

The background features a white background with several decorative elements: a large teal ring in the top left, a large yellow ring in the bottom right, and various smaller solid and dashed circles in teal, green, orange, and pink. A dashed blue line curves across the page.

SLHS

IB Programmes

Marie Turner, IB DP Coordinator
Amol Patel, IB CP Coordinator/CTE
Desiree Satterfield, IB MYP Coordinator/English/AVID

IB Learner Profile

				
COMMUNICATOR	COLLABORATOR	GLOBAL CITIZEN	CREATIVE AND CRITICAL THINKER	GOAL-DIRECTED, RESILIENT
COMMUNICATOR	COMMUNICATOR	COMMUNICATOR	INQUIRERS	RISK-TAKER
	PRINCIPLED	OPEN-MINDED	THINKER	REFLECTIVE
	CARING	CARING	KNOWLEDGEABLE	BALANCED



Student Transfer to South Lakes

- © Apply online, on the FCPS student transfer page, and fill out the form to request High School Curricular Transfer for the IB Program. Window: February 1 - May 1
Link: [Student Transfer Information | Fairfax County Public Schools](#)
- © There is no requirement to pursue the full Diploma or IBCP to seek student transfer.
- © Take a minimum of four IB classes over the four years, with at least three by the end of junior year.
- © Renew the student transfer each year.



Agenda

Middle Years Programme

- 1. Features & Requirements**
- 2. Learning Benefits & Student Recognition**
- 3. Questions**

Diploma and Career-Related Programmes

- 1. Full IB Diploma**
- 2. Career-Related Certificate**
- 3. Questions**



Middle Years Programme

Program Summary

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

It is a two-year program at South Lakes. All 9th and 10th grade students are MYP students.

Students who complete the MYP are well-prepared to pursue the IB Diploma Programme (DP), Career-related Programme (CP) or high level courses.

Distinctive features of the MYP

Academics

- Key and related concepts
- Global contexts
- Approaches to learning and teaching

Community Engagement

- Community-based service learning

Personal Project

- Self-directed, culminating project



Distinctive features of the MYP

Community Engagement

- Opportunity or need in the community

Community-based service learning; students locate rewarding places to work alongside community members, make positive contributions, and fosters learning benefits for students.





Community-based Service Learning

For each year in 9th Grade & 10th Grade:

- ◎ Three (3) written reflections about the service learning hours completed in 9th grade
- ◎ Three (3) written reflections about the service learning hours completed in 10th grade

To follow the FCPS Service Learning Requirement for students in grades 9-12, “students should complete 10 service hours per year for a total of 40 hours” (FCPS Service Learning, 2024).

- ◎ Must input hours into x2vol & submit reflections located in the MYP Class of 202_ Schoology Course

Distinctive features of the MYP

Personal Project

- Self-directed, culminating project

Students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.



MYP Personal Project timeline

September

Students choose a topic.

Select a supervisors from South Lakes faculty/staff.

October - February

Students spend months

- ◎ researching
- ◎ writing process journals
- ◎ completing a reflective report
- ◎ creating a product with guidance from their English teachers

March - April

In class preparation for project showcase at the Personal Project Fair in April.

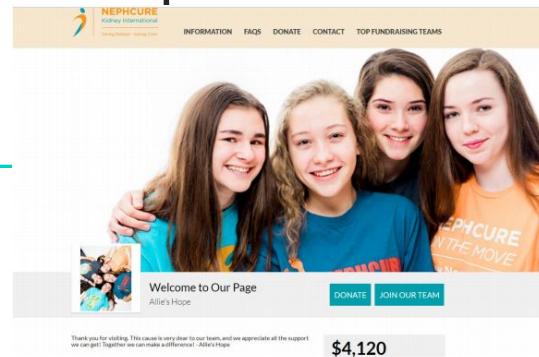
South Lakes Project Examples



Patrick Carrera composed a classical inspired piece to appeal to the modern, contemporary listener.



Lopez Romero designed and built a table.

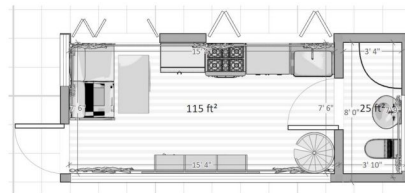


Mary Katherine and her group fundraised over \$7000 for the Nephcure Foundation through online donation and a silent auction raffle.

The Tiny House Project



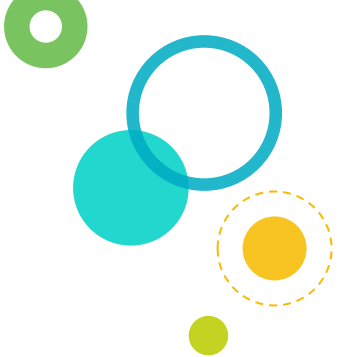
Zena Suzuki made blankets to donate to an animal shelter to keep animals warm during the winter months.



Danielle Yakabusin designed an eco friendly tiny house and submitted her blueprint to HGTV.



Learning benefits

1. **Best development and preparation for high level learning (such as Honors work, IB Diploma Program, etc.)**
 2. **Preparation for learning with an emphasis on critical thinking and rigor**
 3. **Ease of preparation for college application process (essays, interviews, perspective)**
- 

“

SLHS IB MYP Requirements per grade

9th Grade	10th Grade
Complete service learning requirement	Complete service learning requirement
Successfully complete a World Language course	Successfully complete a World Language course
<i>*Students will be introduced to the Personal Project in the spring via English classes</i>	Successfully complete the Personal Project
	Successfully complete all MYP course assessment tasks

“

Student Recognition in 10th grade

◎ **Personal Project Certificate**

- Complete Personal Project (10th)

◎ **MYP Certificate**

- Complete Service Learning Requirement (9th and 10th)
- Complete Personal Project (10th)
- Complete MYP Course Assessment tasks (10th)
- Complete two HS World Language courses



Middle Years Programme

Questions?

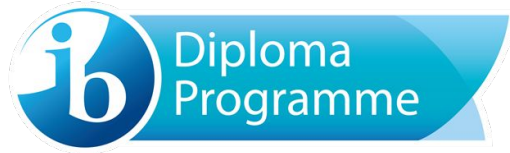
A decorative graphic featuring a large dashed light-blue circle that frames the text. Various solid-colored circles in shades of green, blue, orange, yellow, and pink are scattered around the page. A large cyan ring is positioned at the top center, partially overlapping a blue circle containing a white quotation mark.

“

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The IB Programs

- ◎ 11th and 12th grades
- ◎ May choose
 - ◎ Individual IB courses
 - ◎ The full IB Diploma
 - ◎ The Career-related Certificate



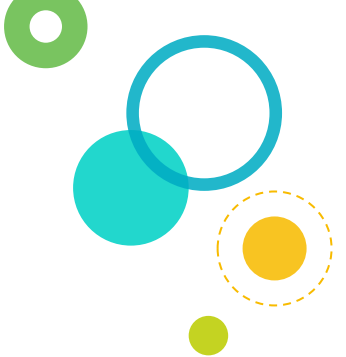
The Full IB Diploma


- ◎ Take six IB exams:
 - ◎ three Standard Level (SL) exams
 - ◎ three Higher Level (HL) exams*
- ◎ Enroll in the Theory of Knowledge course in the spring semester of junior year and the fall semester of senior year
- ◎ Complete the Extended Essay
- ◎ Meet CAS (Creativity, Activity, Service) hour requirements

*May take four HL and two SL courses

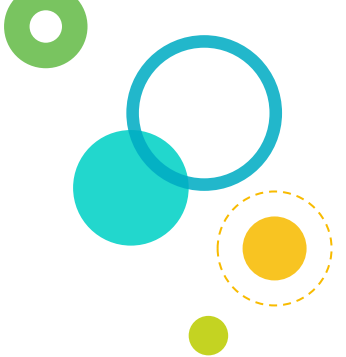


If your student wants to pursue the IB Diploma

- © Before 9th grade, students should take
 - Algebra I
 - the first year of a language
 - French
 - German
 - Spanish
 - Japanese (typically from the immersion program)
 - In 9th grade, honors level courses are suggested, but not required.
- 



If your student wants to pursue the IB Diploma

- ◎ By the end of 10th grade students have completed
 - ◎ Algebra II
 - ◎ At least the third year of a language
 - French
 - German
 - Spanish
 - Japanese In 9th grade, honors level courses are suggested, but not required.
 - ◎ Honors level courses where appropriate
- 



Sample Junior and Senior Schedule for a Full IB Diploma Candidate

IB English HL 1

IB Spanish 1

**IB History of the
Americas**

IB Biology SL

IB Math Analysis I

IB Visual Arts I

**Economics and Personal
Finance (1st semester),
Theory of Knowledge
(2nd semester)**

IB English HL

IB Spanish SL

IB Topics SL

IB Biology HL

IB Math Analysis SL

IB Visual Arts HL

**Theory of Knowledge (1st
semester), Economics and
Personal Finance (2nd
semester)**



The Career-related Certificate (CP)

- ◎ Allows students to explore career and technical education (CTE) courses and benefit from elements of an IB education.
- ◎ Throughout junior and senior year students select:
 - ◎ two CTE courses in the same curricular area,
 - ◎ two Diploma Program courses, and
 - ◎ participate in a the IBCP core comprised of
 - a Personal and Professional Skills course
 - Reflective Project
 - Community Engagement
 - Language & Cultural Studies



CTE Areas of Focus for IBCP

- ◎ Army JROTC
- ◎ Auto Tech
- ◎ Business and Information Technology
- ◎ Culinary Arts
- ◎ Marketing
- ◎ Technology & Engineering
- ◎ Teachers for Tomorrow
- ◎ CTE Academy Courses



Sample Junior and Senior Schedule for an IBCP Candidate

- | | |
|--|--|
| 1. IB English Language and Literature SL I | 1. IB English Language and Literature SL |
| 2. Marketing | 2. DE Entrepreneurship* |
| 3. US History Honors | 3. DE History* |
| 4. Physics | 4. Geosystems Honors |
| 5. IB Math Applications I | 5. IB Math Applications SL |
| 6. IB Business Management SL | 6. IB Business Management HL |
| 7. Personal and Professional Skills | 7. Leadership |

* CP schedules may include both IB and Dual Enrollment (DE) classes.

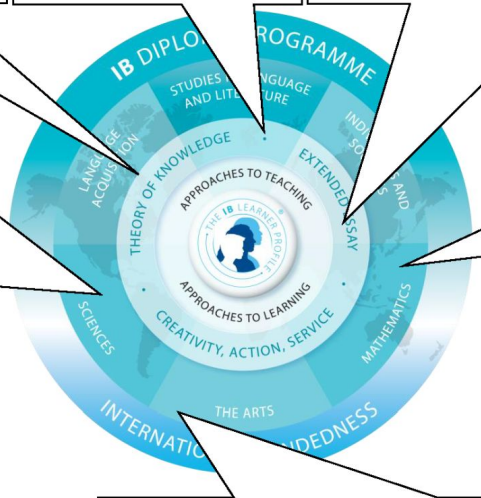
GROUP 2		
<u>French, German, Spanish</u>	<u>HL</u>	
Paper 1	25%	
Paper 2	50%	
IA Oral	25%	
<u>French, German, Japanese, Spanish</u>	<u>SL</u>	
Paper 1	25%	
Paper 2	50%	
IA Oral	25%	

GROUP 1		
<u>English Literature</u>	<u>HL</u>	
Paper 1	35%	
Paper 2	25%	
Written Assignment	20%	
IA Oral	20%	
<u>English Language and Literature</u>	<u>SL</u>	
Paper 1	35%	
Paper 2	35%	
IA Oral	30%	

GROUP 3		
<u>History</u>	<u>SL</u>	<u>HL</u>
Paper 1	30%	20%
Paper 2	45%	25%
Paper 3	n/a	35%
IA Written Assignment	25%	20%
<u>World Religions</u>	<u>SL</u>	
Paper 1	30%	
Paper 2	45%	
IA Written Assignment	25%	

GROUP 3		
<u>Psychology</u>	<u>SL</u>	<u>HL</u>
Paper 1	50%	35%
Paper 2	25%	25%
Paper 3	n/a	20%
IA Written Assignment	25%	20%
<u>Business Management</u>	<u>SL</u>	<u>HL</u>
Paper 1	35%	25%
Paper 2	35%	30%
Paper 3	n/a	25%
IA Research Project	30%	20%

GROUP 4		
<u>Biology, Chemistry</u>	<u>SL/HL</u>	
Paper 1 (parts a and b)	36%	
Paper 2	44%	
IA Labs & Group 4 Project	20%	
<u>Physics</u>	<u>SL</u>	
Paper 1 (parts a and b)	36%	
Paper 2	44%	
IA Labs & Group 4 Project	20%	
<u>Computer Science</u>	<u>SL</u>	<u>HL</u>
Paper 1	45%	40%
Paper 2	25%	20%
Paper 3	n/a	20%
Group 4 Project	30%	20%
<u>Design Technology</u>	<u>SL</u>	
Paper 1	30%	
Paper 2	30%	
IA Design Project	40%	
<u>Environmental Sys & Soc</u>	<u>SL</u>	<u>HL</u>
Paper 1	25%	30%
Paper 2	50%	50%
IA Individual Investigation	25%	20%



GROUP 5		
<u>Mathematics -- Analysis or Applications</u>	<u>HL</u>	
Paper 1	30%	
Paper 2	30%	
Paper 3	20%	
Portfolio	20%	
<u>Mathematics -- Analysis or Applications</u>	<u>SL</u>	
Paper 1	40%	
Paper 2	40%	
Portfolio	20%	

CORE		
<u>Theory of Knowledge (Diploma only)</u>		
Essay on Prescribed Title	67%	
Presentation	33%	
<u>Personal and Professional Skills (CP only)</u>		

GROUP 6		
<u>Music</u>	<u>SL</u>	<u>HL</u>
Exploring music in context	30%	20%
IA Experimenting with music	30%	20%
Presenting music	40%	30%
IA The contemporary music-maker	n/a	30%
<u>Visual Arts</u>	<u>SL/HL</u>	
Comparative Study	20%	
Process Portfolio	40%	
Exhibition	40%	

GROUP 6		
<u>Theatre</u>	<u>SL</u>	<u>HL</u>
Research Presentation	30%	20%
Collaborative Project	40%	25%
Solo Piece	n/a	35%
IA Production Proposal	30%	20%

**South Lakes High School
IB DP and CP Courses**



Diploma
Programme



Career-related
Programme

Questions?

Desiree Satterfield,
IB MYP Coordinator/English
djsatterfiel@fcps.edu

Amol Patel,
IB Career-related Program
Coordinator
acpatel@fcps.edu

Marie Turner,
IB Diploma Program
Coordinator
mturner@fcps.edu

