

## Diploma Programme Course Selection Guide

### Class of 2023

#### 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. The final page of this guide is the Course Selection Worksheet that needs to be completed and returned to the School Counselor Ms. Reid, before Tuesday, April 13, 2021.

#### 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 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 two paths toward graduation and through the Diploma Programme (DP): Each path is explained in more detail below:

DP Certificate Candidates	IB Diploma Candidates
<p><b>Course Requirements</b></p> <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>Students complete the Theory of Knowledge course during their 11th &amp; 12th grade years.</li> </ul>	<p><b>Course Requirements</b></p> <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> </ul>
<b>OR</b>	<p><b>Assessments</b></p> <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>
<p><b>Successful completion of non-credit requirements</b></p> <ul style="list-style-type: none"> <li>DP Creativity, Activity, and Service (CAS) <b>OR</b> DP Extended Essay</li> </ul>	<p><b>Successful completion of non-credit requirements</b></p> <ul style="list-style-type: none"> <li>Creativity, Activity, and Service (CAS) <b>AND</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.

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

IB Diploma Candidate		DP Course Candidate		
<b>Decision 1</b>	<b>Decision 2</b>	<b>Decision 1</b>	<b>Decision 3</b>	<b>Decision 4</b>
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-certificate (NC) courses.	Select which of the DP core components to complete: Creativity, activity, service (CAS) or Extended Essay (EE)
		<b>Decision 2</b>		
		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-Certificate Courses (NC)	Standard Level Courses (SL)	Higher Level Courses (HL)
<b>Credit toward high school graduation</b>	Yes	Yes	Yes	Yes	Yes
<b>Opportunity to earn IB Diploma</b>	Yes	Yes	No	No	No
<b>Opportunity to earn college credit*</b>	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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## Course Descriptions

Below, you will find a brief description of the courses York Academy offers in each of the six groups. As a reminder, students will select one course from each group, regardless of path. Students and parents/guardians will use these descriptions to best select courses for next year.

### Group 1 - Studies in Language and Literature

#### Course: Language and Literature

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

**HL Prerequisite:** Overall course grade of 5 or higher in 10th grade Language & Literature or a teacher recommendation

#### 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 up to 5 novels (including summer reading assignment) in year 1 and 2 novels in year 2. In year 1, students will complete the Internal Assessment required by the IB for this course. Most of year 2 is devoted to the preparation for exams and the HL essay.

IB Assessments	SL Weight*	HL Weight
<b><u>Formative/Summative Assessments</u></b> <b>Formatives:</b> These assignments include graphic organizers, micro-analyses, quizzes, and classwork assignments <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.		Assignments are used to determine quarter grades and do not impact IB scores.
<b><u>IB Internal Oral Assessment</u></b> Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.	35%	20%
<b><u>IB External Assessment</u></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%

## Course: Survey of Language and Literature

**Course Levels:** Non-Candidate Course (NC)

### 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 4 novels in year 1 and 3 novels in year 2. There will be extended focus on research based projects, SAT prep, and college essays. 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 in the survey course will be prepared to enter college and have a better understanding of how the media shapes our perceptions and influences our opinion of the world.

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 are worth 60% 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 are worth 40% of the quarter grades.

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<p><b><u>IB External Assessment</u></b>  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.</p> <p>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.</p>		25%	25%
<p><b><u>IB External Assessment</u></b>  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.</p>		50%	50%

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## Group 3 - Individuals and Societies

### 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 summarising 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.

IB Assessment	Weight
<b><u>IB Internal Oral Assessment</u></b> Engagement activity on a political issue explored through engagement and research	25%
<b><u>IB External Assessment</u></b> Paper 1: Stimulus-based paper/4 short-answer questions	30%
<b><u>IB External Assessment</u></b> Paper 2: Two essays from a bank of eight selected from different core units	45%

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

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

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**Prerequisite:** Overall course grade of 5 or higher on 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>IB Internal Assessment</b> Complete a historical investigation into a topic of choice	20%
<b>IB External Assessment</b> Paper 1: Source-based paper: choose one prescribed subject and answer 4 structured questions	20%
<b>IB External Assessment</b> Paper 2: Essay-paper based on one of the 12 history topics. Answer 2 essay questions on 2 different topics.	25%
<b>IB External Assessment</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: World History

**Course Level: Non-Certificate (NC)**

**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

IB Assessment	Weight
<u>Formative Assessments</u>	60%
<u>Summative Assessment</u>	40%

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## Group 4: Sciences

### Course: Biology

#### Course Level: Non-Certificate (NC), Standard Level (SL) or Higher Level (HL)

#### 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.

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

Course Level	Year 1 Description	Year 2 Description
<b>Non-Certificate (NC)</b>	<ul style="list-style-type: none"> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 1 - Cell Biology</li> <li>○ 2 - Molecular Biology</li> <li>○ 4 - Ecology</li> <li>○ 5 - Evolution and biodiversity</li> </ul> </li> <li>● <b>No prescribed practicals;</b> 1+ laboratory practicals per Topic</li> <li>● <b>Choose one:</b> Science Fair, Novel Study, or Mid-term/Final Exam for both Semesters 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 3 - Genetics</li> <li>○ 6 - Human physiology</li> </ul> </li> <li>● <b>Optional Topic of Study:</b> <ul style="list-style-type: none"> <li>○ Human physiology</li> </ul> </li> <li>● <b>No prescribed practicals;</b> 1+ laboratory practicals per Topic</li> <li>● <b>Choose one:</b> Science Fair, Novel Study, or Mid-term/Final Exam for both Semesters 1 and 2</li> </ul>
<b>Standard Level (SL)</b>	<ul style="list-style-type: none"> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 1 - Cell Biology</li> <li>○ 2 - Molecular Biology</li> <li>○ 4 - Ecology</li> <li>○ 5 - Evolution and biodiversity</li> </ul> </li> <li>● <b>5 Prescribed practicals</b> + supplemental practical activities           <ul style="list-style-type: none"> <li>○ Topic 1.1 - Light microscopes</li> <li>○ Topic 1.4 - Osmolarity</li> <li>○ Topic 2.5 - Enzymes</li> <li>○ Topic 2.9 - Chromatography</li> <li>○ Topic 4.1 - Mesocosms</li> </ul> </li> <li>● <b>Science Fair - Required</b> (Sept.-Feb.)</li> <li>● <b>Group 4 Project:</b> (May) Collaborative off-site Group 4 sciences investigation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Internal Assessment</b> (Aug.-Dec.)</li> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 3 - Genetics</li> <li>○ 6 - Human physiology</li> </ul> </li> <li>● <b>Optional Topic of Study:</b> <ul style="list-style-type: none"> <li>○ Human physiology</li> </ul> </li> <li>● <b>1 Prescribed practical</b> + supplemental practical activities           <ul style="list-style-type: none"> <li>○ Topic 6.4 - Respirometry</li> </ul> </li> <li>● <b>Science Fair - Optional</b> (Sept.-Feb.)</li> <li>● <b>External Exam Revisions/Prep</b></li> <li>● <b>External Exams</b> (May)</li> </ul>

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<b>Higher Level (HL)</b>	<ul style="list-style-type: none"> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 1 - Cell Biology</li> <li>○ 2 - Molecular Biology</li> <li>○ 4 - Ecology</li> <li>○ 5 - Evolution and biodiversity</li> </ul> </li> <li>● <b>Additional Higher Level Topics:</b> <ul style="list-style-type: none"> <li>○ 8 - Metabolism, cell respiration, and photosynthesis</li> <li>○ 10 - Genetics and evolution</li> </ul> </li> <li>● <b>6 Prescribed practicals</b> + supplemental practical activities <ul style="list-style-type: none"> <li>○ Topic 1.1 - Light microscopes</li> <li>○ Topic 1.4 - Osmolarity</li> <li>○ Topic 2.5 - Enzymes</li> <li>○ Topic 2.9 - Chromatography <ul style="list-style-type: none"> <li>■ <b>AHL:</b> Transpiration</li> </ul> </li> <li>○ Topic 4.1 - Mesocosms</li> </ul> </li> <li>● <b>Science Fair - Required</b> (Sept.-Feb.)</li> <li>● <b>Group 4 Project:</b> (May) Collaborative off-site Group 4 sciences investigation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Internal Assessment</b> (Aug.-Dec.)</li> <li>● <b>Core Topics:</b> <ul style="list-style-type: none"> <li>○ 3 - Genetics</li> <li>○ 6 - Human physiology</li> </ul> </li> <li>● <b>Additional Higher Level Topics:</b> <ul style="list-style-type: none"> <li>○ 7 - Nucleic acids</li> <li>○ 9 - Plant biology</li> <li>○ 11 - Animal physiology</li> </ul> </li> <li>● <b>Optional Topic of Study:</b> <ul style="list-style-type: none"> <li>○ Neurobiology and behaviour <b>OR</b></li> <li>○ Biotechnology and bioinformatics <b>OR</b></li> <li>○ Ecology and Conservation <b>OR</b></li> <li>○ Human physiology</li> </ul> </li> <li>● <b>1 Prescribed practicals</b> + supplemental practical activities <ul style="list-style-type: none"> <li>○ Topic 6.4 - Respirometry</li> </ul> </li> <li>● <b>Science Fair - Optional</b> (Sept.-Feb.)</li> <li>● <b>External Exam Revisions/Prep</b></li> <li>● <b>External Exams</b> (May)</li> </ul>
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IB Assessments	NC Weights	SL Weight	HL Weight
<u><b>Formative/Summative Assessments</b></u> <b>Formative Assessments:</b> <b>Summative Assessments:</b>	60% 40%	Assignments are used to determine quarter grades and do not impact IB scores	
<u><b>IB Internal Assessment</b></u> One scientific investigation taking about 10 hours and the writing of a paper to be 6-12 pages long.	N/A	20%	20%
<u><b>IB External Assessment - Paper 1</b></u> SL: 30 multiple choice questions HL: 40 multiple choice questions	N/A	20%	20%
<u><b>IB External Assessment - Paper 2</b></u> 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.	N/A	40%	36%
<u><b>IB External Assessment - Paper 3</b></u> 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.	N/A	20%	24%

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## Course: Chemistry

Course Level: Standard Level (SL)

### Course Overview

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Course Level	Year 1 Description	Year 2 Description
Standard Level (SL)	<ul style="list-style-type: none"><li>● <b>Core Topics:</b><ul style="list-style-type: none"><li>○ 11 - Measurement and data processing</li><li>○ 1 - Stoichiometric relationships</li><li>○ 2 - Atomic structure</li><li>○ 3 - Periodicity</li><li>○ 4 - Chemical bonding and structure</li><li>○ 5 - Energetics/thermochemistry</li><li>○ 6 - Chemical kinetics</li><li>○ 7 - Equilibrium</li></ul></li><li>● <b>3 Prescribed practicals;</b> 1+ laboratory practicals per Topic<ul style="list-style-type: none"><li>○ Topic 1: Empirical formulas/mass chg.</li><li>○ Topic 5: Calorimetry</li><li>○ Topic 6: Rates of reaction</li></ul></li><li>● <b>Science Fair - Required</b> (Sept.-Feb.)</li><li>● <b>Group 4 Project:</b> (May) Collaborative off-site Group 4 sciences investigation</li></ul>	<ul style="list-style-type: none"><li>● <b>Internal Assessment</b> (Aug.-Dec.)</li><li>● <b>Core Topics:</b><ul style="list-style-type: none"><li>○ 8 - Acids and bases</li><li>○ 9 - Redox processes</li><li>○ 10 - Organic chemistry</li></ul></li><li>● <b>Optional Topic of Study:</b><ul style="list-style-type: none"><li>○ Materials</li></ul></li><li>● <b>5 Prescribed practicals;</b> 1+ laboratory practicals per Topic<ul style="list-style-type: none"><li>○ Topic 8: Acid-base titration</li><li>○ Topic 9: Voltaic cells<ul style="list-style-type: none"><li>■ Replacement rxns</li></ul></li><li>○ Topic 10: 3D modeling organic molecules</li></ul></li><li>● <b>Science Fair - Optional</b> (Sept.-Feb.)</li><li>● <b>External Exam Revisions/Prep</b></li><li>● <b>External Exams</b> (May)</li></ul>

IB Assessment	Weight
<b>IB Internal Assessment</b> One scientific investigation taking about 10 hours and the writing of a paper to be 6-12 pages long.	20%
<b>IB External Assessment Paper 1:</b> 40 multiple choice questions	20%
<b>IB External Assessment Paper 2:</b> Data based question, short answer and extended response.	40%
<b>IB External Assessment Paper 3:</b> 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%

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## Group 5: Mathematics

### Course: Mathematics: Applications and Interpretations

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

**HL Prerequisite:** Students must have successfully completed both Geometry and Algebra II. Overall course grades of 6 or higher or teacher recommendation.

#### Course Overview

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 modelling. 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

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

IB Assessment	SL Weight	HL Weight
<b><u>Formative/Summative Assessments</u></b> <b>Formatives:</b> <ul style="list-style-type: none"><li>● Homework assignments</li><li>● Investigation Reflections</li><li>● TOK/ International Mindedness reflections</li><li>● Modeling assignments or other assignments relevant to the content of study</li><li>● Internal Assessment Assignments</li></ul> <b>Summative:</b> <ul style="list-style-type: none"><li>● Skills Check Quizzes</li><li>● IB External Exam style Questions</li><li>● Mock Exams</li></ul>	Assignments are used to determine quarter grades and do not impact IB scores.	
<b><u>IB Internal Assessment</u></b> Individual mathematical exploration with 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%

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<b>IB External Assessment</b> Paper 2: Compulsory extended response questions based on the syllabus (technology allowed)	40%	30%
<b>IB External Assessment</b> Paper 3: Two compulsory extended response problem solving questions (technology allowed)	N/A	20%

## Course: Applications and Interpretations of Mathematics

**Course Levels:** Non-Certificate (NC)

### Course Overview

Students who are choosing to not earn an IB Diploma or DP Course Certificate for mathematics, Applications and Interpretations of Mathematics will explore the same topics as the IBDP Applications and Interpretations SL credit course, but at a slower pace. Students in this course will be required to complete a guided mathematics exploration IA 10-15 pages in length at the end of year 2. Students that enroll in this course will not be eligible to sit for IB External Assessments.

Units of Study:

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

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

IB Assessment	Weight
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Investigation Reflections</li> <li>● TOK/ International Mindedness reflections</li> <li>● Modeling assignments or other assignments relevant to the content of study</li> <li>● Internal Assessment (year 2 only)</li> </ul>	60%
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>● Biweekly assessments to test student understanding of current skills.</li> <li>● Cumulative exams given at the End of each unit. These exams will focus more on multi-step word problems that require students to use multiple skills. learned in the course to complete.</li> <li>● Midterms &amp; Final Exams both years.</li> </ul>	40%

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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 Theatre - Mr. Tellado
- [DP Visual Arts - Mrs. Chester](#)

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### Course: Music

#### Course Levels: Non-Certificate (NC); Standard Level (SL) or Higher Level (HL)

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

#### SL / NC Distinction

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

IB Assessment	NC Weight	SL Weight	HL Weight
<b>Formative Assessments</b>	60%	Assignments are used	

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<ul style="list-style-type: none"> <li>● Music Theory</li> <li>● Music World History</li> <li>● Western Music History</li> <li>● Practice Assessments</li> </ul>		to determine quarter grades and do not impact IB scores	
<b><u>Summative Assessments</u></b> <ul style="list-style-type: none"> <li>● Tests &amp; Quizzes</li> <li>● Performance Assessments</li> <li>● Presenting Music NC</li> <li>● Exploring Music in Context NC (1,500 words)</li> <li>● Experimenting with Music NC (4 Excerpts, 1,000 words)</li> </ul>	40%		
<b><u>IB Internal Assessment</u></b> Experimenting with Music: 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><u>IB Internal Assessment</u></b> <b>HL Students ONLY:</b> The Contemporary Music-Maker: 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><u>IB External Assessment</u></b> Exploring Music in Context: 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><u>IB External Assessment</u></b> Presenting Music: 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-Certificate (NC); 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

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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/NC Distinction**

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

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

IB Assessment	NC Weight	SL Weight	HL Weight
<p><b><u>Formative/Summative Assessments</u></b></p> <p><b>Formative Assessments:</b></p> <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> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment prep projects</li> <li>● Mock Assessments</li> </ul>	60%	Assignments are used to determine quarter grades and do not impact IB scores	
<p><b><u>IB Internal Assessment</u></b></p> <p>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.</p>	Assessed as a Summative Task	35%	25%
<p><b><u>IB External Assessment</u></b></p> <p>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</p>	Assessed as a Summative	35%	20%

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for an audience.	Task		
<b>IB External Assessment</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>IB External Assessment</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%

## Course: Visual Arts

### Course Levels: Non-Certificate (NC); Standard Level (SL) or Higher Level (HL)

**SL/HL Prerequisite:** All students entering DP Visual Arts must have taken Art 1 or the approved equivalent in either 9th or 10th grade. A strong understanding of Color Theory, the Elements and Principles of Art, and basic Drawing skills is necessary for successful completion of this course.

### 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/NC Distinction

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

IB Assessment	NC Weight	SL Weight	HL Weight
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<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Process Journal check-ins (weekly)</li> <li>● Critique participation</li> <li>● Practice formal analysis (teacher-guided)</li> <li>● Textbook reading &amp; notes</li> <li>● Art History review questions</li> <li>● Participation in whole class analyses and discussions</li> </ul>	60%	Assignments are used to determine quarter grades and do not impact IB scores	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Subject-Specific vocabulary quizzes</li> <li>● Museum/gallery exhibit reflections/responses (VAPJ)</li> <li>● Practice Comparative Study</li> <li>● Resolved artworks</li> <li>● <i>NC Students</i>: Will complete the Comparative Study and Process Portfolio, but these will be graded internally and outcome/expectations will be adjusted to meet the needs of the student. The Exhibition will be included in Summative Assessments.</li> </ul>	40%		
<p><b>IB Internal Assessment</b></p> <p>Exhibition: Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>	Assessed as a Summative Task	40%	40%
<p><b>IB External Assessment</b></p> <p>Comparative Study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p>	Assessed as a Summative Task	20%	20%
<p><b>IB External Assessment</b></p> <p>Process Portfolio: 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.</p>	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>IB Internal Assessment</b> 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.	$\frac{1}{3}$ (33%)
<b>IB External Assessment</b> 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.	$\frac{2}{3}$ (67%)

### Component: Creativity, Activity, Service (CAS)

**Participates:** CAS is required for IB Diploma Candidates. DP Course Candidates and Non Certificate 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 18 months of your DP program. You will also complete one month-long collaborative project. As you reflect on your experiences and project in your portfolio, you will show an understanding of your personal

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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.

## **Component: Extended Essay (EE)**

**Participates:** EE is required for 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-Certificate 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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## Overview of All Courses and Levels

The course options are viewable in table format below. The black and grey chart shows which courses are available for students on the IB Diploma path and which ones are available at the SL and HL level.

The teal and white chart shows the courses available for DP Course students. Course students have 3 options: SL, HL, and NC. NC courses are only available in certain subject areas. As a reminder, NC courses are not eligible for college credit.

IB Diploma Candidates			
	Courses Offered	Standard Level (SL)	Higher Level (HL)
Group 1	Language and Literature	✓	✓
Group 2	Language B (Spanish)	✓	✓
Group 3	Global Politics	✓	✗
	History	✗	✓
Group 4	Biology	✓	✓
	Chemistry	✓	✗
Group 5	Applications and Interpretations	✓	✓
Group 6	Music	✓	✓
	Theater	✓	✓
	Visual Arts	✓	✓

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DP Course Candidates				
Group	Courses Offered	Non-Certificate (NC)	Standard Level (SL)	Higher Level (HL)
Group 1	Language and Literature	–	✓	✓
	Survey of Language and Literature	✓	–	–
Group 2	Language B (Spanish)	✓	✓	✓
Group 3	Global Politics	–	✓	–
	History (History of the Americas)	–	–	✓
	World History	✓	–	–
Group 4	Biology	✓	✓	✓
	Chemistry	–	✓	–
Group 5	Applications and Interpretations	–	✓	✓
	Applications and Interpretations of Mathematics	✓	–	–
Group 6	Music	✓	✓	✓
	Theater	✓	✓	✓
	Visual Arts	✓	✓	✓

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## Contact Information

If you have questions regarding a specific course, email the teacher listed below:

Group	Courses	Teacher	Email Address
<b>Group 1: Studies in Language and Literature</b>	Language and Literature - HL, SL	Laura Riggs	LRiggs@YorkARCS.org
	Survey of Language and Literature - NC		
<b>Group 2: Language Acquisition</b>	Language B (Spanish) - HL, SL, NC	Derik Bartrom	DBartrom@YorkARCS.org
<b>Group 3: Individuals and Societies</b>	Global Politics- SL	Brendon McGirr	BMcGirr@YorkARCS.org
	History (History of the Americas) - HL		
	World History - NC		
<b>Group 4: Sciences</b>	Biology- HL, SL, NC	Roni Reed	RReed@YorkARCS.org
	Chemistry- SL		
<b>Group 5: Mathematics</b>	Applications and Interpretations- HL, SL	Rachel Why	RWhy@YorkARCS.org
	Applications and Interpretations of Mathematics- NC		
<b>Group 6: The Arts</b>	Music- HL, SL, NC	Brent Gregory	BGregory@YorkARCS.org
	Theatre- HL, SL, NC	Manuel Tellado	MTellado@YorkARCS.org
	Visual Arts- HL, SL, NC	Rebecca Chester	RChester@YorkARCS.org
<b>DP Core</b>	Theory of Knowledge (TOK)	Kathryn Daniels	KDaniels@YorkARCS.org
	Creativity, Action, & Service (CAS)	Janet Miller	JMiller@YorkARCS.org
	Extended Essay (EE)	Janet Miller Laura Riggs	JMiller@YorkARCS.org LRiggs@YorkARCS.org
<b>General Scheduling &amp; Program Questions</b>		Tiana Reid	T.Reid@YorkARCS.org

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**DP Course Certificate Candidates:** You must select one course from each group. As you select courses, please remember that courses taken at the NC level do not offer the opportunity to earn college credit.

<p><b>Group 1: Studies in language and literature</b> <b>Course and Level Options</b> (select one choice): <input type="radio"/> Survey of Language and Literature NC <input type="radio"/> Language and Literature SL <input type="radio"/> Language and Literature HL</p> <p><b>Group 2: Language acquisition</b> <b>Course and Level Options</b> (select one choice): <input type="radio"/> Language B (Spanish) NC <input type="radio"/> Language B (Spanish) SL <input type="radio"/> Language B (Spanish) HL</p> <p><b>Group 3: Individuals and societies</b> <b>Course and Level Options</b> (circle one choice): <input type="radio"/> World History NC <input type="radio"/> Global Politics SL <input type="radio"/> History (<i>History of the Americas</i>) HL</p> <p><b>Group 4: Sciences</b> <b>Course and Level Options</b> (select one choice): <input type="radio"/> Biology NC <input type="radio"/> Biology SL <input type="radio"/> Biology HL <input type="radio"/> Chemistry SL</p>	<p><b>Group 5: Mathematics</b> <b>Course and Level Options</b> (select one choice): <input type="radio"/> Applications &amp; Interpretations of Mathematics- NC <input type="radio"/> Applications and Interpretations SL <input type="radio"/> Applications and Interpretations HL</p> <p><b>Group 6: The arts</b> <b>Course and Level Options</b> (select one choice): <input type="radio"/> Music NC <input type="radio"/> Music SL <input type="radio"/> Music HL  <input type="radio"/> Theater NC <input type="radio"/> Theater SL <input type="radio"/> Theater HL  <input type="radio"/> Visual Arts NC <input type="radio"/> Visual Arts SL <input type="radio"/> Visual Arts HL</p> <p><b>DP Core</b> <b>Course Options</b> (select one choice): <input type="radio"/> Creativity, Activity, Service (CAS) <input type="radio"/> Extended Essay (EE)</p>
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**Student Signature:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_

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