high school overview
preparing students to become tomorrow’s global thinkers

Dear Parents and Students,

Silicon Valley International School, the premiere multilingual World School on the West Coast, announced in August 2020 a merger with Alto International School, who is authorized to offer the IB Diploma Programme. This partnership enables INTL to offer our students the full continuum of the International Baccalaureate programme – the Primary Years, Middle Years, and IB Diploma.

The IB Diploma Programme is internationally recognized as representing one of the highest standards in university preparatory education. It is known to be both broad and deep in content and intellectual challenge. And, since our rigorous bilingual education forms the heart of Silicon Valley International School, we will offer three Language & Literature programs in the IB Diploma – Chinese, French, and German.

At INTL, we will offer students the unique opportunity to study in a smaller environment, where students will be seen and heard. They will have opportunities to challenge themselves intellectually and build depth in their passions.

We invite you to explore our high school program that prepares students to become tomorrow’s global leaders.

students who graduate with the IB Diploma are afforded the opportunity to study at universities all around the world, often with advanced credit

“The IB program offers an educational experience that fosters a global perspective while developing the intellectual and societal skills that prepare students for not just higher education but for life in an ever-changing world. Students become more engaged in the process of learning, simply because they learn to learn.”

Samuel Carpenter, Sr. Assistant Director Undergraduate Admission at Duke University

“Selective colleges put a great deal of emphasis on any course that’s taken in a high school that moves the student closer to the level of academic work required in college. The way that the IB distinguishes itself in that group of strong academic preparatory programs is by its breadth and the way that it helps students pull things together.”

Debra Von Bargen, Former Assistant Dean of Admission at Stanford University

September 17, 2020
## high school curriculum

### IB Middle Years Programme (MYP) Grades 9 & 10:
**Two-Year Curricular Sequence**

<table>
<thead>
<tr>
<th>Language &amp; Literature</th>
<th>Language Acquisition</th>
<th>Individuals &amp; Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Chinese</td>
<td>World History</td>
</tr>
<tr>
<td>Chinese</td>
<td>French</td>
<td>U.S. History</td>
</tr>
<tr>
<td>French</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Sciences</th>
<th>Physical &amp; health education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Math I</td>
<td>Integrated Science I</td>
<td></td>
</tr>
<tr>
<td>Integrated Math II</td>
<td>Integrated Science II</td>
<td></td>
</tr>
<tr>
<td>(algebra, geometry,</td>
<td>(biology, chemistry,</td>
<td></td>
</tr>
<tr>
<td>trigonometry,</td>
<td>physics)</td>
<td></td>
</tr>
<tr>
<td>pre-calculus)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design</th>
<th>Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Design</td>
<td>Film</td>
<td></td>
</tr>
<tr>
<td>Digital Design</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MYP Requirements</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service as Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Project (Grade 10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IB Diploma Programme, Grades 11 & 12:
**Two-Year Curricular Sequence**

<table>
<thead>
<tr>
<th>Language &amp; Literature (Group 1)</th>
<th>Language Acquisition (Group 2)</th>
<th>Individuals &amp; Societies (Group 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A</td>
<td>Chinese B</td>
<td>History of the Americas</td>
</tr>
<tr>
<td>Chinese A</td>
<td>French B</td>
<td></td>
</tr>
<tr>
<td>French A</td>
<td>German B</td>
<td></td>
</tr>
<tr>
<td>German A</td>
<td>Spanish B</td>
<td></td>
</tr>
<tr>
<td>Additional language A (SL only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sciences (Group 4)</th>
<th>Mathematics (Group 5)</th>
<th>Arts (Group 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Mathematics Analysis &amp; Approaches / Applications &amp; Interpretation</td>
<td>Film</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Design Technology</td>
<td></td>
<td>*or DP elective</td>
</tr>
</tbody>
</table>

### IB Diploma Requirements:
- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity, Service (CAS)

All DP courses offered at both Higher Level (HL) and Standard Level (SL) / Additional courses are available online through Pamoja.

*IB Diploma Programme students must choose one subject from each of five groups (Group 1 to Group 5). Instead of selecting a subject from Group 2, students can take two subjects from Group 1. Students may choose either an arts subject from Group 6 or a second subject from Group 2, 3 or 4. At least three and not more than four subjects are taken at Higher Level (HL), while the other subjects are taken at Standard Level (SL).*

### WITH THE MERGED SCHOOLS AND PROGRAMS, COURSE OFFERINGS ARE SUBJECT TO CHANGE.

### athletics and extracurricular programs

#### PE and athletics program
The sports program aims to allow students to develop physical skills, fair play, and teamwork. INTL will offer a physical education program that will meet both the IB and the California requirements for PE. Students are required to participate in sports either in or out of school for at least a portion of each school year.

In the Diploma Programme in grades 11 and 12, participation on a sports team could count towards the Creativity, Activity, and Service (CAS) requirements.

#### clubs
Clubs are led by teachers, students, or volunteers and typically meet either after school or during lunch break. Students have the opportunity to provide input to the club program and can start their own club in mentorship with a teacher. Current club offerings include Model UN, public speaking, Band, photography, student newspaper, and more.

#### student council
All students are also encouraged to participate in the Upper School student council, which focuses on student advocacy, community projects, and social events.
grades 9 and 10 (MYP Programme)

The Middle Years Programme (MYP), with its academic rigor and personal growth curriculum, prepares students for the Diploma Programme (DP) by reflecting the depth, breadth, and balance that is characteristic of all IB programs. Continuing the IB program from the MYP to the IB Diploma Programme provides consistent educational aims, clear pathways for progression through academic disciplines, and shared approaches to teaching and learning. In a developmentally crucial period, this alignment helps students flourish personally and academically.

MYP Core Program

Personal Project
Each grade 10 student independently develops a personal project, producing a truly unique and creative piece of work that stands as a summative achievement, exemplifying his or her ability to conduct independent work.

The personal nature of the project is important, and it should focus on a challenge that motivates and interests the individual student. Students are expected to spend approximately 25 hours on their personal projects.

Service as Action
The community service component of the IB program helps students, teachers, and parents realize that the goals of education are not only academic. Well-rounded citizens engage in creative, active, and service-oriented activities as an important part of personal and community life.

Community service is a major goal of the IB program. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and the environment. Students are encouraged to think locally as well as on a more global level.

Global Learning
Global citizenship and international awareness are the foundation of the IB program at INTL. The Global Learning Program emphasizes collaboration, community involvement, and a sense of adventure. We encourage our students to be risk-takers, explore the diversity of our world, and develop the skills necessary to take on the challenges of today's and tomorrow's world.

Projects and trips are interest-based, not grade-based. The program addresses the following educational components:

- Developing talents and skills and immersing in the sights, music, food, history, arts, and language of a different culture
- Taking part in local or international projects and enhancing physical fitness
- Addressing and examining social issues of a community and what it means to be a global citizen.

The personal project encourages students to practice and strengthen their approaches to learning skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The project offers many opportunities for differentiation of learning and expression according to students' individual needs.
grades 11 and 12 (Diploma Programme)

The Diploma Programme is a comprehensive and balanced two-year curriculum and assessment system that requires students to study six subjects and three core components across all disciplines. The three core components are Theory of Knowledge (TOK), the Extended Essay (EE), and the Creativity, Activity, and Service program (CAS). Within this structured framework, the DP provides the flexibility to accommodate student interests and abilities. Through careful subject selection, students may tailor their course of studies to meet their needs and interests.

Regardless of the subject selection, all students explore the connections between the six major subject areas, study each subject through an international perspective, reflect critically on aspects of knowledge, pursue one subject in great detail through independent research, and have the opportunity to apply their knowledge and skills through local and community service.

The assessment of student achievements happens in a variety of ways throughout the course of the two-year program. It includes the assessment of student work both by external examiners as well as the students’ own teachers. Internal or teacher assessment normally contributes between 20% and 30% of the subject assessment, but can account for as much as 50% in some of the arts courses. The assessment itself undergoes careful review and moderation to ensure that a common standard is applied equally to the work of all students internationally. All students’ work, regardless of which school they attend, are subject to the same assessment principles.

subject group courses

IB Diploma students must choose one subject from each of the following groups: Studies in Language & Literature (G1), Language Acquisition (G2) or a second Language & Literature class (G1), Individuals & Societies (G3), Sciences (G4), and Mathematics (G5). In addition, students may choose either an arts subject from group 6 or a second subject from G1 to G4, for a total of six classes in the subject groups. At least three and not more than four subjects are taken at higher level (HL), while the other subjects are taken at standard level (SL).

The range of subjects ensures breadth of knowledge and understanding in a student’s native language, additional language(s), the social sciences, experimental sciences, mathematics, and the arts.

See also INTL’s current course offering on page 2.

optional course offerings

INTL believes that the DP course offerings available from teachers in-person will provide the best educational program for most students. However, for students fluent in a language that INTL does not offer, or for motivated students with specific interests, there are two additional options for DP course studies:

- School-supported self-taught Language & Literature A: In this program, a student fluent in another language not taught at INTL makes arrangements with a mentor and works through the IB approved, self-taught curriculum.
- Several subjects are available through online IB classes, including cultural anthropology, psychology, philosophy, and IT in a global society. Individual consultation with the IB Diploma Programme coordinator will help students and families plan students’ course of study.

September 17, 2020
IB Diploma core

Through the DP core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service. The DP core enables students to live the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others.

Theory of Knowledge (TOK)
The fundamental question of TOK is, “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what commonalities and differences there are between the disciplines. TOK, therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their other classes.

Through discussion and critical reflection, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

At the end of the TOK course, students 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.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

Extended Essay
The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to either one of the student’s six DP courses or world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essays (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery, and creativity expected at university.

The essay provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in 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 or issue chosen.

Creativity, Activity, Service (CAS)
CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. CAS is organized around the three strands of Creativity, Activity, and Service defined as:

- Creativity – Exploring and extending ideas leading to an original or interpretive product or performance
- Activity – physical exertion contributing to a healthy lifestyle
- Service – Collaborative and reciprocal engagement with the community in response to an authentic need

Students develop skills and attitudes through a variety of individual and collaborative activities that provide them with opportunities to express their passions, personalities, and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

In the IB program, CAS is as important as the other elements of the DP. Therefore, the school will ensure sufficient time is allocated for engagement in CAS activities. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of their achieving certain outcomes.
by the numbers

INTL’s high school program was initially founded by Alto International School in 2016. The first cohort of students graduated with the IB Diploma in 2020.

The highest total point achieved by a member of the class of 2020 is 42 points (out of 45). The average worldwide IB Diploma total points are 29.9, and the average IB Diploma pass rate is 79% (preliminary results reported by the IB for the May 2020 exams).

88% of the class of 2020 were enrolled in the bilingual IB Diploma Programme. All of these students were awarded a bilingual diploma upon graduation (The global average for bilingual IB diplomas is approximately 25%). A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

The class of 2020 has been admitted to colleges and universities worldwide, including American University, UC Los Angeles, UC Berkeley, UC San Diego, University of Colorado, University of Minnesota Oberlin College, Parsons School of Design, Purdue University, Wesleyan University, Whitman College, and more.

Silicon Valley International School is an International Baccalaureate (IB) World School. In the fall of 2020, Silicon Valley International School merged with Alto International School to provide a more diverse program for students in preschool to grade 12. Both schools are authorized to offer the IB Primary Years Programme (PYP) and the IB Middle Years Programme (MYP). In addition, Alto International School is authorized to offer the IB Diploma Programme (DP). IB World Schools share a common philosophy - a commitment to high quality, challenging, and international education that Silicon Valley International School believes is important for our students.

questions? contact us:

- Jennifer Tyler, Chief of Enrollment Management, jennifertyler@svintl.org
- Geneva Robinson, High School Principal and IB Diploma Programme Coordinator, genevarobinson@svintl.org