

Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Language A	English Adv. English	<ol style="list-style-type: none"> 1. Participate in small-group learning activities 2. Make planned oral presentations independently and within small groups 3. Produce, analyze, and evaluate auditory, visual, and written media messages 4. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts 5. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama 6. Read and analyze a variety of nonfiction texts 7. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes 8. Apply general essay structures to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content 9. Apply knowledge of the writing process to develop and strengthen writing and to reflect upon growth as writer 10. Use specific grammatical structures to develop cohesive writing, to improve sentence variety and to clarify the relationships among complex ideas and concepts 11. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing 12. Use print, electronic databases, online resources, and other media to access information to create a research product <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; s assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts 2. Understand and apply language A terminology in context 3. Analyze the effects of the author’s choices on an audience 4. Compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention 5. Compare and contrast works, and connect themes across and within genres 6. Express an informed and independent response to literary and non-literary texts. 7. Create work that employs organizational structures and language-specific conventions throughout a variety of text types 8. Organize ideas and arguments in a sustained, coherent and logical manner 9. Employ appropriate critical apparatus. 10. Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings 11. Use language accurately 12. Use appropriate and varied register, vocabulary and idiom 13. Use correct grammar and syntax 14. Use appropriate and varied sentence structure 15. Use correct spelling (alphabetic languages) or writing (character languages).
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		Based on VDOE Standards of Learning	
Science	Biology	<ol style="list-style-type: none"> 1. Demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations 2. Investigate and understand the chemical and biochemical principles essential for life 3. Investigate and understand relationships between cell structure and function 4. Investigate and understand life functions of Archaea, Bacteria and Eukarya 5. Investigate and understand common mechanisms of inheritance and protein synthesis 6. Investigate and understand bases for modern classification systems 7. Investigate and understand how populations change through time 8. Investigate and understand dynamic equilibria within populations, communities, and ecosystems <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Gain a better understanding of the role of science in society 2. Become competent and confident when communicating information in science 3. Understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems and formulate scientifically supported arguments 4. Develop intellectual and practical skills to design and carry out scientific investigations independently and to evaluate the experimental design (method). 5. Collect, process and interpret sufficient qualitative and/or quantitative data to draw appropriate conclusions 6. Encourage students to develop safe, responsible and collaborative working practices in practical science

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<p>Humanities</p>	<p>Virginia and United States History</p>	<p>Based on VDOE Standards of Learning</p> <ol style="list-style-type: none"> 1. Demonstrate skills for historical and geographical analysis and responsible citizenship 2. Describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians 3. Describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas 4. Demonstrate knowledge of events and issues of the Revolutionary Period 5. Demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied 6. Demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century 7. Demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history 8. Demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century 9. Demonstrate knowledge of the emerging role of the United States in world affairs 10. Demonstrate knowledge of key domestic events of the 1920s and 1930s 11. Demonstrate knowledge of World War II 12. Demonstrate knowledge of the effects of World War II on the home front 13. Demonstrate knowledge of United States foreign policy since World War II 14. Demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s 15. Demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p>	<ol style="list-style-type: none"> 1. Use humanities terminology in context 2. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. 3. Formulate a clear and focused research question 4. Formulate and follow an action plan to investigate a research question 5. Use methods accurately to collect and record information consistent with the research question 6. Effectively address the research question. 7. Analyze concepts, events, issues, models and arguments 8. Analyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations 9. Interpret different perspectives and their implications 10. Synthesize information in order to make valid, well-supported arguments. 11. Communicate information and ideas using an appropriate style for the audience and purpose 12. Structure information and ideas in a way that is appropriate to the specified format 13. Document sources of information using a recognized convention.
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Mathematics	Geometry Honors	<ol style="list-style-type: none"> 1. Construct and judge the validity of a logical argument consisting of a set of premises and a conclusion 2. Diagram arguments involving quantifiers using Venn Diagrams, identify the hypothesis and conclusion of a conditional statement (including statements involving quantifiers such as all, no, none and some) and write it and its converse in if-then form 3. Construct and judge the validity of a logical argument consisting of a set of premises and a conclusion, including: being able to define and state the converse, inverse, and contrapositive of an if-then statement; translating short verbal arguments into symbolic form; using truth tables to assess the validity of compound statements; and use valid forms of inductive and deductive reasoning to include applications in Science, Technology, Engineering and Mathematics (STEM) 4. Solve problems, including those in Science, Technology, Engineering and Mathematics (STEM), by drawing conclusions about points, lines, planes, and angles and justify statements using definitions, theorems, and postulates using properties of equality and problem solving techniques. 5. Use pictorial representations, including computer software, constructions, and coordinate methods, to solve problems involving symmetry and transformation 6. Apply properties of triangles in situations involving Science, Technology, Engineering and Mathematics (STEM), including: classifying triangles based on sides and angles; applying the triangle sum theorem; and applying the exterior-angle theorem 7. show that triangles are congruent by SSS, SAS, ASA, AAS or HL using algebraic and coordinate methods as well as deductive proofs including flow, paragraph or two-column proof 8. Draw conclusions about segments or angles using the corresponding parts of congruent triangles theorem, including the use of altitude and median of a triangle, and overlapping triangles 9. apply the inequality relationships for angles or sides of one or two triangles in situations involving Science, Technology, Engineering and Mathematics (STEM), including ordering the sides and angles of a triangle 10. use the properties of similar polygons, including: identifying corresponding parts of similar polygons; writing equivalent 	<ol style="list-style-type: none"> 1. Know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) 2. Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts 3. Select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts. 4. Select and apply appropriate inquiry and mathematical problem-solving techniques 5. Recognize patterns 6. Describe patterns as relationships or general rules 7. Draw conclusions consistent with findings 8. Justify or prove mathematical relationships and general rules. 9. Use appropriate mathematical language in both oral and written explanations 10. Use different forms of mathematical representation 11. Communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems. 12. Explain whether their results make sense in the context of the problem 13. Explain the importance of their findings in connection to real life where appropriate 14. Justify the degree of accuracy of their results where appropriate 15. Suggest improvements to the method when necessary

	<p>proportions; and applying proportions to solve problems involving Science, Technology, Engineering and Mathematics (STEM)</p> <ol style="list-style-type: none"> 11. show that triangles are similar by AA, SAS, or SSS using algebraic and coordinate methods as well as deductive proofs, including: investigating and identifying similarity between triangles; and computing lengths of segments of similar triangles 12. The student, given information in the form of a figure or statement, will prove two triangles are congruent, using algebraic and coordinate methods as well as deductive proofs 13. The student, given information in the form of a figure or statement, will prove two triangles are similar, using algebraic and coordinate methods as well as deductive proofs 14. solve real-world problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry 15. Verify characteristics of quadrilaterals and use properties of quadrilaterals to solve real-world problems 16. Solve real-world problems involving angles of polygons 17. Use angles, arcs, chords, tangents, and secants to investigate, verify, and apply properties of circles; solve real-world problems involving properties of circles; and find arc lengths and areas of sectors in circles 18. The student, given the coordinates of the center of a circle and a point on the circle, will write the equation of the circle 19. use formulas for surface area and volume of three-dimensional objects to solve real-world problems 20. use similar geometric objects in two- or three-dimensions to compare ratios between side lengths, perimeters, areas, and volumes; determine how changes in one or more dimensions of an object affect area and/or volume of the object; determine how changes in area and/or volume of an object affect one or more dimensions of the object; and solve real-world problems about similar geometric objects. <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public</p>	
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Language B	Spanish II French II	<ol style="list-style-type: none"> 1. Exchange spoken and written information and ideas in Spanish/French 2. Demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish/French, using familiar and recombined phrases and sentences 3. Understand basic spoken and written Spanish/French presented through a variety of media and based on new topics in familiar contexts 4. Use verbal and nonverbal cues to interpret spoken and written texts in Spanish/French 5. Present information orally and in writing in Spanish/French, combining learned and original language in simple sentences and paragraphs 6. Present in Spanish/French rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs 7. Demonstrate understanding of the perspectives, practices, and products of Spanish-speaking/French-speaking cultures and the ways these cultural aspects are interrelated 8. Use information acquired in the study of Spanish/French and information acquired in other subject areas to reinforce one another 9. Demonstrate understanding of cultural similarities and differences between the Spanish-speaking world/French-speaking world and the United States 10. Develop a deeper understanding of the English language through study of Spanish/French 11. Apply Spanish/French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students (Years 1 and 2) will take the AFLAP end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Understand and respond to simple spoken texts 2. Communicate information containing relevant ideas and some details in a limited range of familiar situations 3. Request and provide information in a limited range of familiar situations 4. Use language appropriate to a limited range of interpersonal and cultural contexts 5. Use some aspects of register in formal and informal oral communication 6. Use basic language accurately 7. Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone. 8. Understand messages presented in visual texts 9. Understand main ideas and supporting details in visual texts presented with spoken and/or written text 10. Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text 11. Recognize visual conventions used in texts 12. Understand and respond to simple visual texts. 13. Understand basic facts in written texts 14. Understand main ideas and supporting details, and draw some conclusions from written texts 15. Recognize basic aspects of format and style 16. Understand and respond to simple written texts. 17. communicate information containing relevant ideas and some details in a limited range of familiar situations 18. Request and provide information in a limited range of familiar situations 19. Use language appropriate to a limited range of interpersonal and cultural contexts 20. Understand and use basic language conventions

			<p>accurately</p> <p>21. Use some aspects of register in formal and informal written communication.</p> <p>Note: Based on Phase 2 objectives which assume students have taken year 1 of either French or Spanish. If not, an accelerated course would have to be offered to students who have not completed a year of world language study.</p>
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Physical Education	Health and Physical Education 9	<ol style="list-style-type: none"> 1. Perform all basic movement skills and demonstrate competence in at least two self-selected, lifelong, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories 2. Apply movement principles and concepts to specific sport, dance, and recreational skill performance 3. Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program 4. Demonstrate appropriate behaviors in all physical activity settings 5. Participate in school and community physical activities that are challenging and health-enhancing and that provide opportunities for social interaction <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Use physical education terminology in context 2. Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts 3. Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts 4. Use their knowledge to analyse situations and solve problems. 5. Explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity 6. Compose aesthetic movements 7. Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow. 8. Demonstrate the skills and techniques necessary for active participation in a variety of physical activities 9. Apply tactics, strategies and rules in both individual and group situations 10. Perform movement concepts and sequences of movement in a variety of physical contexts. 11. Communicate effectively, including verbal and non-verbal forms of communication 12. Demonstrate attitudes and strategies that enhance their relationships with others 13. Show respect and sensitivity to their own and different cultures 14. Take responsibility for their own learning process and demonstrate engagement with

			<p>the activity</p> <ol style="list-style-type: none">15. Reflect critically upon their own achievements16. Set goals to enhance learning and take action towards achieving them.
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Arts	Art Foundations	<ol style="list-style-type: none"> 1. Maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool 2. Select representative works of art for a portfolio 3. Produce works of art that demonstrate the experimental application of the elements of art and the principles of design 4. Recognize and identify technological developments in the visual arts 5. Demonstrate the use of technology and electronic media as artistic tools 6. Produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture 7. Use a variety of subject matter and symbols to express ideas in works of art 8. Create works of art that represent originality, personal expression, and craftsmanship 9. Define and practice ethical procedures when producing works of art. 10. Demonstrate skill in preparing and displaying works of art 11. Describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educator) 12. Describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art 13. Describe works of art, using appropriate art vocabulary 14. Identify major art movements and influential artists according to locations, cultures, and historical periods 15. Identify features of a work of art, including media, subject matter, and formal choices, that influence meaning 16. Describe the role of mass media in influencing preference, perception, and communication 17. Describe and analyze the function, purpose, and perceived meanings of specific works of art studied 18. Identify and examine symbols in works of art and discuss possible reasons for their use 19. Employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art 20. Critique works of art with reference to the elements of art and the 	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

		<p>principles of design</p> <ol style="list-style-type: none"> 21. Analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating 22. Differentiate between personal preference and informed judgment when discussing works of art 23. Use established criteria to participate in critiques 24. Describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole 25. Classify works of art as representational, abstract, nonobjective, and/or conceptual 26. Discuss how aesthetics are reflected in everyday life 27. Discuss ways that aesthetic responses to works of art differ from judgments 28. Demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments 29. Discuss current problems and issues of the art world 30. Study and describe the aesthetic properties found in works of art 31. Speculate on the intentions and choices of those who created a work of art 32. Discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism 33. Formulate a definition for the word <i>art</i> and defend that definition in relation to objects in the world <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	
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Arts	Mixed Chorus Intermediate	<ol style="list-style-type: none"> 1. Demonstrate proper posture and breathing techniques to support vocal production 2. Sing with a free and clear tone, using accurate intonation 3. Sing with purity of vowels and clarity of consonants use dynamics, tempo, blend, and balance in a group performance 4. Sing music written in three or more parts 5. Respond to conducting patterns and interpretive gestures 6. Respond to music through movement 7. Improvise within limited parameters 8. Read and write music notation 9. Identify musical forms and textures 10. Study and perform selections representing diverse historical periods, styles, and cultures 11. Use choral techniques and musicianship in the evaluation of music performances 12. Investigate the relationship of music to the other fine arts and to disciplines outside the arts 13. Demonstrate an awareness of the collaborative nature of the choral art <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

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Arts	Intermediate Band Intermediate Orchestra	<ol style="list-style-type: none"> 1. Demonstrate proper posture, embouchure, hand position, and playing position 2. Produce tones that are clear, free of tension, sustained, and unwavering in pitch 3. Demonstrate a variety of articulations or bowings 4. Perform major scales, ascending and descending, in eighth notes (M.M. quarter note = 72) 5. The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open. 6. The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72). 7. Use dynamic contrast and technical skills as means of expression 8. Demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour 9. Demonstrate ensemble skills 10. Sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 2-4 11. Sing a part while other students sing or play contrasting parts 12. Perform music from a variety of cultures, styles, and historical periods 13. Identify and repair minor problems of the instrument being studied 14. Demonstrate increased learning through a variety of music activities 15. Embellish four to eight measures of a folk song by creating rhythmic and melodic variations 16. Compose an eight-measure melody, using available technology, within teacher-specified parameters 17. Read and notate music 18. Identify career and vocational options in music 19. Identify and analyze cultures, styles, composers, and historical periods from materials being studied 20. Evaluate individual and group performances <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

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Technology	Computer Technology 9	<ol style="list-style-type: none"> 1. Relate ethics for digital multimedia to communication systems. 2. Define "communications." 3. Differentiate between analog and digital. 4. Research the history and development of various types of communication systems. 5. Describe career fields related to communication systems. 6. Use the universal systems model and the communication systems model to solve communication systems problems/challenges. 7. Analyze the impact of communication systems. 8. Demonstrate knowledge of communication systems through TSA leadership development and problem-solving activities. 9. Describe the principles of design. 10. Describe Geographical Information Systems (GIS) and Global Positioning System (GPS) 11. Utilize GIS and GPS. 12. Identify digital computer components and functions. 13. Identify electronic components and circuitry. 14. Utilize the Internet for uploading and downloading information. 15. Use computer control processes to manage a system. 16. Use telecommunication processes to communicate among various types of physical and atmospheric channels. 17. Define "technical design." 18. Define CAD, CAM, CIM, and rapid prototyping. 19. Produce technical sketches. 20. Generate a simple technical drawing. Generate a simple three-dimensional animation. <p>Please http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p> <p>Students who complete a two-year sequence have the opportunity to verify their knowledge of the workplace readiness skills through an industry</p>	<ol style="list-style-type: none"> 1. Identify the problem to be solved 2. Evaluate the importance of the problem for life, society and the environment 3. Outline the design brief 4. Formulate and discuss appropriate questions that guide the investigation 5. Identify and acknowledge a range of appropriate sources of information 6. Collect, analyze, select, organize and evaluate information 7. Evaluate the sources of information. 8. List the specific requirements that must be met by the product/solution 9. Design tests to evaluate the product/solution against the design specification 10. Generate several feasible designs that meet the design specification 11. Evaluate the designs against the design specification 12. Select one design and justify its choice. 13. Construct a plan to create the product/solution that has a series of logical steps 14. Construct a plan to create the product/solution that makes effective use of resources and time 15. Evaluate the plan and justify any modifications to the design. 16. Use a range of appropriate techniques and equipment competently 17. Ensure a safe working environment for themselves and others. 18. Follow the plan to produce the product/solution 19. Evaluate the plan and justify any changes to the plan (when necessary).

		<p>assessment.</p> <p>Certification: Students successfully completing the Communications Technology Program of Study will be prepared for the Adobe Photoshop CS2 certification and the NOCTI Industry Credential.</p>	<ol style="list-style-type: none"> 20. Create a product/solution of appropriate quality 21. Carry out tests to evaluate the product/solution against the design specification 22. Evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user 23. Evaluate the impact of the product/solution on individuals and on society 24. Explain how the product/solution could be improved. 25. Evaluate their performance at each stage of the design cycle 26. Suggest ways in which their performance could be improved. 27. Carry out units of work in technology using materials and techniques safely and responsibly 28. Work effectively as members of a team, collaborating, acknowledging and supporting the views of others 29. Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning <i>Students will have options to take specific classes for Advanced Placement (AP) credit beginning in grade 10.</i>	IB MYP Objectives
Language A	Adv. English 10	<ol style="list-style-type: none"> 1. Participate in, collaborate in, and report on small-group learning activities 2. Make planned oral presentations independently and within small groups 3. Analyze, produce, and examine similarities and differences between visual and verbal media messages 4. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts 5. Read, comprehend, and analyze literary texts of different cultures and eras 6. Read, interpret, analyze, and evaluate nonfiction texts 7. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes 8. Apply general essay structures to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content 9. Apply knowledge of the writing process to develop and strengthen writing and to reflect upon growth as writer 10. Use specific grammatical structures to develop cohesive writing, to improve sentence variety and to clarify the relationships among complex ideas and concepts 11. Collect, evaluate, organize, and present information to create a research product <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; s assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts 2. Understand and apply language A terminology in context 3. Analyze the effects of the author’s choices on an audience 4. Compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention 5. Compare and contrast works, and connect themes across and within genres 6. Express an informed and independent response to literary and non-literary texts. 7. Create work that employs organizational structures and language-specific conventions throughout a variety of text types 8. Organize ideas and arguments in a sustained, coherent and logical manner 9. Employ appropriate critical apparatus. 10. Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings 11. Use language accurately 12. Use appropriate and varied register, vocabulary and idiom 13. Use correct grammar and syntax 14. Use appropriate and varied sentence structure 15. Use correct spelling (alphabetic languages) or writing (character languages).

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Science	Chemistry	<ol style="list-style-type: none"> 1. Investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data 2. Investigate and understand that the placement of elements on the periodic table is a function of their atomic structure 3. Investigate and understand how conservation of energy and matter is expressed in chemical formulas and balanced equations 4. Investigate and understand that chemical quantities are based on molar relationships 5. Investigate and understand that the phases of matter are explained by kinetic theory and forces of attraction between particles 6. Investigate and understand how basic chemical properties relate to organic chemistry and biochemistry <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Gain a better understanding of the role of science in society 2. Become competent and confident when communicating information in science 3. Understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems and formulate scientifically supported arguments 4. Develop intellectual and practical skills to design and carry out scientific investigations independently and to evaluate the experimental design (method). 5. Collect, process and interpret sufficient qualitative and/or quantitative data to draw appropriate conclusions 6. Encourage students to develop safe, responsible and collaborative working practices in practical science

Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Humanities	Virginia and United States Government	<ol style="list-style-type: none"> 1. Demonstrate mastery of the social studies skills responsible citizenship requires 2. Demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government 3. Demonstrate knowledge of the concepts of democracy 4. Demonstrate knowledge of the Constitution of the United States 5. Demonstrate knowledge of the federal system described in the Constitution of the United States 6. Demonstrate knowledge of local, state, and national elections 7. Demonstrate knowledge of the organization and powers of the national government 8. Demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia 9. Demonstrate knowledge of the process by which public policy is made 10. Demonstrate knowledge of the operation of the federal judiciary 11. Demonstrate knowledge of civil liberties and civil rights 12. Demonstrate knowledge of the role of the United States in a changing world 13. Demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People’s Republic of China compare with the government and the economy in the United States 14. Demonstrate knowledge of economic systems 15. Demonstrate knowledge of the United States market economy 16. Demonstrate knowledge of the role of government in the Virginia and United States economies 17. Demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life 	<ol style="list-style-type: none"> 1. Use humanities terminology in context 2. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. 3. Formulate a clear and focused research question 4. Formulate and follow an action plan to investigate a research question 5. Use methods accurately to collect and record information consistent with the research question 6. Effectively address the research question. 7. Analyze concepts, events, issues, models and arguments 8. Analyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations 9. Interpret different perspectives and their implications 10. Synthesize information in order to make valid, well-supported arguments. 11. Communicate information and ideas using an appropriate style for the audience and purpose 12. Structure information and ideas in a way that is appropriate to the specified format 13. Document sources of information using a recognized convention.

		<p>18. Understand that thoughtful and effective participation in civic life is characterized by obeying the law and paying taxes; serving as a juror; participating in the political process; performing public service; keeping informed about current issues; respecting differing opinion in a diverse society; practicing personal and fiscal responsibility</p> <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Mathematics	Algebra II/Trig	<ol style="list-style-type: none"> 1. Solve compound inequalities, absolute value equations, and absolute value inequalities in one variable, both graphically and/or by using a compound statement 2. Identify the following function families: linear, quadratic, absolute value, square root, cubic, reciprocal, exponential, logarithmic, greatest integer and sinusoidal 3. Graph linear and absolute value inequalities in two variables 4. Graph piecewise-defined functions, greatest integer functions, and absolute value functions. 5. Solve systems of linear equations in three variables 6. Graph quadratic functions and be able to identify the vertex, axis (or line) of symmetry, zeros, x- and y-intercepts, domain and range, and intervals over which the graph is increasing/decreasing 7. Collect and analyze data to make predictions and solve practical problems 8. Recognize and manipulate equivalent forms of quadratic functions including: standard form, vertex form, and intercept form 9. Solve quadratic equations over the set of complex numbers by graphing, factoring, using the Square Root Property, completing the square, and by using the quadratic formula 10. Perform operations with complex numbers and simplify the results using patterns of powers of i and identify field properties that are valid for complex numbers 11. Graph of a quadratic function, the student will write the equation in standard form, vertex form, and intercept form 12. Solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically 13. Divide a polynomial expression by a monomial or a binomial using long division and synthetic division 14. Identify the general shapes of graphs of polynomial functions 15. Analyze and sketch polynomial functions, describe the end behavior, define intervals over which a function is increasing/decreasing, determine the domain and range, and locate relative minimum/maximum values 	<ol style="list-style-type: none"> 1. Know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) 2. Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts 3. Select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts. 4. Select and apply appropriate inquiry and mathematical problem-solving techniques 5. Recognize patterns 6. Describe patterns as relationships or general rules 7. Draw conclusions consistent with findings 8. Justify or prove mathematical relationships and general rules. 9. Use appropriate mathematical language in both oral and written explanations 10. Use different forms of mathematical representation 11. Communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems. 12. Explain whether their results make sense in the context of the problem 13. Explain the importance of their findings in connection to real life where appropriate 14. Justify the degree of accuracy of their results where appropriate

	<ol style="list-style-type: none"> 16. Factor higher degree polynomials completely including the sum and difference of cubes 17. Determine the number and type of roots for polynomial equations and 18. Solve by factoring and applying other techniques for solving quadratic equations 19. Determine the number and type of roots for polynomial equations and find the zeros of a polynomial function 20. Find the sum, difference, product, quotient, and composition of multiple functions 21. Find the inverse of a function or relation both algebraically and graphically and be able to determine if two functions or relations are inverses 22. Graph a square root function using a transformational approach and identify the domain and range 23. Add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables and expressions containing rational exponents 24. Recognize multiple representations of exponential and logarithmic functions including: determining the domain and range, graphing using a transformational approach and a graphing calculator, naming the equation of the asymptote of the graph, describing the end behavior of the function, and writing the equation given a graph or table of values 25. Use properties of exponents and logarithms to solve equations, including converting logarithmic equations to exponential equations and vice versa; simplifying logarithmic expressions, including common and natural logarithms; and solving problems involving exponential growth and decay 26. Collect and analyze data, determine the equation of the curve of best fit, make predictions, and solve real-world problems, using mathematical models 27. Graph rational functions and identify the domain, range, zeros, and asymptotes of rational functions 28. Solve equations containing rational algebraic expressions algebraically and check solutions graphically 29. Model and solve real-world problems by using inverse variation, joint variation, and a combination of direct and inverse variation 30. Define and distinguish between sequences and series, including arithmetic and geometric sequences, and arithmetic and geometric 	<ol style="list-style-type: none"> 15. Suggest improvements to the method when necessary
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		<p>series</p> <ol style="list-style-type: none"> 31. Apply the properties of arithmetic or geometric sequences and series to solve real-world problems, including computing the common difference or ratio, writing the first n terms, and finding the nth term, and evaluating summation formulas 32. When given the formula, find the sum of a convergent infinite series 33. Generalize patterns in a sequence using explicit and recursive formulas 34. Distinguish between permutations and combinations. Students will use permutations and combinations to find probabilities and use technology to solve real-world problems 35. Identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve. A graphing calculator or a standard normal probability table will be used to determine probabilities or percentiles based on z-scores 36. Given the value of one trigonometric function, find the values of the other trigonometric functions, using definitions and properties of trigonometric functions 37. Use and convert between degree measures and radian measures. The student will draw and find angles in standard position 38. Use right triangles to evaluate trigonometric functions 39. Use the Law of Sines and the Law of Cosines to solve triangles. The students will find the area of a triangle using two sides and an included angle 40. Find values of trigonometric functions based on the unit circle without a calculator and use the properties of periodic functions to evaluate trigonometric functions 41. Describe and graph the six trigonometric functions and recognize their domain and range 42. Understand and use the inverse sine, cosine, tangent functions. The student will find values of inverse trigonometric functions 43. Use trigonometric identities to find trigonometric values and simplify expressions <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>All students will take the Virginia SOL end-of-course test.</p>	
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Language B	Spanish III French III	<ol style="list-style-type: none"> 1. Engage in original and spontaneous oral and written communications in Spanish/French 2. Demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations 3. Comprehend spoken and written Spanish presented through a variety of media and based on new topics in familiar and unfamiliar contexts 4. Present information orally and in writing in Spanish, combining learned and original language in increasingly complex sentences and paragraphs 5. Present in Spanish student-created and culturally authentic stories, poems, and/or skits 6. Examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures 7. Use Spanish to reinforce and broaden knowledge of connections between Spanish and other subject areas 8. Discuss in Spanish why similarities and differences exist within and among cultures 9. Strengthen knowledge of the English language through study and analysis of increasingly complex elements of the Spanish language 10. Improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Understand and respond to simple spoken texts 2. Communicate information containing relevant ideas and some details in a limited range of familiar situations 3. Request and provide information in a limited range of familiar situations 4. Use language appropriate to a limited range of interpersonal and cultural contexts 5. Use some aspects of register in formal and informal oral communication 6. Use basic language accurately 7. Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone. 8. Understand messages presented in visual texts 9. Understand main ideas and supporting details in visual texts presented with spoken and/or written text 10. Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text 11. Recognize visual conventions used in texts 12. Understand and respond to simple visual texts. 13. Understand basic facts in written texts 14. Understand main ideas and supporting details, and draw some conclusions from written texts 15. Recognize basic aspects of format and style 16. Understand and respond to simple written texts. 17. communicate information containing relevant ideas and some details in a limited range of familiar situations 18. Request and provide information in a limited range of familiar situations

			<ol style="list-style-type: none">19. Use language appropriate to a limited range of interpersonal and cultural contexts20. Understand and use basic language conventions accurately21. Use some aspects of register in formal and informal written communication.
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Physical Education	Health and Physical Education 10	<ol style="list-style-type: none"> 1. Demonstrate proficiency in all basic movement skills and patterns and competency in at least three self-selected, lifelong, skill-related physical activities 2. Apply movement principles and concepts to skill performance 3. Demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness 4. Demonstrate appropriate behavior in all physical activity settings 5. Analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Use physical education terminology in context 2. Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts 3. Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts 4. Use their knowledge to analyze situations and solve problems. 5. Explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity 6. Compose aesthetic movements 7. Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow. 8. Demonstrate the skills and techniques necessary for active participation in a variety of physical activities 9. Apply tactics, strategies and rules in both individual and group situations 10. Perform movement concepts and sequences of movement in a variety of physical contexts. 11. Communicate effectively, including verbal and non-verbal forms of communication 12. Demonstrate attitudes and strategies that enhance their relationships with others 13. Show respect and sensitivity to their own and different cultures 14. Take responsibility for their own learning

			<p>process and demonstrate engagement with the activity</p> <ol style="list-style-type: none">15. Reflect critically upon their own achievements16. Set goals to enhance learning and take action towards achieving them.
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Arts	Paint, Drawing & Printmaking	<ol style="list-style-type: none"> 1. Understand that the definition of art changes over time. 2. Analyze how drawings, paintings, and prints have diverse value(s) and meaning(s) 3. Understand that drawings, paintings, and prints can have different value(s) and meaning(s) for the viewer and the artist 4. Understand the different purposes of drawings, paintings, and prints. 5. Compare and contrast formalist, imitationalist, expressionist, and contextualist approaches as they relate to drawings, paintings, and prints 6. Understand how interpretations of artworks can be object-based, viewer-based, artist-based, or context-based 7. Interpret drawings, paintings, and prints by analyzing their visual content 8. Analyze how theoretical questions generate possible rather than right or wrong answers 9. Investigate how artworks have different, competing and contradictory meanings 10. Examine internal and external information about drawings, paintings, and prints 11. Examine how artists derive and use personal symbols in drawings, paintings, and prints <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	IB MYP Objectives
Arts	Mixed Chorus Advanced	<ol style="list-style-type: none"> 1. Demonstrate proper vocal technique as applied to advanced literature 2. Consistently perform with accurate intonation in solo and ensemble singing 3. Sing with purity of vowels and clarity of consonants 4. Sing in a manner reflecting the expressive qualities of music in rehearsal and performance. 5. Perform music written in four or more parts with and without accompaniment 6. Respond to various conducting patterns and interpretive gestures 7. Sing independently 8. Respond to music through movement 9. Read and write notation 10. Create music through composing, improvising, and arranging 11. Identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied 12. Study and sing selections representing various historical periods, styles, and cultures, including selections in a variety of foreign languages 13. Evaluate music performances 14. Make informed decisions as a consumer of music 15. Discuss the relationship between music and the other fine arts and between music and disciplines outside the arts 16. Identify the collaborative nature of the choral art <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Arts	Advanced Band Advanced Orchestra	<ol style="list-style-type: none"> 1. Demonstrate proper posture, embouchure, hand position, and playing position 2. Produce tones that are clear, free of tension, sustained, and unwavering in pitch 3. Adjust intonation and match pitches 4. Incorporate tempo changes and a variety of rhythms and meters in materials being studied 5. Demonstrate a variety of articulations or bowings 6. Perform all major scales and selected melodic minor scales with one-octave tonic arpeggios, ascending and descending, in eighth notes (M.M. quarter note = 72). 7. The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open 8. The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 72) throughout the practical range of the instrument 9. Use dynamic contrast and technical skills as a means of expression 10. Demonstrate musical phrasing through the use of dynamic emphasis and tempo modification 11. Demonstrate ensemble skills 12. Sight-read music of varying styles and levels of difficulty 13. Sing a part while other students sing or play contrasting parts 14. Perform music from a variety of cultures, styles, and historical periods 15. Identify and repair minor problems of the instrument being studied 16. Demonstrate increased learning through a variety of music activities 17. Improvise a melody to a I-IV-V-I chord progression 18. Arrange accompanying harmonies or counter melodies to a given melody 19. Read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 4-5. 20. Research career and avocational options in music, using available 	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 2. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 3. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions 4. Apply skills, techniques and processes to create, perform and/or present art. 5. their own artwork 6. Reflect critically on their own artistic development and processes at different stages of their work 7. Evaluate their work 8. Use feedback to inform their own artistic development and processes 9. Show commitment in using their own artistic processes 10. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 11. Support, encourage and work with their peers in a positive way 12. Be receptive to art practices and artworks from various cultures, including their own

		<p>technology</p> <ol style="list-style-type: none"> 21. Identify, define, and apply music terms and symbols from materials being studied 22. Compare and contrast materials being studied in its historical and cultural context 23. Diagnose and correct personal performance errors 24. Discuss relationships between music concepts and the concepts of other disciplines 25. Demonstrate concert etiquette as an active listener 26. Articulate expressive qualities of music <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Technology	Photography and Printing	<ol style="list-style-type: none"> 1. Demonstrate Virginia's Workplace Readiness Skills in course 2. activities 3. Apply Virginia's All Aspects of Industry elements in course 4. activities 5. Identify Internet safety issues and procedures for complying with acceptable use standards 6. Identify the purposes and goals of the student organization. 7. Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. 8. Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. 9. Define the term "photography." 10. Research the history and development of photography. 11. Identify camera types and parts of the camera. 12. Examine the physical properties of light and optical systems as related to photography. 13. Examine the physical and chemical properties of film and paper. 14. Utilize the camera systems, controls, and speeds to properly expose an image. 15. Use the basic rules of composition and design to produce an image. 16. Produce a photographic image. 17. Use various techniques to correct, enhance, or transform an image. Utilize safety and environmentally friendly procedures and practices. 18. Maintain a portfolio of photographic images. 19. Apply design processes in using a variety of presentation techniques for images. 20. Capture and/or create digital images using hardware and software. 21. Evaluate the work of a published or professional photographer. 22. Demonstrate proper handling and care of lab equipment. 23. Explore the ethical and legal issues related to imaging technology. 24. Explore careers in imaging technology. <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a</p>	<ol style="list-style-type: none"> 1. Identify the problem to be solved 2. Evaluate the importance of the problem for life, society and the environment 3. Outline the design brief 4. Formulate and discuss appropriate questions that guide the investigation 5. Identify and acknowledge a range of appropriate sources of information 6. Collect, analyze, select, organize and evaluate information 7. Evaluate the sources of information. 8. List the specific requirements that must be met by the product/solution 9. Design tests to evaluate the product/solution against the design specification 10. Generate several feasible designs that meet the design specification 11. Evaluate the designs against the design specification 12. Select one design and justify its choice. 13. Construct a plan to create the product/solution that has a series of logical steps 14. Construct a plan to create the product/solution that makes effective use of resources and time 15. Evaluate the plan and justify any modifications to the design. 16. Use a range of appropriate techniques and equipment competently 17. Ensure a safe working environment for themselves and others 18. Follow the plan to produce the

		<p>detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p> <p>Students who complete a two-year sequence have the opportunity to verify their knowledge of the workplace readiness skills through an industry assessment.</p> <p>Certification: Students successfully completing the Communications Technology Program of Study will be prepared for the Adobe Photoshop CS2 certification and the NOCTI Industry Credential.</p>	<p>product/solution</p> <ol style="list-style-type: none"> 19. Evaluate the plan and justify any changes to the plan (when necessary) 20. Create a product/solution of appropriate quality 21. Carry out tests to evaluate the product/solution against the design specification 22. Evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user 23. Evaluate the impact of the product/solution on individuals and on society 24. Explain how the product/solution could be improved. 25. Evaluate their performance at each stage of the design cycle 26. Suggest ways in which their performance could be improved. 27. Carry out units of work in technology using materials and techniques safely and responsibly 28. Work effectively as members of a team, collaborating, acknowledging and supporting the views of others 29. Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Arts	Art Foundations	<ol style="list-style-type: none"> 1. Maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool 2. Select representative works of art for a portfolio 3. Produce works of art that demonstrate the experimental application of the elements of art and the principles of design 4. Recognize and identify technological developments in the visual arts 5. Demonstrate the use of technology and electronic media as artistic tools 6. Produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture 	<ol style="list-style-type: none"> 13. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 14. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 15. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and

	<ol style="list-style-type: none"> 7. Use a variety of subject matter and symbols to express ideas in works of art 8. Create works of art that represent originality, personal expression, and craftsmanship 9. Define and practice ethical procedures when producing works of art. 10. Demonstrate skill in preparing and displaying works of art 11. Describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educator) 12. Describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art 13. Describe works of art, using appropriate art vocabulary 14. Identify major art movements and influential artists according to locations, cultures, and historical periods 15. Identify features of a work of art, including media, subject matter, and formal choices, that influence meaning 16. Describe the role of mass media in influencing preference, perception, and communication 17. Describe and analyze the function, purpose, and perceived meanings of specific works of art studied 18. Identify and examine symbols in works of art and discuss possible reasons for their use 19. Employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art 20. Critique works of art with reference to the elements of art and the principles of design 21. Analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating 22. Differentiate between personal preference and informed judgment when discussing works of art 23. Use established criteria to participate in critiques 24. Describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole 25. Classify works of art as representational, abstract, nonobjective, and/or conceptual 26. Discuss how aesthetics are reflected in everyday life 27. Discuss ways that aesthetic responses to works of art differ from judgments 	<ol style="list-style-type: none"> communicating their artistic intentions 16. Apply skills, techniques and processes to create, perform and/or present art. 17. their own artwork 18. Reflect critically on their own artistic development and processes at different stages of their work 19. Evaluate their work 20. Use feedback to inform their own artistic development and processes 21. Show commitment in using their own artistic processes 22. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 23. Support, encourage and work with their peers in a positive way 24. Be receptive to art practices and artworks from various cultures, including their own
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		<p>28. Demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments</p> <p>29. Discuss current problems and issues of the art world</p> <p>30. Study and describe the aesthetic properties found in works of art</p> <p>31. Speculate on the intentions and choices of those who created a work of art</p> <p>32. Discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism</p> <p>33. Formulate a definition for the word <i>art</i> and defend that definition in relation to objects in the world</p> <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Arts	Mixed Chorus Intermediate	<ol style="list-style-type: none"> 1. Demonstrate proper posture and breathing techniques to support vocal production 2. Sing with a free and clear tone, using accurate intonation 3. Sing with purity of vowels and clarity of consonants use dynamics, tempo, blend, and balance in a group performance 4. Sing music written in three or more parts 5. Respond to conducting patterns and interpretive gestures 6. Respond to music through movement 7. Improvise within limited parameters 	<ol style="list-style-type: none"> 13. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts 14. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes 15. Communicate a critical understanding of the art form studied in the context of develop an

		<p>8. Read and write music notation</p> <p>9. Identify musical forms and textures</p> <p>10. Study and perform selections representing diverse historical periods, styles, and cultures</p> <p>11. Use choral techniques and musicianship in the evaluation of music performances</p> <p>12. Investigate the relationship of music to the other fine arts and to disciplines outside the arts</p> <p>13. Demonstrate an awareness of the collaborative nature of the choral art</p> <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<p>idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions</p> <p>16. Apply skills, techniques and processes to create, perform and/or present art.</p> <p>17. their own artwork</p> <p>18. Reflect critically on their own artistic development and processes at different stages of their work</p> <p>19. Evaluate their work</p> <p>20. Use feedback to inform their own artistic development and processes</p> <p>21. Show commitment in using their own artistic processes</p> <p>22. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks</p> <p>23. Support, encourage and work with their peers in a positive way</p> <p>24. Be receptive to art practices and artworks from various cultures, including their own</p>
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Arts	Intermediate Band Intermediate Orchestra	<p>1. Demonstrate proper posture, embouchure, hand position, and playing position</p> <p>2. Produce tones that are clear, free of tension, sustained, and unwavering in pitch</p> <p>3. Demonstrate a variety of articulations or bowings</p> <p>4. Perform major scales, ascending and descending, in eighth notes (M.M. quarter note = 72)</p> <p>5. The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum</p>	<p>13. Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts</p> <p>14. Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes</p> <p>15. Communicate a critical understanding of the art form studied in the context of develop an idea, theme or personal interpretation to a point of realization, expressing and</p>

	<p>Rudiments, open-close-open.</p> <ol style="list-style-type: none"> 6. The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72). 7. Use dynamic contrast and technical skills as means of expression 8. Demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour 9. Demonstrate ensemble skills 10. Sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 2-4 11. Sing a part while other students sing or play contrasting parts 12. Perform music from a variety of cultures, styles, and historical periods 13. Identify and repair minor problems of the instrument being studied 14. Demonstrate increased learning through a variety of music activities 15. Embellish four to eight measures of a folk song by creating rhythmic and melodic variations 16. Compose an eight-measure melody, using available technology, within teacher-specified parameters 17. Read and notate music 18. Identify career and vocational options in music 19. Identify and analyze cultures, styles, composers, and historical periods from materials being studied 20. Evaluate individual and group performances <p>Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p>	<p>communicating their artistic intentions</p> <ol style="list-style-type: none"> 16. Apply skills, techniques and processes to create, perform and/or present art. 17. their own artwork 18. Reflect critically on their own artistic development and processes at different stages of their work 19. Evaluate their work 20. Use feedback to inform their own artistic development and processes 21. Show commitment in using their own artistic processes 22. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 23. Support, encourage and work with their peers in a positive way 24. Be receptive to art practices and artworks from various cultures, including their own
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Subject	Course	Virginia Beach City Public Schools Program of Study Based on VDOE Standards of Learning	MYP Objectives
Technology	Computer Technology 9	<ol style="list-style-type: none"> 1. Relate ethics for digital multimedia to communication systems. 2. Define "communications." 3. Differentiate between analog and digital. 4. Research the history and development of various types of communication systems. 5. Describe career fields related to communication systems. 6. Use the universal systems model and the communication systems model to solve communication systems problems/challenges. 7. Analyze the impact of communication systems. 8. Demonstrate knowledge of communication systems through TSA leadership development and problem-solving activities. 	<ol style="list-style-type: none"> 30. Identify the problem to be solved 31. Evaluate the importance of the problem for life, society and the environment 32. Outline the design brief 33. Formulate and discuss appropriate questions that guide the investigation 34. Identify and acknowledge a range of appropriate sources of information 35. Collect, analyze, select, organize and evaluate information 36. Evaluate the sources of information.

	<p>9. Describe the principles of design.</p> <p>10. Describe Geographical Information Systems (GIS) and Global Positioning System (GPS)</p> <p>11. Utilize GIS and GPS.</p> <p>12. Identify digital computer components and functions.</p> <p>13. Identify electronic components and circuitry.</p> <p>14. Utilize the Internet for uploading and downloading information.</p> <p>15. Use computer control processes to manage a system.</p> <p>16. Use telecommunication processes to communicate among various types of physical and atmospheric channels.</p> <p>17. Define "technical design."</p> <p>18. Define CAD, CAM, CIM, and rapid prototyping.</p> <p>19. Produce technical sketches.</p> <p>20. Generate a simple technical drawing. Generate a simple three-dimensional animation.</p> <p>Please see Please see http://www.vbschools.com/curriculum/high/index.asp for a detailed description of objectives.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Middle Years Program. Most assessments will be internally assessed; select assessments will be moderated by trained IB educators.</p> <p>Students who complete a two-year sequence have the opportunity to verify their knowledge of the workplace readiness skills through an industry assessment.</p> <p>Certification: Students successfully completing the Communications Technology Program of Study will be prepared for the Adobe Photoshop CS2 certification and the NOCTI Industry Credential.</p>	<p>37. List the specific requirements that must be met by the product/solution</p> <p>38. Design tests to evaluate the product/solution against the design specification</p> <p>39. Generate several feasible designs that meet the design specification</p> <p>40. Evaluate the designs against the design specification</p> <p>41. Select one design and justify its choice.</p> <p>42. Construct a plan to create the product/solution that has a series of logical steps</p> <p>43. Construct a plan to create the product/solution that makes effective use of resources and time</p> <p>44. Evaluate the plan and justify any modifications to the design.</p> <p>45. Use a range of appropriate techniques and equipment competently</p> <p>46. Ensure a safe working environment for themselves and others.</p> <p>47. Follow the plan to produce the product/solution</p> <p>48. Evaluate the plan and justify any changes to the plan (when necessary).</p> <p>49. Create a product/solution of appropriate quality</p> <p>50. Carry out tests to evaluate the product/solution against the design specification</p> <p>51. Evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user</p> <p>52. Evaluate the impact of the product/solution on individuals and on society</p>
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			<ul style="list-style-type: none"> 53. Explain how the product/solution could be improved. 54. Evaluate their performance at each stage of the design cycle 55. Suggest ways in which their performance could be improved. 56. Carry out units of work in technology using materials and techniques safely and responsibly 57. Work effectively as members of a team, collaborating, acknowledging and supporting the views of others 58. Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology
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Subject	Course	<p style="text-align: center;">Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>Diploma students may also take additional elective classes if they have room in their schedule.</i></p> <p style="text-align: center;"><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p style="text-align: center;">Assessment in the IB Diploma Program</p> <p><i>Standard Level: One Year of Study Higher Level: Two Years of Study</i></p>
<p>Group 1: Studies in Language and Literature</p>	<p>IB English 11/12 Literature</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them 2. Demonstrate an understanding of the ways in which cultural values are expressed in literature 3. Demonstrate awareness of the significance of the context in which a work is written and received 4. Substantiate and justify ideas with relevant examples 5. Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader 6. Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts 7. Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning (HL only) 8. Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style 9. Demonstrate a command of terminology and concepts appropriate to the study of literature 	<p>The model for language A: literature is the same at [Standard Level] SL and [Higher Level] HL but there are significant quantitative and qualitative differences between the levels.</p> <p>SL students are required to study 10 works, whereas HL students are required to study 13.</p> <p>Two of the assessment tasks for SL are less demanding than the comparable HL tasks.</p> <ul style="list-style-type: none"> • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen

		<p>10. Demonstrate an ability to express well-organized oral and written arguments</p> <p>11. Demonstrate an ability to write a sustained and detailed literary commentary (HL only)</p>	<p>prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.</p> <p>In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL (Baccalaureate, 2011).</p> <p>All students will take the Virginia SOL end-of-course test.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>
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Subject	Course	<p style="text-align: center;">Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>Diploma students may also take an additional elective class if they have room in their schedule.</i></p> <p style="text-align: center;"><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p style="text-align: center;">Assessment in the IB Diploma Program</p> <p><i>Standard Level: One Year of Study Higher Level: Two Years of Study</i></p>
<p>Group 2:</p> <p>Language Acquisition</p>	<p>Language <i>ab initio</i></p> <p>Language B SL</p> <p>Language B HL</p>	<ol style="list-style-type: none"> 1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. Use language appropriate to a range of interpersonal and/or cultural contexts 3. Understand and use language to express and respond to a range of ideas with accuracy and fluency 4. Organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyze and respond to a range of written and spoken texts 6. Understand and use works of literature written in the target language of study (HL only). <p>Aims:</p> <ol style="list-style-type: none"> 1. Develop students' intercultural understanding 2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes 3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures 	<p>SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.</p> <p>The core—with topics common to both levels—is divided into three areas and is a required area of study.</p> <ul style="list-style-type: none"> • Communication and media • Global issues • Social relationships <p>In addition, at both SL and HL, teachers select two from the following five options.</p> <ul style="list-style-type: none"> • Cultural diversity • Customs and traditions • Health • Leisure • Science and technology

		<ol style="list-style-type: none"> 4. Develop students' awareness of the role of language in relation to other areas of knowledge 5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar 6. Provide students with a basis for further study, work and leisure through the use of an additional language 7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language. <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>	<p>Also, at HL, students read two works of literature.</p> <p>External Assessments are timed tests.</p> <ol style="list-style-type: none"> 1. External Assessment for Language B SL includes: <ul style="list-style-type: none"> • Paper 1: Receptive Skills Text handling exercises based on 4 written texts • Paper 2: Written Productive Skills 250-400 words from a choice of five options • Written Assessment: Receptive and written productive skills Reading followed by a written exercise of 100-400 words plus a 100 work rationale 2. Internal Assessment for Language B SL includes: <ul style="list-style-type: none"> • Individual Oral (8 to 10 minutes) • Interactive Oral Activity 3. External Assessment for Language B HL includes: <ul style="list-style-type: none"> • Paper 1: Receptive Skills Text handling exercises based on 5 written texts • Paper 2: Written Productive Skills Two-compulsory writing exercises Section A: 250-400 words based of five options Section B: Response of 150-250 words to a stimulus text • Written Assignment: Receptive and productive skills Creative writing of 500-600 words plus a 150-word rational based on one of the literary texts 4. Internal Assessment for Language B HL includes: <ul style="list-style-type: none"> • Individual Oral (8 to 10 minutes) • Interactive Oral Activity
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Subject	Course	<p style="text-align: center;">Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>Diploma students may also take an additional elective class if they have room in their schedule.</i></p> <p style="text-align: center;"><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p style="text-align: center;">Assessment in the IB Diploma Program</p> <p><i>Standard Level: One Year of Study Higher Level: Two Years of Study</i></p>
<p>Group 3: Individuals and Societies</p>	<p>World Studies (IB History of Europe/IB 20th Century Topics)</p>	<ol style="list-style-type: none"> 1. Recall and select relevant historical knowledge 2. Demonstrate an understanding of historical context 3. Demonstrate an understanding of historical processes: cause and effect; continuity and change 4. Understand historical sources (SL/HL paper 1) 5. Deploy detailed, in-depth knowledge (HL paper 3) 6. Demonstrate knowledge and understanding of a specific historical topic (IA) 7. Assessment objective 2: Application and interpretation 8. Apply historical knowledge as evidence 9. Show awareness of different approaches to, and interpretations of, historical issues and events 10. Compare and contrast historical sources as evidence (SL/HL paper 1) 11. Present a summary of evidence (IA) 12. Assessment objective 3: Synthesis and evaluation 13. Evaluate different approaches to, and interpretations of, historical issues and events 14. Evaluate historical sources as evidence (SL/HL paper 1 and IA) 	<p>The model for Diploma Program history is a core curriculum for SL and HL students, consisting of prescribed subjects and topics. Students opt either for route 1, history of Europe and the Islamic world, or route 2, 20th century world history. HL students are required, in addition, to undertake an in-depth study of a period of history. Students following the route 1 core must study option 1 while students following the route 2 core must select one option from options 2–5.</p> <p><i>Please see the attached document which clarifies assessment differences between SL and HL expectations.</i></p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>

		<ul style="list-style-type: none"> 15. Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1) 16. Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3) 17. Synthesize by integrating evidence and critical commentary (HL paper 3) 18. Present an analysis of a summary of evidence (IA) 19. Assessment objective 4: Use of historical skills 20. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced 21. and focused historical arguments (SL/HL paper 2 and HL paper 3) 22. Demonstrate evidence of research skills, organization and referencing (IA) 	
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Subject	Course	<p style="text-align: center;">Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The course is available for examinations in English, French and Spanish</i></p> <p style="text-align: center;"><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p style="text-align: center;">Assessment in the IB Diploma Program</p> <p>Standard Level: One Year of Study Higher Level: Two Years of Study</p>
Group 4: Experimental Sciences	Biology Chemistry Physics	<ol style="list-style-type: none"> 1. Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students 2. Provide a body of knowledge, methods and techniques that characterize science and technology 3. Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology 4. Develop an ability to analyze, evaluate and synthesize scientific information 5. Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities 6. Develop experimental and investigative scientific skills 7. Develop and apply the students' information and communication technology skills in the study of science 8. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology 9. Develop an appreciation of the possibilities and limitations associated 	<p>The internal assessment (IA) requirements are the same for all group 4 subjects, with the exception of design technology, which has an additional element. The IA, worth 24% of the final assessment (or 36% for design technology), consists of an interdisciplinary project, a mixture of short- and long-term investigations (such as practicals and subject-specific projects) and, for design technology only, the design project.</p> <p>Student work is internally assessed by the teacher and externally moderated by the IBO. The performance in IA at both SL and HL is marked against assessment criteria, with each criterion having a maximum mark of 6.</p> <p>Rationale for practical work</p> <p>Although the requirements for IA are mainly centered on the assessment of practical skills, the</p>

		<p>with science and scientists</p> <p>10. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.</p> <p>11. Demonstrate an understanding of:</p> <ol style="list-style-type: none"> scientific facts and concepts scientific methods and techniques scientific terminology methods of presenting scientific information. <p>12. Apply and use:</p> <ol style="list-style-type: none"> scientific facts and concepts scientific methods and techniques scientific terminology to communicate effectively appropriate methods to present scientific information. <p>13. Construct, analyze and evaluate:</p> <ol style="list-style-type: none"> hypotheses, research questions and predictions scientific methods and techniques scientific explanations. <p>14. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.</p> <p>15. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety</p>	<p>different types of experimental work that a student may engage in serve other purposes, including:</p> <ul style="list-style-type: none"> illustrating, teaching and reinforcing theoretical concepts developing an appreciation of the essential hands-on nature of scientific work developing an appreciation of the benefits and limitations of scientific methodology. <p>Group 4 Project:</p> <p>The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared in line with aim 10—that is, to “encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method”. The project can be practically or theoretically based. Collaboration between schools in different regions is encouraged.</p> <p>The group 4 project allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.</p> <p>The choice of scientific or technological topic is open but the project should clearly address aims 7, 8 and 10 of the group 4 subject guides.</p>
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	<p>Design Technology</p>	<p><i>Note: The aims and objectives for design technology are different from the aims and objectives for the other group 4 subjects.</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of: <ul style="list-style-type: none"> • relevant facts and concepts • design and technological methods and techniques • technological terminology • methods of presenting technological information. 2. Apply and use: <ul style="list-style-type: none"> • relevant facts and concepts • design methods and technological techniques • technological terminology to communicate effectively • appropriate communication methods to present information. 3. Construct, analyze and evaluate: 	<p>Ideally, the project should involve students collaborating with those from other group 4 subjects at all stages. To this end, it is not necessary for the topic chosen to have clearly identifiable separate subject components. However, for logistical reasons some schools may prefer a separate subject “action” phase (see the following “Project stages” section).</p> <p>All students will take the Virginia SOL end-of-course test where appropriate.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p> <p>Design technology students at SL are required to spend 55 hours, and students at HL 81 hours, on practical/investigative work. This includes 28 hours on the design project at SL and 41 hours on the design project at HL. This also includes 10 hours for the group 4 project for both SL and HL.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>
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		<ul style="list-style-type: none"> • design briefs, problems, specifications and plans • methods, techniques and products • data, information and technological explanations. <p>4. Demonstrate the personal skills of cooperation, perseverance, integrity and responsibility appropriate for effective designing.</p> <p>5. Demonstrate the manipulative skills, processes and techniques necessary to carry out technological activity with precision and safety.</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. A sense of curiosity as they acquire the skills necessary for independent and lifelong learning and 2. action through inquiry into the technological world around them 3. An ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology 4. Initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making 5. An ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others 6. A propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems 7. An understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives 8. A willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence 9. An understanding of the contribution of design and technology to the 	
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		<p>promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being</p> <p>10. Empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment</p> <p>11. Skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhanced solutions to technological problems.</p>	
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Subject:	Course	<p>Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The course is available for examinations in English, French and Spanish</i></p> <p><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p>Assessment in the IB Diploma Program</p> <p>Standard Level: One Year of Study Higher Level: Two Years of Study</p>
Group 5: Mathematics and Computer Science	Mathematical Studies SL <u>only</u>	<ol style="list-style-type: none"> Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts. Problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems. 	<p>External assessment (3 hours) Paper 1 (1 hour 30 minutes) 15 compulsory short-response questions based on the whole syllabus.</p> <p>Paper 2 (1 hour 30 minutes) 6 compulsory extended-response questions based</p>

	Mathematics SL	<ol style="list-style-type: none"> 3. Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation. 4. Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems. 5. Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions. 6. Investigative approaches: investigate unfamiliar situations involving organizing and analyzing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations. <ol style="list-style-type: none"> 1. Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts. 2. Problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems. 3. Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation. 4. Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems. 5. Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions. 6. Inquiry approaches: investigate unfamiliar situations, both abstract 	<p>on the whole syllabus.</p> <p>Internal assessment Project The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.</p> <p>All students will take the Virginia SOL end-of-course test where appropriate.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p> <p>External assessment (3 hours) Paper 1 (1 hour 30 minutes) No calculator allowed. Section A Compulsory short-response questions based on the whole syllabus.</p> <p>Section B Compulsory extended-response questions based on the whole syllabus.</p> <p>Paper 2 (1 hour 30 minutes) Graphic display calculator required.</p> <p>Section A Compulsory short-response questions based on the whole syllabus.</p> <p>Section B Compulsory extended-response questions based on</p>
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	Mathematics HL	<p>and real-world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.</p> <p>Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics HL course, students will be expected to demonstrate the following.</p> <ol style="list-style-type: none"> 1. Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts. 2. Problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems. 3. Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation. 4. Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems. 5. Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions. 6. Inquiry approaches: investigate unfamiliar situations, both abstract and real-world, involving organizing and analyzing information, making 	<p>the whole syllabus.</p> <p>All students will take the Virginia SOL end-of-course test where appropriate.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p> <p>Paper 1 (2 hours) This paper consists of section A, short-response questions, and section B, extended-response questions. Students are not permitted access to any calculator on this paper.</p> <p>Paper 2 (2 hours) This paper consists of section A, short-response questions, and section B, extended-response questions. A GDC is required for this paper, but not every question will necessarily require its use.</p> <p>Paper 3 (1 hour) This paper consists of a small number of compulsory extended-response questions based on the option chosen.</p> <ol style="list-style-type: none"> 1. Questions require extended responses involving sustained reasoning. 2. Individual questions will develop a single theme or be divided into unconnected parts. Where the latter occur, the unconnected parts will be clearly labeled as such. 3. Questions may be presented in the form of words, symbols, diagrams or tables, or combinations of these. 4. Normally, each question reflects an incline of
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		<p>conjectures, drawing conclusions and testing their validity.</p>	<p>difficulty, from relatively easy tasks at the start of a question to relatively difficult tasks at the end of a question. The emphasis is on problem-solving.</p> <p>All students will take the Virginia SOL end-of-course test where appropriate.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>
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Subject	Course	<p style="text-align: center;">Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p><i>Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.</i></p> <p><i>Diploma students may also take an additional elective class if they have room in their schedule.</i></p> <p style="text-align: center;"><i>Diploma students will have options to take Advanced Placement Exams.</i></p>	<p style="text-align: center;">Assessment in the IB Diploma Program</p> <p><i>Standard Level: One Year of Study Higher Level: Two Years of Study</i></p>
Group 6: The Arts	IB Visual Arts	<ol style="list-style-type: none"> 1. Respond to and analyze critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts 2. Develop and present independent ideas and practice, and explain the connections between these and the work of others 3. Explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations 4. Develop and maintain a close relationship between investigation and a purposeful, creative process in studio work 5. Produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness 6. Develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (option A) and technical competence and self-direction (option B). <p>Aims:</p>	<p>Because of the nature of the subject, quality work in visual arts can be produced by students at both HL and SL. The aims and assessment objectives are the same for visual arts students at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.</p> <p><i>The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, to produce a larger body of work and work of greater depth.</i></p> <p>Studio SL The student prepares a selection of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an</p>

		<p>place and cultures</p> <ol style="list-style-type: none"> 2. Appropriate musical terminology to describe and reflect their critical understanding of music 3. Comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied) 4. Creative skills through exploration, control and development of musical elements (SLC, HL) 5. Performance skills through solo music making (SLS, HL) or group music making (SLG) 6. Critical-thinking skills through reflective thought. <p>Aims:</p> <ul style="list-style-type: none"> • Enjoy lifelong engagement with the arts • Become informed, reflective and critical practitioners in the arts • Understand the dynamic and changing nature of the arts • Explore and value the diversity of the arts across time, place and cultures • Express ideas with confidence and competence • Develop perceptual and analytical skills. • Develop their knowledge and potential as musicians, both personally and collaboratively. 	<p>place and cultures. The second requires them to carry out a comparative analysis of music in response to pieces not previously studied.</p> <p>SL students in music are required to choose one of three options:</p> <ul style="list-style-type: none"> • SL creating (SLC) • SL solo performing (SLS) • SL group performing (SLG). <p>HL students are required to present both creating and solo performing. This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to pursue some work in more depth. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies.</p> <p>SL External assessment <i>Listening paper (2 hours 15 minutes)</i> Five musical perception questions</p> <p><i>Musical links investigation</i> A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures</p> <p>SL Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students choose one of the following options.</p> <p><i>Creating (SLC)</i></p>
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	<p>IB Theater</p>	<ol style="list-style-type: none"> 1. Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture 2. Demonstrate an understanding of production elements and theatre practices 3. Evaluate critically a range of diverse performances 4. Engage practically in creating and presenting performances, which will include a basic level of 5. technical proficiency 6. Reflect on their own development in theatre through continual self-evaluation and recording 7. Acquire appropriate research skills and apply them 8. Demonstrate an ability to interpret play texts and other types of performance texts analytically and 9. imaginatively 10. Demonstrate initiative and perseverance in both individual and group projects. 11. In addition, students at HL will be expected to: 12. Evaluate the relevance of selected research sources to personal 	<p>assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p> <p>Theatre students at both SL and HL are presented with a common core syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Objectives” section of this guide.</p> <p>Due to the nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. However, the difference in recommended teaching times at SL and HL signals a clear distinction between the demands made on students. It is expected that students at HL will use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course.</p> <p>External Assessment</p> <p>Research investigation Students are required to produce a research investigation of 2,000–2,500 words with supporting visual materials.</p> <p>Practical performance proposal Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1,000–1,250 words.</p> <p>Internal Assessment</p> <p>Theatre performance and production presentation Students are required to do an oral presentation lasting 30 minutes with 7–10 images.</p>
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		<p>practice</p> <p>13. Demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators.</p>	<p>Independent project portfolio Students are required to produce a portfolio of 3,000 words on their independent project (either option A or option B) and its connection to their experiences in the core syllabus.</p> <p>Assessments will meet the requirements of both Virginia Beach City Public Schools and the International Baccalaureate Diploma Program. Most assessments will be internally assessed; some assessments will be moderated by trained IB educators.</p>
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Subject:	Course	<p>Virginia Beach City Public Schools Program of Study International Baccalaureate Diploma Program Objectives</p> <p>The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?</p> <p><i>The TOK course is taken over two semesters between the 11th and 12th grade year.</i></p>	Assessment in the IB Diploma Program
Theory of Knowledge (TOK)	IB Theory of Knowledge	<ol style="list-style-type: none"> 1. Analyze critically knowledge claims, their underlying assumptions and their implications 2. Generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners 3. Demonstrate an understanding of different perspectives on knowledge issues 4. Draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values 5. Demonstrate an ability to give a personal, self-aware response to a knowledge issue 6. Formulate and communicate ideas clearly with due regard for accuracy and academic honesty. 	<p>External assessment</p> <p>Essay on a prescribed title (1,200–1,600 words) One essay on a title chosen from a list of ten titles prescribed by the IBO for each examination session.</p> <p>Part 2 Internal assessment The presentation (approximately 10 minutes per student) One presentation to the class. One written presentation planning document and presentation marking form, using the relevant form from the <i>Vade Mecum</i>, including:</p> <ul style="list-style-type: none"> • the knowledge issue that is the focus of the presentation • a summary in note form of the knowledge issues to be treated during the presentation • achievement levels for each of the four assessment criteria, briefly justified, from both student and teacher.

The difference between the history course at SL and the course at HL can be summarized as follows.

	SL	HL
Syllabus	The study of one prescribed subject	The study of one prescribed subject
	The study of two topics from a choice of five	The study of two topics from a choice of five
		The study of three sections from one HL option
	A historical investigation	A historical investigation
Assessment	Paper 1 SL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3	Paper 1 HL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3
	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4

Paper 3 HL: an essay paper on each of the five HL options, which assesses objectives 1–4

Internal assessment (IA): the historical investigation, which assesses objectives 1–4

Internal assessment (IA): the historical investigation, which assesses objectives 1–4

While many of the skills of studying history are common to both SL and HL, the HL student is required, through in-depth study, to synthesize and critically evaluate knowledge. The greater depth of study required for HL, and the greater demands this makes of the student, are exemplified through the nature of the learning outcomes for the HL options. In HL paper 3, the emphasis is on testing assessment objective 3: synthesis and evaluation, reflected in the markband descriptors (see “External markbands—HL”).