



West High IB Handbook

Fifth Edition

2013

Letter from the Coordinator

Congratulations! Welcome to West High School International Baccalaureate!

You have chosen to embark on a wonderful educational pathway which we believe will help you to learn and grow in ways that you may not have expected. The IB programs offer an opportunity to build on your strengths, stretch past your challenges, and integrate all of the incredible things that you do as you seek to reach your goals. You will begin to think about things that are new to you, and rethink about things are not. We want you to explore and direct your own knowledge acquisition. We encourage you to ask questions.

Our goal at West High School is to find a way to support you in your educational needs. We want to watch you grow into a successful, productive contributor to our world. Throughout all of the components of the IB programs, we seek to teach you to evaluate information and make sound decisions. In your courses; through your creativity, action, and service involvement; and your extended essay, as part of the IB Diploma Program; or your community and service activities and your reflective project in the Career-Related Program, we hope you will continue to find satisfaction in the journey, as well as reaping the benefits of the results.

Once again, congratulations! You are truly remarkable!

Shannon Wilson

IB and IBCP Coordinator, West High School

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Acknowledgements

This handbook was prepared as a reference document for prospective and current students in the West High School International Baccalaureate (IB) program and their parents by the Steering Committee of the West High ELP/IB Parent Organization under the direction of the IB Coordinator, Connie Jeanne Larsen. Updated information by Shannon Wilson, current West High ELP/IB Coordinator and Sue Sakashita, Salt Lake School District ELP/IB supervisor. Support for the project also came from the former Salt Lake City School District supervisor of ELP/AP/IB programs, Dr. Sally Lafferty. Members of the West High IB handbook subcommittee for the first edition were J. Elaine Clark; Christy Johnson; Susan H. Stephenson; Ardis F. Sutton; Elizabeth H. White; and Patricia M. Guenther, chair. The second edition was an updated and reformatted version of the first and was prepared by Deborah F. Cartwright. The third edition is an updated and reformatted version of the second and was prepared by Carolyn Roll. The fourth edition was re-typed by Lisa Goldstein Kieda. The fifth edition has been updated by Lisa Goldstein Kieda and Lora Tuesday Heathfield. Funds for printing were donated by members of the West High ELP/IB Parent Organization. Sources of information include material previously published by West High School and the International Baccalaureate Organization web site. The West High School IB logo was designed by Steve Case. Suggestions for improvement are welcome and should be directed to the IB Coordinator.

I. General Information About the International Baccalaureate Program

Background

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation based in Geneva, Switzerland. The program grew out the need to have a common curriculum for the children of embassy personnel around the world. These students needed a recognized course of study that would prepare them for entrance into their own national universities in their home countries. The IBO was founded in Geneva in the 1960s to fill this need. Beyond practical considerations, international educators were also motivated by an idealistic vision: they hoped that a shared academic experience emphasizing critical thinking and exposure to a variety of viewpoints would foster tolerance and intercultural understanding among young people. Because of the balanced curriculum and high standards of assessment, the Diploma Program has evolved from its original purpose as a service to the international community and now embraces 3,918 member schools in 147 countries around the world. Currently 1,569 schools in the United States are authorized to offer the four IB programs. There are 439 Primary Years Program schools serving children ages 3-12, 544 Middle Years Programs for students ages 11-16, 829 schools offering the Diploma Program for students ages 16-19, and 52 schools offering the IB Career-Related Program for students ages 16-19. West High School is excited to offer both the Diploma Program (DP) and the Career-Related Program (IBCP).

The IB curriculum is international in scope and “hands-on” in approach. Subject areas are developed sequentially and follow a pattern for teachers and students to follow. The IB curriculum and assessment office in Cardiff, Wales, publishes syllabi, teacher guides and suggested reading lists in each area. Teachers are provided with ongoing training in the concept of the IB philosophy and in their particular subject areas. Networking with other IB schools is encouraged. Additional information on the IB programs may be obtained from the IBO web site: www.ibo.org or from the regional office: IB Americas, IB Global Center 7501 Wisconsin Avenue, Suite 200 West, Bethesda, MD 20814 E-mail: ibid@ibo.org Phone: 1-301-202-3000 Fax: 1-301-202-3003.

Mission **IB Mission Statement**

The International Baccalaureate (IB) 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.

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.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical 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. They work effectively and willingly in collaboration with others.

Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Aims

The International Baccalaureate Organization (IBO) aims to:

- Provide rigorous and broad-based curricula and assessments;
- Maintain high academic standards common to schools worldwide;
- Allow students to develop individual talents;
- Foster critical and compassionate thinking;
- Open the window from the classroom to the outside world;
- Foster a lifelong interest in learning as well as informed and responsible citizenship;
- Promote international understanding and a respect for the variety of cultures; and
- Facilitate university entrance around the world.

II. West High School Profile

Address

West High School
241 North 300 West
Salt Lake City, UT 84103
801-578-8500 (Main Office)
801-578-8500 ext. 364 (Guidance Center)

Description

West High School is a comprehensive, urban public school in the Salt Lake City School District, where shared governance and site-based decision making are practiced. West High is located in downtown Salt Lake City, the capital of Utah, near the State Capitol building, the Energy Solutions Arena, and commercial facilities and not far from the University of Utah campus. The school serves a diverse socioeconomic and ethnic community. The student body is made up of approximately 2,200 students in grades 9 to 12 and 160 students in the magnet program for 7th and 8th graders. West High offers more than 200 courses from remedial to vocational to college-level academic in the Advanced Placement (AP) and International Baccalaureate (IB) programs. Each year, students take eight classes, in blocks of four, which meet for 90 minutes every other day. The West High Alumni Association is very active and raises \$40,000-\$50,000 annually for scholarships for graduating seniors. West High is accredited by the Northwest Association of School and Colleges. For additional information about West High School, consult the website <http://west.slcschools.org> and the West High School Student Handbook.

Awards

West High was designated by the Utah State Legislature to be a Centennial School, one of 98 chosen out of the 700 Utah schools. West High has also earned the Governor's Award of Excellence, the National Excellence in Education Award and the Drug-Free High School Award. West High has been named as the top high school in Utah for 2006, 2007, and 2008 by U.S. News and World Report.

Administrators

Paul Sagers, Principal
Jeremy Chatterton, Assistant Principal
Pam Pedersen, Assistant Principal
Christine Pittam, Assistant Principal
Mele Taukei'aho, Assistant Principal

Counselors

Students in all grade levels are assigned to counselors as indicated below. Counselors provide comprehensive services in regards to guidance and counseling.

Jennifer Hanseen, 10th – 12th grades IB Counselor
Lisa Madsen, 9th grade IB Counselor

Josie Wankier (A-De)
Greg Steed (Df-K)
Greg Forbush (L-Q)
Mary Akers (R-Z)

Shannon Wilson, IB Diploma Program and IB Career-Related Program Coordinator
Connie Wyckoff, Career and Technical Education Coordinator
Lisa Goldstein Kieda, IB Office Assistant

Chris Rogers, Comprehensive Guidance Technician
Vicki Kranendonk, Scholarship Advisor
Helaman Hernandez Salas, College Access Advisor

Staff Statistics

Total Faculty (number): 145
Teachers (number): 125
Student/Teacher Ratio: 20:1

Graduating Class Statistics

Every year about 450 students graduate from West High School. In 2013, 19 were National Merit Semi-finalists, 16 were National Merit Finalists and 9 were Commended Scholars. The upcoming class of 2014 has 22 National Merit Semi-finalists and 5 commended scholars. West High School consistently ranks among the top three high schools in Utah in the number of national Merit Semi-Finalists. About 45% of graduates enter a 4-year college, and about 25% enter a 2-year college.

West High Graduation Requirements

Graduation requirements for the Classes of 2015, 2016, 2017, 2018:

English	4 credits	Fine Arts	1.5 credits
Math	3 credits	Applied Technology	.5 credit
Science	3 credits	Computer Technology	.5 credit
US Government	.5 credit	Financial Literacy	.5 credit
World Civilizations	.5 credit	Health Education	.5 credit
World Geography	.5 credit	Physical Education	1.5 credits
US History	1 credit	Electives	5.5 credits
Social Studies elective	.5 credit		

(One credit equals 1 year or 4 terms)

Honor Graduate Designations

West High recognizes the following at graduation:

Valedictorian
Salutatorian
National Honor Society Member
National Merit Finalist
National Merit Semi-Finalist
National Achievement Scholar
National Hispanic Scholar
International Baccalaureate Diploma Candidate
Sterling Scholar
Honors Diploma

Class Rank Policy

Both a weighted and an unweighted class rank are calculated for each student. The class rank which best serves the students is used for college admission, scholarships and other applications where the class rank is required. The weighted class rank is calculated using weighted grade point averages (GPAs). Details from the West High Student Handbook are provided below:

1. Class rank will be calculated both as un-weighted and weighted. The class rank system which best serves the interests of the student will be used for college admissions, scholarships, and other applications where the class rank is required.
2. Only work done between the first day of school of ninth grade and first day of school of twelfth grade will be computed into the weighted grade point average (GPA).
3. Only work completed at West High School will be awarded extra points toward a weighted GPA. Classes taken at off-campus locations will be computed as regular high school classes using the following District Formula for transferring college credit to high school credit:

<u>College Credit</u>	<u>High School Credit</u>
5 quarter hours, 3 semester hours	1.00
4 quarter hours, 2 semester hours	0.75
3 quarter hours, 1 semester hour	0.50
1-2 quarter hours	0.25

4. Classes taken pass/fail at the high school or college level will not be used in computing weighted GPA or class rank.
5. Computations:
 - Un-weighted GPA for all high school classes on the student transcript will be determined,
 - Credits will be assessed (excluding any pass/fail credits, see number four above), and
 - Un-weighted GPA will be incremented to produce a weighted GPA (to three decimal points).
 As follows:

- a. Each honors class taken and passed will have the un-weighted GPA incremented by .02 points per year (or .005 points for each quarter);
 - b. Each AP and IB class taken and passed will have the un-weighted GPA incremented by .04 points per year (or .01 points per each quarter).
6. The weighted GPA is used by the school only to determine class rank. Un-weighted GPA and weighted class rank or un-weighted GPA and class rank may be sent with the student transcript to colleges, universities and scholarship organizations, depending on what is most advantageous for the student.
7. All information concerning class rank computation must be submitted to the registrar by October 10th. Appeals of class rank must be filed by October 15th. Class rank appeals forms may be obtained from the registrar. This policy will be reviewed by the West High School Community Council every two years.

College-level Courses

Students at West High have three options for taking college level courses: Advanced Placement (AP) courses, courses in the International Baccalaureate (IB) Program, and concurrent enrollment in courses offered by the University of Utah and Salt Lake Community College.

The AP and IB courses offered at West include:

AP English (Language and Literature)	IB English A: Literature – Higher Level
AP Spanish Language and Culture	IB Spanish – ab initio, Standard, and Higher Levels
AP German	IB German – ab initio, Standard, and Higher Levels
AP French	IB French – ab initio, Standard, and Higher Levels
AP Chinese	IB Chinese – ab initio, Standard, and Higher Levels IB Arabic – ab initio and Standard Level
AP Calculus AB	IB Math Studies – Standard Level
AP Calculus AC	IB Math SL – Standard Level
AP Statistics	IB Math HL – Higher Level
AP Biology	IB Biology – Standard and Higher Levels
AP Chemistry	IB Chemistry – Standard and Higher Levels
AP Physics	IB Physics – Standard and Higher Levels
AP Environmental Science	IB Environmental Systems and Societies – Standard Level IB Sport, Exercise, and Health – Standard Level
AP American History	IB History, Europe/Middle East – Higher Level
AP European History	IB 20th Century World History – Standard Level
AP Geography	IB Geography – Standard and Higher Levels
AP Macro-economics	IB Economics – Standard and Higher Levels
AP Micro-economics	IB Business – Standard and Higher Levels
AP Psychology	IB Psychology – Standard and Higher Levels

AP Computer Science	IB Computer Science – Standard and Higher Levels
AP Studio Art 2D and 3D	IB Visual Art – Standard and Higher Levels
AP Music Theory	IB Music Performance – Standard Level
	IB Music Composition – Standard Level
	IB Music Performance and Composition – Higher Level
	IB Theatre Arts – Standard and Higher Levels
	IB Dance – Standard and Higher Levels
	IB Film Studies – Higher Level
	IB Art History – Standard Level
	IB Theory of Knowledge – 2nd semester Junior year and 1st semester Senior year
	IB Approaches to Learning – 2nd semester Junior year and 1st semester Senior year

AP and IB test pass rates for the past 10 years for West High students follow:

	AP Pass Rates for West High Students								
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Tests Taken	422	496	573	615	642	639	675	738	837
Pass Rates	74%	78%	75%	77%	75%	76%	77%	80%	77%

	IB Pass Rates for West High Students								
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Tests Taken	392	495	578	505	533	441	589	487	584
Pass Rates	77%	76%	80%	81%	82%	82%	90%	84%	85%
Diplomas Awarded	37	30	40	46	65	40	55	54	71

*For 2013, 71 of 90 candidates were awarded the full IB Diploma.

ACT and SAT Scores

Over 99% percent of the 2013 graduating class took the ACT and/or SAT tests.

The average composite scores for the ACT for the past 10 years were as follows:

	Composite ACT Scores (Highest Score: 36)									
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
West High	22.2	21.6	21.7	22.7	22.1	22.6	21.2	21.4	19.6	19.6
Utah	21.3	21.5	21.5	21.7	21.8	21.8	21.8	21.8	20.7	20.7
United States	20.8	20.9	20.9	21.2	21.1	21.1	21.0	21.1	21.1	21.1

In 2012, a free ACT test was provided to every junior in the state of Utah. This increased numbers of participation by as much as 30% over previous years.

The average composite scores for the SAT for the past 10 years were as follows:

	Composite SAT Scores – Highest Score: 2400									
	2003	2004	2005	2007	2008	2009	2010	2011	2012	2013
West High	1246	1226	1245	1225	1828	1874	1864	1860	1908	1929
Utah	1125	1121	1123	1114	1661	1557	1674	1667	1682	1684
United States	1026	1026	1028	1017	1511	1509	1509	1500	1498	1498

Note: Only two scores, Verbal and Math comprised the composite scores prior to 2008. Beginning in 2008, composite scores are comprised of Critical Reading, Math, and Writing.

III. The International Baccalaureate Program at West High School

SLC School District IB Mission Statement

The International Baccalaureate (IB) is an interdisciplinary, global academic program that is both philosophical and practical. This multicultural experience emphasizes analytical and conceptual skills and aesthetic understanding. The IB curriculum fosters growth, helping individuals who value an integrated lifestyle which extends beyond the walls and years of the classroom, as well as beyond the limits of geographical and political borders and cultural differences.

Who Should Consider the IB Diploma Program

The successful IB Diploma student is highly motivated to pursue an academically challenging and stimulating program of study. He or she recognizes the depth and breadth of course offerings and requirements and is prepared to make a serious commitment to achieve academic excellence. If your student enjoys challenging curriculum, is passionate about reading, loves to learn, enjoys Socratic discussion, has a good memory, or shows passion in an area of interest, this may be an appropriate program. IB is not for all students, and there are other paths for academically motivated students who choose not to commit to the IB course of study. These options include concurrent enrollment, acceleration to early graduation, and various early college admission programs. Please consult with counselors to discuss any of these options.

The IB Diploma Curriculum

The IB Diploma Program integrates a student's study during the junior and senior years in a balanced humanities and sciences program of college-level work in six subject areas. The IB Diploma requirements, described below, also include an extended essay of 4,000 words; an epistemology course called Theory of Knowledge; and 150 hours of documented creativity, action and service (CAS) work. The figure below illustrates the IB curriculum of six subject areas around a core of the extended essay, Theory of Knowledge and CAS.

The **six subject areas** and the courses offered at West are:

- Language A (best language) – English;
- Language B (second modern language) – Arabic, French, German, Spanish and Chinese;
- Individuals and Societies – History, Geography, Business and Management, Psychology, Economics, and Environmental Systems and Societies;
- Experimental Sciences – Biology, Chemistry, Physics, Sport, Exercise and Health and Environmental Systems and Societies;
- Mathematics – Math Studies, Math SL, and Math HL; and
- Arts and Electives – Music, Visual Art, Theatre, Dance, Film, Computer Science, a third modern language, a second experimental science, or a second subject in the Individuals and Societies area.



The **Theory of Knowledge** course is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. Theory of Knowledge challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

The **extended essay** is a researched argument, which is supervised by a West High faculty member. The extended essay project gives the students an opportunity to study and write in an area of particular interest and to work in a mentor/student relationship with one teacher for an extended period. It acquaints students with the kind of independent research and writing skills expected at the university level. Currently the essay may be written in 60 subjects. The extended essay is the major component of the IB Independent Studies course taken during the senior year. Students register and receive credit for this course; however, it is not scheduled to meet during a class period. Rather, students meet with their mentors on an individual basis as needed. Students should complete a rough draft of their essays during the summer before their senior year.

Finally, through **creativity, action and service (CAS)** work, the students apply what they have gained and share their gifts with their community through activities such as theatre productions, dance, art, sports and service projects while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive when students reach beyond themselves and their books. They learn the value of giving as well as receiving. (More information on CAS requirements is given in Appendix A).

IB Diploma Requirements

A student takes three exams at the Standard Level (SL) and three exams at the Higher Level (HL) for a total of six exams. A student may take up to two SL-level exams at the end of the junior year. The remainder of the exams are taken at the end of the senior year. Exams are scored on a scale of 1 (minimum) to 7 (maximum) against an international criterion referenced standard. Up to three additional bonus points may be awarded for exceptional work based on the combined performance in Theory of Knowledge and the extended essay. The student must earn a total of 24 points to earn the Diploma. The students receive recognition at West High School graduation if they complete the components for a diploma. If all of the requirements have been met to the standards, the IB Diploma is awarded during the summer after graduation.

Students who have one or more of the following failing conditions are not awarded the IB diploma unless they have earned 28 points or more (including bonus points) and have only one failing condition:

- For Higher Level exams: a grade of 2; a grade of 3 not compensated by a grade of 5 or above in another Higher Level subject.
- For Standard Level exams: a grade of 1; more than one grade of 2.
- For overall results: more than three grades of 3; more than one grade of 3 if there is a grade of 2 at Standard Level.

Candidates will not be awarded the Diploma if they have any of the excluding conditions:

- A grade of “N” (no grade) in any component;
- A grade of “I” in any Higher Level subject; or
- Failure to complete the extended essay, the Theory of Knowledge course, or the CAS requirement.

Students not meeting the requirements for the Diploma may request that their exams be re-evaluated or may retake the exams the following year. Any IB mark may be appealed. The appeals process is managed by the school’s IB Coordinator. For further information on the grading and appeals process please consult the document “Diploma Programme Assessment Principles and Practice” located on the IBO website, www.ibo.org.

Students are encouraged to earn the IB Diploma; however, they may elect to complete only a subset of the requirements and earn Certificates in the individual subject areas they choose to pursue. Also, if a student chooses to take exams in more than six areas, extra Certificates may be earned.

IB Career-Related Program Curriculum

The IB Career-Related Program (IBCP) integrates a student’s study during the junior and senior years in a career focused program that incorporates a West High School Career Pathway consisting of three full year courses in a particular career field with two IB Diploma courses related to that career field. The IBCP requirements described below also include a Language Development Course, a career skills course entitled Approaches to Learning, 50 hours of Community Service Learning tied to a career experience, and a Reflective Project identifying an ethical dilemma in the student’s chosen career field. The figure below illustrates the IBCP curriculum with the core requirements.



West High School offers 32 career pathways in 8 Career Areas of Study: Agricultural Education, Business Education, Engineering and Technology Education, Family and Consumer Sciences, Health Science Education, Information Technology Education, Marketing Education, and Skilled and Technical Education. Students are able to select any of the IB Diploma courses listed to satisfy IBCP requirements. Please see the West High website for specific Career Pathways in each area, and course requirements.

The **Approaches to Learning** course enhances a student's ability to understand and implement critical workplace skills, build communication skills, and appreciate perspectives. Students will explore opportunities for learning and negotiating the workplace, while using their academic skills to become valuable employees.

Language Development ensures that all IBCP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, background, and context.

Through a **Reflective Project** students identify, analyze, critically discuss, and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page, or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

Community and service learning in the IBCP core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. The service learning model in the IBCP emphasizes knowledge development, civic development, social development and personal development. (See Appendix A for additional information.)

The IB Grading System

An IB Diploma student shows progress and mastery in assessments during the course of study and by taking final examinations in each of six areas. The grading system used by the International Baccalaureate Organization is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades reflect attainment of knowledge and skills relative to standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

Examinations are comprised of multiple pieces of authentic work in each subject area. These components may include written or oral productions, lab work, portfolios, problem sets, and experiments that are produced throughout the time that the student is taking an IB course. These assessments are combined with timed written exams that occur in May. Portions of the IB exam requirements are marked internally by West High School teachers. Teachers are also responsible for guaranteeing the authenticity of a student's work. These internally assessed components are moderated by IB professionals through sampling. The May exams are read and evaluated externally by IB professionals throughout the world. Each component is graded by different evaluators who all submit their component parts to determine the student's grade (1-7) on each exam.

Academic honesty for IB work – There are occasions when collaboration between IB candidates is permitted or even encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion, or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion.

Advantages of the IB Program

The IB Diploma Program has many strengths; it enhances critical thinking, making connections across the curriculum; it has an international focus; it requires detailed and extensive assessments of oral and written skills; it places a premium on extensive writing and research; and it asks students to serve their communities, engage in physical activities and pursue artistic expression. The IB Diploma student is a well-rounded, thinking, caring individual who has taken a rigorous course of study. The IB Career-Related Program student is focused, experienced, and prepared to enter a career field or continue to receive additional training in their career area. Each IB Diploma student leaves West High very well prepared for life in general and for college in particular.

Many colleges and universities recognize the value of the IB Diploma. An IB transcript typically signals to an admissions officer that the applicant seeks educational challenges. See Appendix B for examples of how some colleges award placement and credit for IB work. Many students take both Advanced Placement (AP) and IB courses. Some courses at West High prepare students for both the AP and the IB exams. Students should check the IBO website (www.ibo.org) and then with individual schools to which they are considering applying for their specific and current policies regarding IB and AP credit and placement policies.

Schools that offer the IB Diploma Program have shown improvement in scores by all students and an increase in enrollment in other challenging programs offered among students not enrolled in IB. As curricula improve, schools improve. As teachers receive IB training and as materials and books are added to implement the IB curriculum, the overall academic resources for all West High School students continue to improve through the infusion of resources and vitality.

Costs and Financial Assistance

The 2014 cost of one IB examination for IB Diploma students is \$265; each additional exam is \$108. Students typically take two exams in their junior year (\$373) and four in their senior year (\$432).

The 2014 cost of the two exams required for IB Career-Related Program students is \$220 total.

Financial assistance is available from the West ELP/IB Parent Organization through the Salt Lake Education Foundation. Voluntary contributions to the ELP/IB Parent Organization are used partly for this purpose. See Appendix C for additional information on the ELP/IB Parent Organization.

Application Process

Any 8th grade student who resides in the state of Utah and is interested in pursuing the IB Diploma or the IB Career-Related Program is encouraged to attend the informational meetings held in October/November, January, or February, and to submit an application form to West High School for preparatory placement by January 25 annually. Applications submitted after this time are considered as they are received. The application process brings the student to the attention of the IB Coordinator so that he/she may offer guidance in course selection and information regarding offerings and opportunities, such as competitions and scholarships. Students may enroll in individual IB courses without applying to the IB Diploma Program or the IB Career-Related Program. According to Salt Lake City School district policy, IB courses are open to all who meet the prerequisites.

Academic Preparation and Planning

Students and their parents should consult the chart of Preparatory and IB course offerings found in Appendix D as well as the West High School Course catalogue (available online) and graduation requirements when selecting courses. The chart in Appendix D includes courses offered to 7th and 8th grade students in the Extended Learning Program (ELP) at West High. While ELP students are well prepared for coursework preparatory to IB courses, other academically able and motivated students are not at a disadvantage; however, they may need to take one or more high school level courses at the University of Utah, Brigham Young University, or the Salt Lake District Career and Technical Education Center during the summer to meet prerequisites or to solve class scheduling problems. Students in grades 9 and 10 select courses that will prepare them for the IB Diploma Program in their junior and senior years. Preparatory students and IB students register with their regular guidance counselor but should also review their course selections with the IB Coordinator.

Before registering for their junior year classes, IB Diploma students should select six or more subjects in which they wish to examine and plan their IB course of study accordingly, keeping in mind that up to two Standard Level exams, but no Higher Level exams, may be taken at the end of the junior year. Higher Level exams require at least two years of study in the subject while some Standard Level exams require only one. A copy of the IB Course and Examination Planning Worksheet, found in Appendix E, should be obtained from the guidance center and completed, and then an appointment should be made with the IB Coordinator for review and approval.

IB Career-Related Program students will meet with their counselors to identify the courses required for the completion of their career pathway, the two IB exams they would like to take related to that career, and their high school graduation credits. This worksheet is also found in Appendix F. Students are able to take one IB course for the IBCP during their junior year. One IB course must be completed during the senior year. Students may choose any combination of Standard Level and Higher Level exams for their two required exams. Students may also elect to take more than two IB exams.

A calendar of registration and other dates related to the IB Diploma Program is found in Appendix G. While the Scholastic Aptitude Test (SAT) and the ACT are not related to the IB Diploma Program, they are part of planning for college education in the United States. A recommended schedule for ACT, SAT, AP and IB testing is published in Appendix H as a convenient reference.

History of the IB Programs at West High School

The Salt Lake City School District was the first between Denver and the west coast to introduce the IB Program. The first full IB Diploma was awarded at West High in 1991. In 2003, 37 were awarded; this number has grown to 72 in 2013. For 2014, there are 79 IB Diploma candidates with an additional 21 IB certificate students. West High School is currently one of 70 schools in the world to have more than 200 participants annually.

West High School is also one of the first authorized schools to offer the IB Career- Related Program (IBCP). This program was developed through the pilot phase in 2011. West High was authorized in June 2013 and will have graduated its first class of IBCP students in spring of 2015.

A number of West High faculty members are frequent presenters at IB teacher training workshops and serve as assistant examiners. They have also been involved in the development of new curriculum. The faculty is meeting the challenge of implementing the IB programs and philosophy in new and exciting ways.

Appendix A. Creativity, Action and Service Requirements – Diploma Program

Community Service Learning – IB Career-Related Program

Between the end of their sophomore year and the spring of their senior year, IB Diploma students must participate in at least 150 hours of Creativity, Action and Service (CAS) activities. At least some involvement in each of the three areas is required, and a minimum of 50 hours in each area is encouraged. Some common creative activities are musical performance, play productions, art exhibits and debate tournaments. Action activities include, for example, playing or coaching sports, student government and peer court. Examples of service activities are tutoring, mentoring a special education student and working at a food bank or homeless shelter. Activities may be school-sponsored or out in the community. Students are encouraged to keep a log or journal of their CAS activities, beginning the summer following their sophomore year, to facilitate the reporting process.

To ensure that an activity will qualify for CAS hours, the following questions should be asked by the student:

- Can I describe the activity?
- What is it about this activity that will qualify as “creative,” “action,” and/or “service”?
- Will I be able to describe my personal involvement in this activity?
- How will my activity be measured or evaluated?
- Can I state what I hope to learn about myself through this experience?
- Will I receive compensation, academic credit, or other credit, such as for Boy Scout Eagle Award, Girl Scout Gold Award, or National Honor Society, for this activity? (Answer should be “No.”)

During the senior year, the student must fill out three separate forms and write three separate essays regarding each of their creativity, action and service activities. These essays will include, but are not limited to:

- The extent to which the student has developed personally as a result of the activity;
- The understanding, skills, and values he or she acquired; and
- The benefit that the activity was, or may be, to others.

The CAS report is submitted to and reviewed by the West High IB Coordinator in April of the senior year.

Example CAS Activities at West High and in the Community

Creativity:

- Computer Programming
- Dance Company
- Debate
- Drama
- Drill team - Oestanas
- History Fair
- Homecoming Royalty
- Improvisation Group
- Mock Trial
- Music, Choral and Instrumental
- Peer Leadership Team
- Photography Club
- Red and Black Newspaper
- Reflections Contest
- Science Competitions
- TV West
- Westwinds
- Winter Guard
- Yearbook

Action:

- Athletics
- Cheerleading: Action (game time)
- Climbing
- Dance Company
- Drill team - Oestanas
- Personal Fitness Goals
- Sports (game time)
- Winter Guard and Winter Drum Line

Service:

- Boys' and Girls' State
- Community of Caring Council (outside of class time)
- ELP/IB Parent Organization
- Food Drive
- Improvisation Group
- Key Club
- Mayor's Youth Volunteer Council
- National Honor Society (time not counted for NHS requirements)
- Peer Court
- Peer Leadership Team
- Red and Black Newspaper
- Senate – West High School
- Student Government
- TV West
- Yearbook

IBCP Students are expected to complete 50 hours of service related to their career field. Portions of these hours may be completed through an internship, but all students will be responsible for identifying a central issue or need, and developing a service plan to fulfill that need. Students will carry out the service project independently or in conjunction with other students. They will also reflect on the experience and the learning that occurs throughout the process.

Community Service Learning Internship Opportunities through West High

<u>Business Partner</u>	<u>Career Pathway</u>
Northrop Grumman HIP	Technology & Engineering
XMission	Information Technology
Veterans Administration Hospital	Health Sciences
IHC Salt Lake Clinic	Health Sciences
Sports Medicine	Health Sciences
Spyhop	Information Technology/Skilled & Technical
Chartwell's at the U of U	Family & Consumer Sciences
West High Day Care	Family & Consumer Sciences
Jalisco Auto Services	Skilled & Technical Sciences
Larry H. Miller Auto Services	Skilled & Technical Sciences
Big O Tires	Skilled & Technical Sciences
Wasatch Springs Animal Hospital	Animal Sciences
Utah State Legislature	Marketing

Appendix B. Examples of Recognition of the IB Diploma Program by Colleges and Universities

See the International Baccalaureate Organization web site (www.ibo.org) for a complete list of colleges and universities that recognize the IB Diploma Program and their policies. Some current examples are listed below (but note that college and university policies change frequently):

Boston College, Chestnut Hill, Massachusetts, awards credit for scores of 6 or 7 on Higher Level exams. Each score of 6 or 7 earns 6 advanced placement units and will generally satisfy a corresponding core requirement.

Brigham Young University, Provo, Utah, awards credit for Higher Level exams with scores of 5, 6, or 7 if they fulfill a BYU equivalency course. For courses with no equivalencies, three elective credit hours are awarded for Higher Level exams with scores of 6 or 7.

Bryn Mawr College, Bryn Mawr, Pennsylvania, normally awards a full year's credit to a student earning the IB Diploma with a score of 30 or above and honor scores in three Higher Level exams. Honor scores are 6 or 7 in English, French, History, and Spanish, and 5, 6, and 7 in other subjects. Individual course credits are offered for honor scores on individual Higher Level exams.

Cornell University, Ithaca, New York, awards advanced standing and variable credit for scores of 6 or 7 on Higher Level exams. Some examples are as follows: Biology, 6-8 credits; Chemistry, 4 credits; Computer Science, 4 credits; Economics, 3-6 credits; English Literature, 3 credits; Mathematics, 8 credits; Physics, 4 credits. Some other subject areas are dependent upon departmental review.

Duke University, Durham, North Carolina, grants placement and credit for Higher Level exams with scores of 6 or 7. With approval, awarded credit may apply to major requirements.

Georgia Institute of Technology, Atlanta, Georgia, awards credit for Higher Level exams with scores of 4 or higher (dependent upon course) and some Standard Level exams with scores of 6 or higher.

Harvard University, Cambridge, Massachusetts, may award sophomore standing to students earning the IB Diploma with a score of 7 in at least three Higher Level exams and upon completion of one semester at Harvard with a B average.

Massachusetts Institute of Technology, Cambridge, Massachusetts, awards credit for Higher Level exams as follows: a score of least 6 in Math equals Calculus 1 (12 units); 7 in Physics equals Physics 1 (12 units). Any Humanities/Arts/Social Sciences Higher Level exam with a score of 7 equals 9 general elective units.

Northwestern University, Evanston, Illinois, awards credits for scores of 6 and higher on the Higher Level exams, depending on subject. A few subjects are credited for exams scores of 5 and higher.

Princeton University, Princeton, New Jersey, grants advanced standing for a score of 6 or 7 on the Higher Level exams for advanced placement in courses in mathematics, science, foreign language, and economics courses.

Stanford University, Palo Alto, California, awards a maximum of 45 quarter units of credit for scores of 5 or higher on the Higher Level exams for some subject areas.

Southern Utah University, Cedar City, Utah, awards up to 8 semester credit hours for scores of at least 5 on IB exams in several subject areas, as well as up to 6 elective credit hours for each Higher Level exam score of 5 and above in other subject areas.

University of California has a system-wide policy which awards 8 quarter units for each Higher Level exam with a score of at least 5. An IB Diploma with a score of 30 or above will receive 30 quarter units toward an undergraduate degree.

University of Michigan, Ann Arbor, Michigan, awards credit for Higher Level exams with satisfactory score determined by the department (5 or above; 4 in some subjects).

University of Pennsylvania, Philadelphia, Pennsylvania, grants advanced standing credit to students whose scores on Higher Level exams are 5 or higher. In general the equivalent of one course is issued for each acceptable examination results.

University of Utah, Salt Lake City, Utah, awards 30 semester hours plus waivers of "intellectual exploration" areas of general education requirements for completion of the IB Diploma. Higher Level exams with scores of 5 and above can be used to waive other general education requirements. If the IB Diploma is not earned, students are awarded 8 semester hours of credit and waiver of general education requirements for each Higher Level exam passed with a score of 5 or higher.

Utah State University, Logan, Utah, awards a maximum of 30 semester hours plus waivers of liberal education requirements for the IB Diploma. Students with an IB Diploma are also awarded admission to the Honors Program. Students who have not completed the IB Diploma may receive 3 or more semester credits for scores of 4 and above on Standard Level and Higher Level exams, up to a maximum of 30 credits.

Westminster College, Salt Lake City, Utah, awards credit hours for selected Higher Level and Standard Level exams with minimum scores of 5 (some have a minimum score of 4).

Appendix C: West High ELP/IB Parent Organization

The West High ELP/IB Parent Organization is composed of all parents and guardians of West High students enrolled in the ELP program, preparatory IB courses, and IB programs, including the IB Diploma and the IB Career-Related Program. This organization works with the school staff and the Salt Lake City School District to provide quality education for academically able students. It seeks to participate in the decision making process that established policy related to the ELP, Preparatory and IB curricula and to testing and selection procedures while recognizing that the legal responsibility to make decisions has been delegated by the people to boards of education. It also works with parent organizations at other schools on behalf of academically able students. General ELP/IB Parent Organization meetings are held in the fall and in the spring. ELP/IB Parent Steering Committee meetings are held monthly.

A Steering Committee consisting of the offices, chairpersons of any subcommittees, the ELP/IB Coordinator, two faculty members and six student representatives, transacts business between member meetings. A copy of the bylaws may be obtained from the Guidance Center.

Financial assistance for IB exams is available through the West ELP/IB Parent Organization. Each year parents of ELP, Preparatory, and IB students are asked to make a voluntary, tax-deductible contribution to the organization. The funds are held by the Salt Lake Education Foundation, 440 East 100 South, Salt Lake City, UT 84111, for this purpose and to support the work of the organization.

**Appendix D: Typical Sequences for Preparatory and IB Courses
(Not intended to cover all possibilities)**

Grade	7	8	9	10	11	12
Language A Group 1	ELP English 7	ELP English 8	Honors English 10	Honors English 11	AP English Literature	IB English HL
	English 7	English 8	Honors English 9	Honors English 11	AP English Literature	IB English HL

Grade	7	8	9	10	11	12
Language B Group 2		French I	French II	French III	French IV	AP/IB French SL
	French I	French II	French III	French IV	AP/IB French SL	IB French HL
		German I	German II	German III	German IV	AP/IB German SL/HL
		Spanish I	Spanish II	Spanish III	Spanish IV	AP/IB Spanish SL
	Spanish I	Spanish II	Spanish III	Spanish IV	AP/IB Spanish SL	AP/IB Spanish HL
Dual Immersion	Spanish III	Conversational Spanish	Spanish IV	Spanish for Native Speakers II	AP/IB Spanish SL	AP/IB Spanish HL
		Chinese I	Chinese II	Chinese III	Chinese IV	AP/IB Chinese SL/HL
	Chinese I	Chinese II	Chinese III	Chinese IV	AP/IB Chinese SL	AP/IB Chinese HL
			Arabic I	Arabic II	Arabic III	IB Arabic ab initio/SL

Grade	7	8	9	10	11	12
Individuals & Societies Group 3	ELP Utah Studies	ELP US History	Honors Geography I/II	Honors or AP American History	AP European History	IB History HL
			Honors World Civilizations I/II	Honors or AP American History	AP Geography	IB Geography HL
			Honors Geography I/World Civilizations II	Honors or AP American History	IB Psychology SL	
			Honors Geography I/II	Honors or AP American History	IB Psychology SL	AP/IB Economics SL
					Marketing	IB Business & Management SL/HL

Grade	7	8	9	10	11	12
Experimental Sciences Group 4	ELP Integrated Science	ELP Integrated Science	Honors Biology	Honors Chemistry	AP/IB Biology SL	IB Biology HL
			Honors Biology	Honors Chemistry	AP/IB Chemistry SL	IB Chemistry HL
			Honors Biology	Honors or AP Physics	IB Physics SL	IB Physics HL
			Honors Biology	Honors Chemistry	AP/IB Environmental Science SL	

Grade	7	8	9	10	11	12
Mathematics Group 5	Math 7 ELP/Honors	Math 8 ELP Honors	Secondary Math I Honors	Secondary Math II Honors	IB Math Studies or SL	
	Math 7	Math 8	Secondary Math I	Secondary Math II	Secondary Math III	IB Math Studies or SL
	Math 7 Honors	Math 8 Honors	Secondary Math I Honors	Secondary Math II Honors	IB Math SL	
	Math 8 ELP/Honors	Secondary Math I Honors	Secondary Math II Honors	IB Math SL (no exam)	AP Calculus BC	IB Math HL
	Math 8 Honors	Math 9 Honors	Secondary Math I/Secondary Math II	IB Math SL (no exam)	AP Calculus BC	IB Math HL

Grade	7	8	9	10	11	12
Arts Group 6						
Theatre Arts			Theatre Foundations I/II	Theatre Foundations III/IV	IB Theatre Arts SL	IB Theatre Arts HL
Visual Art	Art Foundation I	Advanced Art	Painting & Drawing	AP Studio Art	IB Visual Art SL	IB Visual Art HL
			Design & Visual Communication	Painting & Drawing	AP Studio Art	IB Visual Art SL/HL
			Design & Visual Communication	Basic Digital Photo	IB Visual Art SL	IB Visual Art HL
						AP/IB Art History SL
Music			Performance Music	Performance Music	AP/IB Music SL	AP/IB Music HL
Film Studies			TV Broadcasting Tech I	TV Broadcasting Tech II	IB Film HL (year 1)	IB Film HL
Computer Science			Computer Science I	Computer Science II	AP/IB Computer Science (S)	AP/IB Computer Science (H)

Appendix E: IB Diploma Program – Course and Exam Planning Worksheet

Student Name _____ Student Number _____

International Baccalaureate Diploma Plan

- A. Determine student strengths. Identify three Higher Level areas and three Standard Level areas for exams.

Standard Level	Higher Level
1.	1.
2.	2.
3.	3.

- B. Plan the junior and senior years at the same time. Be certain the student is taking the classes for Higher Level exams in the senior year

Junior	Senior
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

- C. Verify that all regular high school graduation requirements have been met.

Student Signature _____

Parent Signature _____

IB Coordinator Signature _____

Learner Profile Strength:

Learner Profile Goal:

Career Goal:

Appendix F: IB Diploma Program – Course and Exam Planning Worksheet

Student Name _____ Student Number _____

International Baccalaureate Career-Related Program Plan

Career Pathway: _____

Career Courses Taken

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Career Courses – Future

- 1. _____
- 2. _____
- 3. Language Course: _____

IB Courses – Future

- 1. _____
- 2. _____
- 3. Approaches to Learning

Learner Profile Strength _____ Learner Profile Goal _____

2 – YEAR SCHEDULE

Junior Year	Senior Year
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

Other West High Graduation Requirements Needed:

Student Signature _____

Parent Signature _____

Counselor Signature _____

IB Coordinator Signature _____

Appendix G: IB Yearly Calendar

Sept	9th grade preparatory IB student and parent meeting General ELP/IB Parent Organization meeting
Oct	College Scholarships and financial aid planning meeting for parents
Oct 1-10	Registration period for IB exams
Oct 25	Application deadline for financial aid for IB exams;
Oct	Orientation meeting for prospective preparatory IB students and parents
Nov 25	IB Exam Fees Due to treasurer First round of Applications for preparatory IB student enrollment due
Early Jan	IB Diploma Ceremony for previous class of IB Diploma students
Jan	Second orientation meeting for prospective preparatory IB students and parents
Jan 25	Extended Essay Dinner for Senior IB Diploma students and parents Final extended essay due (ready for mailing)
Feb	Final orientation meeting for prospective preparatory IB students and parents Enrollment evening for new preparatory IB students Extended Essay information meeting for Junior students and parents
Nov-Feb	Subsequent Year Course Registration period
May	General ELP/IB Parent Organization meeting Welcome to IB Evening for 10th grade IB Diploma students and parents
May	IB and AP exams

Appendix H: Recommended Testing Schedule

While the ACT test, the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) tests are not directly related to the IB Diploma Program, they are an important part of planning for higher education in the United States. A recommended schedule for ACT, SAT, AP and IB testing is published here as a convenient reference:

10th Grade

Oct	Preliminary PSAT for practice
May	Advanced Placement (AP) tests
Jun	SAT Subject tests in AP class subjects (e.g. US History)

11th Grade

Oct	PSAT/National Merit Scholarship Qualifying Test
Feb, Apr or June	ACT with writing test recommended
Jan, Apr or May	SAT General
May	AP tests
May	1 or 2 Standard Level IB exams
May or Jun	2 SAT Subject tests in AP and/or IB class subjects

12th Grade

Sept	Retake of ACT with writing test recommended
Oct	Retake of SAT General
Oct, Nov or Dec	Retake of SAT Subject Tests if necessary
May	AP tests
May	1 or 2 Standard Level IB exams
May	3 Higher Level IB exams

If students are applying to colleges for early action or early decision, all testing needs to be completed by June before their senior year.

Appendix I: Exit Survey

Please take a moment to complete and return this survey to West High School, Attention: ELP/IB Steering Committee Chair, upon leaving or graduating from West.

1. When did you attend West High, and for which grades?
2. What program(s) were you in (ELP, IB, etc.)?
3. If you graduated from West, did/will you receive a full or partial IB Diploma?
4. What are your plans after West High? If attending another high school or university, please specify which school.
5. If applicable, please indicate whether you will be receiving credit for your IB work (be as specific as possible to which courses, how much credit, etc.).
6. How may we contact you to follow up in the future? Please provide your name and an address where we are likely to be able to find you, such as parents' home.
7. Please provide any other information or comments that you feel would be helpful to us.

Thank you! Your answers will help guide decision making for our programs. Good luck in your future endeavors.

An IB Diploma: Two years out – by Samara W.

Two years ago I graduated from West High School with an International Baccalaureate diploma. Each semester that passes I appreciate my high school education more and more. There are three factors which explain the excellence of the IB Diploma Program at West. First, the IB curriculum provides a sound foundation in six major disciplines while encouraging deep and profound exploration. Second, it requires taking risks. Finally, West High School, because of its stellar faculty and diverse population is an ideal place for the IB programs. IB courses require students to have a solid knowledge of their subject and at the same time require and teach the skills necessary to do creative, open-ended and in depth exploration of a discipline. The skills I learned preparing my research notebook for my IB visual arts class have served me well in all of my academic endeavors even though I have not pursued visual arts. Also, because IB requires students to participate in a variety of subjects and uses courses like Theory of Knowledge to emphasize the connections between these disciplines, I felt very comfortable with the interdisciplinary programs that are increasingly in vogue on college campuses.

Taking on six subjects at an IB level is a risk, and it does result in unmitigated success for most people. This is also a good thing. It frees students up to try things without expecting to be perfect. The way IB diplomas are awarded, students can garner extra points in subjects in which they have a natural aptitude thus balancing the subjects that are harder for them. But everyone has to participate in all six subjects. It has been my experience that I learned more from my less than successful endeavors. At the end of my junior year, I threw myself wholeheartedly into work on my extended essay. After months of work and countless revisions I turned in a one sided and poorly conceived essay. I did not receive a very high score. However, the following January I wrote an essay for IB History of which I am still proud (and the IB graders liked a lot).

Finally, West High is a great home for the IB programs. By far the majority of teachers who teach IB classes are excited about them and work hard to make them as beneficial and interesting for the students as possible. Also, any academically selective program runs the risk of becoming insular, arrogant and detached from the rest of society. Because of West's diversity and because students who are not pursuing an IB diploma are still encouraged to take IB classes, this is not the case at West. In my IB Spanish class there were a couple of students who had just emigrated from Argentina and their presence brought a fresh perspective on our studies of Latin America and the importance of learning the language.

Our Family's Experience with the IB Program – by Sally and Mitchell Wade

We were the first in our families to graduate from college, after having been lucky enough to earn scholarships to Ivy League universities. We know that education changes lives, and when we moved to Utah, we were intrigued by the availability of the International Baccalaureate (IB) program at West High School. We soon learned that West has offered IB courses for almost 30 years, and that out of 2,300 IB schools worldwide, it is one of only 70 that have at least 200 students taking part. From the beginning, we could see that our children would certainly learn “things” here. As they worked their way through the program, we saw that they were also learning how to learn, how to excel, and how to put the things they learned into a broader context. They quickly became part of a community of talented kids, committed families, and life-changing teachers.

During 9 years at West, we saw that the IB curriculum, the teachers, and the program coordinator there encourage students to work hard, to think creatively and critically, to solve problems independently and together, and to look at questions from multiple perspectives. People often point to test scores as a measure of success, and it's true that West students excel in that area. Our children and their IB classmates had many great college choices as well. But the real success of West's program is that it consistently produces students who not only begin college with amazing knowledge, but also with even more curiosity, stamina, confidence, and interest in learning than they had when entering the IB classroom for the very first time.

Sally and Mitchell Wade