

Luther College IB Diploma Programme
Grade 10 Application Form

Please submit this form to the office along with your course request form.

Part A: Personal and Course Information

First Name: _____ Last Name: _____

First Nationality: Canadian
(Check one) United States
 South Korean
 Chinese
 Other: _____

Second Nationality: Canadian
(For dual United States
citizenship only, South Korean
not previous Chinese
citizenship) Other: _____

First Language/
"Best" Language: English
 French
 German
 Korean
 Mandarin
 Other: _____

Second Language: English
(i.e. fully fluent French
speaker) German
 Korean
 Mandarin
 Other: _____

For which IB category are you applying? (circle one) **Diploma** **Course**

For how many school years have you attended Luther? _____

(Turn over page)

Please indicate the IB courses you wish to take.

- Diploma students must select one course from each group and a minimum of three HL courses.
- Diploma students must also select all of the core requirements (see below).
- This is not a replacement for completing a course request form.

Core Requirements

(You must select these if you are a diploma student.)

- Extended Essay
- Theory of Knowledge (in lieu of CE 20 and 30; not open to course students)
- Creativity, Activity, Service (CAS)

Group 1

- English Literature HL (required for IB Diploma, prerequisite: English 10)

Group 2

- French SL (prerequisite: Core French 20 or Immersion French 10)
- German ab initio (recommended: German 10)
- German SL (prerequisite: German 10, subject to teacher's approval)

Group 3

- History HL (prerequisite: History 10)
- Environmental Systems & Societies SL (prerequisite: Science 10)

Group 4

- Biology HL (IB Health Science 20 and IB Biology 30, prerequisite: Science 10)
- Chemistry SL (IB Physical Science 20 and IB Chemistry 30, prerequisite: Science 10)
- Environmental Systems & Societies SL (prerequisite: Environmental Science 20)

Group 5

- Mathematics SL (prerequisite: LCHS IB-Prep Math 10 or Math Foundations 10 and Precalculus 20)

Group 6 (Diploma students may omit this group if choosing a second course from another group.)

- Film SL (prerequisite: Film 10)
- Visual Arts SL (prerequisite: Art 10, teacher signature)
- Music SL (must also register for choir and/or band, teacher signature required)

When entering IB courses, it is important to consider that some time for adjustment will likely be necessary. While some students may decide not to continue in an IB course into grade 12, your selections on this form indicate your commitment to remain in the course for at least one full semester.

Part B: Personal Profile and Reflection

This section is designed to help you consider how IB supports your learning goals, to reflect upon your prior learning, and to plan for continued growth as an IB learner. Feel free (but not obligated) to attach extra sheets if necessary.

Why do you want to enter the IB program? What aspects of the program are important to you?

See the attached IB Learner Profile document to answer the questions below.

IB Learners strive to be balanced. What will you do to ensure a healthy balance between school, homework and other activities?

Which traits on the IB Learner Profile are your strongest? Describe specific examples in which you have exemplified these traits.

Which traits on the IB Learner Profile are your weakest? What actions can you take in the upcoming school years to develop yourself in these areas?



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.