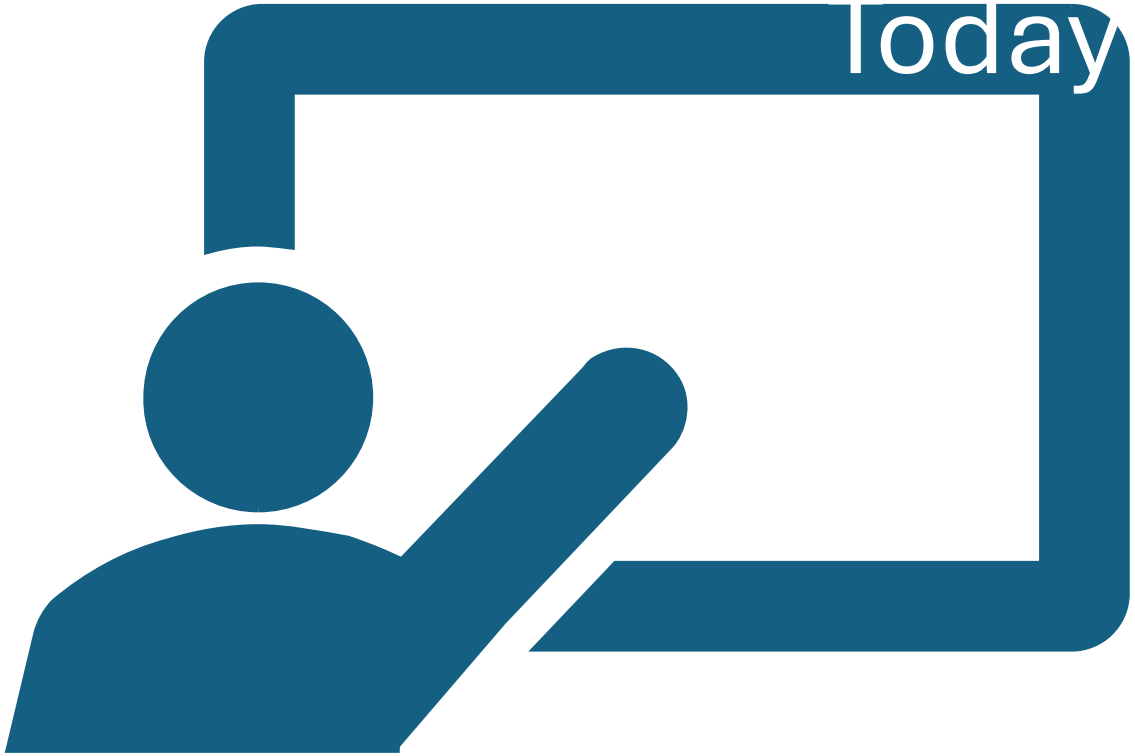
SIR WINSTON CHURCHILL WORLD SCHOOL

International Baccalaureate Diploma Program

COURSE PLANNING SESSION

for students entering IB's 2 Year Program Grades 11 and 12



COURSE PLANNING

Information: Presentation on IB courses

Student & Staff Support: What could you consider when planning?

Diploma Programme

The IB Diploma program is for TWO years

Subjects chosen for grade 11 continue through to grade 12

A mandate of the IB Diploma program is that you take the course for TWO years

Be wise about your course selection

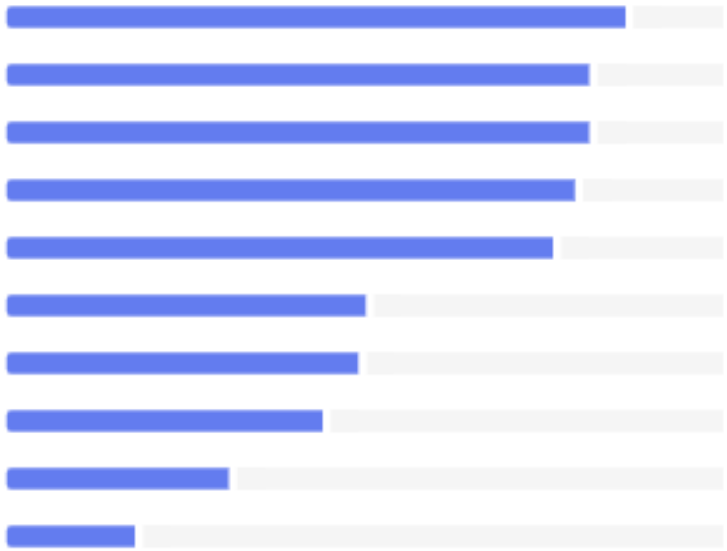
What does it mean to be a student in high school?

- To be enrolled in courses?
- To engage in learning?
- To prepare for college or university?
- To prepare for life as an adult?
- To learn who we want to be in the world?
- To develop life-skills: social, communication?
- To instill a sense of culture and national identity?
- To be exposed to a diversity of views?
- To teach conflict management skills?
- To learn who we are?

1. What does it mean to be a student in high school?

More details

1	To learn who we are
2	to learn who we want to be in the world
3	To develop life-skills: social, communication
4	To be exposed to a diversity of views
5	To engage in learning
6	To prepare for life as an adult
7	To learn conflict management skills
8	To instill a sense of culture and national identity
9	To prepare for college or university
10	To be enrolled in courses



Teacher Perspective

1. What does it mean to be a student in high school?

More details

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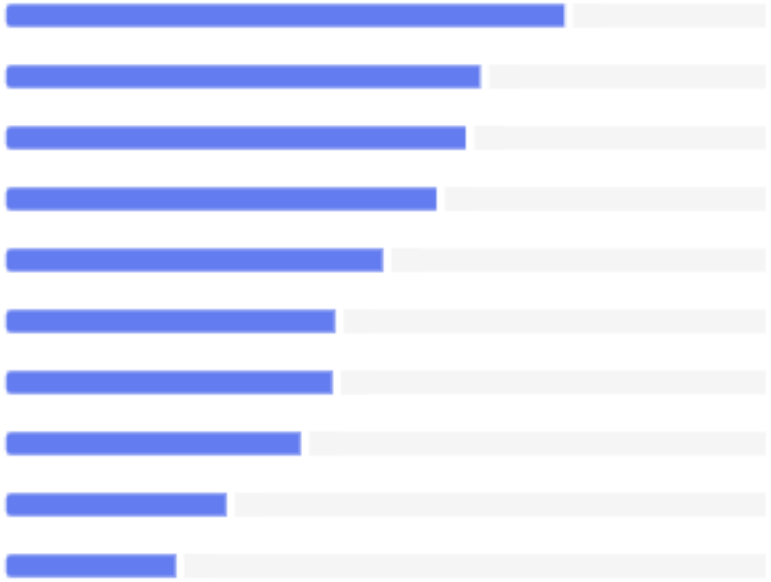


Student Perspective

What it means to be an IB Student

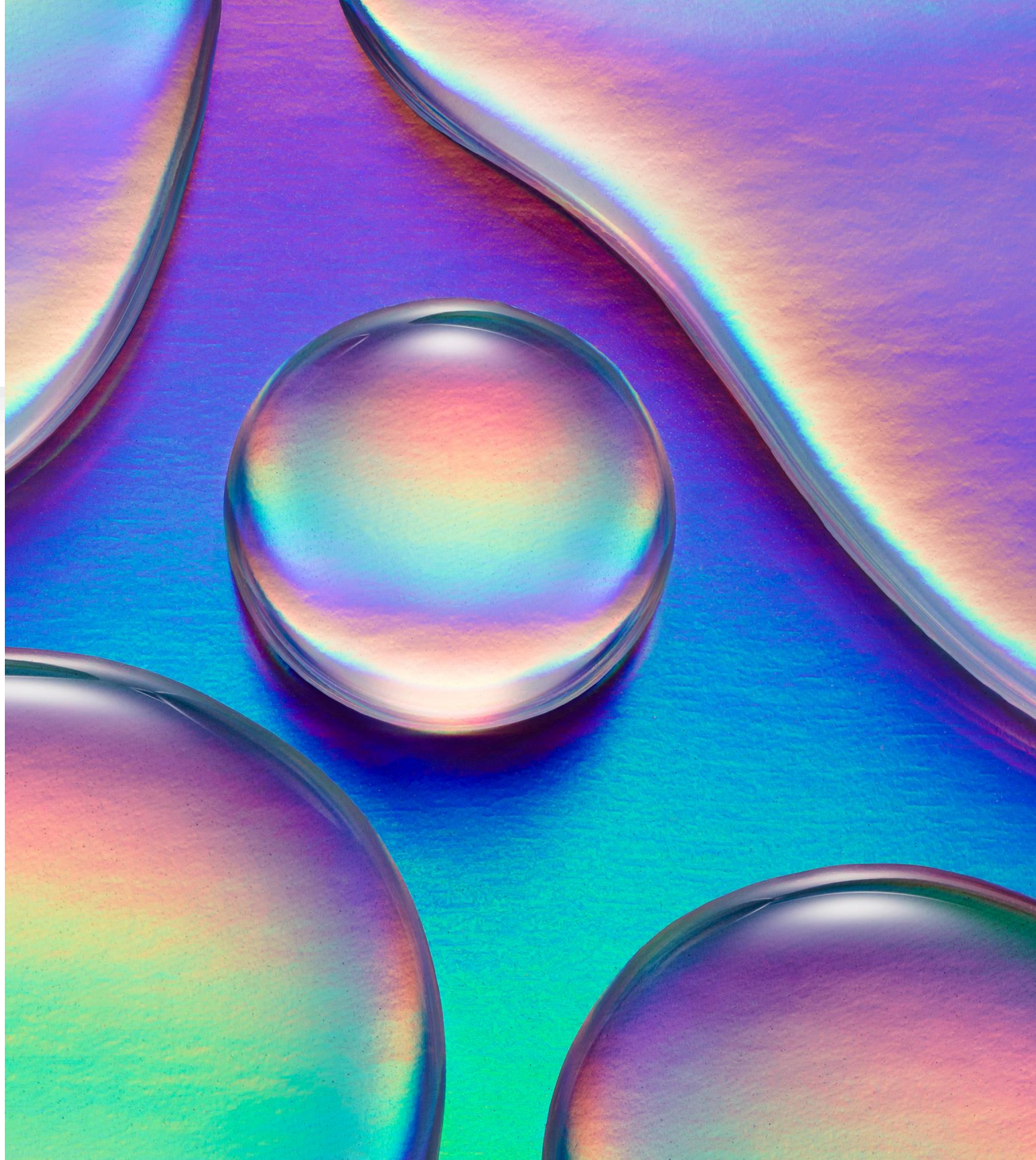
Inquirers are enthusiastic, lifelong learners who ask powerful questions.

What it means to be an IB Student

Knowledgeable - learners who explore locally & globally significant ideas.

What it means to be an IB Student

Thinkers - critical, ethical, and creative decision-makers.

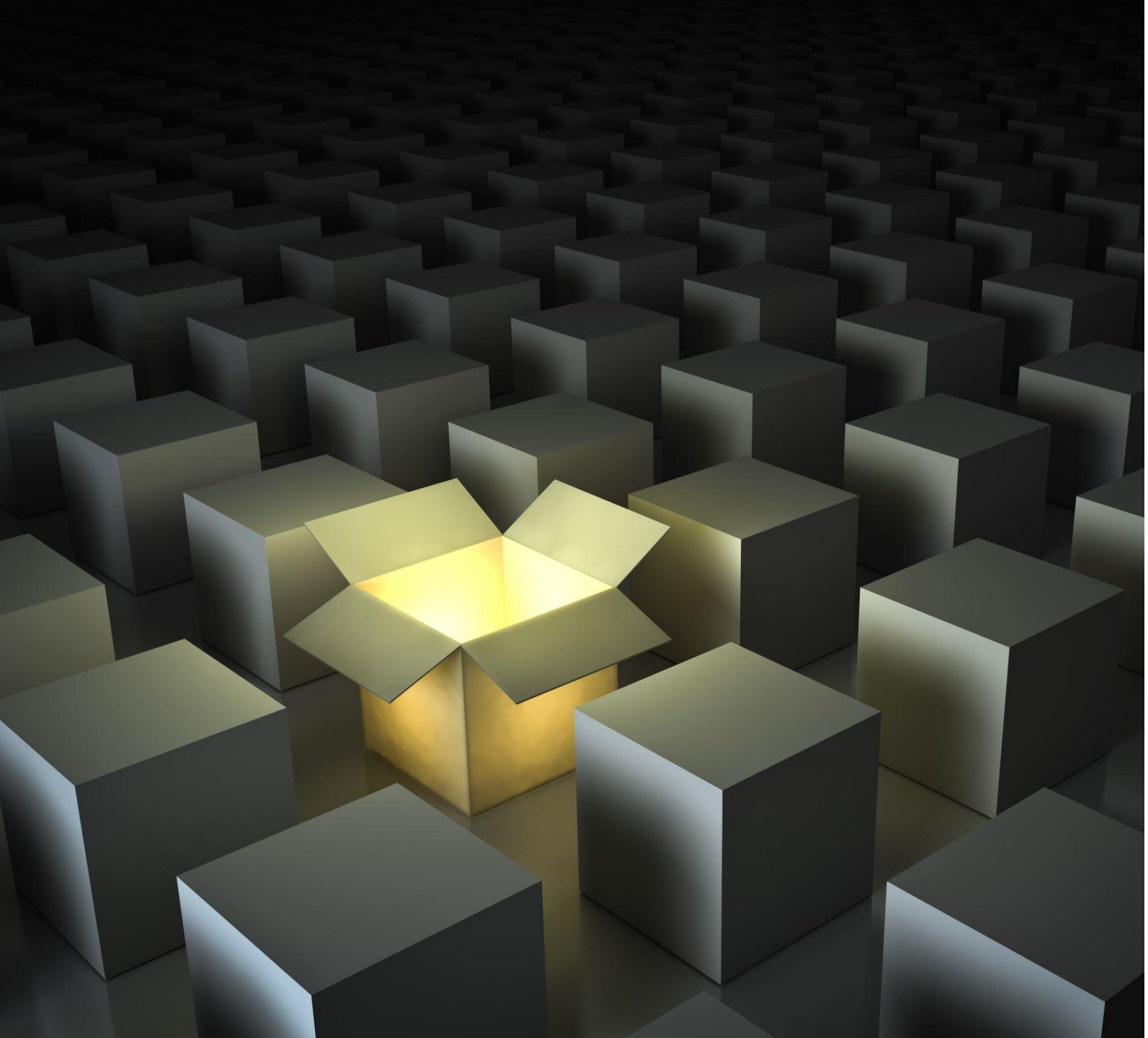


What it means to be an IB Student

Communicators - good listeners who strive to be confident in more than one language.

What it means to be an IB Student

Principled - honest, fair, and responsible.

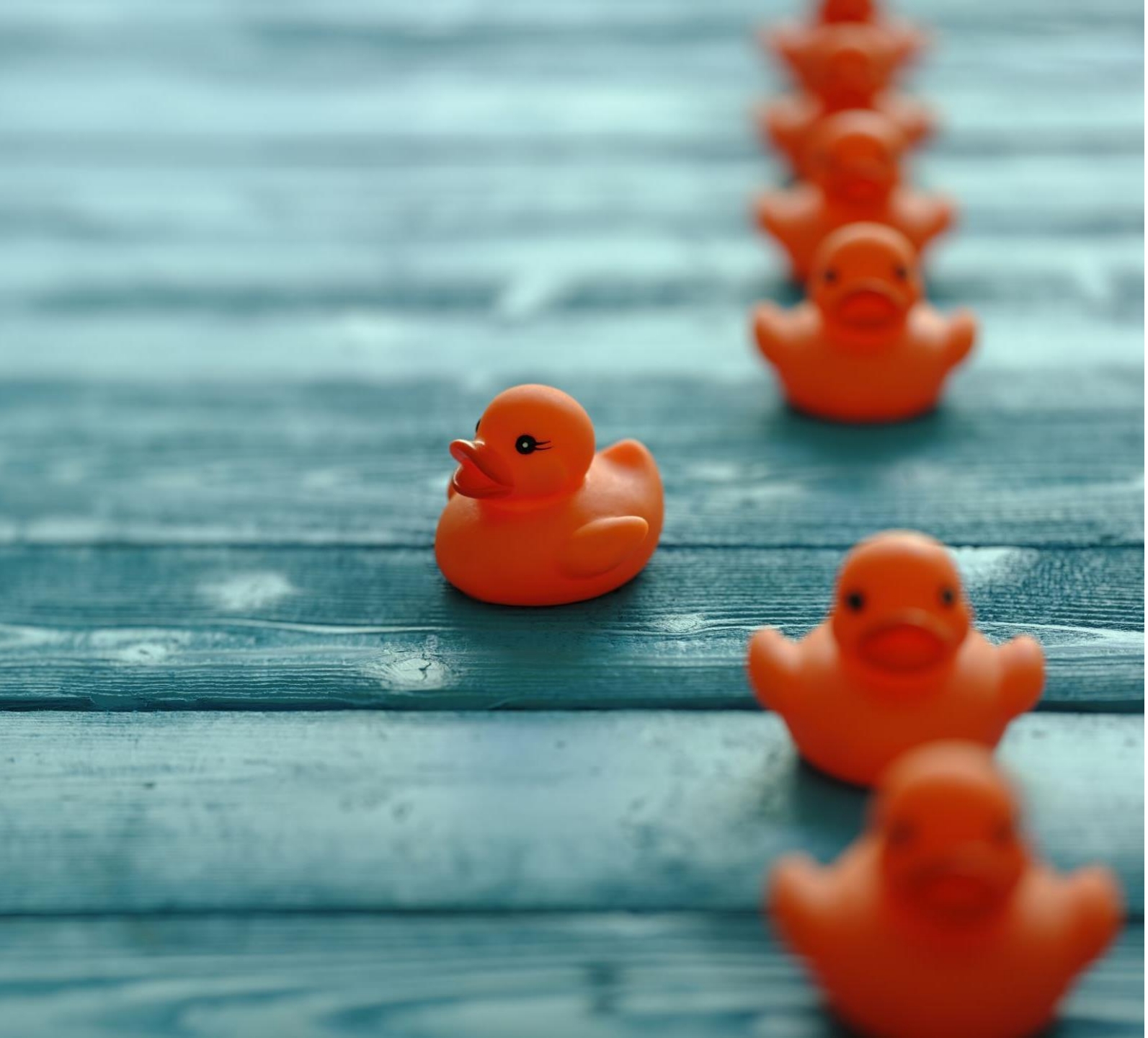


What it means to be an IB Student

Open-Minded - learners who develop appreciation for their own culture and the cultures of others.

What it means to be an IB Student

Caring - committed to service within the community.



What it means to be an IB Student

Risk-Takers - courageous, resourceful, and resilient.

What it means to be an IB Student

Balanced - focused on well-being for self and others.

What it means to be an IB Student

Reflective - thoughtful, realistic, and hopeful for the future.

What does it mean to be an IB student in high school?

Content and Skills:
Balancing Depth vs Breadth

Depth: Higher & Standard Level
Breadth: Covering all Subjects

Higher Level (HL)

- 240 hours
- 3 HLs

Standard Level (SL)

- 150 hours
- 3 SLs

- Group 1: English A
- Group 2: French A (FI), French B, & Japanese ab initio
- Group 3: Geography, History, Psychology
- Group 4: Biology, Chemistry, Environmental System& Societies, Physics
- Group 5: **Mathematics Analysis & Approaches (AA)**
- Group 6: Dance, Film, Theatre, or Visual Arts or a second IB subject (group 4)

IB SUBJECT LEVELS: HL & SL

HL = Higher Level. These courses require 90 hours more instructional time than SL. They are more challenging because there are 90 more hours of material to cover/study and more requirements to fulfill.

SL = Standard Level. These courses require less time and have fewer requirements to fulfill. This does not mean they are easy. There are still high expectations for this level.

Blended IB Classes

- Most IB classes are **blended** in Grade 11 and 12
  - HL and SL students are in the same class learning overlapping material
  - Your teacher can advise and guide you through HL/SL content distinctions – just ask
  - There is a great deal of overlap in content for HL and SL

Exception

- Math AA HL/SL is separated:
  - Math AA HL
  - Math AA SL

Prior Knowledge Assessment

- For placement advice
- Monday, May 5
- 9:00 to 10:00am
- New Gym – Churchill School
- No make-up exam available – plan accordingly

Groups 1 & 2: Languages

Language type	Language offered
A: Literature	At Churchill this is **ENGLISH**. It is mandatory for all Diploma students.
	Plus, one of:
A: Language & Literature	**FRENCH** Immersion students only
B	**FRENCH** for students who have 2-3 years of the language already.
ab initio	**JAPANESE**

Language A: English

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Language A: Language & Literature (FI)

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Language B: French

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

Language ab initio: Japanese

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

Group 3:
Individuals &
Societies
(Humanities)

GEOGRAPHY

HISTORY

PSYCHOLOGY

Geography

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

History

The course emphasizes the importance of encouraging students to think historically and to develop empathy, historical skills, as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

By understanding history, we can begin to understand the interconnectedness of nature and human societies, studying the past is essential for comprehending current environmental and cultural landscapes, particularly when analyzing the impact of human actions like colonialism on politics, economics, societies, art, and education across different regions.

There are six key concepts that have particular prominence throughout the history course: change, continuity, causation, consequence, significance and perspectives

Psychology

The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

Group 4: Natural Sciences

BIOLOGY

CHEMISTRY

PHYSICS

ENVIRONMENTAL SYSTEMS & SOCIETIES

Biology

Biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings

Chemistry

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

Enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Environmental Systems & Societies (ESS)

The Environmental Systems & Societies (ESS) course is an interdisciplinary course that combines the both the natural sciences (*i.e. bio*, *chem*, *phys*) and the human sciences (*i.e. geography*, *psychology*) to help understand environmental issues and our motivation (or lack thereof) to respond to them.

In this course, students will never be taught what to think about environmental issues; instead, students will learn the skills necessary to analyze environmental and sustainability issues and understand the interdependence of the various components of our planet in order to reach their own conclusions. These skills will be learned through a variety of means, such as group projects, case studies, and field work!

ESS covers eight major topics: foundations of the course and its major ideas; ecosystem structure and function; biodiversity; water resources; soil systems and food production; atmospheric science; climate change and energy production; and the interaction between human populations and resource use. We study plants, animals, energy, ecosystems, food systems, carbon and nutrient cycling, cultures… basically anything having anything to do with living organisms and the way they interact with people and the physical environment.

Physics

Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

Enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Group 5: Math

MATHEMATICS

Analysis and Approaches

All Gr.11 students must complete

Applications and Interpretations

Gr.12 option only

Math Analysis & Approaches (AA)

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Completed Grade 10

Year 1

Analysis and Approaches SL or HL: Prior Knowledge Assessment will advise placement

Year 2

Depending on your qualification

- **AA SL**
- **AI SL**

Completed Grade 11+

Year 1

Analysis and Approaches SL or HL: Prior Knowledge Assessment will advise placement

Year 2

Depending on your qualification

- **AA HL**
- **AA SL**
- **AI SL**

IB MATH

Monday, May 5

9:00-10:00am (all students)

New Gym – Churchill School

This is not an assessment you can study for

Checking current knowledge of **concepts** in Math from Grade 7 to Grade 12

NO CALCULATORS

SUMMER SCHOOL

- Students who want to take summer school may or may not understand concepts and methods better in equivalent IB courses – we have no data for this

- We have little advice to share about whether students should or shouldn’t take summer school, it is a personal and family choice

The Little Advice

If Summer School is something you want to pursue, make it worth your while

- Engage deeply in the course material and activities
- Deliberately learn concepts and methods
- Do your best

Assuming the above advice is followed, you will likely experience a smoother transition, especially in:

- IB Chemistry
- IB Math
- IB Physics
- IB Biology

Group 6: Fine Arts

DANCE

FILM

THEATRE

VISUAL ARTS

Dance

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

Film

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

Theatre

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Visual Arts

IB Art is a course that past students have said helped them learn the most about themselves. There are no prerequisites for the course, but students should have a passion to investigate and analyze art deeply and a willingness to make personally meaningful artwork. Currently (assessments change 2027) course assessments include a Comparative Study that involves analyzing artwork from two artists, a Process Portfolio that documents their creative process and an exhibition of several resolved artworks made over the two years of the course.

IB DIPLOMA REQUIREMENTS

ON TIMETABLE YOU MUST HAVE:

- 6 IB Subjects (Gr. 11 & 12)
- 1 TOK course (Gr. 11 & 12)
- 1 Contemporary Indigenous Studies (Gr. 11 only)

IB DIPLOMA REQUIREMENTS

OFF TIMETABLE YOU MUST HAVE:

Creativity, Action, Service – CAS (Gr. 11 & 12)

Career Life Education – CLE (Gr. 11)

Career Life Choice – CLC (Capstone: Gr. 12)

Graduation Requirements

IB Diploma Requirements

Seven Timetabled courses:

- 3 Higher Level (HL)
- 3 Standard Level (SL)
- 1 Theory of Knowledge (TOK)
- 1 CIS (English or FrImm)

TOTAL

- 8 Courses Gr.11
- 7 Courses Gr.12

Off-timetabled requirements Gr. 11 & 12

CLE/CLC

Creative, Action, Service (CAS)

IB DIPLOMA or DUAL DIPLOMA SATISFIED.

Provincial Requirements

- English 12 is satisfied by IB English
  - IB students complete Lit Exam in Gr.11
  - IB FrImm students complete FrImm exam in Gr.11
- A Social Studies 11 or 12 is satisfied by CIS
- French Immersion students take two required French Immersion courses on timetable (French A Gr.11 & 12 & CIS Gr.11)
- Completing CAS, EE, IB CLE = CLE, CLC/ Capstone

BC DOGWOOD DIPLOMA or DUAL DIPLOMA SATISFIED.

Off TT Electives: Twice a week, Linear

Volleyball (AM) 7:15 to 8:30am

Theatre Company (PM) 3:15 to 4:30pm

Engineering 11 (PM) 3:15 to 4:30pm

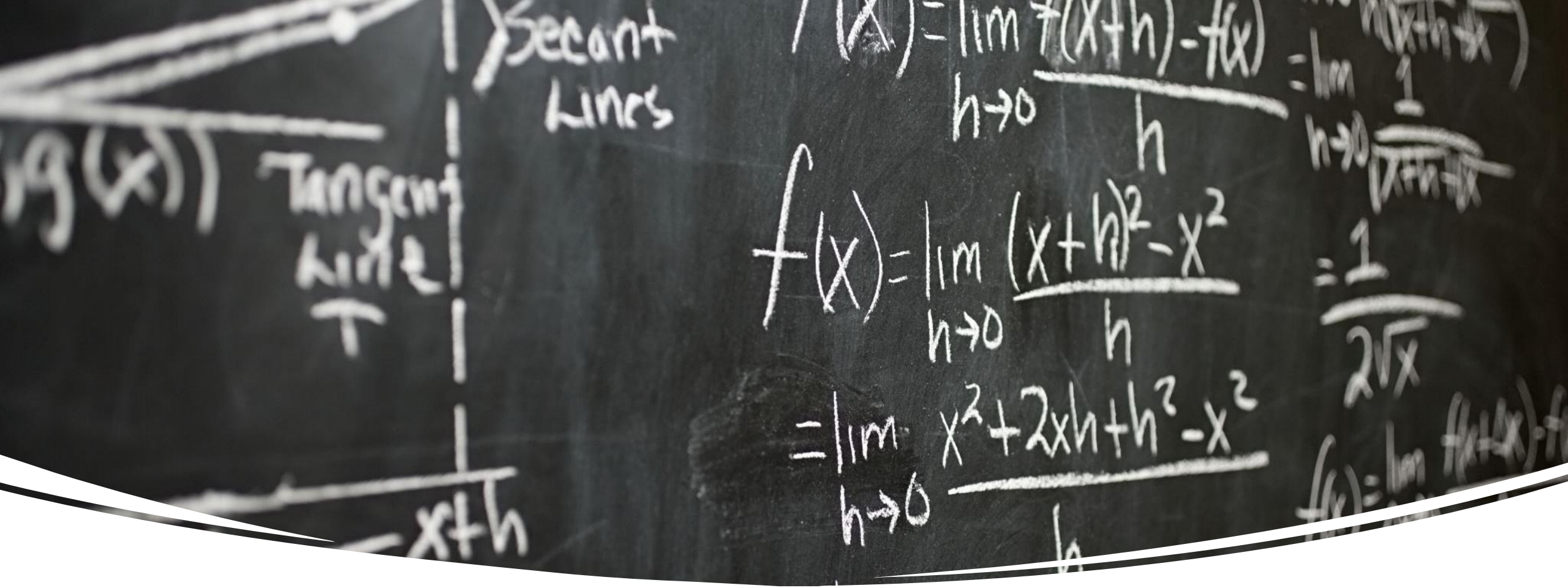
Senior Jazz Band (time varies – TBA) lunch or after school?

2. Scenarios: What should you consider?

“How do I choose my IB subjects?”

- This is tough because there’s a lot to consider:
  - Read our website: outlines course content
  - Do I know what I want to do as a career?
  - Do I know what I want to study at university?
  - What advice have I heard, and want to hear? (ask questions!)

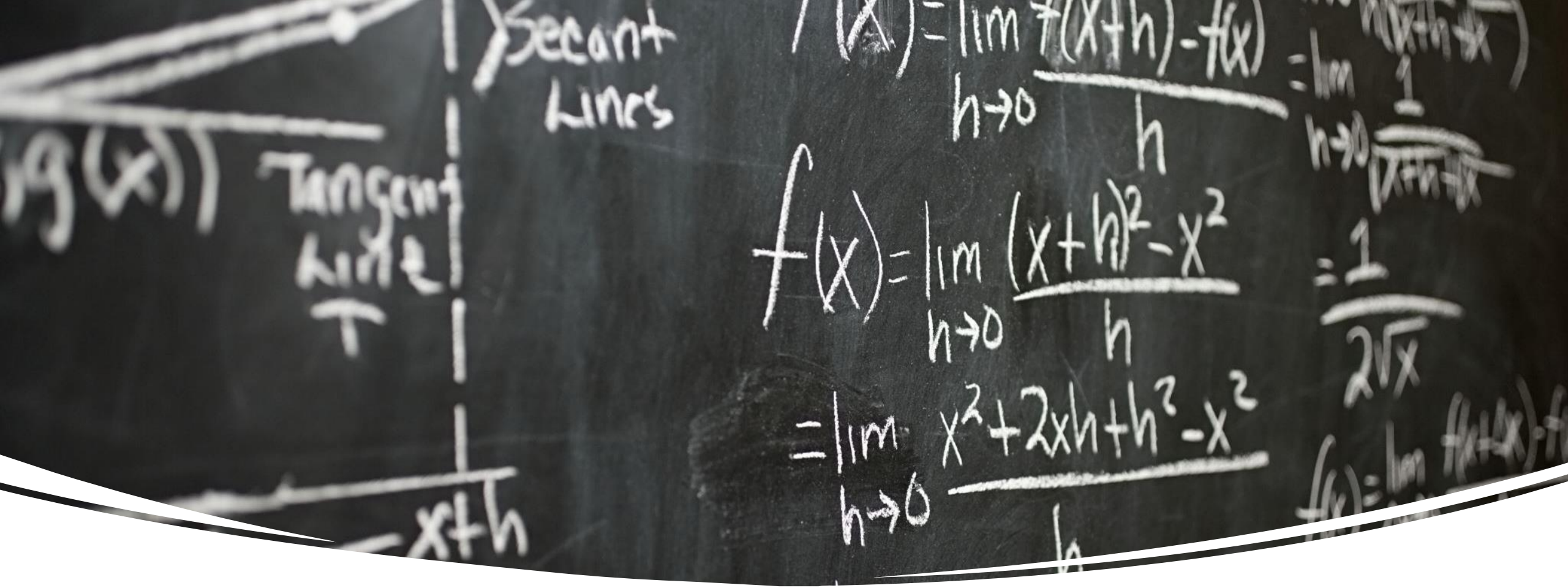
The number ONE reason for your choice should be your interest for the subject



First – universities in Canada or the US has a Med School program straight out of high school

Can transfer 2nd or 3rd year from Sciences, Applied Bio, Pharmacy, Arts…

"I want to pursue a career in science. I heard that I need 3 sciences at high school."



Some universities require that applicants from high school have at least two grade 12 sciences.

They may also specify that <u>both</u> Chemistry 11 and Physics 11 are completed

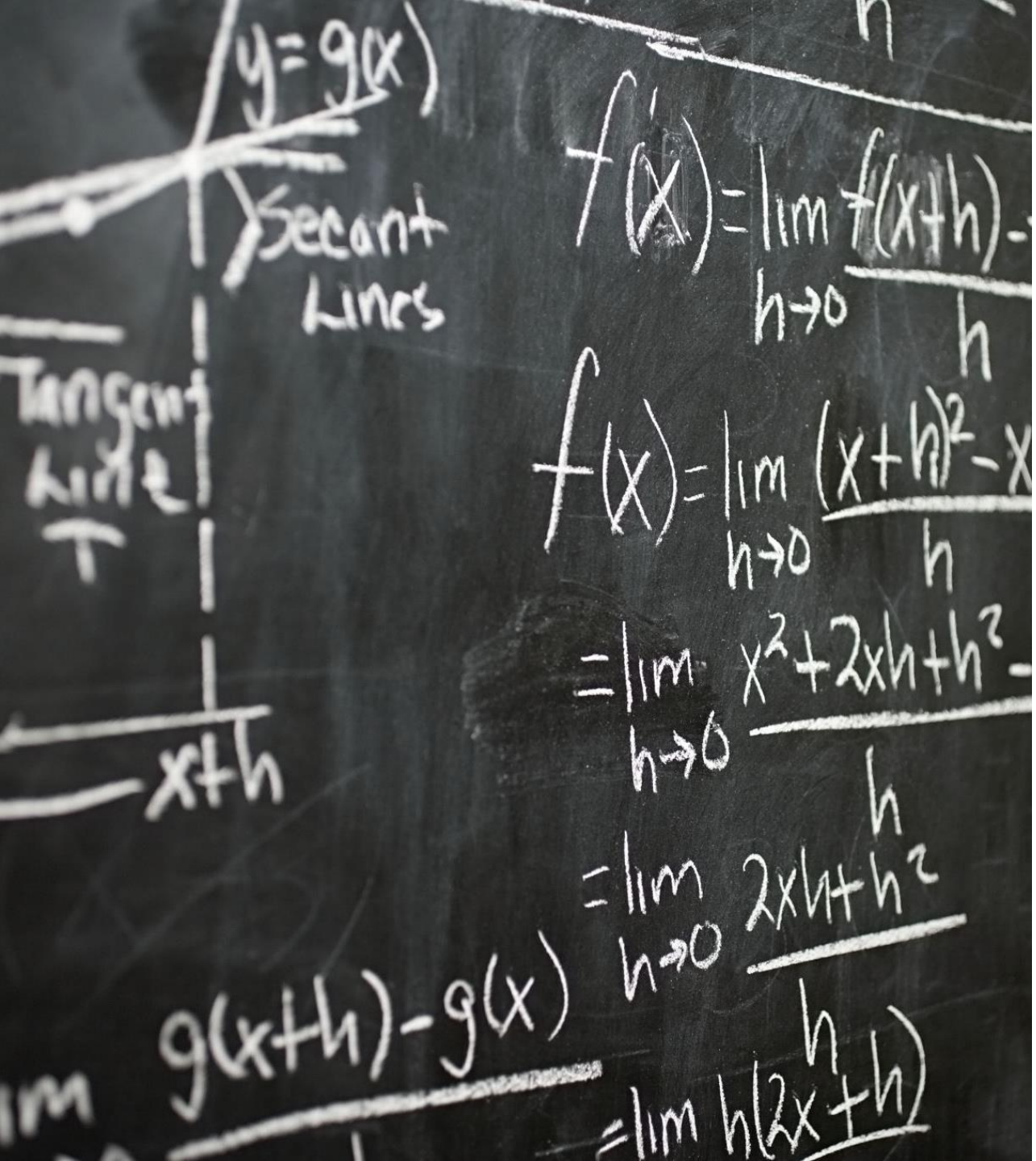
"I want to pursue a career in science. I heard that I need 3 sciences at high school."

“I’m thinking of a medical career, and I like Biology, but I hate Chemistry and I’m only OK in Physics. What should I do?”

“I want to pursue a career in science. I heard that I need 3 sciences at high school.”

Take IB Biology because you have a passion for it and take another science in IB, then take the science you have the least interest in at summer school or online.

"I want to pursue a career in science. I heard that I need 3 sciences at high school."

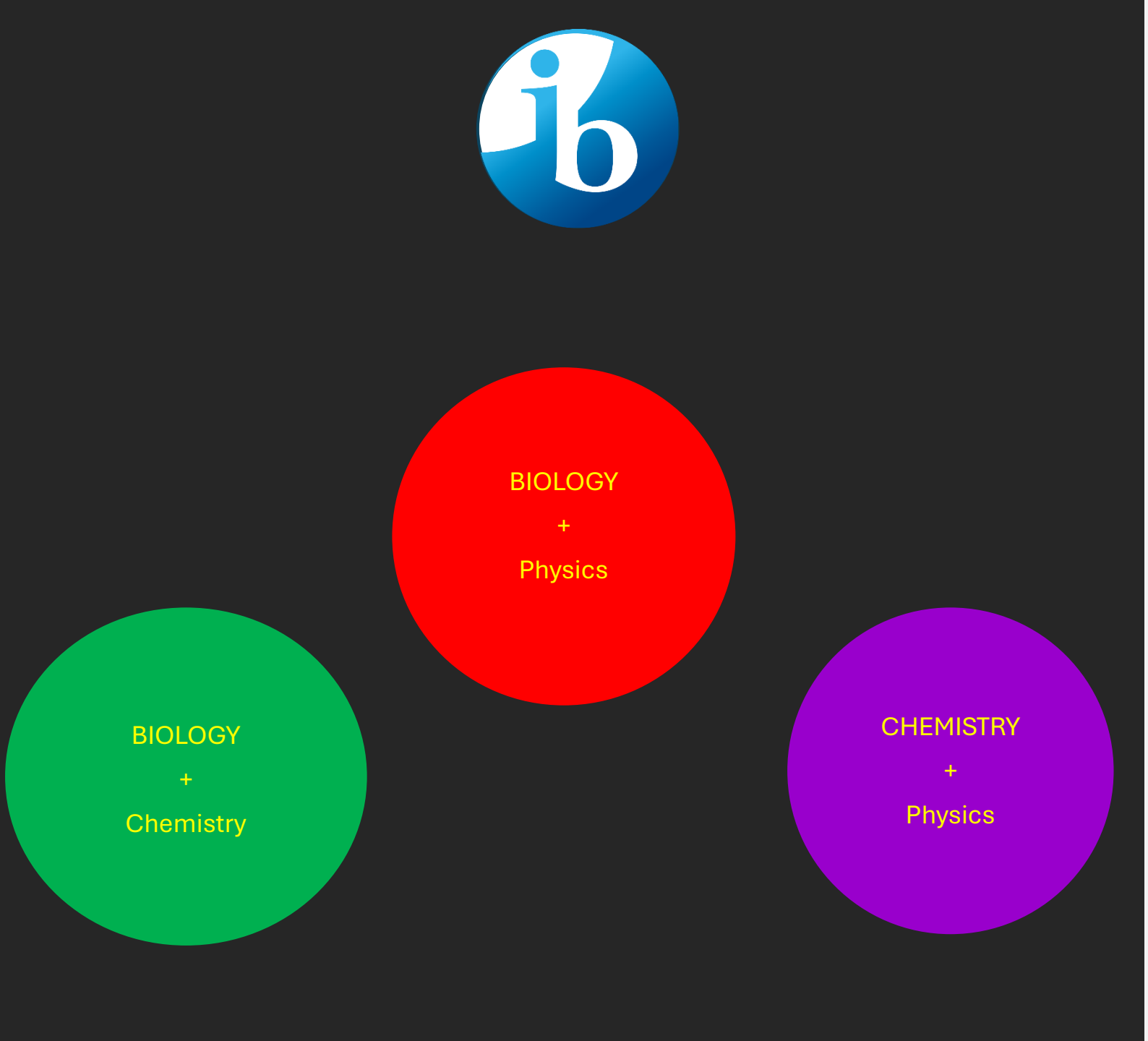


For most Canadian/US post-secondary schools, IB Physics & IB Chemistry are <u>not</u> required.

"I want to pursue a career in science. I heard that I need 3 sciences at high school."

- **Important Notes!!!**
  - **Some UK universities require Chemistry HL and Biology HL**
    - **Cannot blend AP with IB or regular**
    - **E.g. Imperial College**
  - **Some US universities require Math HL for certain programs**
    - **Allow blending of AP with IB**

- **Lesson here:**
  - **Responsibility of knowing this information is on the student**
  - **Reach out to universities when you are unsure or would like to know of what they will allow for admissions**



If you're interested in the sciences you are going to take two IB sciences

Your options are …

For Sciences Requirements at most universities, here are your scenarios/advice

BIOLOGY
+
CHEMISTRY

You will also need to take regular Physics 11, but not 12

BIOLOGY
+
PHYSICS

You will also need to take regular Chemistry 11, but not 12

CHEMISTRY
+
PHYSICS

Only for universities with two high school science requirements
Arts Programs: Law, International Relations, Music, Architecture & Design, Education
YOU DON'T NEED TWO SCIENCES OUT OF HIGH SCHOOL!

Science

Minimum requirements

- IB Math Analysis and Approaches SL **or** HL, **or** IB Math Applications and Interpretations HL. (IB Math Applications and Interpretations SL, or IB Math Studies, are not acceptable.)
- One of IB Biology, IB Chemistry, or IB Physics
- Grade 11 or equivalent Chemistry, and
- Grade 11 or equivalent Physics (may be waived with grades of 5 in IB Chemistry and in your IB Mathematics course)

NOTE: no HL or SL Science requirements

Applied Science (Engineering)

Minimum requirements

- IB Math Analysis and Approaches SL **or** HL, **or** IB Math Applications and Interpretations HL. (IB Math Applications and Interpretations SL, or IB Math Studies, are not acceptable.)
- IB Chemistry
- IB Physics
- Academically strong candidates missing either IB Chemistry or IB Physics may be evaluated on a case-by-case basis

NOTE: no HL or SL science requirements

So, if you are interested in Sciences, you can still have a balanced IB Timetable

University Admission for IB students is based on their IB Predicted Scores – earned in class, issued by teacher

General Group	Specific IB Subject Gr. 11 & Gr. 12
Group 1	English A: Literature HL
Group 2	French B SL
Group 3	History HL
Group 4	Biology HL
Group 5	Math SL
Group 6	Film SL
Summer School or Online or Elective	Chemistry 11
Summer School or Online or Elective	Physics 11

These pre-requisites can be completed during summer school or online. Do a good job.

University Admission for IB students is based on their total IB Predicted Scores – earned in class, issued by teacher

“I’m not interested in science and I’m thinking of going into international relations, city planning, politics, law, architecture or art history – do I have to do Math HL or SL?”

If you have no interest in math and it will not be a requirement for your university choice, you could consider Applications and Interpretation SL for grade 12. This is only offered as SL and you must first complete grade 11 math, Analysis and Approaches. You may have to complete Calculus 12 online or in the summer.

“I’m not interested in science and I’m thinking of going into international relations, city planning, politics, law, architecture or art history – do I have to do Math HL or SL?”

For applications to science, engineering or business, most universities will require Analysis and Approaches (Math AA) SL

"I'm not interested in science and I'm thinking of going into international relations, city planning, politics, law, architecture or art history – do I have to do Math HL or SL?"

Math AA HL is rarely a requirement but be sure to visit university websites for details. Most pre-requisite can be completed as a non-IB course, and students are considered for admissions to university with IB Predicted Grades

“I might be interested in business or commerce – what special courses do I need?”

Almost any academic variation of courses but you need a good math score in Math AA SL

Strongly consider a Group 6 subject:

Dance	Film	Theatre	Visual Arts

Completing a Group 6 course offers balance, which often results in more success. In fact, most business programs require interviews & portfolios – students with a Fine Art tend to have more creative thinking skills and training; so, they have more to talk about and variety in their portfolios making them more desirable candidates for these programs.

“How do I choose the IB subject level?”

You will need 3 HL and 3 SL subjects <u>selected in October Year 2</u>

“How do I choose the IB subject level?”

For most courses, Y1 is a time to experience your courses, make mistakes, develop subject-specific skills, learn content, and figure out what you like and don’t like

“How do I choose the IB subject level?”

For your HL subjects choose the ones you are good at, or you really like. If you need a tutor for a subject, don’t take it as an HL.

Don’t take HL to “impress”!

“How do I choose the IB subject level?”

University admissions: generally, in most cases, universities are not focused on HL/SL

IB courses at Churchill

IB subjects in blended HL/SL classes:

- English
- French B
- Geography
- History
- Psychology
- Biology
- Chemistry
- ESS
- Physics
- Dance
- Theatre
- Film Studies
- Visual Arts

Movement from
HL to SL ☑
SL to HL ☑
Until October Y2
or as prescribed
by teacher

You can decide the level for these by the start of Year 2

Separated HL/SL Classes

- Math

Movement from
HL to SL ☑

You must complete the prior knowledge assessment on
May 5, 9:00-10:00am
All Students

Japanese ab initio only SL

Movement from
HL to SL ☒
SL to HL ☒

“How do I choose my IB subjects?”

- This is tough because there’s a lot to consider:
  - Read our website: outlines course content
  - Do I know what I want to do as a career?
  - Do I know what I want to study at university?
  - What advice have I heard, and want to hear? (ask questions!)

The number ONE reason for your choice should be your interest for the subject

Student Volunteers

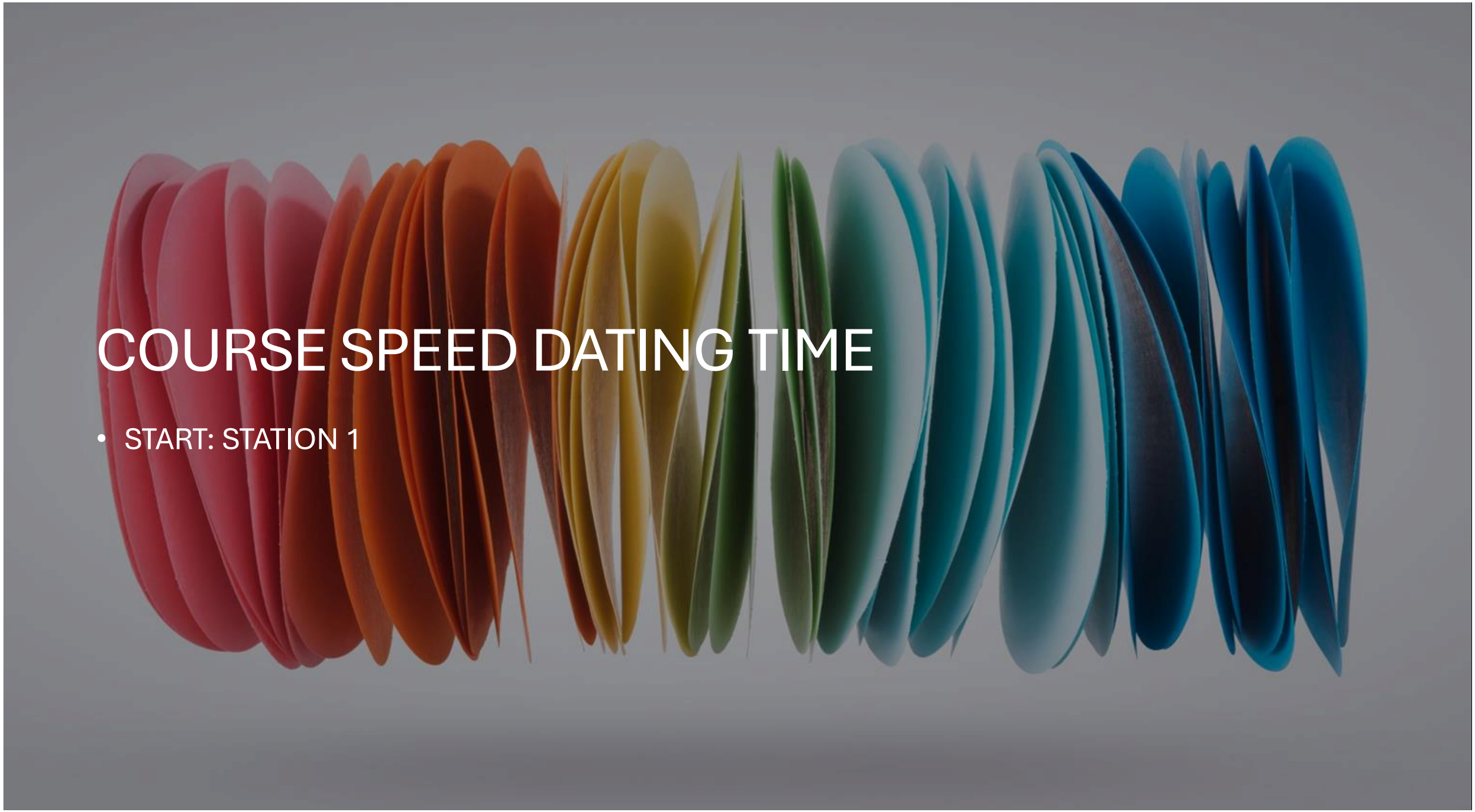
We have Gr.11 IB leaders here to help you by answering your questions and sharing their real experiences with you.

You can ask them questions; they are happy to help.

Welcome volunteers & thank you.

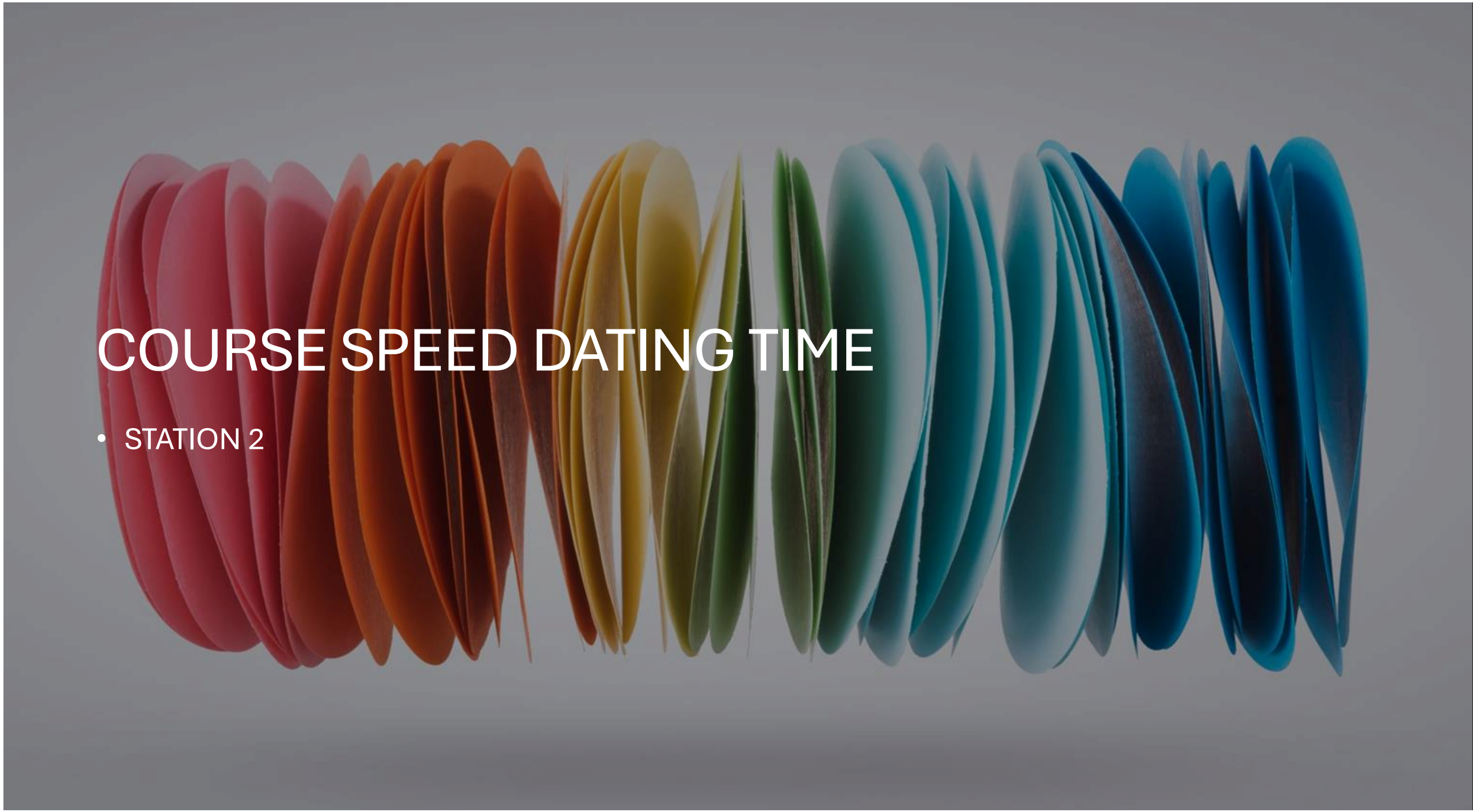
Course Speed Dating

- The IB Acronym Guide Bookmarks are printed on different colours
- Please join your bookmark colour group at designated stations
- Course speeding will last 30 minutes as you rotate through each group subject
- No TOK, CAS, EE, CLE/CLC, or CIS stations as these are required courses



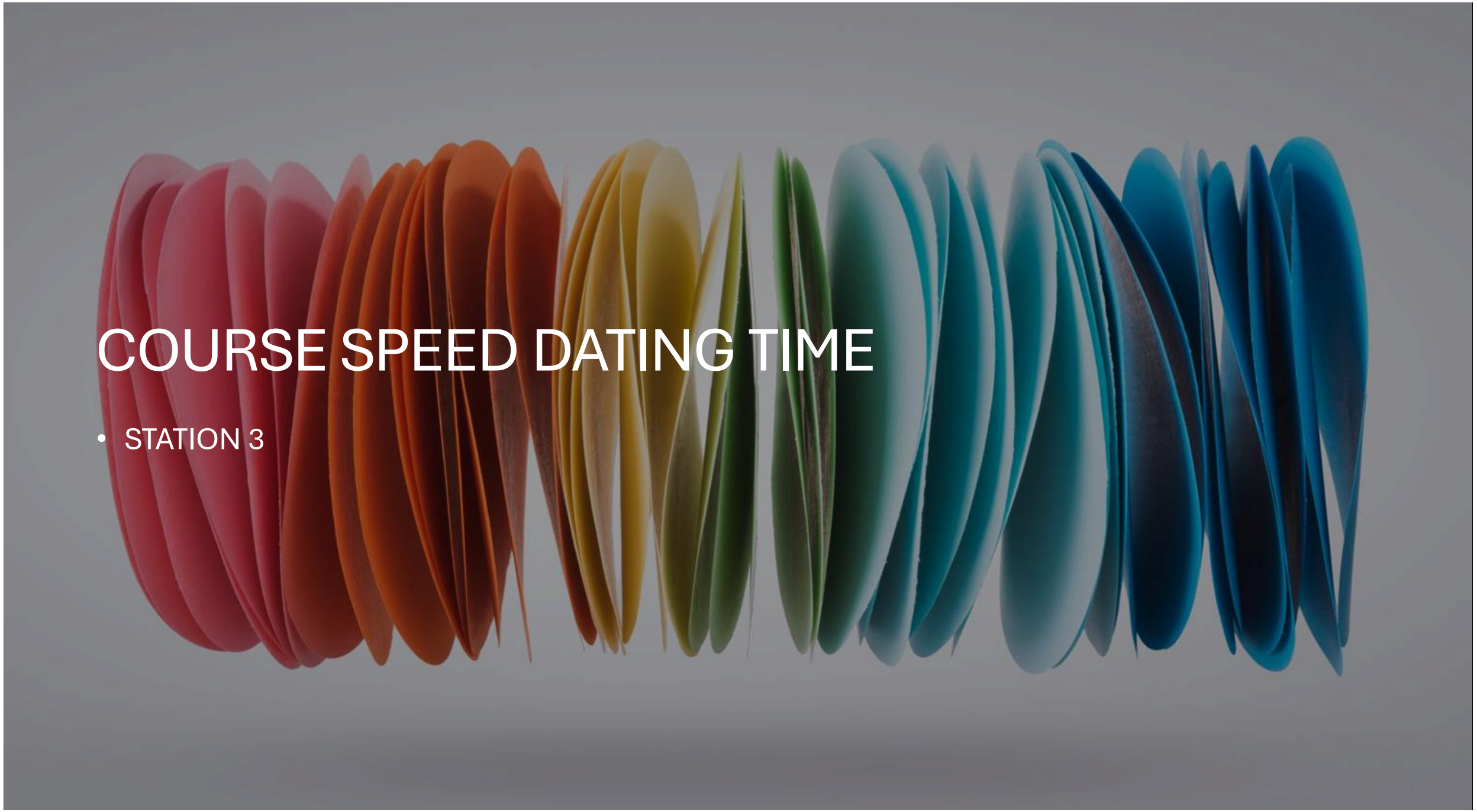
COURSE SPEED DATING TIME

- START: STATION 1



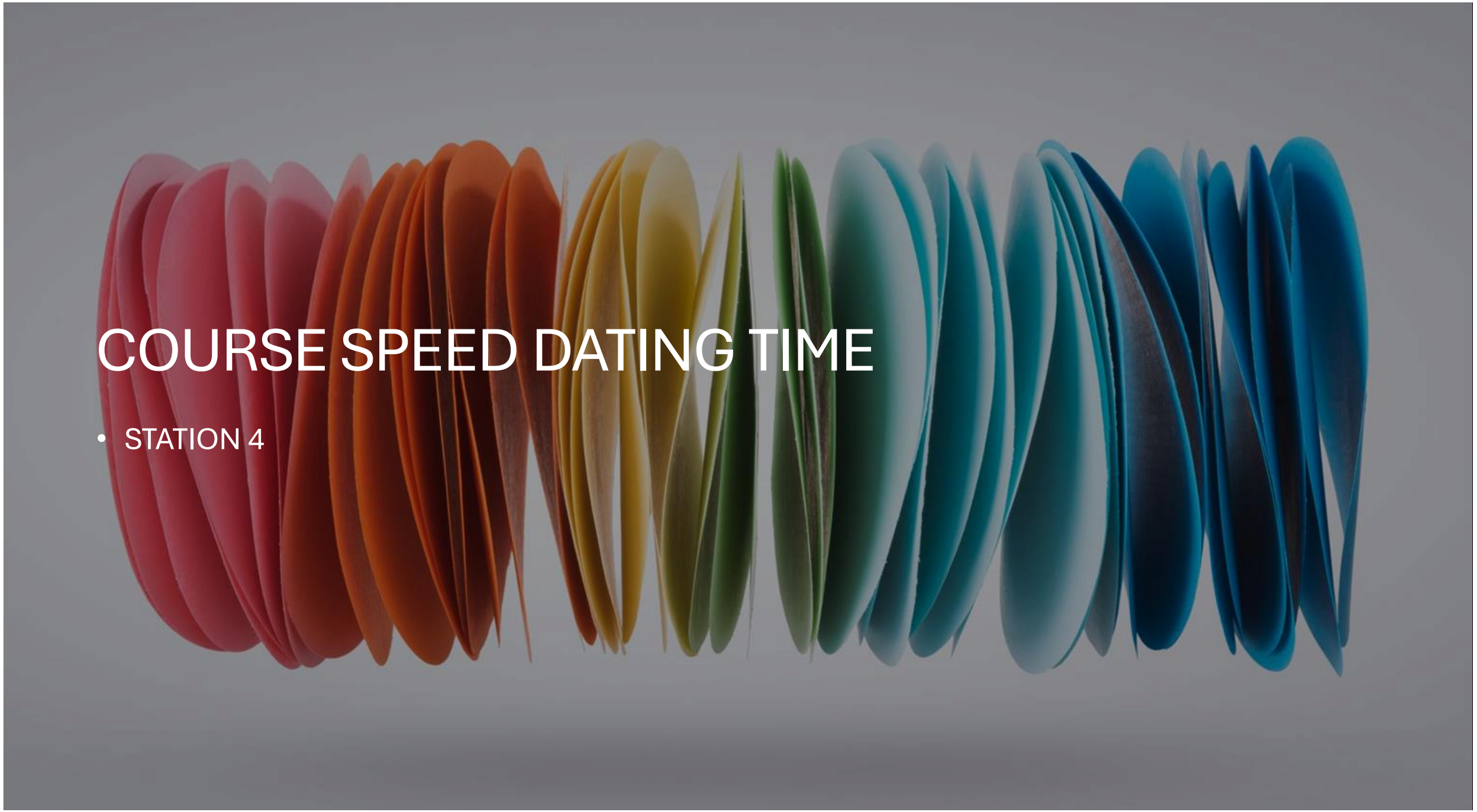
COURSE SPEED DATING TIME

- STATION 2



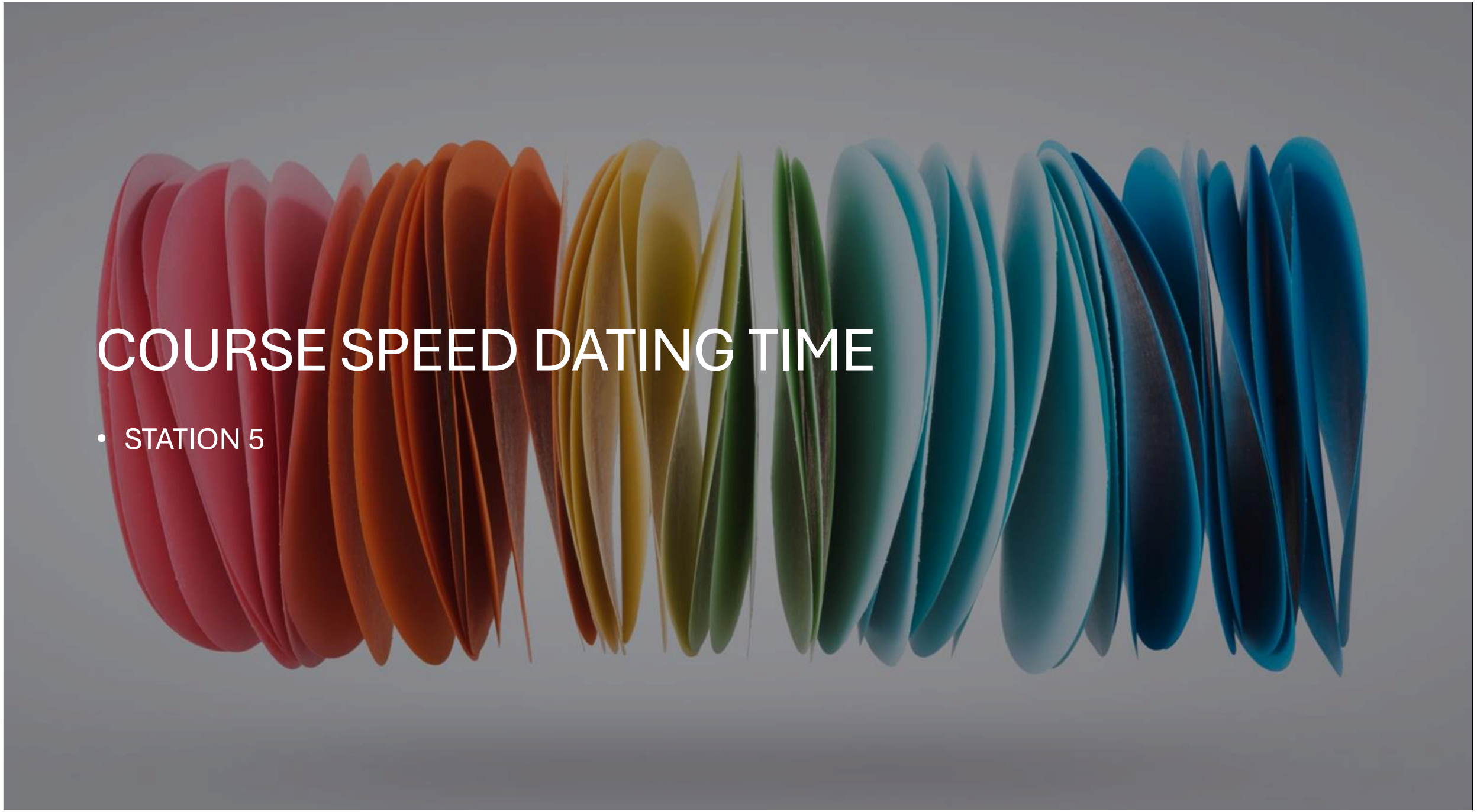
COURSE SPEED DATING TIME

- STATION 3



COURSE SPEED DATING TIME

- STATION 4



COURSE SPEED DATING TIME

- STATION 5

COURSE SPEED DATING TIME

- FINAL STOP: STATION 6

Student Volunteers + teachers and counsellors

In addition to our lovely student volunteers, we also have:

- Ms Waight: Math and Japanese questions
- Ms Wakabayashi: Japanese questions
- Mr Larock: general questions – non-IB focus
- Ms Puzio: general questions – IB focus

Course Planning Time – FORMS DISTRIBUTION & COMPLETION

We will invite students in this order to pick up their forms:

- French Immersion (orange form)
- English (white form) – to be distributed at your last station
- Students requesting Japanese ab initio (needs survey – submit with request form)

TIME TO REQUEST COURSES:

- get forms
- ask questions
- go to Churchill website
- make course requests

Group 1

English

Group 2

French A or B

Japanese ab initio

Group 3

Geography
History
Psychology

Group 4

Biology

Chemistry

ESS

Physics

Group 5

Mathematics

Group 6

Dance

Film Studies

Theatre

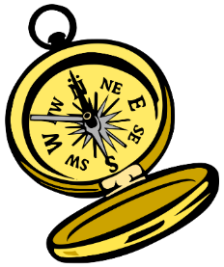
Visual Arts

IB ORIENTATION

Tuesday, June 11

4:00 – 5:30pm

Churchill Cafeteria



- Meet all your peers for next year's IB
- Meet the IB Directors who will give you instructions for your summer task
- Pick up some books and information from your IB English teacher
- Have some refreshments and fun!