



REMSS Pre-IB 9 and 10 Courses

Pre-IB 9 students are enrolled in:

- Pre-IB English 9
- Pre-IB Foundations Math and Pre-calculus 10 (all of Math 9 & 2/3 of Math 10)
- Pre-IB French or Pre-IB Mandarin 9
- Pre-IB Social Studies 9 /10 (all of Social Studies 9 and 1/3 of Social Studies 10)
- Pre-IB Science 9

Pre-IB 10 students are enrolled in:

- Pre-IB English 10
- Pre-IB Pre-Calculus 11 (remaining 1/3 of Math 10 & all of Pre-Calculus 11)
- Pre-IB French or Mandarin 10
- Pre-IB Social Studies 10/11 (remaining 2/3 of Social Studies 10 and all of Social Studies 11)
- Pre-IB Science 10

Pre-IB classes differ significantly from the regular program as they are designed to prepare students for the IB program.

Accepted applicants are required to be enrolled in the full Pre-IB program.

REMSS Pre-IB 9 and 10 Admission Requirements

REMSS Pre-IB 9 Placement Exams will be held at Yorkson Creek and Peter Ewart Middle in February 2022, and will be in students' individual cohorts. Out of catchment applicants will receive information via email after applications close.

Criteria for admittance to the REMSS Pre-IB 9 and 10 programs are:

- **Langley Resident** (additional proof of residence may be required)
- **Completion of previous grade**
- **Teacher Recommendation**
- **Pre-IB 10: Foundations Math and Pre-Calculus 10 completion** prior to Pre-IB 10 program start date.
- Above courses can be completed online, at summer school, or as part of the prior years course of studies.
- **Online Application completed between January 4 and January 24, 2022 at remss@sd35.bc.ca**
- **Pre-IB 9 Entrance Exam** (no exam for Gr. 10)
- **Copy of most recent report card** (Grade 8's that do not attend Peter Ewart or Yorkson Creek must email a copy of their Term 1/Semester 1 report cards to tcostopoulos@sd35.bc.ca)
- **If required, interview with IB Coordinator**



The Curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in their best language, additional language(s), individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups.

DP courses can be taken at higher level (HL) or standard level (SL). At least three and not more than four are taken at higher level (240 teaching hours), while the remaining courses are taken at standard level (150 teaching hours). Students can study and take examinations in English, French or Spanish.

Two courses are classified as interdisciplinary meaning that they satisfy the requirements of more than one subject group:

- literature and performance (group 1 and group 6)
- environmental systems and societies (group 3 and group 4)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Program Core

The extended essay (EE) asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP.

Source: The IB Diploma Program, International Baccalaureate Organization, 2015)



IB Learner Profile

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.



Source: IB Profile, International Baccalaureate Organization, (2013)



Learner International

IB Diploma Student Testimonials

Dave N. — *“IB has already been a time of extraordinary growth for me as a student. I have been pleasantly surprised to find myself incredibly stimulated, much more than I have been in previous classes I have taken. Indeed, more than ever, I thirst for learning.”*

David K. — *“The IB Program has been one of the greatest things that has happened to me. Both the challenging course work and the insistent prodding to become a more active member in my local community has taught me skills that will be invaluable in my post-secondary education. The IB Program is not just a program; it is a place where people are able to rise to the challenge of achieving academic excellence while at the same time learning to broaden their horizons about community (both locally and internationally) and gain skills useful for the rest of their lives.”*

Cristalle W. — *“The knowledge gained from this program has been invaluable to me in both my academic career and many other aspects of my life. The IB Program did much more than teach me facts or even give me knowledge; it gave me skills in critical thinking and problem solving. I know it will be useful to me in any field or endeavour.”*

For more information, please contact:

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REMSS PRE-IB 9 AND 10 PROGRAM

The REMSS Pre-IB program is excellent preparation for the International Baccalaureate Program (IB) that begins in Grade 11.

What is IB?

The IB Diploma Programme is an academically challenging and balanced program of education that prepares students, aged 16-19, for success at university and life beyond.

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(Source: The IB Diploma Program, International Baccalaureate Organization, 2015)