



2022-2023 GUIDEBOOK PROGRAM OF STUDIES

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAM

At

SOUTHEAST HIGH SCHOOL

Southeast High School
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INTERNATIONAL BACCALAUREATE GUIDEBOOK PROGRAM OF STUDIES

Table of Contents

A Message from Southeast High IB Coordinator	3
International Baccalaureate Mission Statement	4
Program Aims	
What is it?	
Why do it?	
The IB Program at Southeast High	5
The 6 Academic Subjects & the Central Elements	6
The IB ‘Hexagon’	7
IB Curriculum & Examination	8
Assessing Student Work	10
Marking of Examinations	12
From Examinations to Results	13
Awarding of the Diploma, Failing Conditions	14
Curriculum Framework	15
Southeast IB Assessment Policy	16
Responsibility of Students, Teachers, Administrators, Parents	18
Approaches to Teaching/Learning (ATL)	21
‘Good Standing’	22
IB Attendance Policy	23
Academic Guidelines	24
Honor Code	27
The CAS Graduation Requirement	28
Goals	31
What people are saying about IB	32
The Profile of An IB Teacher	33
IB Learner Profile	34
Comparing the AP to the IB Program	35
Admissions Commitment	36
Graduation Requirements	37
Course Progression	38
International Baccalaureate Glossary	40

A Message from the Southeast High School

Southeast High School prides itself on academic rigor and global learning experiences. With this in mind, Southeast High School was the first school in Manatee and Sarasota County to offer an International Baccalaureate (IB) Program. A district magnet program, IB is available to all students throughout the county who meet admissions requirements. The program has earned a reputation for its contemporary curriculum and international standards. IB diploma students attend some of the most notable and prestigious universities across the country thanks to the reputation and academic achievement level required in the IB program. The IB Diploma Program is the most robust college preparation route possible.

The IB Diploma Program has several mandatory core components including: The Extended Essay, Theory of Knowledge course and The Creativity, Activity, Service (CAS) component. The Extended Essay values original research, as well as an emphasis on strong writing skills and research skills. The Theory of Knowledge course fosters active and critical learning on a level to challenge our daily thoughts, ideologies, and comfort-area. The CAS component exposes students to community service and creative endeavors through experiential education. This helps round out individuals and seeks to grow a “whole learner” as opposed to just an academically-challenged student.

Besides its global quality, one of the advantages of the IB curriculum is its structure. The IB Diploma Program is a highly coordinated program: one that is well-established, well-known, and well-respected. The growth and success of this prestigious, advanced high school program is a source of pride for Southeast High School. It offers a 21st century education for a global society, while promoting intellectual and personal development. Once again, during the 2019-2020 and 2020-2021 school year, Southeast High School’s IB Diploma Program surpassed world averages in the percentage of candidates receiving the full diploma, as well as number and percentage of students attaining ‘passing’ exam scores.

We are proud family atmosphere with rigorous program content. Southeast’s Pre-IB and IB programs continue to grow and change so that we best serve our student population and prepare them for post-secondary success. This microcosm of Southeast High School known as IB, continues to grow and thrive. Welcome to the Seminole Family!

Kathleen Grim

Mrs. Kathleen Grim
IB Coordinator

International Baccalaureate Organization Mission Statement

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, governments, 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.

Program Aims

- Provide rigorous and broad-based curricula and assessments.
- Maintain high academic standards common to schools worldwide.
- Allow students to develop individual talents.
- Foster critical and compassionate thinkers.
- Open the window between the classroom and the outside world.
- Foster a lifelong interest in learning as well as informed and responsible citizenship.
- Promote international understanding and a respect for a variety of cultures.
- Facilitate university entrance around the world.

What Is It?

- An internationally recognized program.
- A high-quality curriculum that aims to encourage critical thinking by the study of traditional disciplines while encouraging an international perspective.
- A program designed for the academically motivated student who can function across the curriculum and who has learned to manage time well.

Why Do It?

- IB has an international acceptability, which allows for both flexibility and mobility.
- IB educates the “whole person.”
- IB encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant, and willing to communicate with others.
- The IB approach to education is not encyclopedic. The emphasis is on helping students to learn how to learn and how to analyze.
- IB provides a broad general education while still allowing specialized study in areas corresponding to the individual’s particular interests and plans for the future.
- The IB expands the mind and encourages independence.

The IB Program at Southeast High School

Southeast High School is one of approximately one hundred IB Diploma schools in the State of Florida. The IB Program is a two-year university preparatory course of study, encompassing the last two years of high school. The program was originally established to fulfill the high academic standards of an increasingly more mobile society, as well as to foster global tolerance. In recent years, the IB has become even more valuable regarding the shifting of international curriculum standards, enhanced skills needed for university success, and, humankind's growing interdependence on one another.

Because the IB Program is so rigorous, Manatee County, like most other United States school districts, offers two years of additional study as preparation for the IB Program. Students enroll in Southeast High School's Preparatory IB program in grades nine and ten and then are candidates to advance to the IB program for grades eleven and twelve.

The effectiveness of the IB Program is due not only to the depth of individual courses, but also to the comprehensive nature and interconnectedness of the total program.

The ideal IB student combines intellectual potential with motivation and a love of learning*. As students progress through the four-year program, they will demonstrate superior performance in higher level thinking, while acquiring a breadth and depth of knowledge in literature, science, language, and other areas. They will also become proficient researchers, in addition to being leaders in service to others.

Since Southeast's authorization in 1998, the program has demonstrated remarkable success in drawing students from a multitude of backgrounds, a group of parents dedicated to ensuring the program's success, and, a large core of faculty committed to professional excellence. Our IB enrollment, exam scores, and college acceptances are both impressive and of consistently high standards. We take pride in having regularly met or surpassed achievement averages within the State of Florida, the Americas, and throughout the world.

Students must be aware that once the school year starts, they must remain in the program for the entire school year. If they decide to leave the program for whatever reason after the school year is complete, they will be responsible for completing traditional diploma requirements.

*IB Learner Profile – Page 36

The Six Academic Subjects

These are studied concurrently. Students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. At least three exams and not more than four are taken at higher level (HL), the others at standard level (SL); HL courses represent a recommended minimum of 240 teaching hours, SL courses cover 150 hours. Students are, thus, able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn an additional language and the natural linguist becomes familiar with laboratory procedures. Problem-solving, critical thinking, active citizenship and global perspectives are encouraged in each area of the curriculum. The subjects' curricula are continually reviewed, revised, and, updated to meet contemporary needs.

The Central Elements

Extended Essay

Diploma candidates are required to undertake independent and original research and write an essay of approximately 4,000 words. The project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay. It may be written in one of 60 subjects, including many languages. The essay permits students to deepen their program of study, for example by selecting a topic in one of their higher-level courses, or, they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

Theory of Knowledge

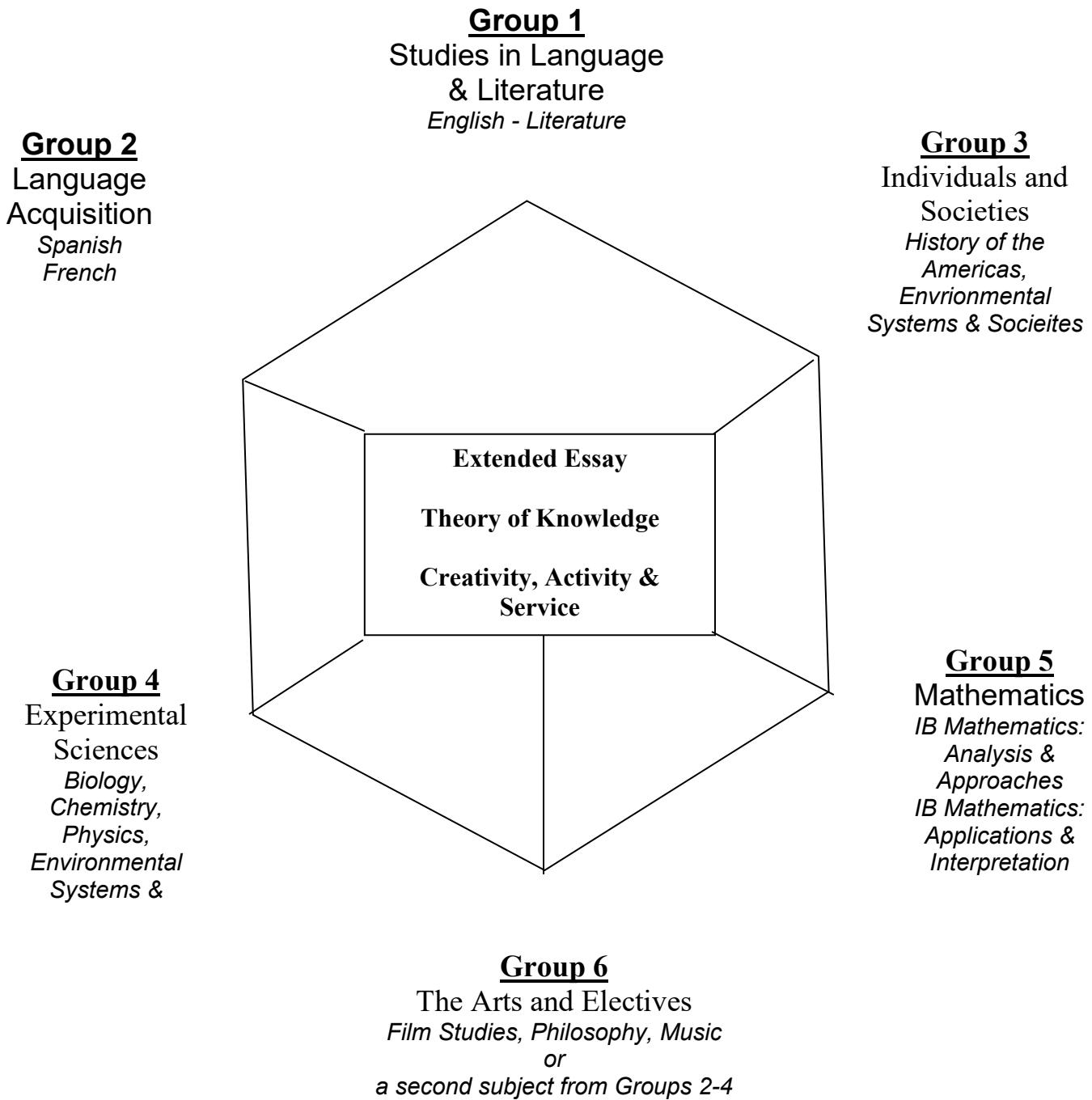
TOK is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. Taught for a minimum of 100 hours during the two years, TOK examines various areas of knowledge, truth, logic, value judgments, and the role of language and thought in knowledge. The key element in the International Baccalaureate Organization's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives. Assessment of student performance is based on written and oral work. The student is required to submit an essay of between 1200 and 1600 words on a prescribed topic, which is externally assessed. In addition, the student is required to make an in-class oral presentation. The presentation is evaluated by the classroom teacher and reviewed by IB Examiner(s).

Creativity, Activity and Service (CAS)

CAS is a fundamental part of the Diploma Program curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Over the two years, (11 & 12) students are urged to complete extracurricular activities evenly distributed among the components of creativity, action, and service. The emphasis is on the commitment of the experiences and the attainment of eight outcomes.

The IB ‘Hexagon’

International curriculum planners seek to ensure that the International Baccalaureate Organization’s educational aims are embodied in the structure and content of the program itself. The diploma model can be displayed in the shape of a hexagon with six academic areas surrounding the core. The program’s core components complement a traditional liberal arts curriculum. Subjects are studied concurrently and students are exposed to the two great traditions of learning the humanities and the sciences.



IB Curriculum and Examination

A. The general scheme for the six subjects is as follows:

1. Studies in Language and Literature
2. Language Acquisition (second language)
 - a. French
 - c. Spanish
3. Individuals and Societies (Choose ONE of the following options)
 - a. Environmental Systems and Societies (SL)*
 - b. History of the Americas (HL)
4. Experimental Sciences (Choose ONE of the following options)
 - a. Biology *HL or SL*
 - b. Chemistry *HL or SL*
 - c. Environmental Systems & Societies *SL**
5. Mathematics (One will be decided based on pre-requisites and performance)
 - a. Mathematics: Analysis & Approaches *HL or SL*
 - b. Mathematics: Applications & Interpretation *HL or SL*
6. One of the following options for the Sixth Subject:
 - a. IB Philosophy *SL*
 - b. IB Film Studies *HL or SL*
 - c. IB Music *SL*
 - d. IB Physics *SL*
 - e. Second Language Acquisition
 - f. Second Experimental Science *HL or SL*
 - g. Second Individuals and Societies *SL*

* Environmental Systems & Societies is an interdisciplinary subject area and can be counted as Group 3 & 4 requirements simultaneously.

B. In addition to the six subjects, each diploma candidate must:

1. Complete a substantial piece of independent research and must submit an extended essay of approximately 4,000 words.
 2. Follow a common course in the Theory of Knowledge (TOK). (Concurrent coursework in all classes in grade 11 and TOK course in grade 12)
 3. Engage in forms of community service activities – creativity, activity and service (CAS). This work is recorded, reflected, and documented on a report issued with the diploma.
- C. Candidates will “sit” for exams in all six subject areas by the end of their senior year. An “anticipated” candidate for the diploma (11th grade) may take no more than two standard level (SL) exams in his/her junior year. The student must have completed the required number of hours in class and required course work. In certain situations, Southeast offers SL exams for juniors in Environmental Systems & Societies, Philosophy, Physics, and Film. With program approval, a junior may also be able to “test out” in Group 2. **All registrations/approval for grade 11 exams are made by the IB Coordinator.**

D. **Assessing Student Work** - Responsibility for all academic judgments about the quality of candidates' work rests with more than 5,000 examiners worldwide, led by chief examiners with international authority in their fields. Each year approximately 80% of candidates who attempt the diploma succeed in earning it. Examinations are offered in May for northern hemisphere schools and in November for those in the southern hemisphere.

A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques (essay, short answer, multiple choice, etc.) are complemented by internal assessment of course work by the teachers responsible for evaluating students over the two-year period. Specialized forms of assessment appropriate to the nature of a given subject are used. For example, IB Visual Art students submit a portfolio comprising photographs of their work and a written personal statement reflecting on the development of talents and technical skills while students of IB Music send audio tape recordings of their performances. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to communicate.

The grading system used by the International Baccalaureate Organization (IBO) is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills, relative to set standards equally applied to all schools. In addition, moderation – checking of colleagues by the chief examiner – is key to achieving the required degree of consistency among assessors of the same subject. Validity, reliability and fairness are the watchwords of the IBO's international examining board.

Classification of Southeast High School IB students* (*see Academic Guidelines, page 24)

Preparatory IB students – (pre-IB or PIB) – grades 9 & 10 students whose intent is to continue into the IB Diploma Program (Admissions procedures apply to move from pre-IB to IB.)

IB Diploma Candidates – Grade 12 students who are preparing to sit for May Examinations in order to earn the IB Diploma

IB Anticipated Candidates – Grade 11 students who are preparing to sit for May Examinations of senior year in order to earn the IB Diploma

Marking of Examinations

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined standards and conditions, including a minimum total of 24 points and the satisfactory completion of the three diploma requirements: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Action, and Service (CAS) activities. The minimum score of 24 is based on the notion that a grade 4 represents a passing level in each of the six subjects. Specific rules apply to overall performance and are listed in the regulations that schools agree to observe, and that are available as a separate document. Excellent performance in all of the six subject areas results in a total of 42 points (7 points for each subject). The maximum diploma point score is 45. TOK and the Extended Essay contribute to the overall score through a matrix system which awards up to three points based on the candidate's combined performance. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. A candidate's official transcript is typically marked "Diploma Awarded" or "Certificate Awarded".

The marking scheme in use for IB Examinations is as follows:

1 = very poor	4 = satisfactory
2 = poor	5 = good
3 = mediocre	6 = very good

7 = excellent

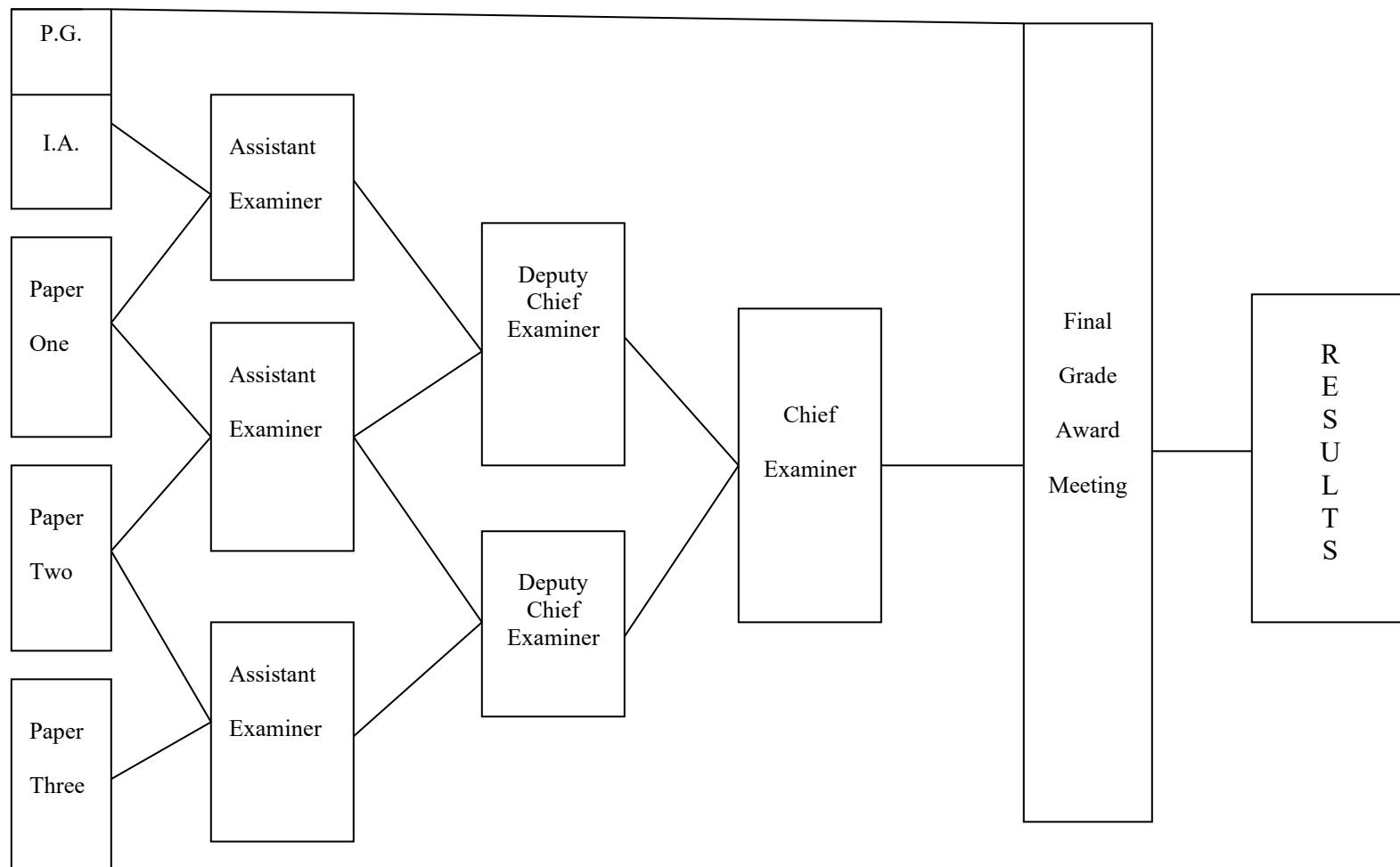
The marking scheme in use for Extended Essay and Theory of Knowledge is as follows:

E – elementary	B – good
D – mediocre	A – excellent
C - satisfactory	

During the junior and senior years, diploma candidates take 3 IB exams at the Standard Level (SL) and 3 exams at the Higher Level (HL) in an attempt to earn the 24 points needed for the IB Diploma. In some instances it is possible to take 2 SL exams and 4 HL exams. In addition to the six examination areas, each IB student must:

- 1) Complete the Theory of Knowledge course which studies the nature of scientific, religious, and aesthetic knowledge from a historical perspective.
- 2) Write an original 4,000 word Extended Essay based on a research topic related to the curriculum, and
- 3) Complete seven outcomes of volunteer activity known as CAS (Creativity, Activity, Service).

FROM EXAMINATIONS TO RESULTS



“Awarding” of the Diploma

The diploma will be awarded to a candidate whose total score reaches or exceeds 24 points, provided:

- Grades have been awarded in the six subjects of the Diploma Program
- A course in Theory of Knowledge (TOK) has been followed and the TOK assessment requirements have been met
- An Extended Essay has been submitted and assessed
- The candidate has engaged appropriately in Creativity, Activity, Service (CAS) activities
- There is no grade 1 in any higher level (HL) subject
- A candidate with 24, 25, 26 or 27 points does not have a failing condition
- A candidate with 28 points or more has only one failing condition
- The final award committee has not confirmed the candidate as guilty of malpractice, defined as the attempt by the candidate to gain unfair advantage in any assessment component

“Failing” Conditions

The diploma will not be awarded if the candidate’s results contain any one of the following failing conditions:

- An Elementary grade for either Theory of Knowledge (TOK) or the Extended Essay
- Each grade 3 in a higher level (HL) subject not compensated by a grade 5 or above in another higher level (HL) subject
- A grade 1 in any standard level (SL) subject
- Two or more grades 2
- Four or more grades 3
- Two or more grades 3 with a grade 2 at standard level (SL)

Candidates will not be awarded the diploma if they have any one of the following excluding conditions, regardless of the total points obtained.

- A grade of ‘N’ in any component, or
- A grade of 1 in any higher level subject, or
- Failure to complete TOK, the EE, or the CAS component
- A grade of ‘E’ in Extended Essay or Theory of Knowledge.

Diploma Programme curriculum framework





IB Mission Statement

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

Assessment Policy 2021-22 Southeast IB

"What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise". Alec Peterson 2003 (First Director General, IB)

Education has evolved from the information age, to the industrial age, and now, onto the conceptual age.

The essence of 21st century skills—whether interpersonal, applied, critical, or creative—is an emphasis on what students can do with knowledge rather than on what components of knowledge they have amassed. It is the responsibility of this generation of teachers to teach a new, rich body of knowledge while providing engaging opportunities for students to apply it. Thus, rigor is defined, not in a traditional manner of time, volume and difficulty, but rather, as an adventure into exploration and discovery of one's unchartered thought processes, subject areas, and delivery methods.

The Learner Profile

The learner profile is applicable to all of us in an IB program; it is the IB mission statement in action -- translated into a set of learning outcomes for the 21st century.

Assessment should aspire to acknowledge, accentuate, and further develop the following characteristics:

Inquirers: natural curiosity is nurtured. Skills necessary to conduct constructive inquiry and research, and become independent active learners are fostered. Learning is actively enjoyed and this love of learning will be sustained throughout lives.

Knowledgeable: Explore concepts, ideas and issues which have global relevance and importance. In so doing, one acquires, and able to make use of, a significant body of knowledge across a range of disciplines.

Critical thinkers: initiative is exercised in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators: The understanding and expression of ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-takers (Courageous): We approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. We are courageous and articulate in defending those things in which we believe.

Principled: A sound grasp of the principles of moral reasoning is developed and practiced. We have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring: We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

Open-minded: Through an understanding and appreciation of one's own culture, we are open to the perspectives, values, and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.

Well-balanced: Understood is the importance of physical and mental balance and personal well-being for us and others. We demonstrate perseverance and self- discipline.

Reflective: Thoughtful consideration to their own learning and personal development is practiced. We are able to analyze our own strengths and weaknesses in a constructive manner

The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. Assessment should aspire to acknowledge, accentuate, and further develop these characteristics:

By this commitment, assessment and related information and communication must foster the education of the whole person, emphasizing intellectual, emotional, personal, and social growth across all components and requirements. (It is important to further note that the learner profile is made up of cognitive competencies, as well as attitudes and dispositions.)

Faithful to this belief system, teaching, learning, and assessment in IB consistently navigates among six **teaching principles**:

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by assessment (formative and summative).

Thus, besides striving to uphold the mission of the IB program, the assessment policy aims to honor and respect varied and diverse learning styles.

The nature of IB assessment

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. The skills and approaches being communicated should correlate to university readiness.
3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.

Why are students assessed?

SEHS IB Purpose:

- For students to demonstrate learning in multiple ways; (Thus, assessments should consist of multiple modes, replicating approaches to teaching – differentiation, collaboration via written, spoken, design and technological opportunities)
- For the teacher to provide feedback to students; (It is most valuable that learners discuss assessments as the information is provided, teacher to student, student to student, small group.)
- To engage students in reflection and analysis of their own learning; (It is therefore important that students be given a voice regarding assessment and assessment procedures. (Multiple options, flexible timelines, followed by celebration and goal setting.)
- To provide goal setting for teachers and students. (Progress monitoring is a chief vehicle to track goal completion.)

SEHS IB Principles:

1. Students need to be provided with the criteria upon which they are being assessed;
2. Assessment must employ a variety of assessment tools and strategies and account for different learning styles;
3. Assessment must involve both criteria referenced standards (summative), as well as formative strategies to address individuals' potential;
4. Assessment should measure not only what students know, but how they understand and can apply material;
5. Different assessment tasks will be weighted according to complexity, length, and relative importance;
6. At reporting periods, 'grades' should reflect a level most consistently achieved by a student. It is the utmost aim that reported grades depict a compilation of effort, knowledge and application.
7. Consistent with an IB education, all aspects of this assessment policy strive to recognize and reward effort, trend of performance, and overall growth and improvement.
8. It is the obligation of all SEHS stakeholders to approach assessment in light of the learner profile attributes.

Formative Assessment

Its main purpose is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities. It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement. As such, formative assessment's value is in tracking continuous growth and improvement.

Summative Assessment

Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum.

Responsibility of Students

The primary responsibility of students is academic integrity. (Please see SEHS IB Attendance Policy) Students must value time-in-learning and adhere to school attendance procedures. This demonstrates a commitment to others, a value for the educational process, and, a belief in IB's standards and practices. (See SEHS Attendance Policy)

Another segment of ownership is self-assessment or reflection. A student must develop and demonstrate the capacity to look at self constructively, critically, and, honestly and be open to growth and change.

To be mindful and acutely aware of upcoming assessments, as posted on the Southeast High School website.

Taking responsibility for what is expected, meeting deadlines, communicating needs and wants, as well as overcoming inevitable adversity are strengths demanded of Southeast IB students.

Responsibility of Teachers

Southeast IB teachers are expected to replicate IB style, format, and language wherever and whenever possible. Approaches to teaching and learning must be the guiding mantra for addressing the educational goals.

Rigor, in its purest sense, denotes a myriad of assessment styles. This is congruent with the delivery of lessons in multiple teaching styles for the benefit of our students' multiple learning styles.

Ongoing communication, also known as feedback, around expectations and grades is a vital part of assessment success. As such, communication should be in diversified formats, consistently and timely delivered to both student, as individual, and parent, at home.

Data is a measurement of teacher and student success. This information should drive the decisions around teaching content and teaching format. Formative data should be valued as highly as summative data. Following the IB philosophy, data should attempt to measure student growth and skill achievement. It should further seek to be constructive in nature, rewarding knowledge and approaches to problem-solving.

As education is a living organism, it is the responsibility of teachers to collaborate with colleagues as much and as focused as possible. The utmost goal is the understanding of the individual learner, as a holistic being.

At all times, teachers are held to be models of the learner profile, including the practice of academic integrity and to work toward the varying approaches to teaching & learning.

IB teachers must be ever-mindful of the concurrency of learning (IB curriculum model) and abide by the program assessment calendar.

Diploma Programme assessments measure students' achievement levels against published criteria that are derived from the course aims and objectives. Teachers have a responsibility to design and provide formative assessment structures and practices that help students improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations.

Responsibility of Parents

To stay actively involved in their son's/daughter's education by framing their role as one of 'collaborator' with the educational professionals.

Attend any mandatory IB Parent Meetings.

To appreciate and accept the mission of the IB Diploma Program, including the intrinsic nature of the learner profile.

To regularly consult the assessment calendar that is posted on the Southeast High School website, Schoology, or the designate internet platform for the year.

A Responsibility of IB Coordinator

At the start of the school year, succeeding a faculty review of exam results, an assessment calendar(s) will be posted for all IB students. The calendar will include IB internal and external dates, exam dates, key projects and/or major assignments. This is a living document, in which changes will occur due to unforeseen circumstances. It is the IB coordinator's responsibility to maintain its relevance, fairness, and communication. It is the students and parents' responsibility to consult the calendar(s) on a regular basis.

Grading Scale

It is required that IB administration and faculty abide by the policies and procedures of the Manatee County School District, including the grading scale, posting of progress grades and formal grading reports.

IB – Internal & External Assessment

Teachers of IB subject areas should make clear to students the connections and associations between course grades and IB rubrics and marks.

Both internal assessments, as well as work to be marked externally, should be directly transferrable to course grades, whenever possible.

A master calendar of IA requirements, and other significant quizzes, exams, projects and assignments is created and must be adhered to in order to respect stress and to positively assist in overall program achievement.

Late work, absences, extended time

Southeast IB is mindful that there are times when economic, medical, or home matters might prevent ability to meet deadlines. It is the student's responsibility to abide by the district's or individual teacher's late policies and make-up procedures. Should such requirements be deemed not possible, the IB coordinator may intercede to negotiate solutions, in order to remain faithful to the IB's principles and practices. Inclusionary practices are at the forefront of an IB education. Thus, extended time, accommodations, and other alternative arrangements are always a consideration and a professional practice.

Homework

The nature of homework in this conceptual age is changing dramatically. Members of the Southeast IB community must be mindful of the value of experiential education and seek to extend learning outside of the classroom that is portfolio oriented, project based, collaborative in nature, and/or digitally acute. This also includes traditional, review and practice-oriented experiences at home. Homework should be relevant and rich, not constant and onerous.

It is also a responsibility of the teacher to make homework as credible as possible, by providing feedback, summary and/or review on a consistent basis.

SEHS IB Commitment

At the start of the school year, each IB teacher will provide a ‘facts sheet’, which will convey the grading procedures, and ‘late work’ and homework procedures for the specific subject area. The IB coordinator will make available said facts sheets to parents.

“The most successful people in this century will be those who can acquire and use knowledge to develop and communicate creative combinations of ideas, applications, and strategies to solve problems.” Thomas nd Friedman, The World is Flat (2005)

Teaching/Learning: Based on a constructivist philosophy of education, the IB program strives to develop well-rounded learners. The holistic, education goals are best summarized in the teaching principles and learning skills, listed below. All of us in the program are committed to on balancing these. **Teachers are committed to differentiating instructional practices, assessment procedures, and, employability grades accordingly.**

Teaching Principles:

- Teaching based on inquiry
- Teaching focused on conceptual understanding
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment (formative and summative)

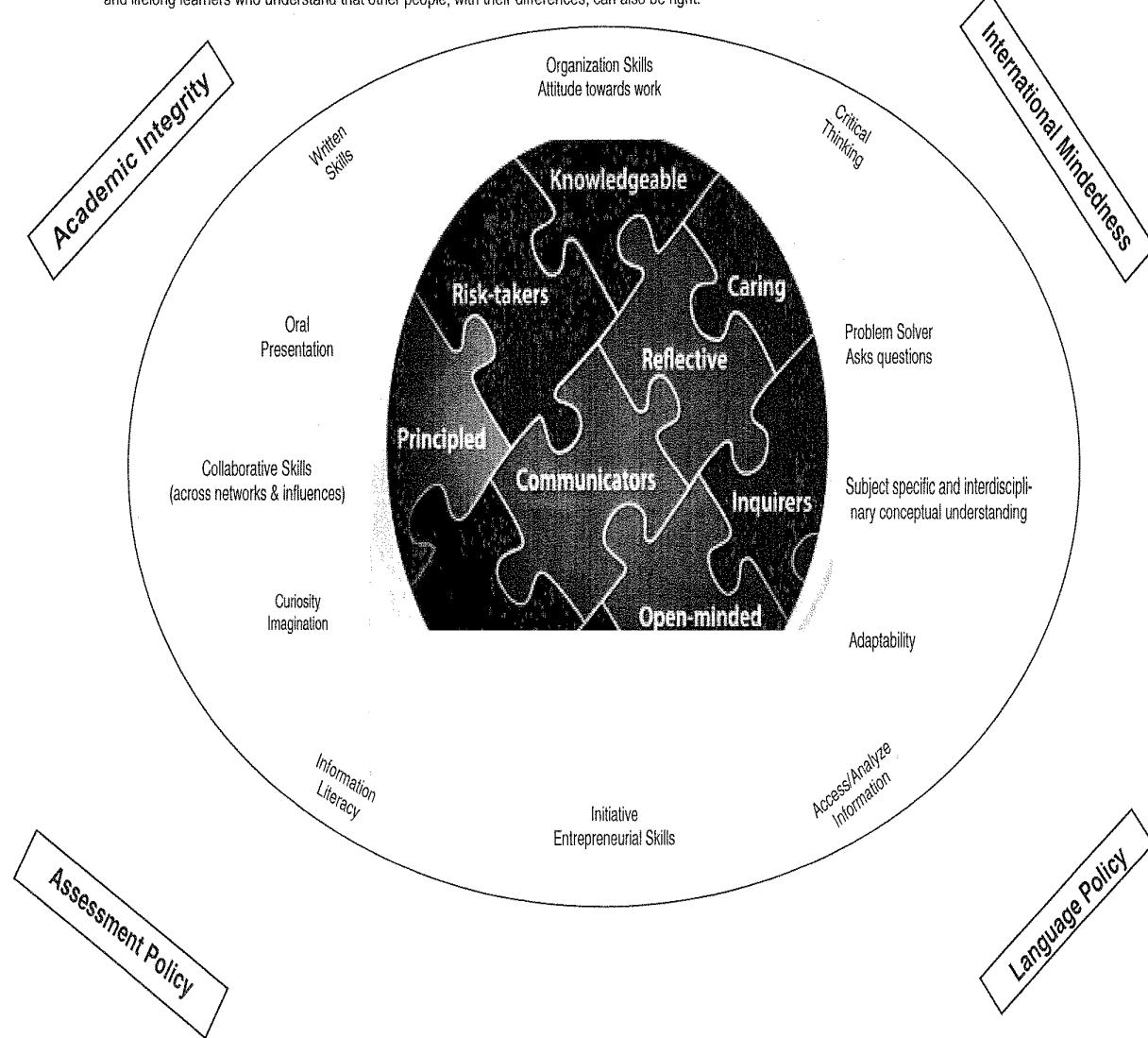
Learning Skills:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

Approaches to teaching and learning



"The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."



Good Standing:

A student is considered **not** to be in ‘good standing’ should the following Attendance Policy, Academic Guidelines and/or Honor Code be compromised in any fashion.

IB Attendance Policy

SEHS IB Policy: In order to comply with IB authorization, students must be able to document the appropriate number of hours in-class. Therefore, in an effort, to develop proper employability skills when it comes to time-in-learning:

- All absences from school will be treated the same – E, U, P, etc..
- At semester (December break), any missed classes over **9** will be rectified by Saturday Study Sessions (1 hour per missed class). (Alternative days, such as Professional Day(s) may be substituted.)
- Time during the Study Sessions will be used productively by covering essential studies.
- On approximately April 1 (3'rd quarter report card), any missed classes over **15**) will be rectified by Saturday Study Sessions (same format as above).

Seniors (DP candidates) who do not fulfill the attendance policy will not be allowed to sit for any IB exams.

Juniors who are registered to take 1-yr. SL exams run the risk of being withdrawn from the exam, if, at any time prior to the exam, accumulated absences are more than 15 and Study Sessions are not adequately attended.

If a student misses more than ten days (excused or unexcused) of school during a semester it may result in the loss of “Good Standing”. At the end of first semester, students may be placed on program probation due to attendance issues. At the end of the academic year, students not in Good Standing may be placed on probation or removed from the program. A student must be in ‘good standing’ in order to sit for any IB examinations.

District Attendance Policy is also applicable, specifically as it pertains to required Medical Documentation when Excused Absences go over the limit.

Southeast High School's PIB Academic Guidelines 2022-2023

Southeast Pre-IB	Requirements	Consequences
9th Grade*	The student must have an unweighted 2.75 GPA <u>each</u> semester.	The student who has less than a 2.75 <u>unweighted</u> semester average will be placed on academic probation
		The student who has an 'F', or 2 'D's', or less than a <u>unweighted</u> GPA of 2.5 will be transitioned from the program at the end of the ninth grade year.
10th Grade*	The student must have an unweighted 2.75 GPA <u>each</u> semester.	The student who has less than a 2.75 <u>unweighted</u> semester average will be placed or remain on academic probation.
.	The student with an unweighted cumulative GPA of 2.5 will be placed on academic advisement	The student who has an 'F', or 2 'D's', or less than a Grade 10 2.5 <u>unweighted</u> GPA will be transitioned from the program.

(‘Good Standing’: Entrance into IB (DP) at the end of the student’s 10th grade year (Pre-IB), the coordinator, counselor, and administrator will review each students’ academic and discipline record to determine entrance. (Considerations are academic, attendance, and behavior/approach to learning.) SEHS Pre-IB/IB teachers, the student, & parent/guardian input will be consulted for the recommended three HL Subject areas.

Southeast High IB Diploma Program Academic Guidelines 2022-2023

Southeast IB	Requirements	Consequences
11th Grade Year 1 – IB	<p><i>First Semester:</i> the Anticipated Candidate must have an <i>unweighted</i> 2.75 GPA for junior year; no more than <u>one D</u> and <i>no F's.</i> (<i>Any DP Students must not have a D and no more than 1 C in IB courses.</i>)</p>	The student may be requested to leave the program.
The Central Elements: CAS*, TOK, EE *Although successful completion of CAS is really not measured in hours, using this as a guideline will help ensure that the student will meet the seven or eight learning outcomes, as well as maintaining the required CAS portfolio.	<p><i>First Semester: (CAS)</i> the student must have completed Planning Essay and documentation of the equivalent of 25 hours, with reflections.</p>	The student may be requested to leave the program.
	<p><i>2nd Semester:</i> the Anticipated Candidate must have an <i>unweighted</i> 2.75 GPA for junior year; no more than <u>one D</u> and <i>no F's.</i></p>	Any Anticipated Candidate with more than one D and/or any F's at the end of junior year or does not meet the Year One GPA requirement will be transitioned from the program. (Any DP Student with a D or more than 1 C will no longer be able to take IB courses.)
	<p><i>2nd Semester: (CAS)</i> the student must have completed the ‘Mid-Point Reflection’, and documentation of the equivalent of 75 hours, with reflections; (TOK) the student must have successfully completed the ‘Oral Presentation’ requirement; (EE) the student must have successfully submitted an extended essay proposal.</p>	Any student who does not meet the Year One ‘Central Elements’ requirement will be transitioned from the program.

Southeast High IB Diploma Program Academic Guidelines 2022-2023

Southeast IB	Requirements	Consequences
12th Grade Year 2 IB The Central Elements: CAS, TOK, EE	<p><i>EE:</i> the student must submit a completed Extended Essay before the start of Grade 12 classes.</p>	Any student who does not meet the EE requirement will be transitioned from the program.
	<p><i>First semester:</i> the Diploma Candidate must have an unweighted GPA of 2.75 for senior year, no D's and no F's. CAS by Winter Recess, the student must have completed documentation of the equivalent of 125 hours, with reflections; April: (CAS) all reflections, supervisor forms, documented hours and essay must be submitted and approved. Equivalent of approx. 150 hours.</p>	The student may be requested to leave the program. (GPA) A student with an 'F' or more than 1 D at semester will be transitioned The student will be removed as a Diploma Candidate or a Diploma Student.

Southeast High School IB HONOR CODE

The International Baccalaureate offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help the development of such values, the SEHS Pre-IB/IB Honor Code has been established.

An SEHS pre-IB or IB student is expected to maintain the highest standards of academic integrity, overall scholarship, school leadership and community responsibility.

So that the expectations of the IB faculty are clear, we have compiled a list of behaviors we unanimously agree are forms of cheating.

1. Looking on someone else's paper during a test or quiz.
2. Plagiarizing another's words or ideas (including data downloaded from the internet) in a report, research paper, or extended essay.
3. Revealing to someone who has not taken a test or quiz what the questions or problems are.
4. Copying or conferring with other students or with adults on any independently designated assignment.
5. Writing notes in a convenient place and referring to them during a test or quiz.
6. Sliding your paper into viewing range of another student during a test or quiz.
7. Working out signals and using them to help someone on a test or quiz.
8. Looking at the paper of a student who is still working on a test when you come into the room from another class; checking out the teacher's desk to see what might be helpful.
9. Misrepresenting the submission of information (events, hours, or other data) regarding the CAS component of the program.
10. Unauthorized use of technological devices to complete, disseminate or reveal information or answers to self or others.
11. Having knowledge of another IB student's plan or participation in "cheating" without confiding directly or anonymously to IB personnel.
12. Any infraction that warrants a school referral, or violation of civil or criminal law.

Both IB and SEHS will treat cheating as a very serious matter. The honor council shall consist of seven teachers of Southeast High School, four from the IB Program and three from outside the IB Program, and the IB Coordinator (or designee) and an Assistant Principal. In addition to receiving disciplinary action, an IB student who is found to have breached the IB Honor Code will be a candidate for exit from IB. **Out of district students will be required to return to their districted school, if removed from the IB program.** If a student has been found in violation of the Honor Code, he or she will not be recommended for the National Honor Society or any of the other honor societies. If the student is already a member, the sponsor of the organization will be notified. In addition, letters of recommendation to colleges may be withheld and a student must notify colleges of the infraction. Finally, a violation of the IB Honor Code signifies that a student is not in 'good standing' within the IBO.

Whether you are specifically asked to sign the honor pledge for each IB assignment or not, it will be understood that as an IB student you will always be able to sign the following:

On my honor, I promise that I have neither given nor received help on this assignment/examination, nor will I pass on information to others.

The CAS Graduation Requirement

NATURE OF CREATIVITY, ACTIVITY, SERVICE

...if you believe in something, you must not just think or talk or write, but must act.

Peterson (2003)

Creativity, activity, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma. A student's records along with the school and self-evaluations must clearly **demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement.**

Southeast High School will confirm with the regional office that all diploma candidates at the end of the two-year program have satisfactorily completed the CAS requirement. Southeast High School will report unsatisfactory performance to the regional office. Failure to meet the requirements will result in no diploma being awarded. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

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

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs. Many will find that their CAS activities include experiences that are profound and life-changing.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

In order for an activity to be considered CAS-worthy, it must involve learning and it must include ALL FOUR of these criteria:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

Concurrency of learning is important at the Diploma Program. Therefore, CAS activities should continue on a **regular basis for as long as possible throughout the program, and certainly for at least 18 months with a reasonable balance between Creativity, Activity, and Service.**

General Guidelines

- Each IB student will use personal resources as well as IB CAS guidance and materials to generate a series of CAS activities. CAS bulletin boards and the CAS Advisor will keep you informed about approved activities. You may NOT earn CAS hours during school hours or for time you are paid. **The CAS experiences and overall commitment are the important fibers of this requirement, not the hours. Reflective documentation: journals, blogs, essays are the assessment components.**
- Examples of some pre-approved projects are: beach or school cleanup, nursing homes, hospitals, churches, Habitat for Humanity, local civic organizations, Arts and Humanities organizations, Teen Court, and nonprofit agencies. Ask questions before you do a project.

“CAS is the quality difference of the IBO”, “Service is not simply an emotional impulse, it is a demonstration of attitudes and values”, “ It is an inside vibration, it is how and not how much” – Maria Piaggio, member of the CAS committee

CAS Learning outcomes These are very important and the heart of your CAS program.
All 7 must be demonstrated during the CAS program.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?” Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students’ reflections.

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students:

Outcome 1: Identify their own strengths and develop areas for growth

- Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

- A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

Outcome 3: Demonstrate how to initiate and plan a CAS experience

- Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

Outcome 4: Show commitment to and perseverance in CAS experience

- Students demonstrate regular involvement and active engagement in CAS.

Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Outcome 6: Demonstrate engagement with issues of global significance

- Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

Outcome 7: Recognize and consider the ethics of choices and actions

- Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

IB Goals

AS STUDENTS IN THE IB PROGRAM STRIVE FOR EXCELLENCE THEY WILL --

Acquire knowledge in the areas of language, literature, mathematics, science, and social studies with particular recognition and emphasis on the inter-relatedness of the various disciplines by --

- *Developing* a proficiency in the communication skills of reading, writing, speaking, and listening
- *Developing* a proficiency in the process of calculating, problem solving, observing, measuring, and estimating
- *Developing* a proficiency in the intellectual skills of analysis, synthesis, induction, deduction, critical, and aesthetic judgment
- *Developing* the skills and attitudes which contribute to intelligent and productive participation in the economy as well as developing an appreciation for both unique and common characteristics of other individuals and cultures

Acquire an increased understanding of themselves--their needs, their goals, their limitations, and their achievements by --

- *Approaching* tasks creatively and imaginatively
- *Understanding* ideas and values through a study of the arts and involvement in artistic activities
- *Acquiring* knowledge, skills, and attitudes which contribute to lifelong learning
- *Assuming* responsibility for independent thinking, learning, and acting

Acquire and *exercise* competence and diligence in fulfilling obligations as a member of the school and community and as a citizen of the state, nation, and world by --

- *Developing* and *maintaining* a respect for other people and learning to work cooperatively
- *Understanding* and *approaching* the role of humans in the balance of nature
- *Functioning* confidently and competently in a variety of environments

The Profile of an IB Teacher

Before a high school can be accredited to offer an IB Diploma, a commitment to ‘teaching emphasis’ must be demonstrated. Southeast High School had little difficulty meeting this criterion, as the school was legendary for ‘teaching excellence’ (a history of successful Advanced Placement, Dual Enrollment and Honors initiatives).

Teachers tapped to be IB teachers must, first of all, attend an intensive 2 or 3 day workshop in which the following topics are learned:

- The philosophy of teaching the IB;
- Methodology in a specific core area (e.g. Chemistry, English);
- Evaluation of students’ work;
- Internal Assessment;
- External Assessment;
- Resources needed for a specific core area.

In addition, the vast majority of the teachers must also attend further workshops, some lasting 4 or 5 days. Since curriculum revision is ongoing in IB (5-7 years cycle of renewal), many teachers also attend special workshops to keep up to date with the changes that have taken place.

We here in Southeast’s IB Program have also instituted a visitation program, by which selected teachers consult with other IB teachers at their particular schools. This enables our teachers to observe ‘best practices’ and to exchange pertinent, effective resources with these other IB teachers. In addition, our IB teachers have an account with the Online Curriculum Center of IBO, which enables them to access thousands of resources, as well as to exchange relevant ideas. Our IB staff also attends advanced trainings (Level 3), as well as online professional development opportunities.

However, what really makes the IB teachers special are the following qualities:

- A deep & broad knowledge of their particular subject area;
- A willingness to keep up to date with developments in their subject area;
- A desire to empower students, both inside & outside the classroom;
- An ability to be flexible;
- An ability to develop a cooperative & caring classroom atmosphere;
- A willingness to actively & effectively counsel students;
- The need to understand & promote the IB philosophy;
- The need to cooperate with other IB faculty members;
- The ability to work independently & creatively;
- The ability to cope with very stressful situations & assist students to do the same;
- The ability to extend the curriculum beyond the outlined boundaries;
- A commitment to live the ‘IB Learner Profile’;
- An inherent understanding of international-mindedness;
- The innate knowledge & belief in the educational power of concurrency of learning, as practiced through collaborative structures;
- A commitment to learn and grow in the areas of approaches to teaching & learning.

When we recruit a teacher to become part of our IB Program or when a teacher approaches us about joining IB, we look for the above qualities. These are our benchmarks! With those qualities (as well as the detailed, ongoing training that we require), a profile of the IB teacher emerges: a highly-competent, master teacher -- one who is deeply versed in subject matter, dedicated to the ideals of IB, remains contemporary in both curriculum & instructional practices, and, is committed to the IB Learner Profile.

IB LEARNER PROFILE

IB Programs aim to develop internationally minded people who are striving to become:	
Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
Critical thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
Risk-takers (Courageous)	They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
Open-minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

In the Classroom: Comparing AP to the IB Program

ADVANCED PLACEMENT

National standard of excellence
College level courses
Encourages academically talented students

Students generally take AP in areas of personal strength
Students do not have to be enrolled in an authorized school
Exams are graded externally through a testing service

Exams based on specific course content
Emphasis on multiple choice
Oral exams in foreign language
Policies determined nationally

INTERNATIONAL BACCALAUREATE

International standard of excellence
Comprehensive curriculum of college level courses
Encourages academically talented and highly motivated students

COURSES AND EXAMS

Six exams in six areas are required for the IB Diploma
Students must be enrolled in an authorized school
Scores include teacher assessments, as well as external assessments constructed and graded by educators throughout the world

SCOPE

Exams based on broad general understanding of concepts and fundamental themes
Exams emphasize writing
Oral assessments in both Languages A and B and other disciplines
Policies determined internationally

Occasionally, Preparatory IB, as well as IB, students have the opportunity to take Advanced Placement courses (AP) within the context of Southeast's IB course progression.

- 1. Whether AP courses are offered or not is determined by a host of factors, including, subject area, grade level, instructors' skills, students' abilities/approaches to learning, and/or, the specific five-year goals of Southeast's IB program.**
- 2. When Pre-IB & IB students take an AP course within their IB course progression, it is required that all students sit for the AP Exam.**
- 3. Students are not eligible to change any courses being studied in the IB Program after the initial five-class meetings, or equivalent.**

Any exemptions to the above can only be granted by the IB Coordinator

Admissions Commitment

Admission into the IB Program constitutes a commitment by a student to work as diligently as possible, with the goal of attaining the IB Diploma. If, for some reason, a student wishes to transfer out of the IB Program, he/she agrees to do this at the end of the academic year. If this is not possible, a student will transfer at the semester. As students move from the PIB to the IB Program, the commitment must be taken most seriously. As such, it is understood that grade 11 IB students must remain in the program for at least one year.

Exceptions to the above can only be granted by the IB Coordinator or IB Administrator.

*‘Good Standing’: As dictated by the IB Organization, Southeast High School IB students will not be eligible to sit for IB Exams, grade 11 and 12, should attendance, behavioral, and/or Honor Code status indicate a Suspension at the time of the examinations.

If an “out of district” student transitions out of the IB Program, district policy calls for that student to return to his/her districted high school.

In addition, it should be noted that, if a student leaves the IB Program, he/she can’t be guaranteed placement in AP, DE, or Honors level courses. Such placement is subject to course availability, as well as other procedures and policies of Southeast High School.

Prescribed Reading

All IB courses follow the IB Organization’s prescribed reading list, as do instruction, practice and performance assessment. As such, if a parent/student should at any time find material objectionable, please contact the teacher and/or IB Coordinator to explore alternative assignments.

One of the ways that Southeast High School addresses the IB Mission of life-long learning is to develop and assign summer reading & related work that promote continued growth. Although these Summer Assignments are not required, per se, they are highly recommended. As such, students are eligible to earn class credit by demonstrating completion and competency in the Summer Assignments upon the start of the school year. Should any student/family have difficulty procuring the assigned books, for whatever reason, one should contact the IB Coordinator as soon as possible, so alternative arrangements can be made. Completion of the Extended Essay prior to the first day of classes senior year is mandatory.

High School Graduation Requirements and IB Credit Requirements

SUBJECT AREA	MANATEE COUNTY (4 year graduation requirement)	IB PROGRAM
Language Arts	4 credits	4 credits
Mathematics	4 credits	4 credits
Science	3 credits	4 credits
Social Studies	3 credits	3 credits
Foreign Language	Not Required	3-4 credits
H.O.P.E. (Health, PE)	1 credit	N/A
Performing Arts, Technical Education or Practical Arts	1 credit	.5 minimum recommended
Electives	6 credits	.5 minimum recommended
Major Area of Interest	4 credits	6 credits
Additional Requirements	None	1-2 credits Sixth Subject 1 credit Theory of Knowledge 26 credits minimum
Total	26 credits	

Non-credit requirements:
Extended Essay
CAS (150 hours)

SOUTHEAST HIGH SCHOOL
INTERNATIONAL BACCALAUREATE PROGRAM
FOUR-YEAR PLAN OF STUDY

Ninth Grade FL Pre-IB Diploma Program	Tenth Grade FL Pre-IB Diploma Program	Eleventh Grade IB Diploma Programme	Twelfth Grade IB Diploma Programme
FL Pre-IB English 2 1001810	AP English Lit & Comp 1001430	IB English 3 1001820	IB English 4 1001830
AP Human Geography 2103400	AP World History 2109420	IB Hist. of the Americas 2100800	IB Cont. Hist. 2 2109800
FL Pre-IB Biology 2000800	FL Pre-IB Chemistry 2003800	AP Biology 2000340 OR IB Chemistry 1 2003805	IB Biology 3 2000820 OR IB Chemistry 3 2003820
Pre-IB Spanish 1 0708800 OR Pre-IB French 1 0701800	Pre-IB Spanish 2 0708810 OR Pre-IB French 2 0701810	IB Spanish 3 0708825 OR IB French 3 0701825	IB Spanish 4 0708830 OR IB French 4 0701830
Algebra 1 Honors 1200320 OR Geometry Honors 1206320 OR Algebra 2 Honors 1200340	Geometry Honors 1206320 AND Algebra 2 Honors 1200340 OR Algebra 2 Honors 1200340 Pre-Calculus Honors 1202340	IB Mathematics: Application & Interpretation 1 1209300 OR AP Calculus 1202310	IB Mathematics: Application & Interpretation 2 (SL) 1209305 OR 3 (HL) 1209310 OR IB Mathematics: Analysis & Approaches 2 (SL) 1209330 OR 3 (HL) 1209335
Pre-IB Inquiry Skills	Traditional Elective	IB Physics 2 2003850 OR IB Film Studies 1 0107470 OR IB Philosophy 1 2105870 IB ESS 2001370	IB Theory of Knowledge 0900800
Traditional Elective	Traditional Elective	Traditional Elective	IB Film Studies 2 0107472 OR Traditional Elective
		18 months of CAS hrs EXTENDED ESSAY	and CAS Project

PREP-IB/IB COURSE SCHEDULE ABOVE SUBJECT TO CHANGE.

All course registration is subject to approval of the IB Coordinator. Registration in AP/IB courses does not guarantee sitting for the exam. All exam registrations are subject to approval by the IB Coordinator.

IB Glossary

Ab Initio: This is a two-year, SL course of study (grades 11 and 12) in a language never studied before by the candidate. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or to students to learn a foreign language for the first time.

ACT (American College Testing): The ACT is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science.

AP (Advanced Placement): Advanced placement is a program through which students enroll in a high school course that is significantly more demanding of student time and intellectual skill than corresponding "Honors" courses in the high school curriculum. At the end of the course, all enrollees compete on a nationally standardized subject area examination. Students who attain a score of 3 or higher (on a scale of 1-5) are deemed to have mastered the postsecondary (college) counterpart of the high school course. (This standardized test has no effect on a student's high school grade in the course.)

CAS Activities: This acronym stands for Creativity, Activity and Service, and refers to the extracurricular requirement for IB diploma candidates.

EE (Extended Essay): A required project for the diploma candidate, the extended essay, is a substantial independent project. Usually about 4,000 words, the essay is chosen in one of the subject areas examined and is a mixture of research skills and thoughtful analysis. The essay is planned with a mentor in the spring of the junior year and a first draft is due upon return to school in August. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at university level. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area.

External assessment: Samples of student written work and oral (taped) work are submitted for evaluation to assessors designed by the IB examinations office (IBCA). Examples are world literature papers in Language A, guided course work in history, and student notebooks/experiments in the sciences.

Full Diploma: The successful completion of six examinations in six subject areas, taken in a two-year cycle in the eleventh and twelfth grade years. A minimum of three exams must be taken at the Higher Level (HL) and three at the Standard Level (SL) An extended essay (EE), Theory of Knowledge (TOK) class, and Eight Outcomes of Community, Service and Action (CAS) are also required. **IB Diploma Candidates** are pursuing the full diploma; **IB Diploma Students** are pursuing Certificates in certain subject areas.

Group IV Project: A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. The exercise is a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation. Furthermore, the collaboration is interdisciplinary: within the sciences; student groups analyze a topic or problem which can be investigated in each of the science disciplines offered by the school, and they practice their experimental and investigative skills. An understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.

Higher Level (HL): An IB course that is completed in two years. (A minimum of 240 teaching hours.) These Higher Levels can be used for certificates leading to advanced placement and transfer credit at many American and Canadian colleges and universities. A minimum of 3/maximum of 4 HL exams are taken at the end of the senior year.

IB Advisor: The faculty member assigned by the IB Coordinator to mentor, advise and coach the IB student in CAS or EE

IB Honor Council: A council of teachers and administrators responsible for determining the legitimacy of any allegations of honor code violation.

IB Diploma Program: The two-year course of study at the junior and senior levels within the International Baccalaureate Program at Southeast High School.

IBPA International Baccalaureate Parent Alliance: Sponsors various programs that enhance the academic, social and training aspects of the pre-IB (9th and 10th grades) and IB (11th and 12th grades) programs. Some specific include: created the new website to keep you informed of events, deadlines, and important announcements; Sponsors functions for each grade level, including the Junior Pinning Ceremony and the Senior Graduation Banquet; Also provides some academic enhancements, such as tutorials for college essay writing, and occasional adjunct teacher services in identified areas; Help sponsor teacher training for IB; etc

Internal Assessment (IA): Teachers of students who are taking IB examinations submit marks for internal assessment on the work done by candidates in a subject and level. Teachers submit the IA to ensure that the candidates' work conforms to the requirements for the subject and level. Teachers must assess candidates' work using the IBO assessment criteria for the respective subject and level.

Moderation: In addition to supplying marks (IA's) and predicted grades (PG's), coordinators are required to supply a sample of the work which has been internally assessed by teachers, for the purpose of moderation. The process of moderation involves two stages: Firstly, a check is made that teachers in each school are applying the given assessment criteria in a standard way. Secondly, in cases where a difference in interpretation of criteria is identified, an adjustment is made to the teacher's marks.

Oral Examinations: The IB is unique in that it tests both oral and written fluency in languages A and B. Face to face questions with an IB examiner or questions recorded on cassette tapes are used to prepare twenty percent of the student's grade.

Pre-IB Program: the two-year course of study at the freshman and sophomore levels in preparation for admission to the IB Program. (Also known as Preparatory IB)

Predicted Grade (PG): Teachers of students who are taking IB examinations predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.

Rubric: The method of assessment used by the IBO is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates in both the specific content area and the students' ability to present material in the correct format. Therefore, students' exam scores are not based on the performance of all the candidates, but their own ability to master subject specific content.

Standard Level (SL): An IB course that is completed in one or two years. University and advanced placement is not always given for such a course. (A minimum of 150 teaching hours.)

TOK (Theory of Knowledge): A course taken by all IB students during the 2nd semester of the junior year and the 1st semester of the senior year. The teacher attempts to interweave the IB subject areas so that the commonalities and differences in the various fields of human knowledge are understood. An oral presentation is required and two class papers are also evaluated by IB examiners.

World Literature: The term 'world literature' in the context of the Group I Language A (English) course can be confusing. It refers only to the study of literature from: 1. Cultures different from that of the particular Language A (English) studied, and, 2. Different cultures that use the Language A (English) of study. The 'world literature' element does not aim to cover the history of literature or the so-called 'great works' of humanity. It is envisioned as having the potential to enrich the international awareness of IB candidates and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

"When you face difficult times, know the challenges are not sent to destroy you. They are sent to promote, increase and strengthen you." Author Unknown