4 provides an opportunity for students to study the natural sciences. Students are required to take at least one course in this group. HL courses consist of 2 years of study and SL courses consist of 1 year of study. Courses offered: Biology HL/SL, Chemistry SL, Computer Science HL/SL, Env. Sys & Soc SL, Physics HL/SL.

Group 6: The Arts
Group 6 delves into the cultural and contextual background of the fine arts. Students are expected to take 2 years of a course for HL testing and 1 year of a course for SL testing. Diploma candidates are not required to take a subject in this group, but may if they wish. Courses offered: Art HL/SL, Music Theory HL/SL.
Group 3: Individuals & Societies
Group 3 develops students’ understanding of the world surrounding them. Students are required to take History HL and can additionally take Information Technology in a Global Society SL, or ITGS, as a 6th subject. Group 3 examines the cultural implications of past and present actions.

Extended Essay (EE)
The Extended Essay is one of the IB student’s greatest achievements, allowing an in-depth analysis to be performed on a topic studied in the IB curriculum. Students write a 4,000 word paper with the help of a dedicated teacher serving as a mentor. This process is extremely beneficial to the college preparation process.

IB Learner Profile
The IB Learner Profile is a set of characteristics defined by IB that outline the students the programme strives to produce. The characteristics are: “Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.”

Group 5: Mathematics
Group 5 creates an environment where students are able to apply their knowledge through logical arithmetic. Students must take one of the two levels of math offered, to satisfy IB requirements. Group 5 takes a broad view of mathematics, encompassing many disciplines within its studies. Courses offered: Mathematics SL, Math Studies SL.

Creativity, Action, Service (CAS)
Creativity, Action, Service, or CAS, is a fundamental component of the IB core which requires students to apply their knowledge through a community service project undertaken within their community. Students work in groups over their junior and senior years to learn about how they can impact others around them.
Ethics

All IB students take an Ethics course in their freshman year. This semester long class delves into philosophy and examines what makes our society function—letting students begin to experience the “IB mindset”, where one learns how to think rather than what to think. In Ethics, students engage in class debates and read the works of many famous philosophers, whom they later write about and compare based on similar or differing ideology. Ethics is a class where there is no wrong answer and intellectual confrontation is welcomed.

Mr. Gary Berglund
Physics

In order to clear the way for future busy schedules, IB-prep students take a Physics course where they investigate the world around us to comprehend the phenomena of everyday life.

Chemistry

IB-prep students can take Chemistry in either their freshman or sophomore years, depending on their course load and personal choice. This class teaches students the fundamentals of the interactions of elements and compounds. Students take part in regular labs and solve equations to determine the chemical makeup of certain objects.

Math

IB-prep freshmen and sophomores take either Algebra 1 and Geometry or Geometry and Algebra 2 depending on what they took in middle school. These courses mainly follow the IB curriculum but also include a Theory of Knowledge component.

English

Students take IB-prep English 1 in their freshman year and IB-prep English 2 in their sophomore year. Students critically analyze literature, learning the fundamentals of literary devices and the way these impact the author’s message. Students develop their writing skills in these courses, serving as critical preparation for the Higher Level English students are required to take in their junior and senior years.

Biology

All students take IB-prep Biology, consisting of many interactive labs while students learn about how humans and organisms function. This course is a precursor for many students who take Biology SL or HL as upperclassmen.
6th Subject

Aside from the required courses in Groups 1 through 5 as explained on page 4, students must choose a 6th subject to study. They can either take an additional SL course from Groups 2-5 or an SL course in Group 6. Students study their 6th subject for a period of one year at a Standard Level, often taking the course in their junior year but sometimes in their senior year. A 6th subject course for one student may be one of the required courses for another student. For example, if a student is in Biology HL they may take an additional science, such as Chemistry SL, as their 6th subject. For students only taking one science, such as Chemistry SL, it would not serve as their 6th subject, but rather their required Group 4 course. In other words, a 6th subject is an additional course required but open for students to choose a certain field of study. Common choices include: Art SL, Biology SL, Chemistry SL, Computer Science SL, Environmental Systems and Societies SL, Information Technology in a Global Society (ITGS) SL, Music Theory SL, and Physics SL.

Internal Assessments

Each IB course requires a series of Internal Assessments (IA's) and External Assessments (exams) which combine to create the final IB score for a subject. Some IA's count for more of the final score than others, depending on the specific course at hand. IA's are projects or presentations which are moderated by the classroom teacher and graded externally by other IB teachers in locations across the world, ranging from the United Kingdom to Lebanon to China. They are often scattered between students' junior and senior year in the programme, depending on the year they will be testing in a particular subject. Students are well prepared and well guided in conducting these assessments, often spending lots of class time working on them with their teachers to perfect the final product and to receive the greatest amount of marks (points) possible. IA's can be essays, oral presentations, group projects, labs, and other forms of assessment, but all of them allow the student to display their mastery of the course’s subject material.
English HL

All IB students study English at a Higher Level. Students take English 3 as juniors with the first semester focused on books of the school’s choice, while in the second semester students study works in translation. Two projects are completed in this year, first the Interactive Oral Presentation (IOP) as described under “Internal Assessments” and secondly the World Literature Paper in second semester, where students conduct class discussions about the context and culture of the works being studied, later turning them into literary essays.

Mrs. Penny Berry

Foreign Language

Students who began studying a foreign language in middle school may test at a Standard Level in a Group 2 course during their junior year or continue on to a Higher Level to test in their senior year if studying Spanish or French. All other students must test at a Standard Level in their senior year. Students are expected to understand the grammar, syntax and vocabulary of the language they are studying in addition to the culture of the area in which the language is predominantly spoken. German SL, French HL/SL, Japanese SL and Spanish HL/SL are offered languages.

Profesora Barbara Mendez

Sciences

All IB students must take a Group 4 course in the sciences, either Biology, Chemistry, Computer Science, Environmental Systems and Societies or Physics. Group 4 is a popular choice for 6th subjects as well as the 3rd HL course of students’ choice. Students must complete a Group 4 project every year they test in a science as an IA, working collaboratively with both juniors and seniors in groups to develop a research project incorporating every science being studied by members of the group. Students also conduct special “IB Labs” in certain courses to be used as IA’s.
10 SENIOR YEAR

3rd HL

IB students are required to take English HL and History HL as two of their three Higher Level courses, but are left to decide what they would like to study for their third. The 3rd HL courses offered are: Art, Biology, Computer Science, French, Music Theory, Physics, and Spanish. Each of these courses requires study over two years along with an intensive understanding of the subject material. This free choice allows students to delve into deep study within a field they hold a special interest in.

Mrs. Terry Wright

The Arts

Group 6, the Fine Arts, is a well-developed portion of Coronado’s IB programme, and although students are not required to take a course in this subject area, many choose to do so anyway. Art and Music Theory are both offered as HL and SL courses for students to take, providing an avenue for their creative expression.

Math SL

IB students are required to take either Mathematics SL or Math Studies SL. Mathematics involves a more traditional two-year course concerning Precalculus, Trigonometry, Statistics, and Calculus, preceded by Algebra II taken in a student’s sophomore year. Math Studies is a single year course taken in a student’s senior year with a focus on reasoning and less of an emphasis on memorization, preceded by either Algebra II or Precalculus taken in a student’s junior year.
External Assessments

External Assessments (exams) are critical to senior year in the IB programme, and while students often take one or two IB Assessments in their junior year, seniors take from 4 to 6 exams in the May before they graduate. These tests are divided into what are called “Papers”, another term for sections, that are split across several days. Between two and three papers are required per subject, with no paper longer than three hours in length and most between one and two hours long. Papers are almost entirely essay and free-response based, with only some containing a limited emphasis on multiple choice, allowing students to demonstrate their knowledge through writing. These results are then combined with those from the IA’s to produce the final score for each subject on a scale from 1 to 7.

English HL

English HL in senior year encompasses the study of poetry, plays, and modern literature. Students must complete their final English IA, the Interactive Oral Commentary (IOC), in January of their senior year. This IA involves randomly picking a poem previously covered in class and delivering a 10 minute commentary on the work with 10 more minutes for questions after a preliminary 20 minute long planning session. English students take English 4 where they polish their skills in literary analysis.

Mrs. Lisa Studdard

History HL

In History of the Americas HL, students study the topics of war, single-party states, and the Fall of Communism in their senior year, while study focuses on US and Latin American History in their junior year. The History IA, the Historical Investigation (HI), is completed in the first semester of senior year. It is a research paper on a topic studied in the History of the Americas course of the student’s choosing. Students practice using footnotes, references, and the structure of an argumentative historical paper.
Creativity, Action, Service

The Creativity, Action, Service (CAS) component of the IB programme allows students to partake in a real-world application for what they study in school through service learning. According to the IB, creativity is defined as that which encourages creative thought and original expression, action is the act of physical exertion, and service involves making a positive and meaningful contribution to society, all critical to mental, physical and social development. In CAS, students are assigned into groups of 3-4 people where they are tasked with creating a two-year long service project to exercise their creativity, action, and service. Students must demonstrate a need for their project and work to assure they are helping solve this disparity through their CAS work. The ultimate goal of CAS is for students to grow as productive members of society who give back to their communities, determined through the personal reflection that takes part throughout the CAS programme. The CAS Learning Outcomes as described by the IB Programme are that students have “increased their awareness of their own strengths and areas for growth, undertaken new challenges, planned and initiated activities, worked collaboratively with others, shown perseverance and commitment in their activities, engaged with issues of global importance, developed new skills, and considered the ethical implications of their actions.”

All junior IB students take a CAS class, where they are able to work on their group projects and engage in CAS activities, even though CAS projects usually occur outside of the classroom. CAS students must also maintain and document their individual creativity, action, and service through activities done outside of their group project and IB classes. CAS plays a critical role to the IB student’s development through its central role within the IB core.
The Extended Essay (EE) is a 4,000 word research paper conducted in a student’s junior and senior year and serving as the magnum opus of his/her high school career. This paper, written with the guidance and instruction of a mentor, prepares students for writing research papers in college by providing a controlled environment with a long time span and assistance from teachers to ease students into the college workload. Students are allowed to choose the subject in which they write their EE, most commonly History and English, and can also determine the subject of investigation for their paper, subject to their mentor’s approval. Work on the Extended Essay begins in spring semester of a student’s junior year and concludes in the fall of his/her senior year, providing ample time to produce a quality paper. Not only does the Extended Essay provide crucial practice for college, but also serves as important preparation for the IB exams, as students are encouraged to choose a topic of study that is covered on the external assessments and can utilize their expertise if a prompt is applicable to their Extended Essay topic. Students are required to pass their Extended Essay, which is graded using letter grades, in order to receive their IB Diploma.

Theory of Knowledge (TOK), is the cornerstone of the IB programme, where students study how we know what we know and the nature of knowledge in a year long course split between the spring semester of students’ junior year and the fall semester of their senior year. This cross-disciplinary course functions for students as a means of better understanding the reasoning behind what they are studying in their other classes and closely ties into philosophy, the humanities, the sciences, psychology, mathematics, etc. In TOK, students write a 1,600 word essay and conduct an in-class oral presentation on a topic related to the course, both of which are graded externally and mandatory for receiving the IB diploma. TOK is a non-traditional high school course which requires a different level of thought and contains very open-ended material.
IB is an internationally acclaimed college-preparatory programme that allows students to earn college credit honored worldwide.

IB students are taught how to think critically, allowing for them to formulate their own opinions.

IB fosters a collaborative community that creates lasting friendships which function as a built-in support group.

IB provides breadth and depth, developing well-rounded students who are able to connect their studies across various subject areas.

IB students are taught to think in a global mindset, leaving them open to others’ points of view.

IB students are not only passionate about academics, but also express their interests through various extracurricular activities.
CAN YOU DO EXTRACURRICULARS AND IB?

YES! IB is a demanding programme, but many students still find the time to participate in extracurricular activities while succeeding in their IB classes. IB students excel in Fine Arts, Athletics, Journalism, Academic Competitions, School Clubs, and much more! IB students are active in campus student life and find the perfect balance between studying, fun, and campus involvement—a measure unique to each student.

Sports

IB students not only express themselves academically, but also participate athletically, proudly serving on Coronado’s varsity, junior varsity, and freshman sports teams. IB students currently play on the Baseball, Cross Country, Football, Golf, Swimming, Soccer, Tennis, Track, Wrestling and Volleyball teams and have athletes who have qualified for the UIL state tournament in their sport.

Other Clubs

IB students are involved in various community service and special interest clubs on campus, often serving as officers or members for clubs such as Art Club, Debate, French Club, Journalism, Key Club, National Honor Society, Spanish Club, Student Council, the Tech Crew, and others.

Academics

Academic Competitions play an integral part in the lives of many IB students who serve on Coronado’s top-notch Acadec, DECA, High Q, STEM, and UIL teams, among others, which consistently serve as a dominant force in the region.

Fine Arts

Fine Arts are extremely popular within the IB programme, with many students in Art, Band, Choir, Orchestra and Theatre. These students demonstrate great skill in their area of expertise and IB students have qualified in all-State Fine Arts competitions on multiple occasions.

Photo Courtesy of Tulasi Gopalan

Tulasi Gopalan
State Golfer

Katherine Mullings
Band President
WHAT DO YOU LIKE MOST ABOUT IB?

"I enjoy that the IB classroom allows us to take a different approach to learning by thinking outside of the box."
- Tamia Heard, Class of 2015

"I really enjoy the challenge each class offers and have grown to love the family I have found amongst my peers."
- Renee Iglesias, Class of 2015

"I like the community of people you get to work with and be friends with at the same time."
- Andrew Paton, Class of 2015

"IB has been something that has allowed me to expand my knowledge and become open minded."
- Hala Abdel-Jaber, Class of 2014