



International Baccalaureate

2017-2018 Guidebook

Diploma Program

At

Plantation High School

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International Baccalaureate Guidebook

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International Baccalaureate Organization 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.

What is It?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service.

Admission to Program

Incoming 8th grade students must apply on-line through the magnet office during the application window (Dec.-Feb.). Students must have an un-weighted GPA of 3.0 and a level 4 on previous FCAT assessments. After acceptance into Plantation High's pre-IB program students must maintain an un-weighted GPA of 3.0 and continue to pass all state assessments and EOC's. Students whose GPA falls below 3.0 will be placed on academic probation for a semester. If at that time, a students' GPA has not significantly improved, they will be removed from the magnet program.

*9th and 10th grade students wanting to apply will need to be on track with language and math requirements.

IB Learner Profile

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical 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. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Curriculum:

The curriculum is made up of the DP core and six subject group as pictured below.



Students choose courses from the following subject groups:

1. Studies in Language and Literature

English HL

2. Language Acquisition

French SL/HL

Spanish SL/HL

3. Individuals and Societies

History SL/HL

Geography SL

Social and Cultural Anthropology SL

4. Experimental Sciences

Chemistry SL/HL

Biology SL/HL

Physics SL/HL

5. Mathematics

Mathematics Studies SL

Math HL

Math SL

6. Arts and Electives

Visual Art SL/HL

*Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

The Core Elements

Extended Essay:

Is a 4,000 word independent self-directed piece of research that provides the students with the opportunity to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects and provides practical preparation for undergraduate research and develops skills in:

- practical preparation for undergraduate research
- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Theory of Knowledge

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Creativity, Activity and Service (CAS)

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP. Over the two years (11th/12th) students are encouraged to complete extracurricular activities evenly distributed over the strands.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Attendance Policy

Due to the rigor and high expectations of the program, students need to be in class on a regular basis. Extenuating circumstances may cause a student to be temporarily absent from the program for an extended period. An agreement upon the conditions and acceptable length of absence will be facilitated by the magnet coordinator. Failure to comply with the agreement will result in removal from the Program.

Excessive Absences -- Excessive excused or unexcused absences may be cause for academic probation and/or removal from the IB Diploma programme per IB requirements that students be in “good academic standing.” Excessive is defined as 10 or more absences in a semester and IB administration will have the final determination in whether absences are excessive or not.

Plantation High IB Course Progression

Subject	Grade 9	Grade 10	Grade 11	Grade12
Group 1: Language A	Plantation High Pre-IB English I	AP English Language	IB English HL- 1	IB English HL-2
Group 2: Language B	Plantation High Pre- IB Spanish 1 or 2	Plantation High Pre-IB Spanish 2 or 3	IB Spanish 4	IB Spanish 5
	French 1	French 2	IB French 4	IB French 5
Group 3: Individuals and Society	AP Human Geography	US History Honors	IB History (yr1) (AP US History)	IB History of the Americas (yr2)
		AP World History	IB Geography (1yr)	
Group 4: Experimental Science	Plantation High Pre-IB Biology	Plantation High Pre-IB Chemistry	IB Biology 2	IB Biology 3
		Physics 1	IB Chemistry 2	IB Chemistry 3
			IB Physics 2	IB Physics 3
Group 5: Mathematics	Algebra II Honors	AP Stats	Calculus BC	IB Math HL
	Geometry Honors	Algebra II Honors	IB Math Studies (yr 1)	IB Math SL
Group 6: Arts & Electives	Select 2 regular electives	Select 2 regular electives	IB Visual Arts (2 yrs) IB Geography (1 yr) IB Social and Cultural Anthropology (1 yr)	IB Visual Arts IB Geography IB Social and Cultural Anthropology
Theory of Knowledge (TOK)	Elective	Elective	Personal Financial Literacy/ TOK	TOK/Peer Counseling

IB Assessment and Policy

Philosophy:

One of the aspects of the IB Program is the nature in which assessments are given. Students have multiple methods and opportunities to show their achievement of the subject area objectives. Our internal and external assessments are a means to evaluate student thinking and learning. All assessments support curricular goals for the subject as well as provide an opportunity for teachers to evaluate student mastery of the content. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning. Timely and data-driven feedback on assessments is an essential part of student and teacher growth. Preparation for the formal IB assessments are frequent and mirror the format and expectations of external and internal assessments.

Our goal is to create life-long learners. In order for students to be knowledgeable inquirers, we want them to be thinkers and this is in turn monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics and criteria from state, county and IB expectations.

Purposes of Assessment:

- Monitor and improve student learning
- Determine the need for additional teaching of specific content
- Determine students areas of strengths and weaknesses
- Determine curriculum needs
- Guide staff development needs
- Inform parents of student progress
- Helps students develop learning skills and strategies

Types of Assessments

Formative Assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide feedback and to adjust instruction to enhance learning and achievement. Formative assessment can include but are not limited to teacher observation, quizzes and verbal questioning.

Summative Assessment

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. They measure achievement based on established criteria and are usually given at the end of a teaching unit or course. Summative assessments can include but are not limited to presentations, projects, portfolios, and paper tests. The level of mastery is determined using a rubric.

Internal Assessment (IA)

Internal Assessments (IA) are mandatory assessments completed during the 11th and 12th grade year of the DP programme. The classroom teacher uses a rubric published by IB to award grades. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but not limited to oral presentations, language presentations, historical investigations, science lab reports, math projects and art shows. The teachers share the grading criteria/rubric in every course and with all major assessments so the students know the expectations. The final grade contributes to the students IB score for that subject.

External Assessment

IB external assessments are exams that are completed by students in the month of May once the IB course is over. The May examinations include multiple choice and open-ended or essay questions and are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as Extended Essay, written papers, TOK essays and Visual Arts exhibitions are also externally assessed.

Students in grade 9 and 10 will take state benchmark assessments (FSA and EOC's). These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit.

Students enrolled in Advanced Placement (AP) courses will also sit for the written exam in May after the course has finished.

An assessment calendar is provided by both IB and AP the summer before a school year starts allowing plenty of time to plan for those assessments. If an IB and AP exam fall at the same time, and AP exam will be rescheduled.

Grade Reporting:

Teachers also use school-based student assessment in addition to IB internal and external assessments. These school based assessments are essential for student success and contribute to the students' report cards. The report card grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of work completed in preparation for those assessments. IB scores are available online on or around July 5th each year. Report card grades during the courses are based on unit testing using past IB exams, practice exams and in class assignments as modeled from IB assessments.

Teachers communicate grades and progress using an electronic gradebook, Pinnacle. Parents and students can use their portal to check grades at any time. Parents are encouraged to check their students' progress on a weekly basis. Interims are given out at the halfway mark for each quarter. Then

report cards are given quarterly. The grade used is as follows: A(90—100), B+(87—89), B(82-86), C+(77—79), C(70—76),D+(67-69), D(60-66), Anything below 60 is an F (failing condition).

The IB Diploma Programme uses a scale from 7(excellent) to 1(minimal), with a score of 4 as worthy of recognition by most colleges and universities.

Earning the International Baccalaureate Diploma

Diploma Requirements	Criteria
3 SL and 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay and Oral Presentations grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned A (highest) to E (lowest)
Creativity, Activity and Service (CAS)	18 months of documented activity

Students need to earn a grade of at least D in both Theory of Knowledge and Extended Essay or 28 overall points to receive the diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB diploma.

Plagiarism

Students are given a copy of the plagiarism policy starting in the fall of their junior year and then revisited the beginning of their senior year. They are asked to review it with their parents and all parties' sign and return it. Copies of the policy are posted in each classroom. The use of TURNITIN.com helps to monitor plagiarism as well. See plagiarism policy for consequences.

Students Responsibility:

- To working diligently in completing assignments on time and in an ethical manner (academic honesty)
- To monitor their progress in their classes (Pinnacle gradebook) and inquire about ways to improve if needed
- To prepare for all forms of assessment and know rubrics
- To be aware of goals and standards for all classwork (syllabus)
- To set goals for their personal growth as life-long learners
- To communication with teacher

Teacher Responsibility:

- To facilitate learning
- To understand material and standards for achievement in their courses and seek out assistance where needed
- To communicate clearly with students and parents about the goals that need to be accomplished in their courses and the expected outcomes
- To analyze assessment data and assist students with their strengths and areas of concern
- To assess students as needed in a variety of formats to ensure mastery of material and preparation for IB assessments

Coordinator/Administration Responsibility:

- To support teachers and students in meeting their goals for the coursework and complete program
- To assist and provide necessary training for teachers
- To provide time for teachers to reflect and plan both individually and collaboratively in order to enhance instruction
- To work together to analyze student performance
- To provide tools and materials to best achieve the goals of the IB program

Academic Honesty Policy

The International Baccalaureate Programme offers a quality education that not only assures knowledge, but also cultivates the virtues of academic honesty, honor, courtesy, and perseverance. Of these virtues, academic honesty is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. The IB Academic Honesty Policy has been established to help uphold the tradition of excellence for which the IB Diploma Programme is known and respected.

Academic Honesty

Academic honesty is characterized by:

- Proper conduct during all exam administrations
- Full acknowledgement of the original authorship and ownership of creative material
- The production of “authentic” work

Malpractice

Malpractice as defined any behavior that results in a student gaining an unfair advantage on an assessment or affects the result of another student. Examples would include:

- Plagiarizing class assignments, lab reports, or published material
- Copying the work of other students with or without their knowledge

- Collaborating with other students on assignments when it is not allowed
- Stealing class assignments from other students and submitting them as one's own
- Doing class assignments for someone else
- Fabricating data
- Disobeying the instructions of an exam administrator
- Exchanging or passing information by way of signals, mobile devices or any other method during an exam
- Including offensive material on an oral or written exam
- Stealing and/or copying exams
- Using an unauthorized calculator or notes during an exam
- Altering answers on a scored test and asking for it to be re-scored
- Destroying or stealing the work of other students

Collaboration and Collusion

Collaboration is working with another student or group of students, either face-to-face or electronically, with the teacher's permission. It applies to in-class or take-home assessments, compositions, labs and homework assignments.

Examples:

- Checking homework answers with others
- Giving and getting feedback on a written assignment
- Working together on a lab assignment.

Teachers allow and encourage collaboration on some assignments, and not on others. Students should not collaborate without prior teacher permission.

Collusion occurs when a student intentionally helps others to engage in any kind of academic malpractice.

Examples:

- Allowing someone else to write a paper for the student

Consequences:

1st Offense: Parent Conference and student will receive a zero for the assignment.

2nd Offense: Written reprimand and student will receive a zero for the assignment and may face possible exclusion from the IB Exam in the specified subject.

3rd Offense: Recommendation for dismissal from the IB Diploma Program.

Students Responsibilities:

- Learn and enhance academic writing, research and citation skills
- Use time management skills so as to provide enough time for review of assignments
- Report any malpractice to teacher or coordinator
- Adhere to exam rules and policies
- When in doubt, clarify with the teacher how much collaboration, if any, is permitted or expected when working on projects or assignments with other students.
- In a bibliography, include only those sources or references used in preparing a paper.

Use of Turnitin.com: Plantation High School has a site license with Turnitin.com. Students and teachers will regularly use Turnitin.com as a vehicle for assessment submission, self-and peer-assessment of works, and as a tool for ensuring academic integrity of student work.

Teacher Responsibilities:

- Teach students how to properly site and reference for their subject areas
- Provide students with feedback during the drafting process of assignments
- Follow and uphold schools academic honesty policy
- Provide clear guidelines on the procedures of conducting and assessing group work
- Setting up and monitoring Turnitin accounts for student use
- Confirming for IBO that to the best of their knowledge that the work submitted for students is authentic.
- Support schools policy on academic practice and provide students with guidance as needed

*Review of policy will take place with IB teachers and administrators prior to the start of each school year.

Language Policy

Plantation High School views the on-going language development for our students as the shared responsibility of all teachers, parents, and students, understanding that all students progress at different rates. The policy is driven by the school mission of preparing students to make a difference in a challenging global environment and meeting the needs of all students. We all are responsible for

supporting language acquisition and ensuring that all students use the English language responsibly. We teach language through context and relate new information to existing knowledge. English is the language of instruction at Plantation High School.

The language program at PHS enables students to:

- communicate and express themselves fluently in their mother tongue as well as a second language
- learn about and reflect upon world cultures and events through the various media of communication including but not limited to literature, newspapers and magazines, theater, television, film and the internet
- develop students' powers of oral and written communication

LANGUAGE OFFERINGS

The language of instruction at Plantation High is English. PHS offers Language and Literature as a higher level course for all IB track students. All IB Diploma Candidates must take four years of a Language B. The language options offered are Language B Standard Level French or Spanish or Higher Level French or Spanish.

English for Spanish of Other Language (ESOL)

The goal of the ESOL Program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Florida Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL.

Plantation High teachers are provided with professional development opportunities that prepare them to facilitate the language and academic growth of linguistically and culturally diverse children. Where appropriate materials are published in the student's mother-tongue are provided as instructional resources.

Special Educational Needs Policy

Philosophy: The faculty and staff of Plantation High School strive to build a community that is supportive of all students who choose to participate in the IB.

Broward County Public Schools serve over 32,000 students with disabilities and offers a free and appropriate public education in compliance with the federally mandated IDEA. A continuum of services and programs are available to meet the individual needs of students eligible for special education and related services, ages 3 through 22. This continuum of services may be provided in a variety of settings, which include general education classrooms, resource rooms, specialized day schools, and hospital homebound. Eligible students are provided supports and/or services as per their Individual Education Plan (IEP) that are based on each child's unique needs, as related to their present levels of academic achievement and functional performance. Students who are not eligible for services under the Individuals with Disabilities Education Act (IDEA) may be eligible for services under Section 504 of the Rehabilitation Act which provides accommodations for students who did not qualify under IDEA.

Exceptional Student Education (ESE) and Support Services Division staff provides professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities.

PHS special educators comprise a cohesive team of professionals who work collaboratively and individually to address the unique learning needs of students who qualify for services. To that end, we accommodate students who have assessment access requirements and/or learning support requirements (special needs). "The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized" (Handbook of Procedures for the Diploma Programme 2013 77). We believe in supporting all of our students, including those with special needs, so that conditions for the program are as fair and equitable as possible.

Meeting Needs within the Classroom:

The IB Coordinator meets with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in their individual classrooms and to decide on the best routes of communication for monitoring the student's progress. Teachers are expected to inform the IB Coordinator if problems or concerns arise.

Meeting Needs with IB Assessments:

The IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation of the inclusive education/special needs of students requiring accommodations such as extended time on examination papers. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

References:

IBO website

Riverview High School

Travelers Rest High School

Vanguard High School