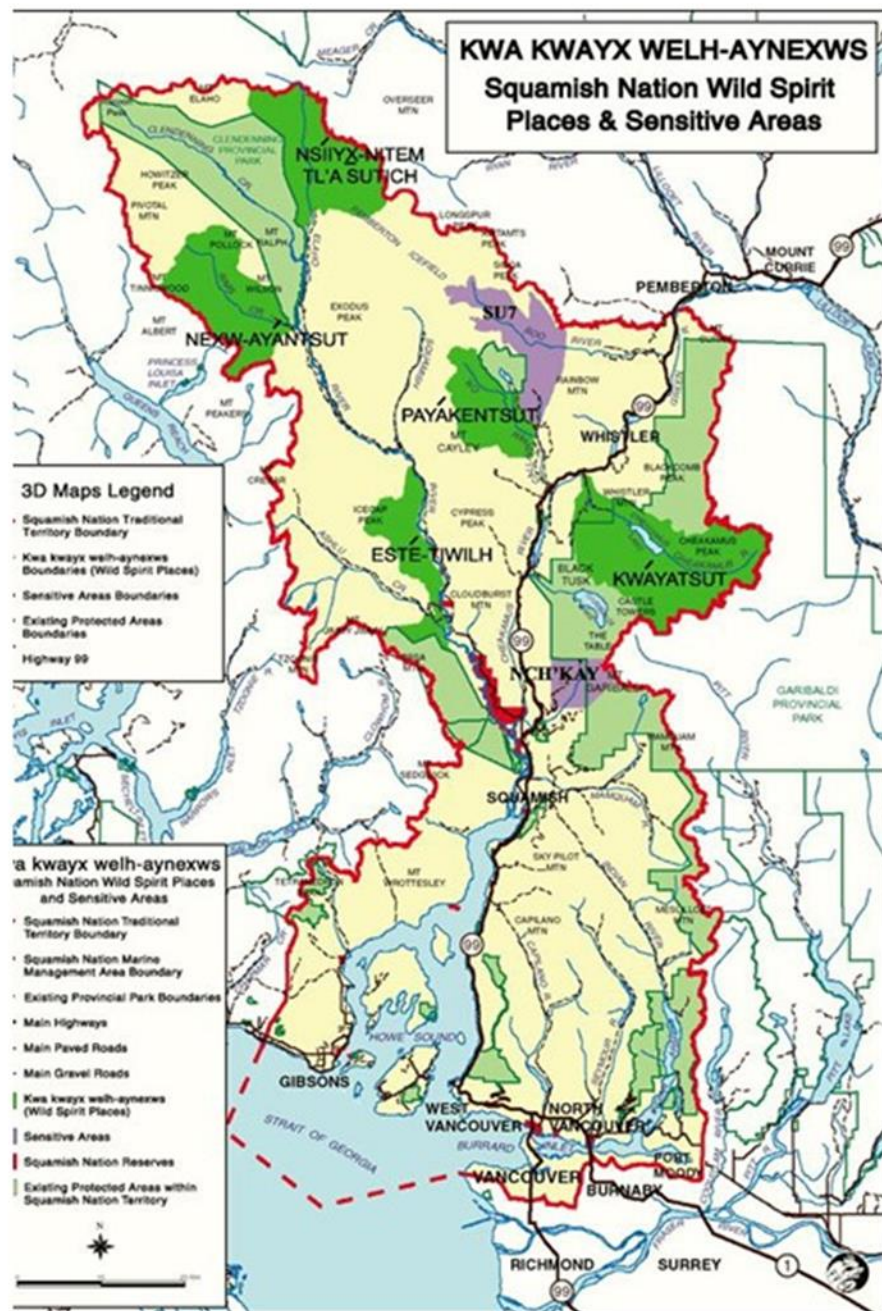




Carson Graham DP Parent Night

October 5, 2023



Thank you
Skwxwú7mesh Úxwumixw
& Tsleil-Waututh Nations

Carson's IB Coordinators

Liz Thornhill

Grade 11s, May 2025 Cohort



Cora Pross

Grade 12s, May 2024 Cohort





-
- 3090 schools in 150 countries
 - Highest standards
 - Holistic teaching and learning
 - Post-secondary preparation
 - Global citizenry





The Diploma Programme at Carson Graham

- 53 full Diploma students
- 78 partial DP students
- 2 co-coordinators
- 18 teachers

Studies in Language & Literature

English A (Language & Literature)

Language Acquisition

French B and Spanish B

Individuals & Societies

Geography and Global Politics

Sciences

Biology, Chemistry, and Physics

Mathematics

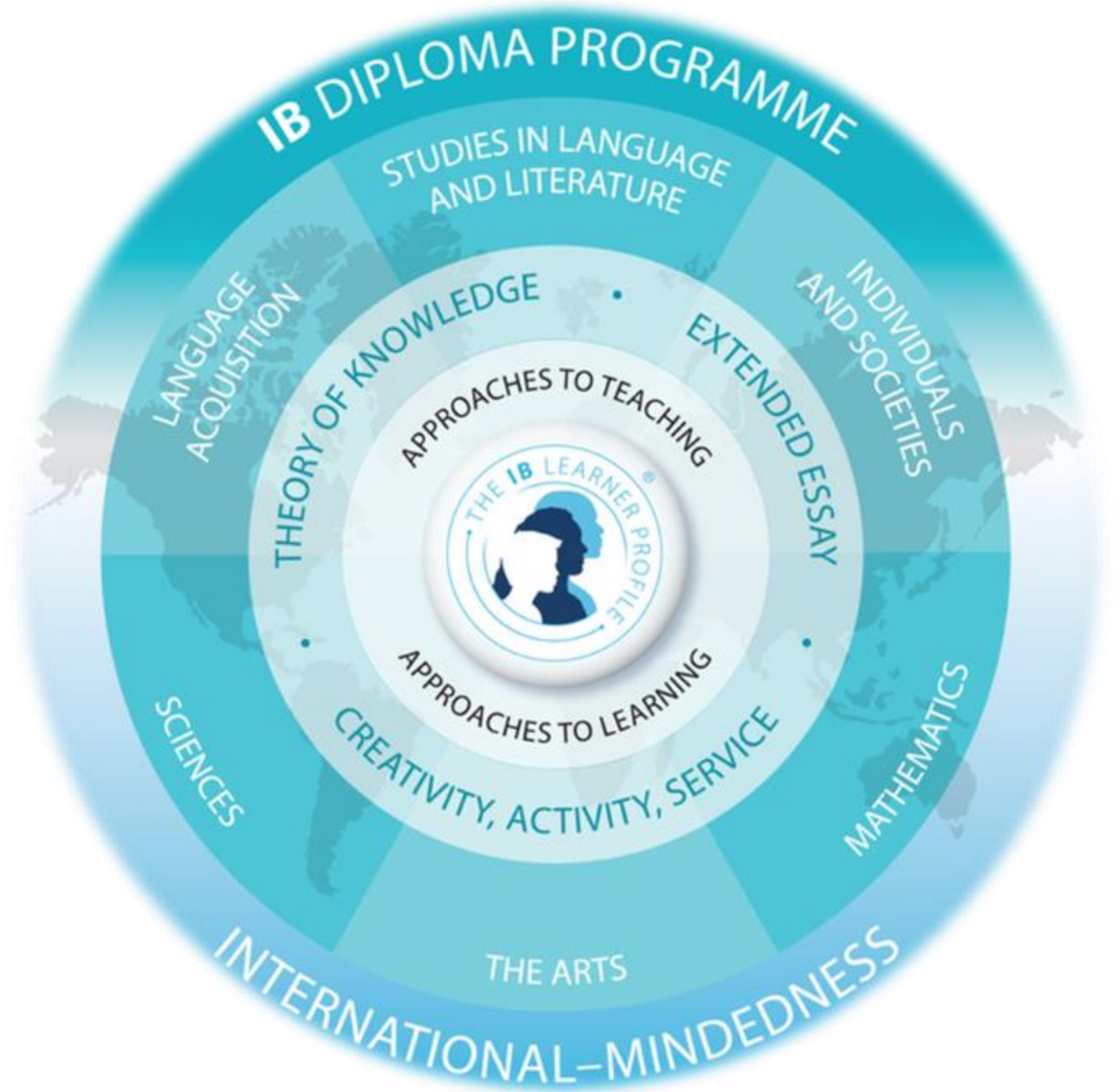
Analysis & Approaches,
Applications & Interpretation

The Arts

Visual Arts

Core

CAS, EE, TOK



What's the
difference between
Higher Level (HL)
and
Standard Level (SL)?

- 3 SL courses & 3 HL courses
- Additional material in HL
- HL more difficult/university level content
- HL additional hours
- HL separate exam
- Students make their HL selections towards the end of year one



LANGUAGE AND LITERATURE

MR. JAY SPICER

MS. Yael GAZIT

MR. TREVOR CHONG

WHAT STUDENTS WILL LEARN IN THE LANGUAGE A: LANGUAGE AND LITERATURE COURSE

“A word after a word after a word is power” – Margaret Atwood

- the complex and dynamic nature of language and explore both its practical and aesthetic dimensions
- the crucial role language plays in communication, reflecting experience and shaping culture.
- the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.
- engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts.

Literary Texts	Examples of Non-Literary Texts
<p>Year 1</p> <p>1. Poetry and songs of Bob Dylan <i>Area of Exploration: Readers, Writers and Texts; Time and Space</i> <i>Concepts: Culture; perspective; identity</i></p> <p>2. Text: George Orwell, 1984 <i>Area of exploration: Intertextuality</i> <i>Concepts: Culture; Communication; representation</i></p> <p>3. Text: Marjan Satrapi, Persepolis (in translation) <i>Area of Exploration: Intertextuality</i> <i>Concepts: representation; identity; transformation</i></p> <p>4. Macbeth, William Shakespeare <i>Area of Exploration: Time and space</i> <i>Concepts: Culture; Communication; representation</i></p>	<ul style="list-style-type: none"> • Advertisement, propaganda, film/television, speech, opinion, cartoon, infographic, interview, photographs, podcast, satire, newspaper article, video, art

SL Assessment components	Weighting
External assessment (3 hours)	
<p>Paper 1: Guided textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	35%
External Assessment	
<p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	35%
<p>Internal assessment</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)</p>	30%

HL Assessment Components	Weighting
External assessment (4 hours)	
Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
Paper 2: Comparative essay (1 hour 45 minutes)	
The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	25%
HL essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	20%
Internal assessment: Individual oral (15 minutes)	
This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	20%



Assignments

THROUGHOUT THE YEAR, STUDENTS WILL BE REQUIRED TO COMPLETE A VARIETY A WRITTEN ASSIGNMENTS, PROJECTS, PRESENTATIONS AND EXAMS, WHICH ARE DESIGNED TO PREPARE THEM FOR THE INTERNAL AND EXTERNAL ASSESSMENTS. THE ASSIGNMENTS WILL COUNT TOWARDS THE STUDENT'S PROVINCIAL PERCENTAGE.

THE STUDENTS ARE ALSO RESPONSIBLE FOR KEEPING A LEARNER'S PORTFOLIO. THE CONTENT OF THE LEARNER'S PORTFOLIO MAY BE INFORMALLY ASSESSED.



LANGUAGE B SPANISH & FRENCH

Teachers:

Erin Garcia & Celine Kossman



WHAT MAKES THE DP COURSE DIFFERENT?

- We take a **conceptual** approach to language learning. When reading texts we consider key elements such as purpose and context (and more). This fosters comprehension and communicative creation of authentic texts.
- We consider the target language within the lens of the **cultures** that speak it.
- We also continually reflect to make connections to our own **personal experience**.
- We approach the material through a consideration of **themes**.



THEMES

- Identity
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the planet



IDENTITY

- **Guiding Principle:** *To explore the nature of the self and what it is to be human*
- **Topics:** Lifestyles, health and well-being, beliefs and values, subcultures, language and identity
 - Examples: *Las Noches Misteriosas de Granada* (novel study), Che Guevera



EXPERIENCES

- **Guiding Principle:** *To explore and tell the stories of the events, experiences and journeys that shape our lives*
- **Topics:** Life in the Spanish-speaking world, history, and cultural connections
 - Examples: Customs, traditions, travel, migration, challenging stereotypes, *los pueblos originarios* (Indigenous peoples)



HUMAN INGENUITY

- **Guiding Principle:** *To explore the ways in which human creativity and innovation affect our world*
- **Topics:** Entertainment, artistic expressions, communication and media, technology, scientific innovation
 - Example: Frida Kahlo



SOCIAL ORGANIZATION

- **Guiding Principle:** *To explore the ways in which groups of people organize themselves, or are organized, through common systems or interests*
- **Topics:** Social relationships, community, social engagement, education, the working world, law and order
 - Examples: Adolescent experience and familial relationships, governing social structures (monarchies vs democracies), Hispanic legends (connections between legends and culture)



SHARING THE PLANET

- **Guiding Principle:** *To explore the challenges and opportunities faced by individuals and communities in the modern world*
- **Topics:** The environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environments
 - Examples: food scarcity, climate change, fair trade, pandemics

EARLY CLASSES & TUTORIAL TIME

SPANISH

- DP 11 – WEEK 1- Wednesday at 8:30am we start class early
- DP 12 – WEEK 2- Monday at 8:30am we start class early
- DP TUTORIAL
- - Every Thursday at 8:30am (peer supported tutorial)

FRENCH

- DP 11 – WEEK 1 – Tuesday at 8:30am we start class early
- DP 12 – WEEK 2- Monday at 8:30am we start class early

HOW TO STUDY AT HOME

- Read and Listen for at least 15 minutes everyday in TARGET LANGUAGE.
- Library has leveled novels
- Online resources are listed on the following page and will be available on MS Teams.

SPANISH

- Sign up for **Spanishdict.com** and do the activities.
- Subscribe to my Youtube channel and watch the videos.
<https://www.youtube.com/@garcialearn9464>

SPANISH ONLINE RESOURCES

- **Real Academia Española** — Spanish language dictionary <https://www.rae.es/>
- **Spanishdict.com** — Spanish/English dictionary & conjugation tool <https://www.spanishdict.com/>
- **Garcia learn**(youtube channel) — my personal playlist. I am currently developing this resource, so it will grow throughout the year. You can also send me any resources that you think would be a good addition.
- **Lingua.com** — Spanish texts for beginners to practice and develop your Spanish reading and comprehension skills. <https://lingua.com/spanish/reading/>
- **Duolingo** Spanish— A popular free language-learning and crowdsourced text translation platform. As users progress through lessons, they simultaneously help to translate websites and other documents. Check out Duolingo's [iPhone](#) and [iPad](#) apps. <https://es.duolingo.com/>
- **Cuéntamelo en Español noticias cortas para aprender español** — YOUTUBE channel by Belén <https://www.youtube.com/channel/UCNL1AWedMF6s8maVBjdGbbg>
- **BBC BITESIZE** — mini lessons on topics such as grammar and pronunciation <https://www.bbc.co.uk/bitesize/subjects/z9mtsbk>
- **OPEN CULTURE** — collection of resources for language learning <http://www.openculture.com/freelanguagelessons>
- **Coffee Break Spanish** — Learn Spanish in a low-key, effective way. [iTunes Free](#) — <http://www.coffeebreakspanish.com/>
- **Coffee Break Spanish: To Go** Build your Spanish comprehension by listening to real native speakers. https://www.youtube.com/playlist?list=PLwX3o6xqc_JjNauhz4lqN8NHJot2PjvZM
- **Learn Spanish in Your Car** — Grammar and vocabulary to beginners, offering guidance in pronunciation and language fundamentals. <https://open.spotify.com/album/5k1TDMeKdG7MdkWA6iCGQh?si=P0ESDjwaQpab9M6jF28qVw>
- **Spanish for beginners – News in slow Spanish** – Spotify <https://open.spotify.com/show/6cMQaESpHzk7APxmOVtCN?si=c6c5ba2adfb400f>
- **Notes in Spanish** Produced by Ben Curtis and Marina Diez, a husband-and-wife team out of Madrid, Spain. Ben is British and Marina is Spanish and they too have built quite a large following for their conversational Spanish lessons, (for beginners, intermediates and advanced students), which promise to teach listeners "real Spanish" the way it is actually spoken every day in Spain. Below are links to the Notes in Spanish podcasts on Spotify. You can also go directly to their website to links to other podcast services such as Apple and Stitcher. <https://www.notesinspanish.com/spanish-audio/>
 - Beginner (Spotify) <https://open.spotify.com/show/6kf6aCHal9WsPVL2PuvRom?si=6032bf81d9ba4ec0>
 - Intermediate (Spotify) <https://open.spotify.com/show/2Kw8wXpDqxq7rYp6eV1I45?si=43ff13d3109740a5>



ASSESSMENT

- Term grades will be based on:
 - LISTENING
 - SPEAKING
 - READING
 - WRITING
 - projects

YEAR 2 – FINAL ASSESSMENT

(INTERNAL & EXTERNAL)

INTERNAL: Individual Oral Exam: **SATURDAY, February 24th, 2024**

- 15 min preparation
- (3-4) Presentation / monologue about a visual related to a topic studied in class
- Followed by (10-11 minute)discussion with the teacher.
- Student must demonstrate an ability to speak in Spanish while making connections to the THEMES, the Spanish-speaking culture, and to their own personal experience
- Worth 25% of the final grade

EXTERNAL: Final Exam **May 2024**

- Paper 1: writing and language skills
- Paper 2: listening and reading skills
- Worth 75% of final grade

HOW TO CONTACT YOUR TEACHER

- Parents please email your teacher directly
- Students please send a **chat** message in MS teams
- Tutorial hours will be:
 - available by appointment *(no drop-in please - as I may be working with other students)*
 - daily 8:30am - 9:00am



The Sciences

Biology, Chemistry and Physics

Biology

Teacher: Susan Johnston

Assessments:

Paper 1: Multiple Choice & Data-based Questions (36%)

Paper 2: Data-based Short Answer & Extended Response (44%)

IA: Individual Investigation (20%)

Collaborative Sciences Project



How to be successful in Biology

- Stay up to date
- Ask or help, ask questions in class
- Make flashcards or study notes for each topic
- Investigate and practice new study skills
- Trust yourself
- 5 P's!! (proper preparation prevents poor performance) :)





Biology Curriculum (2025)

Syllabus content

- A: Unity and diversity
- B: Form and function
- C: Interaction and interdependence
- D: Continuity and change

Organized into 4 modules:

- Molecules
- Cells
- Organisms
- Ecosystems



Chemistry

Teacher: Dan Chong

Assessments:

Final Exams: May 2025

Paper 1A - Multiple Choice Q's

Paper 1B – Data-based Q's

Paper 2 – Short Answer & Extended Response Q's

Scientific Investigation: Completed in Gr 12

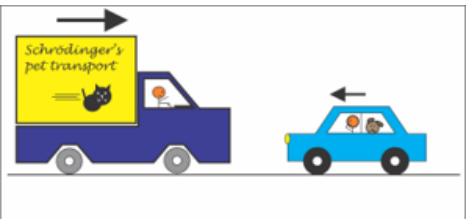
Collaborative Sciences Project: completed in Gr 11

Physics

Teacher: Christopher Blay

- **Assessments:**
- Final Exams: May 2025
- Paper 1A - Multiple Choice Q's
- Paper 1B – Data-based Q's
- Paper 2 – Short Answer & Extended Response Q's
- Scientific Investigation: Completed in Gr 12
- *Collaborative Sciences Project: completed in Gr 11*





Physics

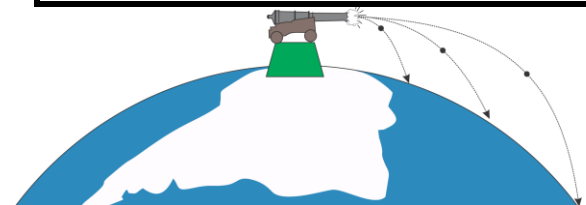
BC Curriculum

Physics 11

- Introduction to physics.
- Kinematics.
- Forces and Newton's Laws of Motion.
- Work and Energy.
- Wave Behaviour (Traveling Waves).
- Electric Currents (Direct Current).

Physics 12

- Relative Motion and Special Relativity.
- Static Equilibrium.
- Circular Motion and Gravitation.
- Electrostatics.
- Electromagnetism.
- Momentum and Energy.



IB Physics (2 year course)

- Unit 1: Introduction to Science/Physics and Numerical Sciences.
- Unit 2: Mechanics.
 - Kinematics.
 - Newton's Laws of Motion and Forces.
 - Equilibrium.
 - Work and Energy.
 - Momentum.
- Unit 3: Thermal Physics.
 - Heat transfer.
 - Gas Laws.
- Unit 4: Simple Harmonic Motion and Waves.
 - Simple Harmonic Motion.
 - Travelling waves.
 - Standing waves.
- Unit 5: Electricity and Magnetism.
 - Electrostatics.
 - Direct Current.
 - Electromagnetism.
- Unit 6: Circular Motion and Gravitation.
 - Newtons Law of Gravitation.
 - Circular Motion.
- Unit 7: Atomic, Nuclear and Particle Physics.
- Unit 8: Energy production and Climate Change.
- **HL EXTRA.**
 - Wave Phenomena.
 - Fields (Gravitational and Electric)
 - Electromagnetic Induction (and AC electricity).
 - Quantum, Nuclear and Particle Physics.
- **+ One Option from:**
 - Astrophysics.
 - Engineering Physics.
 - Imaging.
 - Relativity.

Year 1 Sciences

- Foundational Knowledge & Skills
- Focus on creating study guides & resources to account for schedule change
- The power of "YET"
- Collaborative Science Project
- HL



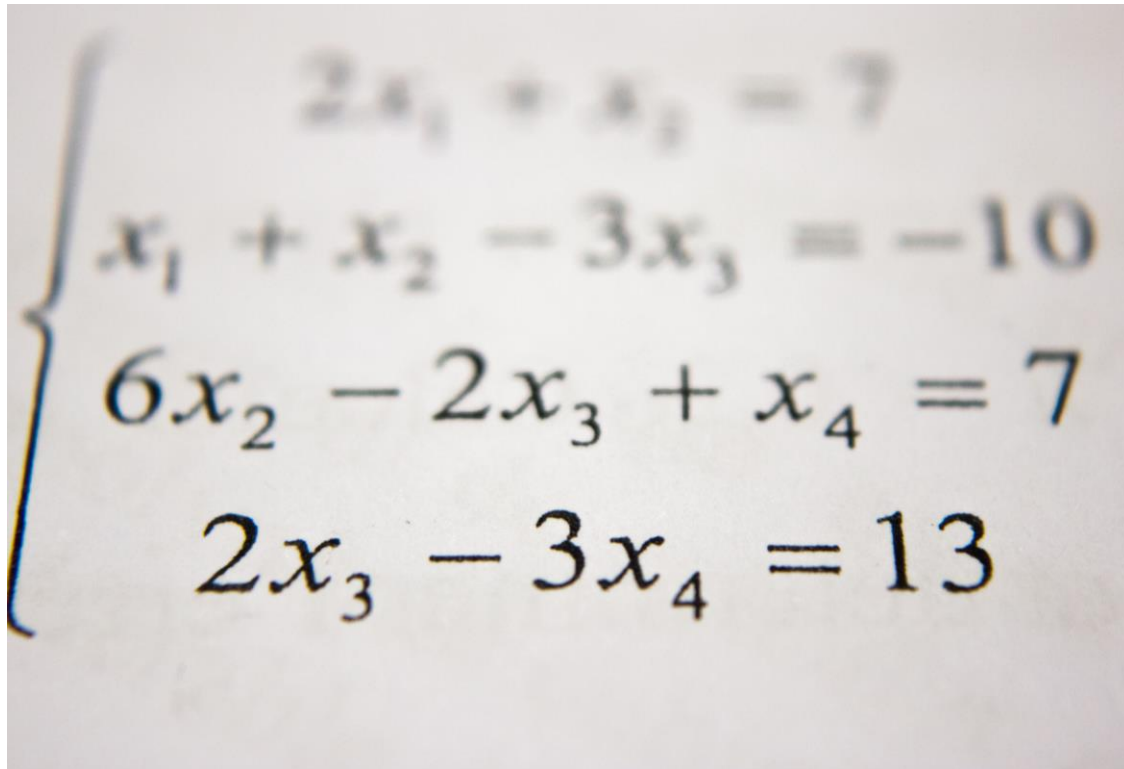
Individuals and Societies

Geography
&
Global Politics

**Teachers: Kit Bjornson
and Megan Tolliday**



Mathematics


$$\begin{cases} 2x_1 + x_2 = 7 \\ x_1 + x_2 - 3x_3 = -10 \\ 6x_2 - 2x_3 + x_4 = 7 \\ 2x_3 - 3x_4 = 13 \end{cases}$$

**Teachers: Julia Dai and
Stephanie Strandt**

- **Math Analysis and Approaches (AA)**
 - Sciences, Engineering, Business
- **Math Applications and Interpretation (AI)**
 - Humanities, Arts, Education

Math AA Units of Study

BC & DP:

- Radicals and Rational Functions
- Quadratics
- Absolute Value Functions and Equations
- Polynomials
- Composite Functions
- Transformation
- Trigonometry
- Exponential and Logarithmic Functions
- Arithmetic and Geometric Sequence and Series, and Binomial Theorem

IB:

- Summer learning: Statistics and Probability (notes packages will be provided)
- Calculus
- Reasoning and Proof



Visual Art

Teacher: Meghan Parker

- Part 1: Comparative Study
- Part 2: Process Portfolio
- Part 3: Exhibition



2 year program /3 main components:

- **The Comparative Study** (ideally completed by the end of Grade 11, but deadline is fall of 2nd year)
- **The Process Portfolio** (Continues through both years, and by end of 2nd year, portfolio is turned into a digital presentation)
- **The Exhibition** (end of Feb/beginning of March of 2nd year)

Example of comparative study introduction:

INTRODUCTION

The colour blue has always brought me tranquility, as it gives that peaceful atmosphere in everything; the sea and the sky primarily. Ever since I was little, I've always been fascinated by landscape arts and how they are diversely exhibited through different cultures. Therefore the three artworks I chose are from completely different cultures and backgrounds, yet consist common elements such as the blue tones presented in the concept of water & air that all flow together with the motion, harmony and unity of the three pieces, coming to life through the three different styles; Ukiyo-e, impressionism, and post-impressionism.

The Great Wave off Kanagawa

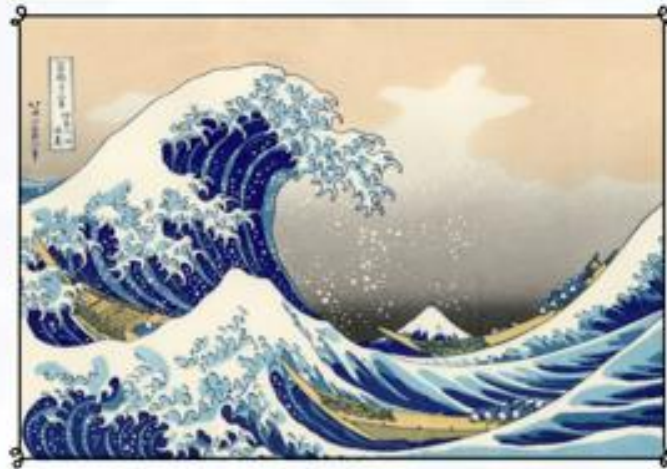


Figure 1

Katsushika Hokusai, *The Great Wave off Kanagawa* (*Kanagawa Oki Nami Ura*), 1830-1832, Polychrome woodblock print; ink and color on paper, (25.7 x 37.9 cm), Museum of Modern Art, New York City.

Surf, Isles of Shoals



Figure 2

Childe Hassam, *Surf, Isles of Shoals*, 1913, Oil on Canvas, (89.5 x 71.8 cm), Museum of Modern Art, New York City.

Starry Night Over the Rhône



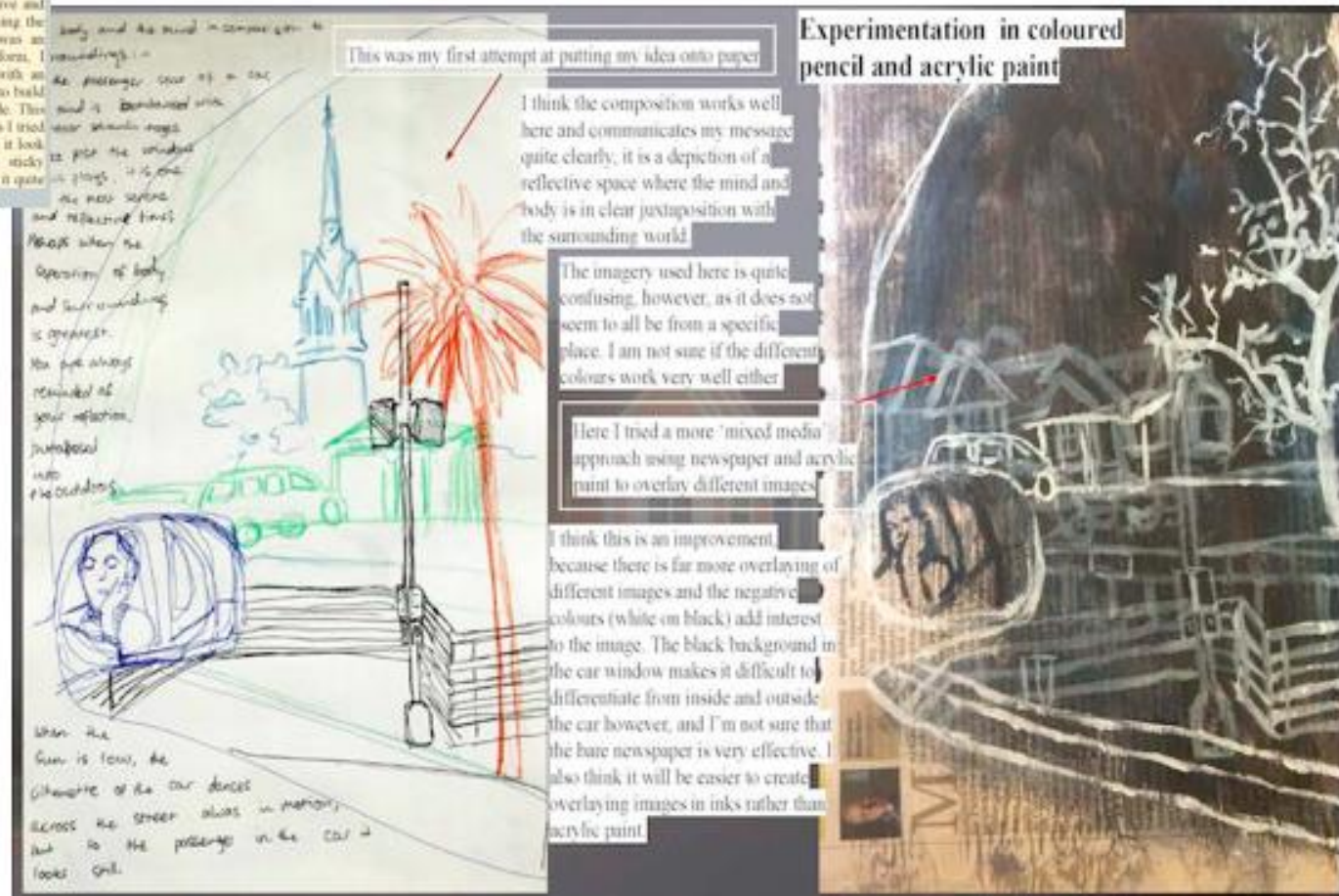
Figure 3

Vincent van Gogh, *Starry Night Over the Rhône* (*Nuit étoilée sur le Rhône*), 1888, Oil on Canvas, (72.5 x 92 cm), Musée d'Orsay, Paris.



Process Portfolio examples

3D processes are documented with photographs



Examples of the Exhibition



March 7th, 2024 in the Carson Agora.
Please mark your calendars to join us...

A Day in the Life of an IB Art Student:

- Hands on experimentation with a wide variety of media both 2D and 3D
- Introductions to a variety of artists across the globe, their styles, their motivations, their advice.
- Exposure to art! Via online and in person gallery visits, artist's visits.
- Research into artists and art styles and processes
- Discussions and debates about Art, it's meaning and how to make it personal.
- Supporting and encouraging each other on the IB Art journey.
- Fun, music, great conversation and sometimes some delicious treats



SIX SUBJECT GROUPS

Language and literature
Language acquisition
Individuals and Societies
Sciences
Mathematics
Arts

DP CORE

Theory of Knowledge
The extended essay
Creativity, activity, service

Theory of Knowledge

Teachers: Kit Bjornson and Cora Pross



We ask “How do we know that?”

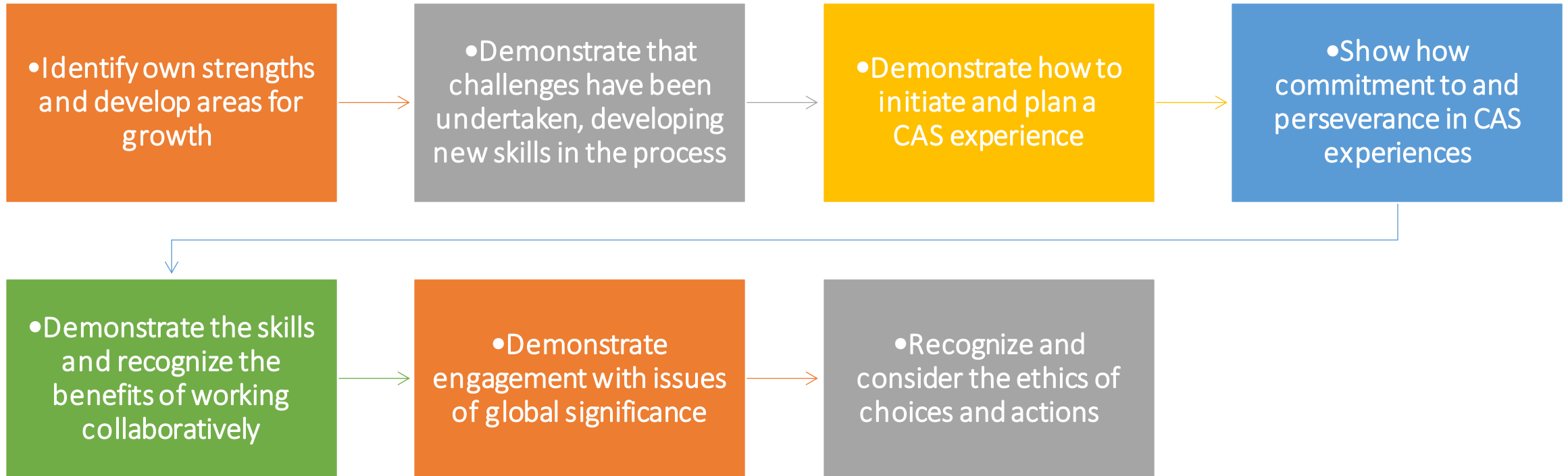
We reflect critically on our own beliefs, assumptions and biases

We engage with multiple perspectives and develop intercultural understanding

We encounter ambiguity, uncertainty & questions with multiple plausible answers

Assessments: TOK Exhibition & TOK Paper

Learning Outcomes for CAS



“Leaders get involved & speak up about what they are passionate about, not necessarily by being loud and outgoing, but by being an open-minded guide who helps others along the way.”

- Carson Graham DP Alumnus (about CAS)

Extended Essay

EE Coordinator: Jay Spicer

- 40 hours
- Original research
- 4000 word academic paper
- Subject specialist as advisor
- Submit completed essay in June of year one



**It's a
Marathon
not
a Sprint.**



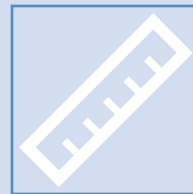
How are students assessed in DP?



Internal Assessments (IAs)



External Assessments (Exams)



Grade Levels and BC Percentages

Earning the IB Diploma

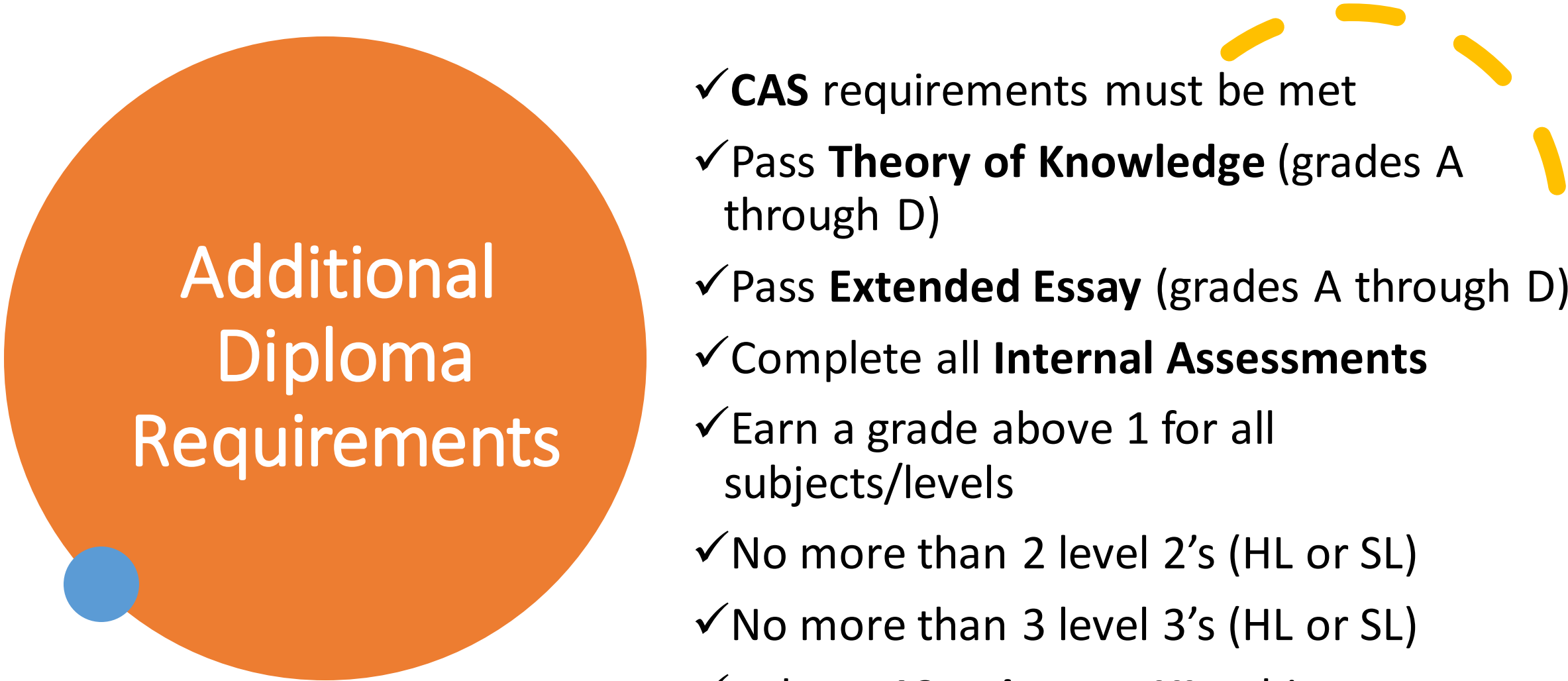
Students take 6 classes. Each class assigns a score out of 7 possible points.

Total points for classes is 42 ($6 \times 7 = 42$)

Core curriculum adds 3 extra points (TOK, EE, & CAS), which makes the max score 45 points (**$42 + 3 = 45$**)

Minimum score of **24 points required** to earn the diploma





Additional Diploma Requirements

- ✓ **CAS** requirements must be met
- ✓ Pass **Theory of Knowledge** (grades A through D)
- ✓ Pass **Extended Essay** (grades A through D)
- ✓ Complete all **Internal Assessments**
- ✓ Earn a grade above 1 for all subjects/levels
- ✓ No more than 2 level 2's (HL or SL)
- ✓ No more than 3 level 3's (HL or SL)
- ✓ at least **12 points on HL** subjects
- ✓ at least **9 points on SL** subjects

Diploma Programme Fees

- \$1700 over 2 years
 - \$500 upon acceptance
 - \$500 October Year 1
 - \$700 October Year 2



Challenges in the IB Diploma Programme



“Finding time for everything”



“Keeping up”



“Finding balance”



“Managing stress”



“Learning to prioritize”

“Although IB was an incredibly stressful period in my life; I would absolutely do it again and recommend it to anyone who asks.”

-Carson Graham Diploma Programme Alumnus

Why IB?

- “Being able to learn in a competitive environment with high standards from both teachers and peers really prepared me for university.”

-Carson Graham IB DP Alumnus



Personal growth and resilience





Q & A

- You are now invited to ask any questions about the Diploma Programme.
- I will stay after the session to answer individual questions

thank
you

Liz Thornhill lthornhill@sd44.ca

Cora Pross cpross@sd44.ca