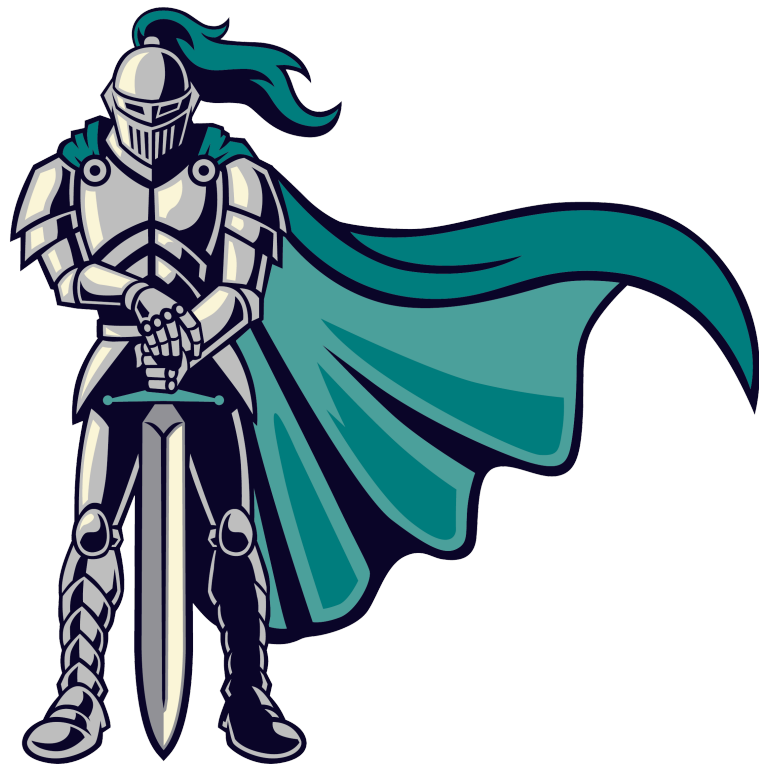


## **Class of 2026 Course Selection Guide**



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<b>Introduction</b>	<b>4</b>
<b>Contacts:</b>	<b>4</b>
<b>Language of DP</b>	<b>5</b>
<b>Graduation Requirements</b>	<b>6</b>
<b>IB Diploma Requirements</b>	<b>9</b>
<b>Paths to Graduation</b>	<b>10</b>
<b>Selecting a Path</b>	<b>11</b>
<b>Dropping and Adding Courses/Changing Pathways</b>	<b>12</b>
<b>IB Assessments and Fees</b>	<b>13</b>
<b>Grading Scale:</b>	<b>14</b>
<b>Course Weights:</b>	<b>15</b>
<b>Course Descriptions</b>	<b>16</b>
Group 1 - Studies in Language and Literature	16
Group 2 - Language Acquisition	18
Group 3 - Individuals and Societies	20
Group 4: Sciences	26
Group 5: Mathematics	32
Group 6: The Arts**	35
The DP Core	48
Electives	51
<b>Overview of Courses Offered</b>	<b>52</b>
<b>Course Selection Worksheet</b>	<b>53</b>

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# Diploma Programme Course Selection Guide

## *Class of 2026*

### Introduction

Congratulations on having a student heading to 11th grade. This document provides you with an overview of the Diploma Programme (DP). It also provides information regarding course selection and paths to graduation. Please make sure you review this full document including each of the highlighted sections. Course selection is a rigorous process that will start in March. Students will be briefed on GPAs and credits in their Language & Literature classroom and families will be informed on DP info night. Once initial selections are made by students, teachers will give their recommendations. Additionally, all students will conference one on one with the DP Coordinator and DP teachers to ensure the courses they are selecting are optimal for physical, mental, and emotional well-being.

#### **Contacts:**

**Head of School: Mrs. Carol Alvarnaz**

School phone: (717) 801-3900

**DP Coordinator: Mrs. Laura Riggs**

[lriggs@yorkarcs.org](mailto:lriggs@yorkarcs.org)

School phone: (717) 801-3900 ext 2405

GVoice: 717-814-8117

**Counselor: Ms. Tiana Reid**

[t.reid@yorkarcs.org](mailto:t.reid@yorkarcs.org)

Phone: (717) 900-5001 ext. 2600

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Group 3: Mr. Brendon McGirr- [bmcgirr@yorkarcs.org](mailto:bmcgirr@yorkarcs.org)

Group 4: Mrs. Roni Reed - [rreed@yorkarcs.org](mailto:rreed@yorkarcs.org)

Group 5: Ms. Rachel Why- [rwhy@yorkarcs.org](mailto:rwhy@yorkarcs.org)

Group 6:

Music: Brent Gregory- [bgregory@yorkarcs.org](mailto:bgregory@yorkarcs.org)

Visual Arts: Rebecca Chester- [rchester@yorkarcs.org](mailto:rchester@yorkarcs.org)

Theater: Peter [Smith-psmither@yorkarcs.org](mailto:Smith-psmither@yorkarcs.org)

DP CORE:

Theory of Knowledge:

CAS: Janet Miller- [jmiller@yorkarcs.org](mailto:jmiller@yorkarcs.org)

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## **Language of DP**

**IB DP** -International Baccalaureate Diploma Programme, a two-year course of study (beginning junior year and ending senior year)

**SL** -Standard Level course and standard level exam taken after junior or senior year in selected subjects; standard level equates the base content covered in a course and the expected difficulty is that of a 100 level college course.

**HL** -Higher Level course and higher level exam taken after a two-year class; exam taken in senior year only; higher level equates to the base content covered in a course PLUS additional topics depending on the subject. The expected difficulty is that of a 200 level college course.

**NT** -Non-Testing IB, exams taken within York Academy and not sent to IB. Students in non-testing courses are expected to complete IBDP coursework and assessments. NT courses are not eligible to sit for IB exams or earn college credit.

**EE** (Extended Essay) -Core Requirement, 4,000-word independent, research paper; faculty mentor assigned for advisement.

**CAS** (Creativity, Activity & Service) -CAS Project is a graduation requirement; 1 semester in grade 11 and 1 semester in grade 12. All service hours done in CAS count towards the graduation requirement.

**TOK** (Theory of Knowledge) -Graduation requirement; Full year in 11 and fall semester of grade 12, 1600-word TOK essay and exhibition required.

**External Assessment** -IB-scored AND teachers submit predicted scores.

**Internal Assessment** -Teacher-scored AND IB may moderate scores

**Full Diploma** -Students take 3 HL courses (4), 3 SL courses(2) in each of the 6 subject groups\*, complete CAS, TOK, and EE.

\*Students can request a second course in group 2,3,4 instead of a group 6 course. Scheduling of these courses is subject to availability and interest.

**Partial Pathway** -Students take any number of SL/HL/NT courses based on availability and interest (no more than 4 HLs), complete CAS, TOK, and Arts Recital in Y2.

**Non-Testing Pathway** -Students take NT courses, complete CAS, TOK, and Arts Recital in Y2

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## Graduation Requirements

Regardless of the pathway chosen, in order to receive a York Academy Regional Charter School IB World School High School Diploma, students must meet the following credit requirements:

Subject	Required Credits
Language & Literature	4.0
Language Acquisition	4.0
Individuals & Societies	4.0
Science	4.0
Math	4.0
Design	1.0
Health & PE	1.0
Electives	4.0
Total	26.0

In addition to credits, as an **IB World School**, students also need to complete the following non-credit components related to **IB** or as outlined by **PDE**:

### **IB:**

- Personal Project in Grade 10
- CAS Project
- Theory of Knowledge Exhibition & submission of a TOK essay
- DP Art Exhibition or Music & Theater Showcase\*/\*\*

### **PDE:**

- Completion of Career Portfolio (Smart Futures)
- Proficient on Keystone Assessments (or any combination of approved pathways; see page 6)
- 150 Hours of Service

\*If a student opts out of group 6 in order to take an additional Science course, this requirement will be replaced with participation in competitive Science Fair in grade 12, in addition to the completion of 2 science IAs (1 for each course).

\*\*If a student opts out of group 6 in order to take an additional Individual and Societies course, this requirement will be replaced with an Internal Assessment Defense Presentation for the assessment completed in both Group 3 Courses.

**NOTE:** During a learner's 4 years at York Academy, they are scheduled to earn 8 credits per year, or 32 credits total. This allows students sufficient time to meet all of the requirements listed above.

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## **State Graduation Requirements (Beginning with the Class of 2023):**

Per Act 158 of the Pennsylvania legislature, students must meet a graduation pathway in addition to completing traditional school content. The following pathways are available to students.

### **Pathway 1 - Keystone Proficiency**

Pass All Three Keystone Exams

### **Pathway 2 - Keystone Composite Score**

Earning a satisfactory composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two)

Per Act 55 of 2022, an additional composite score is available to students who were deemed proficient on one assessment during the 2019-20 school year when Keystone assessments were canceled. A student who scored proficient on one test and basic on a second assessment with a total of 2939 or greater will be considered to have met Pathway 2.

### **Pathway 3 - Alternate Assessment**

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency **and one** of the following:

- Scholastic Aptitude Test (SAT): score of 1010
- PSAT: score of 970
- ACT: score of 21
- Gold Level on the ACT WorkKeys Assessment
- Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates, the current minimum score is 30.
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework
- Advanced Placement (AP) exam: score of 3 on an AP exam related to one of [these courses](#)
- International Baccalaureate (IB) exam: score of 4 on an IB exam related to one of [these courses](#)

### **Pathway 4 - Evidence-Based**

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including:

- **One** of the following:
  - ACT WorkKeys assessment: attainment of the Silver Level
  - SAT Subject Test: score of 630
  - AP program exam: score of 3
  - IB Diploma program exam: score of 3
  - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework
  - Attainment of an industry-recognized credential
  - Successful completion of a concurrent enrollment or postsecondary course; and

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- **Two** additional pieces of evidence, including:
  - One or more of the options listed above
  - Satisfactory completion of a service learning project
  - Attainment of a score of proficient or advanced on a Keystone Exam
  - A letter guaranteeing full-time employment
  - A certificate of successful completion of an internship or cooperative education program
  - Satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

#### Pathway 5 - CTE Concentrator (Not available to YARCS)

Based on this information, students in grades 11 & 12 will continue to take Classroom Diagnostic Testing (CDTs) throughout their time in the Diploma Programme in English, Math, and Science regardless of course level. The CDT will help teachers to identify gaps, determine what skills have been mastered, and in what ways to best move the class forward while ensuring growth for all students.

### Chartering District Comparisons:

Category	York Academy	York City-College Pathway	York Suburban	Central York
Credits	26	22	23	28
English	4	4	4	4
Social Sciences	4	4	3	3
Science	4	4	3	3
Foreign Language	4	2	0	0
Math	4	4	3	3
Wellness	1	1	2	2
Design	1	0	1 (STEM)	0
College & Career	Senior Capstone	1 (Career & Finance)	1 (CCW)	0
Non-core Elective	0	0	2 (Art, Music)	0
Electives	4	2	4 (includes Language)	13
Keystone Proficiency	Y	Y	Y	Y

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## **IB Diploma Requirements**

Students who are on a Full IB Diploma Pathway must meet the conditions set by the IB. York Academy has no control over how students are scored on external assessments, the distribution of markbands, or the awarding of the IB Diploma. The additional parameters for an IB Awarded Diploma are listed below. The IB Diploma has no impact on a student's high school diploma.

IB Diploma Conditions
<ul style="list-style-type: none"><li>• Take at least 3 HL and 3 SL classes (students CAN take up to 4 HL classes) in each group 1-5</li><li>• Students can take a group 6 or an additional course in any of the other subjects</li><li>• Score 24 or higher on IB Exams. The highest score a student can earn is 45</li><li>• Students must earn at least 9 points for SL subjects and 12 points for HL subjects.</li><li>• Students cannot earn an "E" or "N" on Core Components (TOK/EE).</li><li>• Students cannot score a 1 in ANY subject (this does not mean any subject component).</li><li>• Students cannot score a 2 more than 3 times.</li><li>• Students cannot score a 3 more than 4 times.</li></ul>

**NOTE:** If students do not meet the conditions of the Full Diploma, IB still awards Course Certificates based on performances in individual courses.

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## Paths to Graduation

All students at York Academy participate in the International Baccalaureate curriculum on their path toward graduation. While all students are eligible for a York Academy Regional Charter School IB World School Diploma upon graduation, students also have the option to earn DP Course Certificates or the IB Diploma from the International Baccalaureate Organization. At the end of their sophomore year, (10th grade) students select one of three paths toward graduation and through the Diploma Programme (DP): Each path is explained in more detail below:

IB Diploma Candidates	DP Course Candidates	Non-Testing +1 Candidates
<b>Course Requirements</b> <ul style="list-style-type: none"> <li>Three DP courses (11th &amp; 12th grades) must be taken at the Higher Level</li> <li>Three DP courses (11th &amp; 12th grades) must be taken at the Standard Level</li> <li>Students complete the Theory of Knowledge course during their 11th &amp; 12th grade years.</li> <li>Students can take up to 4 HL courses on the IBDP pathway.</li> <li>Students can swap a group 6 course for another core course in groups 1-4 if available.</li> </ul>	<b>Course Requirements</b> <ul style="list-style-type: none"> <li>DP courses (11th &amp; 12th grade) may be taken at the Standard Level or Higher Level based on students' academic readiness and interests.</li> <li>No student may take more than 4 HL courses even if they are on a course pathway. Students may opt into Non-testing level courses.</li> <li>Students complete the Theory of Knowledge course during their 11th &amp; 12th grade years.</li> </ul>	<b>Course Requirements:</b> <ul style="list-style-type: none"> <li>Students on a Non-Testing pathway (NT) are looking to continue their education at York Academy but want to focus on specific academy courses instead of a full diploma course load.</li> <li><b>Students on this pathway must take at least 1 weighted course (HL or SL) based on their interests or abilities.</b></li> <li>Students take a class in each of the 6 subjects as well as Theory of Knowledge</li> </ul>
<b>Assessments</b> <ul style="list-style-type: none"> <li>Students complete external assessments in all six courses. Colleges/universities award college credit based on course level and scores from the IBO.</li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>Students complete external assessments in any of the six courses where they are a DP Course Candidate. Colleges/universities award college credit based on course level and scores from the IBO.</li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>Students complete assessments that mirror IB assessments but are graded internally. Students take final exams instead of IB External Assessments.</li> </ul>
<b>Additional Requirements</b> <ul style="list-style-type: none"> <li>Creativity, Activity, and Service (CAS) <b>AND</b> DP Extended Essay</li> </ul>	<b>Additional Requirements</b> <ul style="list-style-type: none"> <li>DP Creativity, Activity, and Service (CAS) <b>OR</b> DP Extended Essay</li> </ul>	<b>Additional Requirements</b> <ul style="list-style-type: none"> <li>DP Creativity, Activity, and Service (CAS) <b>OR</b> DP Extended Essay</li> </ul>

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## Selecting a Path

Each path has its own benefits and drawbacks. It is important for students to speak with teachers, counselors, and parents/guardians when selecting a path. Studies have shown that students elect to be IB Diploma candidates have higher success rates in college than their peers. Depending on your university of choice, you may receive substantial college credit if you are awarded the IB Diploma.

It is recommended that students wishing to become a full Diploma Candidate be on track to graduate before the beginning of their 11th grade year. Students who have earned all required credits (at least 12) are eligible for DP designation. **Students enrolling in the Diploma Programme for graduation in 2026 must take at least 1 SL course.**

The graphic below outlines the decisions points associated with each of the paths through the DP:

IB Diploma Candidate		DP Course Candidate		
Decision 1	Decision 2	Decision 1	Decision 3	Decision 4
Select 3 courses to take at the Higher Level (HL)	Select 3 courses to take at the Standard Level (SL)	Select the course to take for an IB Certificate	Select the remaining courses to be taken to meet graduation requirements. These are non-testing (NT) courses.	Select which of the DP core components to complete: Creativity, activity, service (CAS) or Extended Essay (EE)
		Decision 2 Select the level for each course: Standard Level (SL) or Higher Level (HL)		

Because DP courses are taken over two years, it is important for students and parents/guardians to think carefully about the decisions outlined above. When selecting a level for each course, it is important to understand the type of credits attached to each course level. Here is an overview:

	IB Diploma Candidate		DP Course Certificate Candidate		
	Standard Level Courses (SL)	Higher Level Courses (HL)	Non-Testing Courses (NT)	Standard Level Courses (SL)	Higher Level Courses (HL)
Credit toward high school graduation	Yes	Yes	Yes	Yes	Yes
Opportunity to earn IB Diploma	Yes	Yes	No	No	No
Opportunity to earn college credit*	Yes	Yes	No	Yes	Yes

*\*Individual colleges and universities award credit for IB courses differently. Students are encouraged to review the policies and practices of the institutions they are interested in attending.*

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## **Dropping and Adding Courses/Changing Pathways**

### **In Year 1:**

Should a student decide that they need to change a course or pathway, students OR parents can email Mrs. Riggs for a Drop/Add form. This form must be completed by the student AND the parent and returned to Mrs. Riggs via email or in person. **Schedule changes will not be processed without parental approval.**

**The drop/add period is open in Year 1 from July 1-September 30. Once the drop/add period has ended, students will not be allowed to change their schedule for any reason.**

If a student fails an HL/SL course in Y1, they will be dropped to the next level for Y2 and be required to make up the credit in summer school.

### **In Year 2:**

At the end of Year 1 (11th grade) students will have an opportunity to reflect on their progress in year 1 and make adjustments in their schedule. Doing so may change a student's overall pathway but should not interfere with a student's progress towards graduation. **Schedule changes will not be processed without parental approval.**

Students who are switching courses may be required to complete summer work to make sure they are in line with the class when it resumes in August of the following year.

## **Course Availability & Schedules**

All efforts are made to schedule the courses that students wish to participate in. Due to the number of staff available, not all courses can be offered. A minimum number of students need to select a class in order for it to be scheduled in the master schedule. Accommodating student course requests along with balancing the graduation requirements are what drives the scheduling process. Every effort is made to align student schedules with student interest, but sometimes it is not possible.

It is the policy of York Academy Regional Charter School that all students, regardless of grade level, carry a full schedule. This means that all students are scheduled into eight credits **every academic year**. Students who are eligible for a non-credit independent study are notified individually by October and must return parent signed paperwork to be removed from their scheduled elective and be placed into a non-credit study hall.

During non-credit study halls, students are not permitted to leave campus.

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## **IB Assessments & Fees**

Testing fees should not stand in the way of students taking their IB assessments in any HL/SL courses. For this reason, York Academy pays the exam fee for any student who wants to sit for an IB exam.

In October of Y2 (senior year), students will complete an Intent to Test form. Once that form is submitted to the IB, students are responsible for completing the assessment components related to that exam including Internal Assessments (IA) and External Assessments (EAs).

If, after the withdrawal deadline, a student chooses not to sit for an IB exam, that student is responsible for the exam fee. There is no additional penalty for withdrawing from an exam.

If a student decides to change their exam level after the deadline, that student is responsible for the subject change fee.

Please see the deadlines below for May testing schools:

Type of Fee	Cost	Deadline
Candidate Subject Fee	\$119/subject	Nov 15
Extended Essay Fee	\$91 (if not Full DP)	Nov 15
TOK Fee	\$46 (if not Full DP)	Nov 15
CAS Fee	\$10 (if not full DP)	Nov 15
LATE Registration Fee -any change made to level	\$38/subject	Nov 16-Jan 14
LATEST Registration Fee -any change made to level	\$150/subject	Jan 15-April 15

Students who incur testing fees but do not sit for exams, do not complete exam components, or wish to change their course levels will be required to pay those fees back to York Academy Regional Charter School. Student's will not be eligible for graduation activities (Senior formal, Senior Schedule, or Graduation activities) until the obligation is paid.

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## Grading Scale:

Students in grades 11 & 12 have the opportunity to improve their GPA by taking courses at an advanced level. Courses at the SL and HL level are graded differently and weighted more based on the level of difficulty.

IB Grade	HL/SL Course	Letter Grade	Category	HL/SL Courses
1	0-49	F-	Formative Assessments	40%
2	50-59	F	Summative Assessments	30%
3	60-71	D	Internal/External Exam Prep	30%
4	<b>72-79</b>	C+		
5	80-89	B+		
6	90-95	A-		
7	96-100	A		

IB Grade	Non-Testing Course	Letter Grade	Category	Non-Testing Course
1	0-49	F	Formative Assessments	40%
2	50-59	D	Summative Assessments	30%
3	60-69	C-	Engagement	30%
4	<b>70-79</b>	C		
5	80-89	B		
6	90-95	B+		
7	96-100	A		

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## **Course Weights:**

Course weights impact overall GPA. Courses that are more difficult have a higher weight. This essentially means a student can earn a lower overall grade, but still receive maximum quality points. For example, “3” GPA points at the non-course level would be an IB grade of 5. At the HL Level, those “3” quality points are earned with an IB grade of 4.

IB Grade	Weight (HL)	Weight (SL)	Weight (NT)
1	0	0	0
2	1.5	1.25	1
3	2.25	2	1.75
4	3	2.75	2.5
5	3.75	3.25	3
6	4.5	4	3.5
7	5	4.5	4

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## Course Descriptions

### Group 1 - Studies in Language and Literature

#### Course: Language and Literature

**Course Levels:** Standard Level (SL) or Higher Level (HL)

**HL Prerequisite:**

1. Overall course grade of 6 or higher in 10th grade Language & Literature
2. Overall course grade of 5 **and** a teacher recommendation.

**SL Prerequisite:** Overall course grade of 5 or higher in 10th grade Language & Literature

#### Course Overview

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Students will study at least 6 literary works (including summer reading assignment) over the course of 2 years. In year 1, students will complete the Internal Assessment required by the IB for this course.

IB Assessments	SL Weight*	HL Weight
<b>Formatives:</b> These assignments include graphic organizers, micro-analyses, quizzes, and classwork assignments	40%	
<b>Summative:</b> At the end of each unit, students will complete a structured writing assignment related to the content of the unit. In addition, larger projects, in-depth analyses, and any assignments that show learning and understanding.	30%	
<b>Exam Prep:</b> In order to best prepare for exams, students will engage in examination preparations throughout both years of study.	30%	
Assignments are used to determine quarter grades and do not impact IB scores		
<b>IB Internal Oral Assessment</b> Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared oral analysis 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.	35%	20%
<b>IB External Assessment</b> Paper 1: Guided Textual Analysis 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.  *SL chooses 1	35%	35%

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<b>IB External Assessment</b> Paper 2: Comparative Literary Essay 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%	25%
<b>IB External Assessment</b> Higher Level 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.	N/A	20%

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## Course: Survey of Language and Literature

**Course Levels:** Non-Testing Course (NT)

### Course Overview

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Students in the survey course will read, at a minimum, 2 literary works in year 1 and 2 literary works in year 2. Students in the survey course will have the option of completing an Internal Assessment (set by the IB, but graded by the teacher) or a final exam at the end of year 1. All students will take a final exam in year 2.

Students that enroll in this course will not be eligible to sit for IB External Assessments or college credit.

IB Assessments	Weight
<b>Formative Assessments</b> These assignments include graphic organizers, micro-analyses, quizzes, and classwork assignments	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b>Summative Assessments</b> At the end of each unit, students will complete a structured writing assignment related to the content of the unit. In addition, larger projects, in-depth analyses, and any assignments that show learning and understanding.	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b>Engagement Assessments:</b> Assignments in this quarter reflect how a student has engaged with content, the work presented in their learner portfolio, and participation in discussions, group projects, and other activities.	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.

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## Group 2 - Language Acquisition

### Course: Language B (Spanish)

#### Course Levels: Standard Level (SL), Higher Level (HL)

**HL Prerequisite:** Overall course grade of 6 or higher in 10th grade Spanish, and/or:

- Teacher recommendation
- Be a native Spanish speaker
- Cannot have taken credit recovery for Spanish in grade 10 (Summer School) unless newly enrolled

#### Course Overview

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.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Teachers reserve the right to change or adjust Language B course options based on placement testing.

IB Assessment	SL Weight	HL Weight
<b>Formative Assessments:</b> These are everyday class/homework assignments that include but are not limited to: class discussions, reading comprehension exercises, listening exercises, writing prompts, oral presentations, literature analyses, and other study related exercises. These also include extra learning opportunity assignments that expand on our topics of study. Some examples of extra learning engagement activities are: self portraits, famous hispanics research, cultural activities, and movies studies.	40%	
<b>Summative Assessments:</b> These are major assessments that stem from the practices done in class or for homework (formative assessments). Many of the summative assessments given in this course reflect very similar tasks already completed: class discussions/debates, interpretive reading comprehension tasks, interpretative auditory comprehension tasks, interactive writing prompts, oral presentations, and literature analyses.	30%	
<b>IB Assessment Prep:</b> This area would include all mock assessments that are taken in class to help familiarize students with the official IB External Assessments they will take at the end of their second year of the program. *Assignments are used to determine quarter grades and do not impact IB scores	30%	

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<b><u>IB Internal Oral Assessment</u></b> Ab initio/SL: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.  HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	25%	25%
<b><u>IB External Assessment</u></b>  Ab initio: Two written tasks of 70-150 words each from a choice of three, choosing a text type for each task from among those listed in the instructions.  SL: Paper 1: One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.  HL: One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%	25%
<b><u>IB External Assessment</u></b> Ab initio, SL and HL: Paper 2: Receptive skills—separate sections for listening and reading; comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%	50%

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## Course: Spanish Ab initio

### Course Levels: SL/NT

**SL Exemption: Students that are considered to be native Spanish speakers (those that speak Spanish at home) are not able to take Ab initio at the SL testing level.**

### Course Overview

Ab initio is designed for students who are not proficient in understanding, responding, speaking or writing in a second language. Ab initio covers a wide range of topics in order to develop receptive, productive, and interactive skills with an additional language.

There are 5 themes in the Ab Initio course: identities, experiences, human ingenuity, special organization, and sharing the planet. Each of these themes contains four topics. Vocabulary and grammar are taught within these themes and are adjusted according to student need. Students will be exposed to a variety of authentic text types.

This course is recommended for students who are not looking to pursue course candidacy in Language B or the Full IB Diploma. Teachers reserve the right to change or adjust Language B course options based on placement testing.

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IB Assessments	Ab initio (testing Optional)	NT weights
<p><b><u>Formative Assessments</u></b></p> <p>These are everyday class/homework assignments that include but are not limited to: class discussions, reading comprehension exercises, listening exercises, writing prompts, oral presentations, literature analyses, and other study related exercises.</p>		40%
<p><b><u>Summative Assessments</u></b></p> <p>These are major assessments that stem from the practices done in class or for homework (formative assessments). Many of the summative assessments given in this course reflect very similar tasks already completed: class discussions/debates, interpretive reading comprehension tasks, interpretative auditory comprehension tasks, interactive writing prompts, oral presentations, and literature analyses.</p>		30%
<p><b><u>IB Assessment Prep/Engagement Assessments:</u></b></p> <p>These are extra activities that enhance the class discussions or major themes in class. Assignments in this category could range from: mini debates, creative mini art projects, participation, and other extracurricular activities that come out of class content topics.</p>		30%

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## Group 3 - Individuals and Societies

### Course: History (*History of the Americas*)

#### Course Level: Higher Level (HL)

**Prerequisite:** Overall course grade of 5 or higher in 10th grade Individual and Societies course **and** teacher recommendation.

#### Course Overview

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop 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 challenging and demanding critical exploration of the past. This course focuses on modern world history from World War II until the fall of the Soviet Union, with an emphasis on the Americas.

There are 6 units of focus in the course: Perspective, Change, Continuity, Causation, Consequence and Significance. Students at higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from the Americas region. The main historical topics covered include:

- The Civil Rights Movement in the United States
- Apartheid in South Africa
- The Cold War: Super Powers and Tensions 1945-1991
- Authoritarian States of Mao Zedong, Joseph Stalin, and Fidel Castro
- World War II in the Americas

In addition, students in History of the Americas are required to complete an internal assessment on a historical topic. The Internal Assessment is an integral part of the course and is compulsory for HL students. It enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the limitations and other constraints that are associated with written examinations. Students will have the opportunity to be inquirers, thinkers, communicators, principled, knowledgeable, and reflective during the internal assessment process.

IB Assessment	HL Weight
<b>Formative Assessments:</b> Class discussions, exit tickets, introductory worksheets	40%
<b>Summative Assessments:</b> Research projects, presentations, debates	30%
<b>Assessment Prep:</b> Mock Exams, IA work Assignments are used to determine quarter grades and do not impact IB scores	30%

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<b><u>IB Internal Assessment</u></b> Complete a historical investigation into a topic of choice	20%
<b><u>IB External Assessment</u></b> Paper 1: Source-based paper: choose one prescribed subject and answer 4 structured questions	20%
<b><u>IB External Assessment</u></b> Paper 2: Essay-paper based on one of the 12 history topics. Answer 2 essay questions on 2 different topics.	25%
<b><u>IB External Assessment</u></b> Paper 3: Separate papers for each of the four regional options. For the selected region, answer 3 essay questions	35%

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## Course: Global Politics

### Course Levels: Standard Level (SL)

**Prerequisite:** Overall course grade of 5 or higher AND teacher recommendation

### Course Overview

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

Students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict.

Students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation. The engagement activity provides students an opportunity to explore the central unifying theme of the course – people, power and politics – in practice and outside of the classroom. In the course of their engagement activity, students may, for example, learn about the local manifestations of a global issue, engage with primary sources and experience the dynamics and consequences of decision making on individuals and communities.

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IB Assessment	Weight
<b>Formative Assessments:</b> Class discussions, exit tickets, introductory worksheets	40%
<b>Summative Assessments:</b> Research projects, presentations, debates	30%
<b>Assessment Prep:</b> Mock Exams, IA work  *Assignments are used to determine quarter grades and do not impact IB scores	30%
<b>IB Political Engagement Activity</b> Engagement activity on a political issue explored through engagement and research	25%
<b>IB External Assessment</b> Paper 1: Stimulus-based paper/4 short-answer questions	30%
<b>IB External Assessment</b> Paper 2: Two essays from a bank of eight selected from different core units	45%

**\*Not available in 2024-2025; offered again in 2025-2026\***

## Course: World Religions

### Course Levels: Standard Level (SL)

**Prerequisite:** Overall course grade of 5 or higher OR teacher recommendation

### Course Overview:

The Diploma Programme world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

The course consists of an introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. This is complemented by an in-depth study of two religions chosen from six world religions. This part of the syllabus is guided by themes, key concepts and key questions. The final component is the investigative study, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents. Religions studied in this course will be: **Christianity, Islam, Hinduism, Buddhism, and Taoism.**

It is important to understand that in this course, students will be exploring and participating in discussions and activities centered around religion. These are meant to increase a student's empathy and understanding of the religion and its practices. The goal of this course is to assist students in the exploration of "what does it mean to be human" by looking at how different religions, cultures, and ways of knowing have approached them. As such we will not only read about religious ideas but also experience them through doing such activities as yoga, meditation, mandala-making, tai-chi, calligraphy, field trips and guest speakers.

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IB Assessment	SL Weight
<b>Formative Assessments:</b> Class discussions, exit tickets, introductory worksheets	40%
<b>Summative Assessments:</b> Research projects, presentations, debates	30%
<b>Assessment Prep:</b> Mock Exams, IA work Assignments are used to determine quarter grades and do not impact IB score	30%
<b>IB Internal Assessment</b> Written analysis based on an investigative study of any religion	25%
<b>IB External Assessment</b> Nine stimulus response questions, one on each of the nine world religions. The paper is divided into three sections (A, B and C) based on the columns of religions. Students should answer five, at least one from each section.	30%
<b>IB External Assessment</b> Fourteen essay questions based on the guiding themes, seven in each section. The paper is divided into two sections based on the columns of in-depth religions. Each section comprises two questions on each of the three religions and one open-ended question. Students answer two questions, each chosen from a different section.	45%

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## Course: Social and Cultural Anthropology

**Course Level:** Standard Level (SL)

**Prerequisites:** Overall course grade of 5 in Language and Literature or teacher recommendation

### Course Overview

Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional, and global contexts.

Although social and cultural anthropology shares much of its theory with other social sciences, it is distinct in a number of ways. These distinctions include a tradition of participant observation, and an in-depth empirical study of social groups. Topics of anthropological inquiry include social change, kinship, symbolism, exchange, belief systems, ethnicity, and power relations. Social and cultural anthropology examines urban as well as rural society and modern nation states. Anthropology contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of anthropology offers critical insight into the continuities as well as the dynamics of social change and the development of societies, and challenges cultural assumptions.

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The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices, and materials of the discipline. (International Baccalaureate Organization, 2008)

Units include:

- Understanding Anthropology
- Engaging with Ethnography
- The Body
- Belonging
- Production and Consumption
  
- Ethnographies covered in course
  - Fresh Fruit Broken Bodies
  - In Search of Respect
  - Buying Beauty
  - Young and Defiant in Tehran
  - Jocks and Burnouts
  - Golden Arches East
  - Code of the Street
  - My Freshman Year of College

IB Assessments	Weight
<b><u>Formative Assessments</u></b> Organizers, exit tickets, introductory worksheets	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b><u>Summative Assessments</u></b> Presentations, debates, Exams	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b><u>Engagement Assessments:</u></b> Group work, Class Discussions, Research projects,	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.

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## Course: World History

### Course Level: Non-Testing (NT)

Prerequisite: None

### Course Overview

In this course, a global perspective is still covered, and the time frame goes from the end of WWII to the fall of the Soviet Union. This course will be more focused on larger world events, as opposed to the HL course that looks at these events as well as major events in the Americas. Students who choose this course will not sit for IB exams, instead they will be required to take in house exams created by Mr. McGirr. Students will still be required to submit an IA research paper for this course.

There are 6 units of focus in the course: Perspective, Change, Continuity, Causation, Consequence and Significance. Students at higher level (SL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. The main historical topics covered include:

- The Civil Rights Movement in the United States
- Apartheid in South Africa
- The Cold War: Super Powers and Tensions 1945-1991
- Authoritarian States of Joseph Stalin and Fidel Castro

Students that enroll in this course will not be eligible to sit for IB External Assessments.

IB Assessments	Weight
<b><u>Formative Assessments</u></b> Organizers, exit tickets, introductory worksheets	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b><u>Summative Assessments</u></b> Presentations, debates, Exams	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b><u>Engagement Assessments:</u></b> Group work, Class Discussions, Research projects,	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.

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## Group 4: Sciences

### Course: Biology

#### Course Level: Higher Level, Standard Level (HL/SL)\*

**SL Prerequisite:** Overall course grade of 5 or higher and teacher recommendation

**HL Prerequisite:** Overall course grade of 6 or higher and teacher recommendation, Proficiency on Keystone Assessment

*\*The distinction between SL, and HL is one of breadth and depth.*

#### Course Overview

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Year 1 students are required to complete an independent investigation under the guidance of the teacher and to compete in the York County Regional Science and Engineering Fair. Year 2 students are required to complete an independent investigation, the Internal Assessment, as part of earning their certificate in this course and prepare to be assessed externally on 3 paper exams. Year 2 students are also required to compete in the county fair.

**Potential Careers:** doctors, dentists, veterinary, biochemists, botanists, ecologists, zoologists

#### The Group 4 Project

Students in Biology are required to participate in and complete the group 4 project. The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

IB Assessments	SL Weight	HL Weight
<b>Formative Assessments:</b> vocabulary assessments, topic summaries, data-based questions, topic quizzes, and supplemental practical works		40%
<b>Summative Assessments:</b> comprehensive topic quizzes and prescribed practical works		30%
<b>Assessment Prep:</b> topic assessment paper questions/comprehensive assessments, group 4 project, internal assessment work, external assessment prep assignments		30%
Assignments are used to determine quarter grades and do not impact IB scores		
<b>IB Internal Assessment</b>	20%	20%

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One scientific investigation taking about 10 hours and the writing of a paper to be 6-12 pages long.		
<b><u>IB External Assessment - Paper 1</u></b> SL: 30 multiple choice questions HL: 40 multiple choice questions	20%	20%
<b><u>IB External Assessment - Paper 2</u></b> SL: Data based question, short answer and minimum one of two extended response questions. HL: Data based question, short answer and minimum two out of three extended response questions.	40%	36%
<b><u>IB External Assessment - Paper 3</u></b> SL: This paper will have questions on core and SL option material. Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data. Section B: short-answer and extended-response questions from one option. HL: Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data. Section B: short-answer and extended-response questions from one option.	20%	24%

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## Course: Sports Exercise and Health Science

### Course Level: Standard Level (SL)/ Non-Testing (NT)

**Prerequisite:** A&P recommended but not required

**\*\*This is a co-sat course. All students will be held to the SL standard in Year 1 with the OPTION to test in Y2.**

### Course Overview

Sports Exercise and Health Science (SEHS) is the formal study of the impacts of physiology, biomechanics and psychology on human health and athletic performance. The course is divided into three themes: "Exercise physiology and nutrition of the human body", "Biomechanics" and "Sports psychology and motor learning". Each of these themes is explored through the dual lenses of health and performance.

By studying SEHS, students explore what it means to thrive in terms of physical activity, athletic performance and personal health. Uniquely among the DP sciences, the course has immediate everyday applicability outside the classroom. Students can apply what they have learned to their daily lives, positively impacting their personal health and sporting performance.

Topics covered in this class include: body systems (nervous, endocrine), anatomical positions, connective tissues and muscles, bodies in motion, homeostasis, role of the cardiovascular system, role of the respiratory system, hydration and nutrition, macronutrients, micronutrients, energy systems and oxygen usage, quality of training programs, injuries, and fatigue and recovery.

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This course is structured as a **science** course and benefits students interested in careers in medicine, nutrition, athletic training, orthopedics, physiotherapy, sports medicine. **This is not a PE course.**

### The Group 4 Project

Students in SEHS are required to participate in and complete the group 4 project. The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

IB Assessment	Weight
<b>Formative Assessments:</b> vocabulary assessments, topic summaries, data-based questions, topic quizzes, and supplemental practical works	40%
<b>Summative Assessments:</b> comprehensive topic quizzes and prescribed practical works	30%
<b>Assessment Prep:</b> topic assessment paper questions/comprehensive assessments, group 4 project, internal assessment work, external assessment prep assignments	30%
Assignments are used to determine quarter grades and do not impact IB scores	
<b>IB Internal Assessment</b> One scientific investigation taking about 10 hours and the writing of a paper to be 6-12 pages long.	24%
<b>IB External Assessment Paper 1:</b> 2 Parts 1A- 30 multiple choice questions on standard level material 1B: Data-based questions; questions on experimental work	36%
<b>IB External Assessment Paper 2:</b> Short answer and extended response questions	40%

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## Course: The Future of Science

Course Level: Non-Testing

Rooted in the UN's Global Sustainability Goals, The Future of Science is a course that will challenge students to think critically about today's issues and the solutions that secure our future through engaging book studies, lessons designed by UNESCO\*, documentary film analysis, and field experiences. Students are required to maintain a discussion journal throughout the course. The course is grouped into eight main topics, 4 of which are covered each year. This extended time within a topic allows students to dig deep into the content, the current research, and the future of the science behind some of the world's most pressing issues.

*\*United Nations Educational, Scientific and Cultural Organization*

Year A	
Main Topics	Discussion Topics
The Future of Food	Health and Well-being, Analyzing Texts, Meat vs. Plant-based, Mindfulness
The Future of Human Health and Disease	Cholera, Polio, Ebola, Future Pandemics, Prevention, 10 Billion podcast series
The Future of Intelligence: Artificial & Extraterrestrial	Artificial intelligence, space exploration
The Future of Technology	Video games, Tech gear, Transportation, Medical

Year B	
Main Topics	Discussion Topics
Climate Action	Climate Change, Disaster Preparedness
Sustainable Cities and Communities	Responsible Consumption and Production, Minimalism
Affordable and Clean Energy	Wind and Solar Energy, Solar Energy in Space, Innovative Energy Sources
Life Under Water and On Land	Saving the Turtles, The Ocean Conference, Pollution

### Group 4 Project

Students in The Future of Science are required to participate in and complete the group 4 project. The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

**Students that enroll in this course will not be eligible to sit for IB External Assessments or college credit.**

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IB Assessments	Weight
<p><b>Formative Assessments:</b> vocabulary assessments, topic summaries, data-based questions, topic quizzes, and supplemental practical works</p> <p><b>Assessment Prep:</b> topic assessment paper questions/comprehensive assessments, group 4 project, internal assessment work, external assessment prep assignments</p>	<p>Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.</p>
<p><b>Summative Assessments:</b> comprehensive topic quizzes and prescribed practical works</p>	<p>Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.</p>
<p><b>Engagement Assessments:</b> prescribed practical works, maintaining science portfolio, participation in science fair, class discussions and other assignments</p>	<p>Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.</p>

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## Group 5: Mathematics

### Course: Mathematics: Applications and Interpretations

**Course Levels:** Standard Level (SL) or Higher Level (HL)

#### Prerequisites

##### HL:

Students must meet all of the criteria listed below.

- i. Overall course grade of 6 or higher in Geometry AND Algebra II
- ii. Cannot have received credit recovery (summer school) credit for Algebra 1, Geometry, or Algebra 2.
- iii. Proficient on PA Keystone Algebra 1 state assessment.
- iv. Teacher HL recommendation

Recommended: PreCalculus in 10th grade or PreCalculus Summer Enrichment course

##### SL:

Students must meet all of the criteria listed below.

- i. Successfully completed Geometry AND Algebra II
- ii. Cannot have received credit recovery (summer school) credit for Algebra 1, Geometry, or Algebra 2.
- iii. Proficient on PA Keystone Algebra 1 state assessment.
- iv. Teacher HL or SL recommendation.

Optional: PreCalculus in 10th grade or PreCalculus Summer enrichment

#### Course Overview

*\*A graphing calculator will be required to be able to complete assessments and homework for all levels of DP Mathematics. All students are encouraged to have their own TI 84 or higher graphing calculator for the course.*

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### Units of Study:

- Unit 1 – Algebra
- Unit 2 – Functions
- Unit 3 – Trigonometry & Geometry
- Unit 4 – Probability & Statistics
- Unit 5 – Calculus

**Potential Careers:** economics, medicine, architecture, accounting, computing and IT.

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IB Assessment	SL Weight	HL Weight
<b>Formatives:</b> <ul style="list-style-type: none"> <li>Homework assignments</li> <li>Content Reflections</li> <li>Modeling &amp; Investigation assignments</li> <li>Internal Assessment Assignments</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Skills Check Quizzes</li> <li>Mock Exams</li> <li>Internal Assessment Assignments</li> </ul> <b>Assessment Prep</b> <ul style="list-style-type: none"> <li>IB External Exam-style Questions</li> <li>Internal Assessment Assignments</li> </ul> <p>Assignments are used to determine quarter grades and do not impact IB scores.</p>	40%	
	30%	
	30%	
<b><u>IB Internal Assessment</u></b> Individual mathematical exploration- a piece of written work 12-20 pages in length.	20%	20%
<b><u>IB External Assessment</u></b> Paper 1: Compulsory short response questions based on the syllabus (technology allowed)	40%	30%
<b><u>IB External Assessment</u></b> Paper 2: Compulsory extended response questions based on the syllabus (technology allowed)	40%	30%
<b><u>IB External Assessment</u></b> Paper 3: Two compulsory extended response problem solving questions (technology allowed)	N/A	20%

## Course: Applications and Interpretations of Mathematics

**Course Levels:** Non-Testing (NT)

**Prerequisite:** York Academy promotion to grade 11. Passing both Geometry and Algebra II prior to the start of the course is highly recommended.

### Course Overview

*\*A graphing calculator will be required to be able to complete assessments and homework for all levels of DP Mathematics. All students are encouraged to have their own TI 84 or higher graphing calculator for the course.*

This course is for students who are choosing to not earn an IB Diploma or DP Course Certificate for Mathematics. This course will consist of two one year courses offered on a rotation and will include a mix of Year 1 and Year 2 DP students. DP NT Math-A will focus primarily on Advanced Algebra & PreCalculus and concepts. DP NT Math- B will primarily focus on Geometry & Statistics and Probability concepts. Both Math A and Math B will explore similar topics as the IBDP Applications and Interpretations SL credit course, but at a slower pace.

Students enrolled in Math A or Math B will be required to complete a research project during quarter four. Math B

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students will complete a Mathematicians research project and Math A will complete a mathematics profession research project. These projects include a five page written research paper and an oral presentation. These projects will be completed primarily outside of class and will count towards the required Internal Assessment Assignments completed by students enrolled in DP Mathematics.

Students that enroll in this course will not be eligible to sit for IB External Assessments.

Units of Study:

**Math A: Advanced Algebra/ Precalculus (2024-2025 school year)**

- Unit 1 – Algebra/ Prior Knowledge Review
- Unit 2 – Systems of Equations & Matrices
- Unit 3 – Sequences & Series
- Unit 4 – Financial Applications
- Unit 5 – Parent Graphs
- Unit 6 – Trigonometric Functions, Graphs, & Identities
- Unit 7 – Introduction to Calculus
- Research Projects- Completed at the end of each academic year

**Math B: Geometry/ Probability & Statistics (2025- 2026 school year)**

- Unit 1 – Algebra/ Prior Knowledge Review
- Unit 2 – Surface Area & Volume of 3D shapes
- Unit 3 – Arc Lengths & Sector Areas
- Unit 4 – Perpendicular Bisectors & Voronoi Diagrams
- Unit 5 – Statistics
- Unit 6 – Regressions
- Unit 7 – Probability
- Research Projects- Completed at the end of each academic year

IB Assessment	Weight
<b><u>Formative Assessments</u></b> <ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Mathematician Research Project (year 1)</li> <li>● Mathematics Profession Research Project (year 2)</li> </ul>	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b><u>Summative Assessments</u></b> <ul style="list-style-type: none"> <li>● Content skills checks throughout each unit.</li> <li>● Cumulative exams given at the end of each unit.</li> <li>● Midterms &amp; Final Exams in both year 1 and year 2.</li> <li>● Mathematician Research Project (year 1)</li> <li>● Mathematics Profession Research Project (year 2)</li> </ul>	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b><u>Engagement Assessments:</u></b> <ul style="list-style-type: none"> <li>● Daily warm-up problems</li> <li>● Classwork assignments</li> <li>● Mathematician Research Project (year 1)</li> <li>● Mathematics Profession Research Project (year 2)</li> </ul>	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.

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## Group 6: The Arts\*\*

For assistance in choosing the best Arts course for your goals and interests, a video walk-through of each programme is below for your convenience. Please reach out to us if you have any questions about making this important decision.

- DP Music - Mr. Gregory
- DP Theater- Mr. Smith
- [DP Visual Arts - Mrs. Chester](#)

Participation in a final Visual Arts Exhibition or Music/Theater Recital is a graduation requirement.

**\*\*A student is able to opt out of a Group 6 course for an additional course in Groups 1-5. This will be evaluated on a case by case basis. Requesting an opt out of Group 6 does not guarantee a placement in another group. York Academy values a well-rounded education which includes participation in the arts.**

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### Course: Music

#### Course Levels: Non-Testing (NT); Standard Level (SL) or Higher Level (HL)

**HL Prerequisite:** Previous performance experience on an instrument or voice is required for HL.

**SL Prerequisite:** Previous performance experience is highly recommended for SL Music.

#### Course Overview

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

The syllabus differentiates between SL and HL. The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with others.

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## SL / NT Distinction

Non-Testing students will complete the same assessment tasks as SL students, but they will all be internally assessed. Non-Testing students will have altered assessment requirements based on their own personal music goals, and their previous level of experience.

IB Assessment	NT Weight	SL Weight	HL Weight
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Music Theory &amp; History</li> <li>• Written Analysis &amp; Research Assignments</li> <li>• Composition Assignments</li> <li>• Practice Assessments</li> </ul>	40%	40%	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Tests &amp; Quizzes</li> <li>• Performance Assessments</li> <li>• Presenting Music NT (performances &amp; compositions)</li> <li>• Exploring Music in Context NT (1,500 words)</li> <li>• Experimenting with Music NT (4 Excerpts, 1,000 words)</li> </ul>	30%	30%	
<b>Engagement OR Assessment Prep:</b> <ul style="list-style-type: none"> <li>• Group Rehearsal Participation</li> <li>• Individual Practice Time</li> <li>• Music Journal Entries</li> </ul> <p>*Assignments are used to determine quarter grades and do not impact IB scores</p>	30%	30%	
<b>IB Internal Assessment</b> <i>Experimenting with Music:</i> Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context.	N/A	30%	20%
<b>IB Internal Assessment</b> <b>HL Students ONLY:</b> <i>The Contemporary Music-Maker:</i> Students submit a continuous multimedia presentation documenting their real-life project, evidencing: a. the project proposal b. the process and evaluation c. the realized project, or curated selections of it.	N/A	N/A	30%
<b>IB External Assessment</b> <i>Exploring Music in Context:</i> Students submit a written work (maximum 2,400 words), a performing excerpt, and a creating excerpt demonstrating research of diverse musical material.	N/A	30%	20%
<b>IB External Assessment</b> <i>Presenting Music:</i> Students submit a collection of works demonstrating engagement with diverse musical material from the 4 areas of inquiry.	N/A	40%	30%

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## Course: Theatre

### Course Levels: Non-Testing (NT); Standard Level (SL) or Higher Level (HL)

**SL/HL Prerequisite:** All students entering DP Theatre must have taken an approved theatre course in either 9th or 10th grade. Experience performing in a play/musical or having stage tech experience is preferred.

### Course Overview

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theatre theorists and their theories.

### Units:

- Theatre Theorist and Performance
- Play Study
- World Theatre
- Collaborative Process

### SL/NT Distinction

Non-Testing students will still take assessments but will be internally assessed.

Non-Testing students will have altered assessment and course requirements based on their own personal needs and their previous level of experience.

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IB Assessment	NT Weight	SL Weight	HL Weight
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Drama Journal</li> <li>• Reflections of live theatre</li> <li>• Review questions/reading check-ins</li> <li>• Participation in discussions and activities</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Assessment prep projects</li> <li>• Knight of the Arts</li> <li>• Theater pieces</li> </ul> <b>Engagement OR Assessment Prep:</b> <ul style="list-style-type: none"> <li>• Mock Assessments (HL/SL)</li> <li>• Knight of the Arts</li> <li>• Participating in acting exercises</li> </ul> <p>Assignments are used to determine quarter grades and do not impact IB scores</p>	40%   30%   30%	40%   30%   30%	
<b><u>IB Internal Assessment</u></b> Collaborative project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	Assessed as a Summative Task	35%	25%
<b><u>IB External Assessment</u></b> Director's Notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	Assessed as a Summative Task	35%	20%
<b><u>IB External Assessment</u></b> Research Presentation: Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	Assessed as a Summative Task	30%	20%
<b><u>IB External Assessment</u></b> <b>HL Students ONLY:</b> Solo Theatre Piece: Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	N/A	N/A	35%

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## Course: Visual Arts

### Course Levels: Non-Testing (NT); Standard Level (SL) or Higher Level (HL)

**SL/HL Prerequisite:** All students entering DP Visual Arts must have taken an approved course in either 9th or 10th grade including:

- Drawing & Painting
- Ceramics
- Traditional Arts
- Printmaking
- Digital Photography
- Sculpture

### Course Overview

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

### SL/NT Distinction

Non-Testing students will complete adjusted assessment tasks similar to those of SL students, but they will all be internally assessed.

IB Assessment	NT Weight	SL Weight	HL Weight
<b><u>Formative Assessments (examples)</u></b> <ul style="list-style-type: none"><li>● Process Journal check-ins</li><li>● Critique participation</li><li>● Practice formal analysis</li><li>● Textbook reading &amp; notes</li><li>● Art History review questions</li><li>● Participation in whole class analyses and discussions</li></ul>	40%	40%	40%
<b><u>Summative Assessments (examples)</u></b> <ul style="list-style-type: none"><li>● Subject-Specific vocabulary quizzes</li><li>● Museum/gallery exhibit reflections/responses (VAPJ)</li><li>● Resolved artworks (and check-points for works-in-progress)</li></ul>	30%		

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<ul style="list-style-type: none"> <li>Final Assessment Tasks: Comparative Study, Process Portfolio, &amp; Exhibition</li> </ul>		30%	
<p><b>Assessment Prep (examples)</b></p> <ul style="list-style-type: none"> <li>Process Journal assignments</li> <li>Practice Comparative Study tasks (critical analysis, research, and other CS prep)</li> <li>Additional assignments meant to help students build skills for the IB assessment tasks</li> </ul> <p>Assignments are used to determine quarter grades and do not impact IB scores</p>	30%		
<p><b>IB Internal Assessment</b></p> <p><b>Exhibition (ALL):</b> Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show a cohesive theme or other connection between works and should exhibit evidence of the students' technical accomplishment during the visual arts course. Works should also demonstrate an understanding of the use of materials, ideas and practices appropriate to visual communication. (NC: 4 works, SL: 4-7 works; HL: 8-11 works)</p>	Exhibition Assessed as a Summative Task & Graduation Requirement	40%	40%
<p><b>IB External Assessment</b></p> <p><b>Comparative Study (ALL):</b> Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. In addition to this, HL students analyze their own work and practice and compare it to that of at least one artist/work that they have analyzed. (NT: 9 screens, SL: 10-15, HL: 13-20 screens)</p>	Comparative Study Assessed as a Summative Task	20%	20%
<p><b>IB External Assessment</b></p> <p><b>Process Portfolio (ALL):</b> Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course. (NT: 6-9 screens, SL: 9-18 screens, HL: 13-25 screens)</p>	Process Portfolio Assessed as a Summative Task	40%	40%

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## The DP Core

### Course: Theory Of Knowledge (TOK)

**Participates:** All YARCS students are required to complete TOK.

#### Course Overview

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

IB Assessment	Weight
<b><u>Formative Assessments</u></b> <ul style="list-style-type: none"><li>• Daily discussion board posts</li><li>• Guided notes with discussion questions</li><li>• Research assignments</li></ul>	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b><u>Summative Assessments</u></b> <ul style="list-style-type: none"><li>• TOK Journals linking class topics to real-life situations</li><li>• The TOK Exhibition (Year 1)</li><li>• <b>The TOK Essay (Year 2)</b><ul style="list-style-type: none"><li>○ Graduation Requirement</li></ul></li></ul>	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b><u>Engagement Assessments:</u></b> <ul style="list-style-type: none"><li>• Participation in classroom discussions</li><li>• Engagement in discussion board responses</li></ul>	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b><u>IB Internal Assessment</u></b> <p>Theory of knowledge exhibition (10 marks): For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	33%
<b><u>IB External Assessment</u></b> <p>TOK essay on a prescribed title (10 marks): For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.</p>	67%

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## Course : Creativity, Activity, Service (CAS) & Extended Essay

**Participates:** CAS is required for FULL IB Diploma Candidates. DP Course Candidates and Non-testing candidates are required to complete CAS or EE.

### Overview

Creativity, Activity, Service is designed to help you grow as a person, become involved in your community, understand the global importance of your actions, and realize reciprocity in service. You will have the chance to develop new skills, pursue your interests, explore your values, and express your passions by completing experiences in the three strands (Creativity, Activity, Service) over the 18 months of your DP program. You will also complete one month-long collaborative project. As you reflect on your experiences and projects in your portfolio, you will show an understanding of your personal growth and CAS's seven learning objectives. Your journey of self discovery will also be marked with three formal interviews. For many students CAS is transformative as they learn more about themselves and others.

### Extended Essay (EE)

**Participates:** EE is required for FULL IB Diploma Candidates. DP Course Candidates and Non Certificate candidates are required to complete CAS or EE.

### Overview

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short concluding interview, or viva voce, with their supervisor following the completion of the extended essay.

### Key features of the extended essay

- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- If a DP Course Candidate or Non-Testing candidate chooses Extended Essay over CAS, the Essay will be graded by YARCS staff, using the same expectations and rubric as IB.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Diploma Programme Assessment procedures for the session in question.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- A student must achieve a D grade or higher to be awarded the Diploma.

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IB Assessment	Weight
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Weekly reflections on personal growth during experiences</li> <li>Meeting of deadlines to ensure completion of Essay</li> <li>Planning documents and project management</li> </ul>	Assignments are used to determine quarter grades. This category of assignments is worth 40% of the quarter grades.
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Monthly assessment of CAS Portfolio</li> <li>Completion of important deadlines to confirm progress on essay.</li> <li>Larger writing assignments</li> <li>Presentations, teaching, and service experiences</li> </ul>	Assignments are used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.
<b>Engagement Assessments:</b> <ul style="list-style-type: none"> <li>Active participation in daily class activities</li> <li>Active engagement and effective use of class time</li> <li>Effective collaboration</li> <li>Presentations, teaching, and service experiences</li> </ul>	Assignments used to determine quarter grades. This category of assignments is worth 30% of the quarter grades.

## Electives

Electives are scheduled last in student schedules and are based on availability. Students who need to complete their PE & Health or Design credits will be scheduled first. All other electives are combined with MYP and are assigned as necessary.

Electives allow students to explore new areas of interest and develop new skills. The purpose of electives is to add joy into a student's academically rigorous schedule. It is recommended that students select three elective courses to ensure that they are placed in at least one course they are interested in. However, it is possible that due to limited scheduling, a student may be placed in the only open elective that fits into their schedule.

Students should not select an elective they have already earned a credit in as they are not able to earn the same credit twice. The following electives will be offered next year:

<b>Health &amp; PE:</b> Team Sports General PE Anatomy and Physiology	<b>Music</b> Vocal Performance Instrumental Performance	<b>Visual Arts</b> Drawing and Painting Digital Photography Ceramics Traditional Arts Printmaking	<b>Theater</b> Theater Studies	<b>Design</b> Computer Science A Computer Science B  MYP Design A MYP Design B
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## Overview of Courses Offered

Group	Courses Offered	Non-Testing (NT)	Standard Level (SL)	Higher Level (HL)
Group 1	Language and Literature	✓	✓	✓
Group 2	Language B (Spanish)	✗	✓	✓
	Language B ab initio	✓	✓	✗
Group 3	Global Politics	✗	✓	✗
	History (History of the Americas)	✗	✗	✓
	World Religions	✗	✗	✗
	Anthropology	✗	✓	✗
	World History	✓	✗	✗
Group 4	Biology	✗	✓	✓
	Sports Exercise and Health Science	✓	✓	✗
	The Future of Science	✓	✗	✗
Group 5	Applications and Interpretations	✗	✓	✓
	Applications and Interpretations of Mathematics	✓	✗	✗
Group 6	Music	✓	✓	✓
	Theater	✓	✓	✓
	Visual Arts	✓	✓	✓

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## Course Selection Worksheet

This course selection worksheet is intended to support students and parents/guardians in identifying the course and course level. Please review the Course Selection Guide and discuss the options with your parents/guardians. Once you have made a selection for each content area.

Student Full Name: \_\_\_\_\_

**Path to Graduation:** IB Diploma Candidate      DP Courses (2 +)      Non-Testing +1  
(circle your choice)

**IB Diploma Candidates:** You must select one course from each group. As you select courses, please remember to choose three HL and three SL courses.

**All students must register for at least 1 SL class.**

<p><b>Group 1: Studies in language and literature</b> <b>Course and Level Options</b> (select one choice):</p> <ul style="list-style-type: none"><li><input type="radio"/> Survey of Language and Literature NT</li><li><input type="radio"/> Language and Literature SL</li><li><input type="radio"/> Language and Literature HL</li></ul> <p><b>Group 2: Language acquisition</b> <b>Course and Level Options</b> (select one choice):</p> <ul style="list-style-type: none"><li><input type="radio"/> Language B (Spanish) ab initio</li><li><input type="radio"/> Language B (Spanish) ab initio SL</li><li><input type="radio"/> Language B (Spanish) SL</li><li><input type="radio"/> Language B (Spanish) HL</li></ul> <p><b>Group 3: Individuals and societies</b> <b>Course and Level Options</b> (circle one choice):</p> <ul style="list-style-type: none"><li><input type="radio"/> World History NT</li><li><input type="radio"/> Anthropology SL</li><li><input type="radio"/> Global Politics SL</li><li><input type="radio"/> History (<i>History of the Americas</i>) HL</li></ul>	<p><b>Group 4: Sciences</b> <b>Course and Level Options</b> (select one choice):</p> <ul style="list-style-type: none"><li><input type="radio"/> The Future of Science NT</li><li><input type="radio"/> Biology SL</li><li><input type="radio"/> Biology HL</li><li><input type="radio"/> Sports Exercise and Health Sciences SL</li><li><input type="radio"/> Sports Exercise and Health Sciences NT</li></ul> <p><b>Group 5: Mathematics</b> <b>Course and Level Options</b> (select one choice):</p> <ul style="list-style-type: none"><li><input type="radio"/> Applications &amp; Interpretations of Mathematics- NT</li><li><input type="radio"/> Applications and Interpretations SL</li><li><input type="radio"/> Applications and Interpretations HL</li></ul>
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**Group 6: The arts**

**\*Remember that only Theatre OR Film will run so be sure to have an alternate choice\***

**Course and Level Options** (select one choice):

- ☐ Music NT
- ☐ Music SL
- ☐ Music HL
  
- ☐ Theater NT
- ☐ Theater SL
- ☐ Theater HL
  
- ☐ Visual Arts NT
- ☐ Visual Arts SL
- ☐ Visual Arts HL

**Electives:**

**Everyone takes TOK and CAS AND 1 Additional Elective:**

- ☐ PE, Health, Gym
- ☐ A&P
  
- ☐ Musical Performance (vocal or instrumental)
  
- ☐ 2D Arts
- ☐ 3D Arts
  
- ☐ Theater
  
- ☐ Design/Computer Science

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