



Southeast High School



2024-2025 Guidebook

International Baccalaureate Program

Nurturing Open Minded Global Thinkers
and Developing Leaders



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Message from 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. Southeast High School's mission is to educate and inspire a diverse population to become lifelong learners who contribute meaningfully as open-minded global citizens while fostering opportunities for achievement. The IB learner profile is embedded throughout Southeast High School and the growth and success of this prestigious, advanced high school program is a source of pride for our students and staff.

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.

Welcome to the Seminole Family!

Meghan Bishop
IB Coordinator



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IB at Southeast

Southeast High School is one of approximately one hundred IB Diploma schools in the State of Florida. The IB Diploma 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.

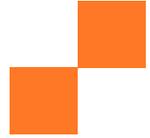
Because the IB Program is so rigorous, Manatee County, like most other United States school districts, offers two years of additional study as preparation for the IB Program. Students enroll in Southeast High School's Preparatory IB program in grades nine and ten and then are candidates to advance to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

Southeast High's Vision & Mission



Vision

SEHS is an acclaimed learning institution striving for college/career readiness and academic excellence through inquiry in order to compete in a global society.

Mission

To educate and inspire a diverse population to become lifelong learners who contribute meaningfully as open-minded global citizens while fostering opportunities for achievement.





Diploma Programme

What is the IB Diploma Program?

The IB Diploma Program is recognized worldwide and is a comprehensive two-year curriculum course of study designed for students in the 11th and 12th grade. The curriculum encourages students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a wide range of points of view. The program is unique in that it has students focus on finding a balance between their academic course studies, extracurricular activities, and service to others.

The Diploma Program aims to prepare students for university by

- Providing rigorous and broad-based curricula and assessments.
- Maintaining high academic standards common to schools worldwide.
- Allowing students to develop individual talents.
- Fostering critical and compassionate thinkers.
- Opening the window between the classroom and the outside world.
- Fostering a lifelong interest in learning as well as informed and responsible citizenship.
- Promoting international understanding and a respect for a variety of cultures.
- Facilitating university entrance around the world.

To learn more about the IB Diploma please visit the website listed below:
<https://www.ibo.org/en/programmes/diplomaprogramme/>

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.



10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



Classification of Southeast High School IB students*

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 Anticipated Candidates

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

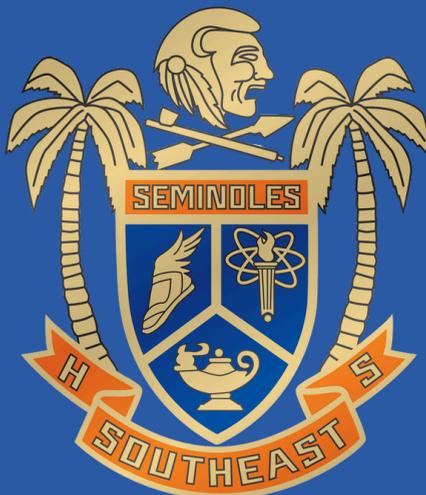
IB Diploma Candidates

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

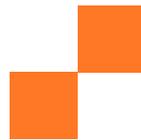
Southeast Scholars

- Grade 11 and Grade 12 students who will complete one or more IB courses in order to earn an IB certificate

**All incoming Pre-IB and IB students are subject to admissions procedures and approval.*



Admission & Selection Process



- 01** Complete the online application form, providing personal information, contact details, and academic history.
- 02** Submit transcripts from the most recent school attended, including report cards and standardized test scores.
- 03** Applicants submit short answer responses to questions on IB application.

Selection Process



Step 1

Academic Evaluation



Step 2

Short Answer Statements



Step 3

Final Review and Selection

- All applicants undergo a thorough academic evaluation. This includes a review of their transcripts, GPA, standardized test scores, and any advanced coursework or honors classes taken.
- Applicants are asked to submit a short answer responses to several questions. These answers provides insight into the applicant's writing skills and their ability to express their thoughts coherently.
- The admissions committee conducts a final review of all application materials, considering academic performance, test scores, and short response answers. Admissions decisions are made based on this holistic evaluation.

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 can only be granted by the IB Coordinator.

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.

If a student leaves the IB Program who has choiced here they will lose their bus trasportaion and may have to return

Southeast High School's Pre-IB Academic Guidelines 2024-2025



GPA Requirements

- › Students must maintain their grades and have an unweighted 2.75 GPA each semester.
- › If a student earns less than an unweighted GPA of 2.75 at the semester they will be placed on academic probation and if the GPA has not increased by the end of the school year they will be transitioned from the program.

Course Grade Requirements

- › Students must maintain their grades by achieving at least a C or higher.
- › A student who has a 1 'F', or 2 'D's', at the end of the quarter will be placed on academic probation, if grades have not increased by the end of the semester the student will be transitioned from the program.

Acceptance into the IB Diploma Program or IB Scholar Program

- › Good Standing': Entrance into IB (DP or Scholar) 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 School's IB Academic Guidelines Year 1 Students (11th Grade)

2024-2025

GPA Requirements

- Students must maintain their grades and have an unweighted 2.75 GPA each semester.
- If a student earns less than an unweighted GPA of 2.75 at the semester they will be placed on academic probation and if the GPA has not increased by the end of the school year they will be transitioned from the program.

Course Grade Requirements

- Students must maintain their grades by achieving at least a C or higher.
- A student who has a 1 'F', or 2 'D's', at the end of the quarter will be placed on academic probation, if grades have not increased by the end of the semester the student will be transitioned from the program.

The Core Components

- TOK - Student will complete their TOK Exhibition by the end of the school year.
- CAS - Students will begin logging and reflecting for the 7 learning outcomes. It is recommended that students set aside time every week to keep their portfolios up to date. Students will write up their CAS project proposal and have it accepted by the end of the school year.
- EE - Students will determine the subject of their EE and be assigned a supervisor based on their selection. Students will complete 1 formal meeting with their supervisor prior to the end of the school year.
- Any student who does not meet the Year 1 'Core Components' requirement will be transitioned from the program.

Promotion to Year 2 of the IB Program.

- Good Standing: Continuation in the IB (DP or Scholar) Program at the end of the student's 11th grade year. The coordinator, counselor, and administrator will review each students' academic and discipline record.
- Considerations are academic, attendance, and behavior/approach to learning.

Southeast High School's IB Academic Guidelines Year 2 Students (12th Grade)

2024-2025



GPA Requirements

- › Students must maintain their grades and have an unweighted 2.75 GPA each semester.
- › If a student earns less than an unweighted GPA of 2.75 at the semester they will be placed on academic probation and if the GPA has not increased by the end of the school year they will be transitioned from the program.

Course Grade Requirements

- › Students must maintain their grades by achieving at least a C or higher.
- › A student who has a 1 'F', or 2 'D's', at the end of the quarter will be placed on academic probation, if grades have not increased by the end of the semester the student will be transitioned from the program.

The Core Components

- › TOK - Student will complete their TOK Essay before March 1st.
- › CAS - Students will complete their portfolios. All documented activities, supervisor forms and reflections are due by April 1st.
- › EE - Students will submit a copy of their rough draft on the 1st day of school prior to the start of their 12 grade classes. Students will meet with their supervisors for their 2nd formal meeting before September 15th. Students will turn in their final copy on the last day of quarter 1. Viva Voce meetings will take place prior to end of semester 1. Students are required to complete all reflections before the end of semester 1.
- › Any student who does not meet the Year 2 'Core Components' requirement will be transitioned from the program.

If a student has to leave the Diploma Program for any reason, academic or otherwise, they must complete all standard graduation requirements.

Southeast High School's Scholars Academic Guidelines (11th & 12th Grade)

2024-2025

GPA Requirements

- Students must maintain their grades and have an unweighted 2.5 GPA each semester.
- If a student earns less than an unweighted GPA of 2.5 at the semester they will be placed on academic probation and if the GPA has not increased by the end of the school year they will be transitioned from the program.

Course Grade Requirements

- Students must maintain their grades by achieving at least a C or higher.
- A student who has a 1 'F', or 2 'D's', at the end of the quarter will be placed on academic probation, if grades have not increased by the end of the semester the student will be transitioned from the program.

All Southeast Scholar Students complete standard graduation requirements.

IB Curriculum Model

The curriculum is modelled by a Diploma Curriculum Framework with six academic areas surrounding the three core requirements. At the center we have approaches to teaching and learning.

Over the course of the two-year program, students:

- Study six subjects chosen from the six subject groups
- Complete an Extended Essay
- Participate in Theory of Knowledge courses (TOK)
- Complete Creativity, Activity, Service (CAS).



Six Academic Subjects



Diploma candidates must select one subject from each of the six groups which are studied concurrently. 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 International Baccalaureate sets very clear guidelines and regulations that students must achieve in order to receive the Diploma. An summary of these are provided on pages 12-13 to inform parents and students of the requirements.

IB Curriculum

The general scheme for the six subjects at Southeast High School is as follows.



1 Studies in Language and Literature

English Literature A - HL

2 Language Acquisition

Spanish B - Ab Initio, SL, or HL
French B - Ab Initio or SL

3 Individuals and Society

History of the Americas - HL

4 Science

Biology - SL or HL
Chemistry - SL
Environmental Systems & Society - SL
or HL

5 Mathematics

Analysis and Approaches - SL
Applications and Interpretations - SL

6 IB Arts and Electives

Film - SL or HL
Design Technology - SL
Philosophy SL or HL
Physics - SL
Sports, Exercise & Health Science - SL

The Core Components

In addition to the six subjects, each diploma candidate must complete the Core Components

Extended Essay (EE)

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. The essay permits students to deepen their program of study, for example by selecting a topic in one of their higher-level or standard-level courses.

Theory of Knowledge (TOK)

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 over 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 one of essential elements of the Diploma Program curriculum. The CAS requirement helps to provide a counterbalance to the academic pressures some may feel within a demanding school program and emphasizes the importance of being well-rounded. Over the two years, (11 & 12) students complete extracurricular activities evenly distributed among the components of creativity, action, and service. The focus is on the reflections of these experiences and the attainment of seven outcomes.

Prescribed Readings



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.

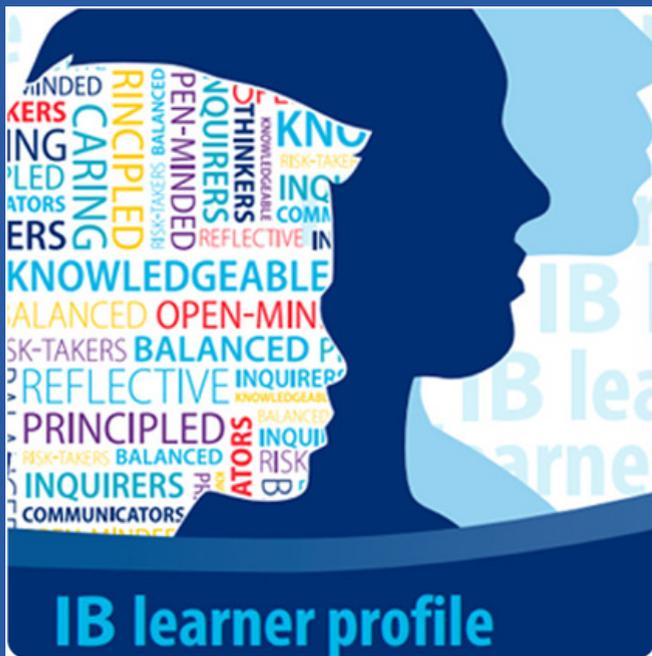
One of the ways that Southeast High School addresses the IB Mission of life-long learning is to develop and assign summer reading & related work that promote continued growth. Although these Summer Assignments are not required, per se, they are highly recommended. As such, students are eligible to earn 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 rough draft prior to the first day of classes senior year is mandatory.

IB Learner Profile

The learner profile (found on page 20) 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 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.)





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.





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.

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.

Examinations and Assessment of Student Work



Examinations

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 coursework. All registrations/approval for grade 11 exams are made by the IB Coordinator.

Assessing Student Work

The 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 at Southeast High School.

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 who are 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 Science students design and conduct their own experiments, IB Language Acquisition students record a conversation they have with their teacher in the language they are learning. 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.



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 core diploma components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, and Service (CAS).

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.

During the 11th and 12th 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. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

Examination results are available in early July following the May IB Examination Session. Student's results are made available to universities. The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Activity, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

Enquiry Upon Results - Only applies to external assessment

If a student has concerns about their result for a particular subject, it may be possible to request a re-mark by IB. However, a candidate's grade may be lowered or raised as a result of a Category 1 Enquiry Upon Result (EUR). The following condition must be satisfied: The candidate must pay costs associated with an Enquiry – approximately \$123 per subject. Such a request must be made in writing to the IB Coordinator by September 15th of the year the results were released. If the result is improved, there is no charge. Requests for 'Enquiry upon Results' service will only be accepted by the IB from schools, not from individual candidates. In this case, the externally assessed components of a candidate's work are re-marked by a senior IB examiner.

Award of the Diploma



To receive an International Baccalaureate (IB) Diploma, students must meet the following requirements:

Diploma candidates must study six subjects and complete the three core components - EE, TOK, and CAS. Candidates must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations. They must also meet all of the additional requirements listed on page 12.

- All requirements must be met within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1-7, with 7 being the highest grade. These grade are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Award of the Diploma



Additional Requirements

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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

Assessment Policy

2024-2025

“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, rigour defined, not in a traditional manner of time, volume and difficulty, but rather, as an adventure into exploration and discovery of one’s uncharted thought processes, subject areas, and delivery methods.

The nature of IB assessment

- DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
- 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.
- DP assessment must reflect the international-mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- 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).
- Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.

SEHS IB Principles:

- Students need to be provided with the criteria upon which they are being assessed;
- Assessment must employ a variety of assessment tools and strategies and account for different learning styles;
- Assessment must involve both criteria referenced standards (summative), as well as formative strategies to address individuals' potential;
- Assessment should measure not only what students know, but how they understand and can apply material;
- Different assessment tasks will be weighted according to complexity, length, and relative importance;
- 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.
- 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.
- It is the obligation of all SEHS stakeholders to approach assessment in light of the leaner 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 Academic Integrity 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 IB 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 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 IB Parent Alliance 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.

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, as 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 Program 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.

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.

SEHS IB Commitment

At the start of the school year, each IB teacher will provide a syllabus, which will convey the grading procedures, and 'late work' and homework procedures for the specific subject area.

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 afterschool sessions (1 hour per missed class). (Alternative days, such as Professional Day(s) may be substituted.)
- Time during the afterschool sessions will be used productively by covering essential studies.
- On approximately April 1 (3rd quarter report card), any missed classes over 15) will be rectified by afterschool 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.

IB Honor Code 2024-2025

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. Both IB and SEHS will treat cheating as a very serious matter.

- Looking on someone else's paper during a test or quiz.
- Plagiarizing another's words or ideas (including data downloaded from the internet) in a report, research paper, or extended essay.
- Revealing to someone who has not taken a test or quiz what the questions or problems are.
- Copying or conferring with other students or with adults on any independently designated assignment.
- Writing notes in a convenient place and referring to them during a test or quiz.
- Sliding your paper into viewing range of another student during a test or quiz.
- Working out signals and using them to help someone on a test or quiz.
- 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.
- Misrepresenting the submission of information (events, hours, or other data) regarding the CAS component of the program.
- Unauthorized use of technological devices to complete, disseminate or reveal information or answers to self or others.
- The sharing or gaining of exam information from online sources.
- Having knowledge of another IB student's plan or participation in "cheating" without confiding directly or anonymously to IB personnel.
- Any infraction that warrants a school referral, or violation of civil or criminal law.

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 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.

Teachers tapped to be IB teachers must, first of all, attend an intensive 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.

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)

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, as well as online professional development opportunities.



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 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 coursework 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.

IB Glossary

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.

IB Glossary

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