Coconino High School

IB Diploma Programme Handbook

Class of 2022

Coconino High School
IB Diploma Programme Handbook
Class of 2022

Flagstaff Unified School District

Stacie Zanzucchi, Principal
Steve Bonderud, Assistant Principal
Leslie Hauer, Assistant Principal
Eric Freas, Athletic Director/Trainer

Coconino High School

2801 N. Izabel · Flagstaff, Arizona 86004 · (928) 773-8200 · fax: (928) 773-8247

Welcome to the IB Diploma Programme

Dear IB Student, Parents, and Guardians

We are pleased to welcome you to the Class of 2022 International Baccalaureate Diploma Programme cohort at Coconino High School. This is a wonderful and rewarding journey you are embarking on as the inaugural IB DP cohort at CHS. You have helped make this a reality with all of your support and dedication to pursuing a different way of learning and a desire to challenge yourself. Thank you for all your help throughout the 2019-2020 school year to bring the IB Diploma Programme to CHS.

Included in the IB Student Handbook are copies of the:
- Admissions Policy
- Assessment Policy (including the draft IB Programme calendar)
- Academic Integrity Policy
- Inclusion Policy
- Language Policy
- Creativity, Activity, and Service (CAS) Guidelines
- Extended Essay (EE) Guidelines
- Theory of Knowledge (TOK) Guidelines

These policies will guide the programme's implementation and you will have an opportunity to provide feedback and input on any revisions through the annual programme review process in the Spring. If you are interested in participating in the IB Student Advisory Council or IB Parent Advisory Council, please let Ms. Drey know by August 31st so she can send out invites and a meeting schedule. This group will meet once a month to provide ongoing student feedback about the programme.

Important upcoming dates:
- 7/16/2020 -   IB Parent/Student open forum to discuss back-to-school plans as they apply to IB
- 8/3/2020 -   IB Class of 2022 Kickoff Orientation (more details to come soon)
- 8/13/2020 -   Start of 2020-2021 school year
- 8/18/2020 -   Initial IB Parent Orientation Meeting
- 9/9/2020 -   Initial IB Student Advisory Council meeting
- 10/7/2020 -   IB Student Advisory Council meeting
- 10/9/2020 -   End of Quarter 1 IB Cohort Lunch

We look forward to seeing you in August!

Sincerely,

Chelsea Drey   Stacie Zanzucchi
CHS IB Diploma Programme Coordinator   CHS Principal
cdrey@fusd1.org   szanzucchi@fusd1.org

"Respect, Responsibility, Integrity"

CHS Programme Contacts

	Name	Title	Email
	Stacie Zanzucchi	Principal	szanzucchi@fusd1.org
	Les Hauer	Assistant Principal	lhauer@fusd1.org
	Chelsea Drey	Programme Coordinator	cdrey@fusd1.org
	Bryce Brothers	Extended Essay and Theory of Knowledge Coordinator	bbrothers1@fusd1.org
	Mike Vogler	CAS Coordinator	mvogler@fusd1.org

IB Diploma Programme Overview

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.

International Baccalaureate Organisation Mission

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.

Approaches to Teaching and Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Approaches to Learning Skills

Why this matters: Learning these skills will prepare you for college
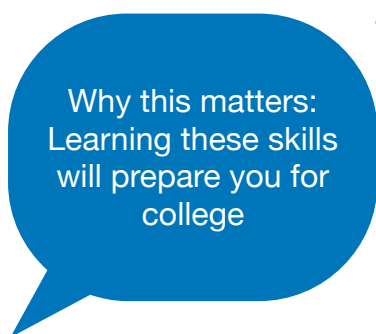
- Thinking
  - Communication
    - Self-Management
    - Research
    - Social

Approaches to Teaching

- Based on inquiry
- Focus on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative)

Theory of Knowledge

Theory of Knowledge (TOK) is a course that explores the central question - How do we know what we know? This class is one of the core components of the IB Diploma Programme and is required to earn the IB Diploma.

TOK at Coconino High School will run every Wednesday afternoon from 1:00 to 3:00 for the full two years of the Diploma Programme. Only students pursuing the full IB Diploma will be eligible to take the TOK course.

This course is co-taught by Mr. Bryce Brothers and Mrs. Stacie Zanzucchi.

Extended Essay

The IB places an emphasis on student agency and choice in their education. Therefore, one component of the core of the IB Diploma Programme is the Extended Essay (EE). This is a requirement to earn the IB Diploma.

The EE is a 4,000-word independent research paper in which students select a subject, write a research question, investigate that question, and respond. This is completed with the support of a supervising teacher.

Creativity, Activity, Service

A central component to the IB is ensuring students lead balanced lives and are not all about school all the time. It encourages students to be creative, active, and to serve the community around them.

The Creativity, Activity, and Service (CAS) requirement is part of the core of the IB Diploma Programme and is a requirement to earn the IB Diploma. Students must complete components for each of the three parts of CAS with the support of an advisor.

IB Subjects and Courses

IB Courses and Subjects

Subject Group	Courses	HL/SL	Instructor
Group 1: Language A	IB Language and Literature: English	HL	bbrothers1@fusd1.org
Group 2: Language B	IB Spanish	SL and HL	fsolartesoto@fusd1.org
	IB Spanish ab Initio	SL	lcastruita@fusd1.org
Group 3: Individuals and Societies	IB History of the Americas	HL	cdrey@fusd1.org
Group 4: The Sciences	IB Biology	HL	ksmith1@fusd1.org
	IB Computer Science	SL - 1 year only	jgemetta@fusd1.org
Group 5: Mathematics	IB Maths: Applications and Interpretations	SL and HL	dmcclure@fusd1.org
Group 6: The Arts	IB Visual Arts	HL	kwoodruff@fusd1.org

International Mindedness

"International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility to its members. It is an awareness of the inter-relatedness of all nations and peoples, and a recognition of the complexity of these relationships. Internationally-minded people appreciate and value the diversity of cultures in the world and make an effort to learn more about them.

They exhibit personal concern for people all around the world, and this manifests itself in a sense of moral responsibility to other people, and a commitment to the values of a community. They are aware of the long-term consequences of human behavior on the environment and on global society."
        - The IB Community Blog, 2017

IB Procedures at CHS

Admissions Procedures

Rationale:
Coconino High School believes that all students should be encouraged to challenge themselves academically and personally and therefore will provide every opportunity for students to do just that. Our goal is to provide opportunities and supports so that students who desire a challenge will be successful. The guiding principles of access and equity will always be at the forefront of the IB Diploma Programme for Coconino High School. Students at Coconino High School will have the opportunity to pursue either the full IB Diploma or individual IB Course Certificates.

Procedures:

Programme Entry:
Regardless of which programme the student indicates interest, (the full Diploma or Course Certificates) the student will not be required to take an entrance exam or submit evidence of ability through a minimum standardized test score, grade point average, or subject grade.

1. The first step towards the IB Diploma or Certificate is to elect to take the challenge.
2. Interested students must complete the **CHS IB Interest Form (use QR code or URL below)**. While students might be pursuing the Diploma or Certificate because of parent interest, it is the students who are self-motivated that will be the most successful.

https://www.fusd1.org/Page/16194

3. Sophomore students who express an **interest in the full Diploma** will attend a meeting with the IB DP Coordinator and the students' parents and a review of the student's academic and personal successes will be discussed. Any concerns from the student, parents, teachers, or coordinator will be addressed at this time. We will also provide suggestions and support to those parents and students as they begin to pursue the IB Diploma Programme.
4. Students who do not wish to attempt the full IB Diploma may take one or more of the IB subjects during their junior and senior years, with the exception of the Theory of Knowledge (ToK). Diploma Candidate students will have priority for course selection Students should speak with their current year teachers to determine the best course of study.

Programme Exit:
Coconino High School recognizes the level of rigor in the IB Diploma Programme and supports students in their decisions to take challenging and rigorous courses. If a student feels for any reason that they want to exit the programme the student will use the following procedures:

Have a conversation with the specific teacher whose course they wish to exit and make a plan to get additional support or address any student concerns.

1. If after the additional support is provided the student still has concerns about pursuing this course of study the student must schedule a meeting with the IB Diploma Coordinator and Academic Counselor.
2. After the conversation with the IB Diploma Coordinator, the IB Diploma Coordinator will schedule a meeting with the student's parents and school administration.
3. All decisions regarding course selection and participation in the IB Diploma Programme must be approved by the student's parent or guardian. This may be done through the course request form completed each year during online course request and registration.

Information for non-Coconino High School Students
Students who wish to enroll in the Coconino High School IB Diploma Programme are required to register as a full-time student with Coconino High School. Coconino High School, as a part of the Flagstaff Unified School District, recognizes open enrollment, meaning that anyone living within the Flagstaff Unified School District boundary may register as a student regardless of their designated boundary school. These students will need to provide their own transportation, in accordance with district guidelines. Students interested in transferring to Coconino High School should contact the School Counseling Office.

Assessment Procedures

Philosophy Statement

The aim of assessment is to support instructional practices and student learning, as well as inform and support student achievement. To this end, various forms of assessment are integral to the instructional practices and learning processes at Coconino High School.

Assessments
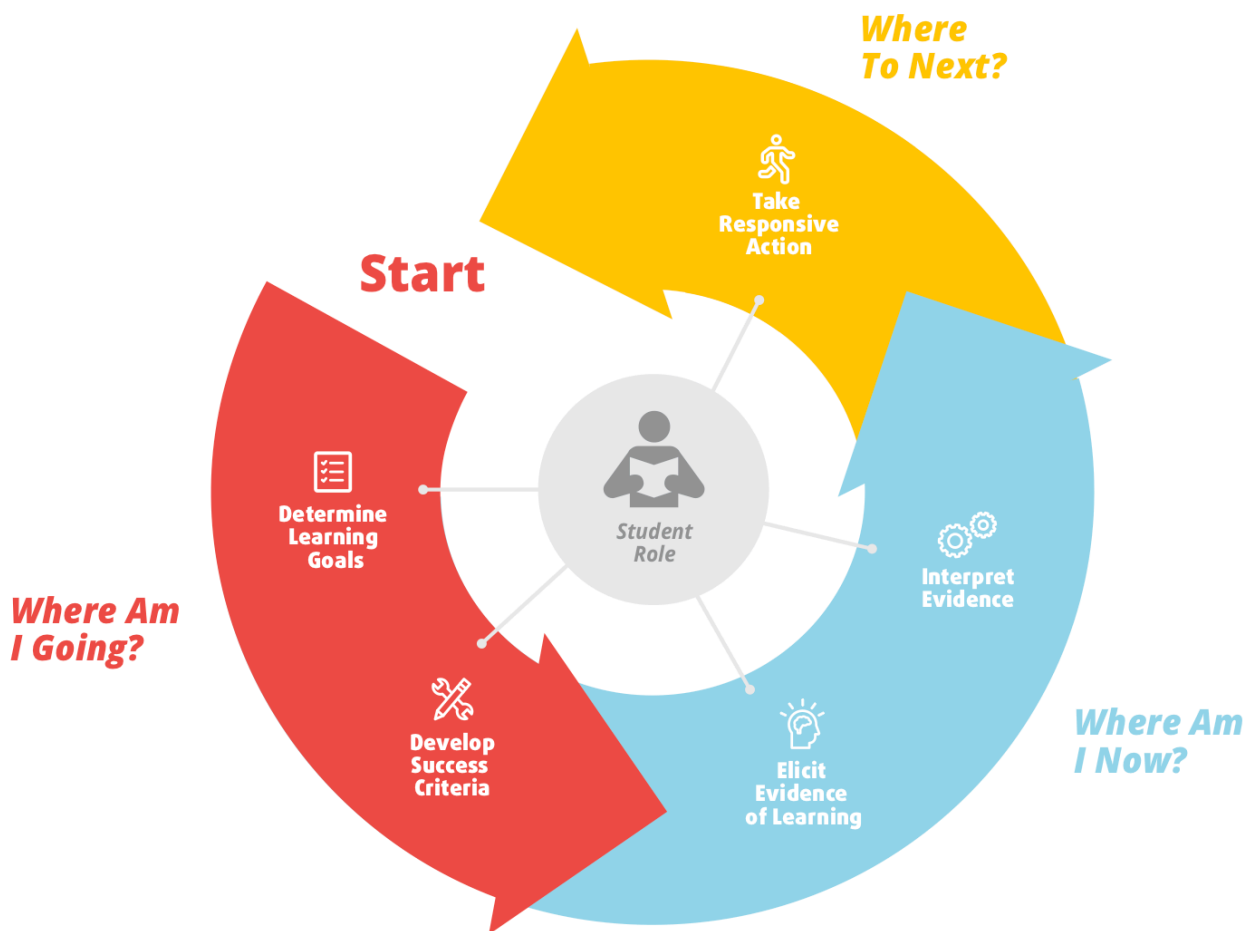
Fig 1. Feedback Loop for learning from the Student Agency in Learning course. The teacher serves as the facilitator of instruction in this model.

Formative Assessments
Formative assessment is a process used by teachers and students **during** the learning cycle, as seen in [Figure 1: The Feedback Loop](), in order to provide feedback and adjust ongoing teaching and learning. Formative assessment improves students' achievement on criterion-referenced intended instructional outcomes. Information is gathered from formative assessments to inform on-going teaching and learning. Some examples of formative assessments may include but are not limited to teacher observation, homework, quizzes, class discussions, performance tasks, presentations, peer feedback, and self-assessment.

Summative Assessments
Summative assessments provide teachers a means to measure student performance against the district, state, and Diploma Program assessment criteria. Summative assessments are

assessments *of* learning and occur *following* the learning cycle. Some examples of summative assessments include, but are not limited to: presentations; projects; end of unit exams; end of course exams; IB internal and external assessments.

Internal Assessments
These are components of IB courses that are assessed by the local teacher and moderated by the IB. Examples include oral exams for language courses, research papers for mathematics courses, and laboratory experiments for experimental science courses and work samples from other IB courses. Marks for these assessments are recorded and sent to the IB by the teacher. To verify that teachers are grading internal assessments according to IB standards, teachers also send samples of internal assessments to the IB for evaluation; these samples are chosen by the IB, and all student marks may be adjusted according to their findings. There is a fee associated with IB exams which can be located in the fee schedule in the appendix. The fee will be waived for the following graduating year cohorts: 2022 & 2023.

External Assessments
These are components of IB courses that are assessed by external IB graders. Examples of external assessments include certain written assignments for Language A courses, recordings of group performances for music courses, and the end-of-course examinations that take place at the end of the course for most Diploma Program courses offered by Coconino High School. There is a fee associated with IB exams which can be located in the fee schedule in the appendix. The fee will be waived for the following graduating year cohorts: 2022 & 2023.

Homework, Grading, and Reporting Practices

Homework Expectations and Responsibilities:

School Responsibilities:
- Ensure collaboration and awareness on teachers' part of student workloads in the DP including course homework, CAS, and the EE (create a collaborative calendar for teacher use)
- Provide opportunities for students to learn time management and organization regarding homework and study
- Ensure that teachers are trained in the common expectations of homework in the DP
- Provide opportunities for parent, student, and teacher feedback on homework practices

Teacher Responsibilities:
- Regularly maintain a shared, planned calendar of student homework (including the Internal Assessment, CAS, and EE deadlines) to balance student workload, The purpose of this is to ensure students are not overloaded
- Reinforce habits of time management and organization by explicitly teaching students how to become and stay organized in homework
- Collaborate with students to assign relevant and meaningful homework
- Provide meaningful, criterion-referenced feedback to students and parents about homework

Student Responsibilities:
- **Plan and organize their time to ensure their ability to meet homework expectations**
- **Communicate with their teachers and/or the Diploma Programme Coordinator when there are challenges and issues with completing homework or managing time**
- **Collaborate with teachers and peers to shape homework expectations**
- **Employ effective time management skills to meet deadlines**
- **Work in teams to encourage peers and reinforce accountability in their efforts**

Grading and Feedback Expectations and Responsibilities:

School Responsibilities:
- Ensure collaboration and awareness on teachers' part of grading and feedback processes in other DP courses
- Ensure that teachers set and use consistent expectations and consistent vocabulary of grading and feedback in the DP courses
- Provide opportunities for parent, student, and teacher feedback on grading practices
- Facilitate both physical and electronic methods for easy, flexible, communication between teachers, parents, and students
- Ensure teachers and students are trained in best practices for citations and the use of Turnitin, a plagiarism checker.

Teacher Responsibilities:
- Maintain transparent and consistent grading expectations for their respective courses
- Reinforce habits of reflection and inquiry by providing students dedicated, structured opportunities for criterion-referenced peer feedback and self-assessment before assigning a grade
- Assign grades to summative assessments and provide feedback to formative assessments. Both grades and feedback should be criterion-referenced
- Allow students opportunities to reflect on and use teacher and peer feedback to make changes to their work
- Allow students opportunities to re-assess for a grade (format can be changed at teacher discretion)
- Maintain a regularly updated grade book per district guidelines
- Use Turnitin when asking students to submit written assignments

Student Responsibilities:
- **Maintain consistent awareness of grades and progress in Canvas, StudentVUE, and ManageBac**
- **Provide descriptive feedback to peers and teachers to support student and teacher learning**
- **Communicate with teachers when there is a concern about their grades**
- **Use any feedback provided to make adjustments to work**
- **Respect common practices for citations (may vary depending on the course)**

Reporting Grades Expectations and Responsibilities:

School Responsibilities:
- Ensure that parents and students know that course transcript grades are different from examination grades for the IBO
- Provide a platform for teachers to use to report grades
- Follow district and state guidelines for reporting grades and credit on student transcripts

Teacher Responsibilities:
- Follow district expectations for reporting grades at progress periods
- Maintain a regularly updated grade book per district guidelines

Student Responsibilities:
- **Communicate any reporting inaccuracies to their teachers and the school office staff**

Academic Integrity Expectations and Procedures

Introduction

Students enrolled at Coconino High School are expected to embody the Panther values of Respect, Responsibility, and Integrity in everything they do. Academic integrity is an integral part of a student's education at Coconino High School because we value the thoughts, words, and creations of others as their own intellectual property. As such, **it is expected that students behave in an ethical manner, exhibit strong moral character, and be principled in creating authentic work**.

FUSD Academic Misconduct/Dishonesty: Academic misconduct/dishonesty can include, but is not limited to, the following definitions detailed below. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately. In addition to disciplinary action, students may face academic sanctions.

Definitions of Common Forms of Academic Dishonesty*

Cheating - Cheating is defined as using any source material on an exam or assignment that has not been authorized or provided by the instructor.	Collusion - Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.**
Misrepresentation - Misrepresentation is the act of presenting another's work as your own original thought, idea, or creation.	Plagiarism - Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.**
Academic Misconduct - Academic Misconduct is the act of disruption during an assessment, including talking, etc. In IB: Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.**	Duplicate Submission - Duplicate Submission is defined as submitting the same work for more than one assignment (Plagiarizing yourself). In IB: Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.**

*This is not an all-inclusive list of types of academic dishonesty and teachers may provide you with clarifying expectations for their specific class.
**These terms are as defined in the brochure "Academic Honesty in the Diploma Programme"[1]

Responsibilities

- Teachers will
  - Make course-specific expectations known in their syllabus
  - Teach and review academic integrity expectations within their course
  - Teach and review academic citation styles appropriate to their discipline

- Provide necessary supports to students
- Use Turnitin to support any accusations of plagiarism and print copies of the report to submit to Administration

- Students will
  - Show integrity in accordance with the policies
  - Encourage peers in making good choices
  - Appropriately cite all references
  - Use Turnitin to double-check their work with the originality reports in Turnitin, if enabled

- Parents will
  - Review the academic integrity expectations with their student to ensure understanding
  - Support the efforts of teachers and staff at Coconino High School in enforcing academic integrity expectations

- Counselors will
  - Reinforce expectations with students as necessary

- Administrators will
  - Ensure that all groups receive training in academic integrity expectations and the procedures to follow
  - Follow the FUSD Secondary Discipline Matrix as it pertains to Academic Misconduct/Dishonesty

Consequences

Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately. In addition to disciplinary action, students may face academic sanctions.
- First offense
  - The teacher will reteach the expectation of academic integrity and what that should look like in their class. Teachers should contact parents at this time and a minor infraction form completed. Students should be expected to redo the assignment in the same or different format.

- Second offense and beyond
  - The teacher will refer the student to CHS administration and they will follow the current FUSD discipline matrix.

Addendum of Examples and Resources

Common Citation Methods by Subject (Check with your instructor for course-specific styles):
- Business/History/Fine Arts:
  - Chicago Manual of Style (Chicago)
- Education/Psychology/Sciences:
  - American Psychological Association Style (APA)
- Humanities:
  - Modern Language Association (MLA)

What you need to know:
Using resources like Purdue OWL or EasyBib makes using citations easy

Inclusion Procedures

Philosophy

Coconino High School strives to provide access and equity to all learners. We embrace learners of all backgrounds and work to provide every opportunity and support necessary to further student learning.

State and Federal Law

Inclusion, accommodations, and modifications for learning needs are based on student 504 and IEPs per state and federal law. Coconino High School, therefore, follows district policy and practices for the development and implementation of 504 and IEP accommodation and services plans.

As IB is an international organization, its schools are located in many different countries, and these countries often have different legal and cultural practices when it comes to educating students with exceptional needs. In the United States, much of modern special education law is derived from Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Improvement Act of 2004 (IDEA). The educational implications of these acts are summarized below.

Section 504
This is a civil rights law that prohibits discrimination on the basis of disability in any programs that receive federal funding.

- Schools must provide a free and appropriate public education (FAPE) in the least restrictive environment.
- Requires the development of a 504 Accommodation Plan.
- Students who are not eligible to receive services under IDEA may qualify for services under Section 504.

IDEA
Federal funding is provided to states to ensure that children with specific disabilities, ages 3 through 21, will have access to a free appropriate public education (FAPE) in the least restrictive environment.

An Individual Education Plan will be created for eligible students, with active involvement from their parents and teachers.

Universal Design for Learning

Universal Design for Learning is a best practice to support all learners and meet them where they learn best. This means ensuring teachers are trained in allowing for student variability in the UDL Guidelines:

Provide Multiple Means of Engagement
- Provide options for self-regulation
- Provide options for sustaining effort and persistence
- Provide options for recruiting interest

Provide Multiple Means of Representation
- Provide options for comprehension
- Provide options for language, mathematical expressions, and symbols
- Provide options for perception

Provide Multiple Means of Action and Expression
- Provide options for executive functions
- Provide options for expression and communication
- Provide options for physical action

School Responsibilities

- Provide systems and structures to implement FAPE
- Submit 504 and IEP accommodations to the IB for use on IB exams
- Ensure teachers are trained in best practices for implementation of IEP and 504 accommodations and modifications
- Ensure teachers are trained in best practices for Universal Design for Learning

Counselor Responsibilities

- Write 504 plans in collaboration with parents, students, and other staff
- Ensure teachers are aware of a student's 504 accommodation plan through a 504 meeting

Case Manager Responsibilities

- Write annual IEPs
- Communicate with all staff, parents, and students for accommodations
- Work with the DP Coordinator to request accommodations for IB/AP/ACT/etc. exams
- Monitor progress of students with IEPs on their goals

Teacher Responsibilities

- Implement IEPs and 504s with fidelity
- Provide feedback to help write student IEP goals
- Report to Case Manager on student success with accommodations
- Use best practices of Universal Design for Learning

Parent Responsibilities

- Ensure the school has all relevant documentation of a student's needs
- Communicate with teachers, case managers, and counselors if there are concerns about the student's needs

Student Responsibilities

- Advocate for their needs with their teachers, counselors, and case managers

Language Procedures

Philosophy

Coconino High School serves a diverse multilingual community, including those represented among our staff, student body, and wider school community. We have an awareness and appreciation of how language enriches us culturally. We value and support the different heritage languages of our students and staff members. As such, we

- encourage students to learn about a variety of world languages in an effort to promote multiculturalism, international-mindedness and global citizenship;
- offer opportunities for all students to become exposed to other cultures and languages;
- support, wherever possible, the maintenance and development of heritage languages;
- ensure, as required by state law, that all students attain proficiency in English;
- nurture an environment in which diversity, equity, and inclusivity are valued;
- require, as part of our IB Diploma Programme, that students study at least one language other than their heritage language.

Language Profile

Students at Coconino High School can be grouped linguistically by:

- heritage language English speakers with little or no exposure to a second language (monolingual native English speakers);
- heritage language English speakers with some exposure to a second language in school (native English speakers with some exposure to a second language in their schooling);
- heritage language English speakers from families that speak another language (native English speakers with significant exposure to a second language).
- bilingual students who speak English and Spanish fluently;
- students whose heritage language is a language other than English and who have limited proficiency in English

Language A

Coconino High School offers a complete Language A curriculum in English with a variety of available study options to meet the diverse linguistic and cognitive needs of our students. In addition to our direct Language A curriculum, English is used as the primary language of instruction for all courses except those dedicated to teaching a Language B. English is also used as the response language that students are expected to use during class time for written assignments and examinations (except for Language B courses). Finally, English is used as our school's primary working language for official meetings, school policies, public announcements, class syllabi, student handbooks, professional development, and material posted online.

Language B

Coconino High School offers a Language B program that ensures that students have the opportunity to become proficient in at least one, second language. Beginning in freshman year and continuing through to the DP, Spanish is offered as a course of study. Spanish is also used in communication with families whose heritage language is Spanish. Document translation is used when necessary.

The Diploma Programme

Coconino High School requires that IB diploma candidates study a second language at the ab initio, standard, or higher level. Currently, only Spanish is offered.

English Language Learners (ELL)

When educating students whose heritage language is a language other than English, Coconino High School is required by state law to follow the specific legislated policies which are articulated in detail under Title 15, Article 3.1 of the Arizona Revised Statutes.
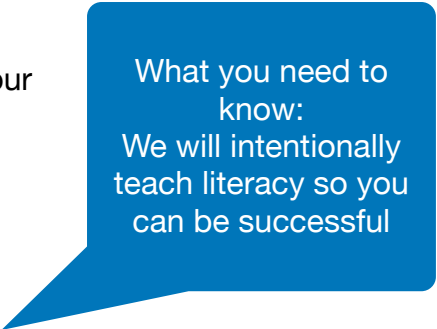
Students whose heritage language is a language other than English are classified as Primary or Home Language Other Than English students (PHLOTE). PHLOTE students who demonstrate limited English proficiency as determined by the Arizona English Language Learner Assessment (AZELLA) are classified as English Language Learners (ELL). ELL students are classified, from lowest proficiency to highest, as Pre-Emergent, Emergent, Basic, Intermediate and Proficient. Arizona state law mandates that ELL students attend English Language Development (ELD) courses for four periods per day until they reach Fluent English Proficient (FEP) status by retaking the AZELLA. These four periods concentrate on reading, writing, listening and speaking, and grammar. Upon reaching FEP status, students are placed into on-level English classes. Some students take additional reading classes to further aid them in their transition to on-level English classes and other subject area classes.

ELL students are only able to participate in the full IB Diploma Programme once they have achieved FEP status because the required ELD classes take up time slots in a student's schedule where they would otherwise take IB courses. However, ELL students are able to take individual IB courses while enrolled in ELD courses.

Heritage Language Support (Native Language Support)

Coconino High School values and, whenever possible, supports the maintenance and development of our students' heritage languages. As such, we

- offer Language B Spanish courses so that students can develop their capacity to speak, read, and write in their native language;
- offer Navajo (Diné) courses available to both native speakers of Navajo as well as students learning Navajo as a second language;
- offer a Navajo (Diné) history course to connect students to their indigenous heritage and to educate students in the history of an indigenous culture native to our region;
- sponsor after school language clubs for languages other than English;
- provide opportunities for students to attend language fairs and other cultural events so that they may explore their native tongues;
- provide access to multimedia resources in other languages in our library and computer labs;
- use school and community resources to communicate directly with families in their heritage language.

> What you need to know:
> We will intentionally teach literacy so you can be successful

Programme Assessment

Assessment Calendar

Month	CHS Calendar	Year 1 DP Student's Due Dates
Aug 2020	3 - Year 1 DP Student Orientation 13 - First Day of School	
Sept 2020	7- Labor Day No School	
Oct 2020	9 - End of 1st Quarter 15-16 Fall Break 23 Parent-Teacher Conferences	CAS Project Proposal Week 3: Begin History IA
Nov 2020	11 Veteran's Day No School 25-27 Thanksgiving Break	Week 4: EE Topic exploration due
Dec 2020	15-18 Semester Exams 18 Semester 1 Ends 19 - Jan 1 Winter Break	Week 1: Lang. & Lit. HL Mock Paper 2
Jan 2021	18 MLK jr. Day No School	Week 1: EE Topic Proposal Due Week 3: EE Supervisor selection Week 4: Comp. Sci. IA due
Feb 2021	15 President's Day No School	Week 1: Begin Maths IA
Mar 2021	12 - End of 3rd Quarter 15-19 Spring Break 26 - Parent-Teacher Conferences 30 - ACT Testing Day	
April 2021	26-27 Snow Day Make-ups	Week 2-3: Mock Exams
May 2021	3-21 IB Exams 3-14 AP Exams 6-7 Snow Day Make-ups	Lang. & Lit. HL Mock Paper 3 Week 1: Students begin EE
June 2021	1-3 Semester Exams 3 Semester 2 Ends Weekly - Open Library/Computer Lab Time for EEs and IAs	

Year 2

Semester 1:
- The first draft of EE due in August, Week 4
- Revisions due in September, Week 4
- Final EE due October, Week 4
- History IA due November, Week 2
- English IO due November, Week 4
- TOK Exhibit December
- CAS Completed

Semester 2:
- Spanish IO due January, Week 2
- Art Exhibit January, Week 3
- Comp. Sci IA due January, Week 4
- Maths IA due February, Week 2
- Biology IA due February, Week 3

Internal Assessments

Internal assessment (IA) is an integral part of the course and is compulsory for both SL and HL students. IA enables students to demonstrate the application of their skills and knowledge. The preparation of students for the internal assessment tasks will be part of normal instruction.

Group 1: Language A

Internal assessment in the language A: language and literature course consists of two compulsory oral tasks, which must be conducted in the language A studied.

1. The individual oral commentary—this is recorded and sent to the IB for moderation purposes.
2. The further oral activity—this activity is not recorded or sent to the IB for moderation purposes.

Group 2: Language B

Language B and Language ab initio
The internal assessment of candidates' oral work by the teacher constitutes 25% of the total mark. The individual oral examination should be completed during the second year of the course.

Group 3: Individuals and Societies

History of the Americas
A written historical investigation of up to 2,200 words.

Group 4: The Sciences

Biology

The internal assessment consists of a practical investigation.

Computer Science

The model of internal assessment for computer science consists of a computational solution developed by the candidate. Each candidate must also participate in a sciences project. For both SL and HL, it is expected that each candidate will spend 30 hours on the computational solution and 10 hours on the sciences project.

Group 5: Mathematics

The internally-assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs, tables and so on), with his or her own focus, with the teacher providing feedback via, for example, discussion and interview. This will allow the students to develop areas of interest to them without a time constraint as in an examination, and allow all students to experience a feeling of success.

Group 6: The Arts

The internal assessment consists of an art exhibition.

Theory of Knowledge Handbook*

*From the IB TOK guide

TOK Assessment Components

Assessment component	Weighting
Internal assessment **Theory of knowledge exhibition (10 marks)** For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**1/3 (33%)**
External assessment **TOK essay on a prescribed title (10 marks)** For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	**2/3 (67%)**

The TOK exhibition

The TOK exhibition explores how TOK manifests in the world around us. For this reason it is strongly recommended that students base their exhibition on one of the TOK themes (either the core theme or one of the optional themes).

The TOK exhibition is an internal assessment component—it is marked by the teacher and is externally moderated by the IB. Internal assessment is an integral part of all DP courses. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

For this task, students are required to create an exhibition of three objects that connect to one of the 35 "IA prompts" provided in the "IA prompts" section of this guide. Students must select just **one** IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt.

Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:
  · a title clearly indicating their selected IA prompt
  · images of their three objects
  · a typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)

- appropriate citations and references.

Each student must create an individual exhibition. Group work may **not** be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.

The TOK exhibition task has been explicitly designed to be completed during the first year of the DP. To support DP students, it is important that schools have a clear overall schedule of internal deadlines for the completion of the internal assessment tasks for the different subjects. Within this schedule, teachers are strongly encouraged to complete the TOK exhibition in the first year of the programme.

Further guidance on the TOK exhibition task, including marked and annotated examples of student work, can be found in the *Theory of knowledge teacher support material*.

The TOK exhibition process

It is recommended that a total of approximately **eight hours** of teaching time should be allocated to the TOK exhibition task.

The TOK exhibition process consists of three key steps.

Summary of TOK Exhibition Process

Step 1	Students begin their exhibition by **selecting one IA prompt and three objects**, or images of objects, that show how this question manifests in the world around us. Students must select **one** IA prompt as the basis for their exhibition. All three objects must be linked to the same prompt. To help them approach this task effectively, students are encouraged to root their exhibition in one of the TOK themes—either the core theme or one of the optional themes. This can help to provide an accessible starting point for students and can provide a focus to help students narrow down their choice of potential objects. Within the teaching time allocated to undertaking this task, teachers should ensure that they include time to explain the requirements of the task and ensure that students are familiar with the assessment instrument.
Step 2	Students should produce a single file containing their TOK exhibition. This must include: • a title clearly indicating their selected IA prompt • images of their three objects • a typed commentary on each object that identifies each object and its specific real-world context, justifies each object's inclusion in the exhibition and links to the IA prompt (maximum 950 words) • appropriate citations and references. Teachers are permitted to provide feedback on **one** draft of this work. They should provide oral or written advice on how the work could be improved, but should not edit the draft. Once complete, this file is submitted to the TOK teacher to be marked. Samples of student work are then submitted to the IB for moderation.

Step 3	Teachers are required to provide all students with an opportunity for their completed exhibitions to be showcased and exhibited to an audience. As this does not form part of the formal assessment task, teachers have a great deal of flexibility as to how they choose to hold these exhibitions—as in the following examples. • A class of TOK students could hold an exhibition within one of their regular TOK classes. • Two classes of TOK students in the same school, or different schools, could host exhibitions for each other. • A class of TOK students could host an exhibition for younger students in the school. • A school could host a TOK exhibition for parents and other members of the school community. • Students could display their TOK exhibitions in a "virtual exhibition" (by using an online virtual gallery space) • A school could host a combined event celebrating the PYP exhibition, MYP personal project and the TOK exhibition.

IA prompts

The IA prompts are a set of 35 high-level knowledge questions. Students must select **one** of the following IA prompts on which to base their exhibition, and all three objects must be linked to the same prompt. These IA prompts apply for all examination sessions for the life of this guide—they do not change from session to session.

Students are required to create an exhibition of three objects that connect to **one** of the following IA prompts.

1. What counts as knowledge?
2. Are some types of knowledge more useful than others?
3. What features of knowledge have an impact on its reliability?
4. On what grounds might we doubt a claim?
5. What counts as good evidence for a claim?
6. How does the way that we organize or classify knowledge affect what we know?
7. What are the implications of having, or not having, knowledge?
8. To what extent is certainty attainable?
9. Are some types of knowledge less open to interpretation than others?
10. What challenges are raised by the dissemination and/or communication of knowledge?
11. Can new knowledge change established values or beliefs?
12. Is bias inevitable in the production of knowledge?
13. How can we know that current knowledge is an improvement upon past knowledge?
14. Does some knowledge belong only to particular communities of knowers?
15. What constraints are there on the pursuit of knowledge?
16. Should some knowledge not be sought on ethical grounds?
17. Why do we seek knowledge?
18. Are some things unknowable?
19. What counts as a good justification for a claim?
20. What is the relationship between personal experience and knowledge?
21. What is the relationship between knowledge and culture?
22. What role do experts play in influencing our consumption or acquisition of knowledge?
23. How important are material tools in the production or acquisition of knowledge?
24. How might the context in which knowledge is presented influence whether it is accepted or rejected?
25. How can we distinguish between knowledge, belief and opinion?
26. Does our knowledge depend on our interactions with other knowers?
27. Does all knowledge impose ethical obligations on those who know it?

28. To what extent is objectivity possible in the production or acquisition of knowledge?
29. Who owns knowledge?
30. What role does imagination play in producing knowledge about the world?
31. How can we judge when evidence is adequate?
32. What makes a good explanation?
33. How is current knowledge shaped by its historical development?
34. In what ways do our values affect our acquisition of knowledge?
35. In what ways do values affect the production of knowledge?

The chosen IA prompt must be used exactly as given; it must not be altered in any way.
- If the IA prompt has been modified but it is still clear which IA prompt the student is referring to, the TOK exhibition should be marked as using the original IA prompt. Any lack of relevance in the student's response arising from this modification will be reflected in the score awarded.

- If it is clear that the TOK Exhibition is not based on one of the IA prompts listed, the TOK exhibition should be awarded a score of zero, in accordance with the TOK Exhibition assessment instrument.

Objects

An extremely wide variety of different types of objects are suitable for use in a TOK exhibition. Students are encouraged to choose objects that are of personal interest and that they have come across in their academic studies and/or their lives beyond the classroom.

It is **strongly recommended** that students base their exhibition on one of the themes (the core theme or one of the optional themes). This can be an extremely useful way to help students narrow down their choice of objects and give a focus to their exhibition.

Digital or physical objects

The objects may be digital rather than physical objects. For example, students could include a photograph of an object, such as a historical treaty, where it would not be practical/possible for them to exhibit the physical object. Students may also use digital objects such as a tweet by a political leader. However, they must be specific objects that have a specific real-world context—objects that exist in a particular time and place (including virtual spaces). They may be objects that the student has created themselves, but they must be pre-existing objects rather than objects created specifically for the purposes of the exhibition.

Context of an object

The specific real-world context of each object is extremely important to the task. It is, therefore, important that students identify specific objects to discuss rather than using generic objects and generic images from the internet. For example, a discussion and photograph of a student's baby brother is an example of an object that has a specific real-world context, whereas a generic image of "a baby" from an internet image search is not.
Examples of the diverse kinds of objects students could select include the following.
- A tweet from the President of the United States
- An image of the painting *Guernica* by Pablo Picasso
- The student's own extended essay (EE)
- A basketball used by the student during their physical education lessons
- The graphic novel *The Colour of Earth* by Kim Dong Hwa
- A painting that the student created in their DP visual arts course

- A refillable water bottle provided to each student in a school as part of a sustainability initiative
- A news article from the popular website *Buzzfeed*
- A photograph of the student playing in an orchestra

Further guidance on the role of objects in the exhibition and examples of student exhibitions can be found in the *Theory of knowledge teacher support material*.

Images of objects

The image of each object used in the exhibition must be appropriately referenced. If an object is the student's own original work (for example, a painting that they created in a visual arts class) then this should be identified and acknowledged to ensure that teachers and moderators are clear about the origins of the object.

Word count

The maximum overall word count for the TOK exhibition is **950 words**. This word count includes the written commentaries on each of the three objects. It does not include:
- any text contained on/within the objects themselves
- acknowledgments, references (whether given in footnotes, endnotes or in-text) or bibliography.

If an exhibition exceeds the word limit, then examiners are instructed to stop reading after 950 words and to base their assessment on only the first 950 words. Extended footnotes or appendices are not appropriate to a TOK exhibition.

Guidance and authenticity

The work submitted for internal assessment must be the student's own work. However, it is not the intention that students should be left to work on the internal assessment component without any support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work.
It is recommended that a total of approximately **8 hours** of teaching time should be allocated to the exhibition task. This should include:
- time for the teacher to explain the requirements of the task and ensure that students are familiar with the assessment instrument
- in-class time for students to ask questions and seek clarifications
- time for the teacher to review and monitor students' progress, and to check authenticity.

Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. Teachers should read and give advice to students on **one** draft of the work. They should provide oral or written advice on how the work could be improved, but they may not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher and must not include any known instances of suspected or confirmed misconduct. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.
- The student's initial proposal
- The first draft of the written work
- The references provided
- The style of writing compared with work known to be that of the student
- The analysis of the work by a web-based plagiarism detection service

Creativity, Activity, and Service Handbook

Introduction to CAS

Developing a holistic attitude towards life is a hallmark of the IB Diploma Programme. Just as you are encouraged to pursue deep intellectual pursuits, CAS is meant to remind you of the value inherent in being creative, active, and service oriented. In many ways, CAS is the practical application of educational pursuits into multiple areas of a student's personal life. Fulfillment of the CAS requirement means creating a portfolio outlining student experiences over the next year and a half. Students are encouraged to be creative in the development, application, reflection, and experiences they include in their portfolio.

What am I doing?

CAS requires students to create and submit a portfolio outlining their planning and participation in several creative, active, or service experiences over an 18-month period. Most experiences will include a reflection on the value of the experience in developing one of the seven CAS Learning Outcomes.

The types of experiences and the format of the portfolio are up to the student with help from the CAS advisor. This makes for a very open-ended assignment. To that end, you need to begin planning now.

Creativity

Students will demonstrate that they engaged in a creative experience at least once over their 18-month CAS. Creativity is not limited. In other words, a student can learn something new, create something new, or approach something in a new way. The point is that the student tried something in an innovative way.

Activity

Students will demonstrate that they were physically active at least once over their 18-month CAS. This means doing something physical or preparing for a new physical challenge. The activity cannot be something the student is doing now, but rather is new or an extension or new challenge above and beyond an existing activity.

Service

Students will demonstrate that they provided a useful service to their community at least once over their 18-month CAS. This may mean that they served homeless people in the community or that they assisted someone else in preparing an event to raise money. The degree of involvement is up to the student, but cannot be done for personal gain and should reflect a genuine interest in the problem or area that the student is providing a service for.

Plan for success

CAS is an 18-month process. To ensure success, you need to begin thinking about the types of experiences in August of year 1. What follows is an outline of the steps you should be taking for each 9 week period of the school year to fulfill the CAS portfolio:

Year 1

First 9 weeks: CAS Planning

Students will begin to plan some CAS experiences, including the one month project portion. To accomplish this task, you will need to investigate opportunities for creativity, activity, and service. To accomplish this, students will submit a proposal for their CAS.

As part of the proposal and planning, the student needs to plan for the following:
Determine how to prepare for these opportunities: who needs to be contacted, what needs to be done, how will it get done, when will it happen, and where will it happen?

- Take action: complete the experience
- Reflect on the experience
- Demonstrate what was accomplished/learned

Students also need to demonstrate that each experience ties into one of the seven CAS Learning Outcomes (LOs listed at the end of this section).

In the proposal, students should provide a some experiences that fulfill the creativity, activity, and service parts of CAS. In addition, they need to include a description of the one month project. Finally, they need to show that thought has been given to devoting time and energy to planning these experiences, doing the experiences, and then reflecting on the experiences.

Evidence of completion: Submission of a signed proposal to the CAS advisor and completion of the first interview.

First semester: CAS experiences and project planning

After successfully completing the first part of the CAS process, students should be engaging in CAS experiences. Successfully completing an experience is demonstrated by providing evidence of reflection on the experience and evidence that the experience took place. Each experience should show which LO was fulfilled and which aspect of CAS was addressed.

Students also need to demonstrate progress towards completing the project. That means evidence to support that one or more of the following have happened:

- Investigation into the project
- Preparation for the project
- Action on the project
- Reflection on the project
- Demonstration of the project

At this time, it is NOT expected that students have necessarily acted, much less reflected, on the project.

Evidence of completion: Submission of reflections and evidence for individual learning experiences and project progress.

Second semester: CAS experiences and project completion

Students continue ongoing experiences, collect evidence of completion, and create reflections.

Students should complete their CAS project (including reflection and demonstration of the project).

Evidence of completion: Submission of reflections and evidence for individual learning experiences. Project is completed, including evidence and reflections. Second interview completed.

At this time, parents and the student will receive communication if the student is not on track to successfully complete the CAS. Otherwise, communications will be made showing that satisfactory progress was made.

Year 2

First 9 weeks: CAS begins to finalize

Students finish or plan remaining experiences. Almost all CAS experiences should be completed.

Evidence of completion: Submission of reflections and evidence for individual learning experiences.

Semester 1: CAS completed

Students complete CAS portfolio of experiences.

Evidence of completion: CAS portfolio submitted and final interview is completed.

If there are concerns with the CAS at this point, communications will be made regarding the IB Diploma being "at risk." If there are no concerns, then communications will be made showing that the CAS was completed successfully.

CAS Learning Outcomes

To be included in a CAS portfolio, each of the following Learning Outcomes should be referenced at least once:
• Identify your own strengths and develop areas for growth.
• Demonstrate that challenges have been undertaken, developing new skills in the process.
• Demonstrate how to initiate and plan a CAS experience.
• Show commitment and perseverance in CAS experiences.
• Demonstrate the skills and recognize the benefits of working collaboratively.
• Demonstrate engagement with issues of global significance.
• Recognize and consider the ethics of choices and actions.

Organizational materials

The following pages include organizational materials for the CAS portfolio. The first is a checklist for completion and the second is the CAS project form.

CAS Checklist

Creativity	Activity	Service
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

My CAS programme	Y/N?	Notes Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
• Evidence of identification of strengths and areas for personal growth (LO1)		
• Evidence of undertaking new challenges and developing new skills in the process (LO2)		
• Evidence of initiating and planning a CAS experience (LO3)		
• Evidence of commitment and perseverance in CAS experiences (LO4)		
• Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
• Evidence of engagement with issues of global significance (LO6)		
• Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		

CAS Project Form

Student CAS Project Form

Student project leader(s)	
Members	
Title of project	
Focus of project	
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.
Investigation	
Preparation	
Action	
Reflection	
Demonstration	
Name of organization the project is organized with or for, if applicable	
Contact person at organization, contact phone and email, if applicable	
Teacher or other external supervisor, if applicable	
Anticipated dates of CAS project	

Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS supervisor/adviser signature/date			
Principal signature (if required)/date			

Extended Essay Handbook

Intro to the Extended Essay(EE):

The Extended Essay(EE) is an academic-style research paper on a topic of your choosing in one of the IB subjects available to you. In addition to choosing a topic, you will also be designing and creating a research question that will drive your research and investigation of the topic. The EE itself will serve as your researched and meaningful answer to the question you created. You will be required to complete the EE by October of Year 2. There will be a series of checks and updates, including meetings with a supervisor, for you to complete before the EE due date.

This handbook is intended to serve as a reference guide for the fundamental expectations and criteria of the Extended Essay. It is designed to give you a brief overview of the EE as well as a more in-depth look and some of the components of the EE such as the importance of academic honesty in researching and writing the EE, a schedule of deadlines for the EE, a checklist of mini lessons you should complete to prepare for the EE, the assessment criteria used to grade the EE, and a list of elements needed in the final draft of the EE.

Why EE:

Student agency, integrity, and research are foundational principles of the IB Programme. As such, is a required component of the Diploma Programme and must be completed if you are seeking to obtain an IB Diploma. The purpose of the EE is to help you develop and cultivate a variety of skills and traits including writing, organizational, critical thinking, inquiry, referencing, creativity, and independence. In addition to being the catalyst for the development of these skills and traits, the EE also encourages and pushes you to conduct your work in an academically honest and ethical manner. This includes how you approach research and the final product you produce with your EE.

Overview of the EE:

EE Components:
- An academic pierce of writing on a topic of your choosing.
- A Bibliography using an acknowledged reference style like MLA.
- Appendices (where applicable).
- A reflection on the planning and progress of the EE.

Word count:
- The EE should have a maximum word count of 4000 words. (There is an additional 500 words allowed for reflection on planning and progress)
  - Note: Any writing that is done beyond 4000 words will not be read and could have a negative impact on the assessment criteria.

Time Spent:
- It is expected and recommended that you spend approximately 40+ hours on your EE.

Academic Honesty and Ethics:
- It is expected and required that you conduct your work on the EE with integrity and adherence to IB and CHS policies on academic honesty. This extends to all areas of work. From developing and creating your research question, to the finished product of your EE and your Bibliography.

Supervision:
- You are expected to receive 3-5 hours of in-school support from an EE supervisor towards the completion of your EE.
  - Supervisors should provide advice and support but are not permitted to prescribe questions or edit any of the work you produce.
  - Your supervisor will also check on and validate the authenticity of the work you produce to ensure that you are adhering to IB and CHS standards of academic honesty.

Assessment:
- The EE will be assessed using these standards:
  - A. Focus and Method (6 marks)
  - B. Knowledge and Understanding (6 marks)
  - C. Critical Thinking (12 marks)
  - D. Presentation (4 marks)
  - E. Engagement (6 marks)
  - Total Marks: 34

Timeline of Due Dates

These are school deadlines for the Extended Essay. You and your EE advisor may set benchmark deadlines to ensure you are maintaining pace and balancing your to-do list. (Note: All dates are reflected in the DP Assessment Calendar)

Year 1
Semester 1:
- Explore areas of interest in IB to help you narrow down on the subject and topic you will investigate through your EE.

Semester 2:
- Select the subject and topic for your EE and begin conducting research.
  - It is important that you keep a portfolio of your research at this time.
- Select your EE supervisor.
- Begin drafting your research question.
- Start drafting your EE by May

Year 2
Semester 1:
- The first draft of EE due in August, Week 4
- Revisions due in September, Week 4
- Final EE due October, Week 4

Mini-Lesson Checklist

Make sure you have completed each mini-lesson to prepare for the Extended Essay. Most lessons will be provided during the extension period on Wednesday afternoons.

Year 1
✓ Choosing a subject and topic: early October
✓ Designing a research question: early November
✓ Research question workshop + question vs. title: early November
✓ Ethical guidelines, November
✓ Changing research questions, November
✓ Feasibility check, Late November

✓Time management: December
  ✓Choosing a supervisor
✓Primary/secondary sources: January
✓Library resources: Physical books at Coco, January
✓Library resources: digital sources from Coco, January
✓University/Public libraries, January
  ✓DP field trip (NAU and Flagstaff Libraries)
✓Organizing sources, February
✓Evaluating sources, February
✓Primary/secondary research, February
✓Research debrief and conclusion, March
✓Formatting essays, March
✓Outlines, April
✓Introductions, May
✓Academic honesty, April
✓MLA format, April
✓Body paragraphs, May
✓Conclusion, May
✓EE Café summary, May
✓Analysis of café and of sources, May

Year 2
✓Word choice/verbs, August
✓Reflection/metacognition, August
✓Revision, September

The EE and the Academic Integrity Policy

Academic honesty in research

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

The IB's minimum requirements include:
• name of author
• date of publication
• title of source
• page numbers (print sources only)
• date of access (electronic sources only).

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

Producing accurate references and a bibliography is a skill that you should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows your understanding of the importance of the sources used. Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited.

Citations
A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Referencing
A reference is a way of indicating to the reader, in an orderly form, where information has been obtained.

A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB's minimum requirements.

When choosing the style, you will need to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high quality final product, but also for reducing the opportunities and temptation to plagiarize.

Using online encyclopedias and other similar information websites
As a tool for research, free online encyclopedias can be valuable resources, but there are several reasons why students should be cautious in using them:

• they tend to be general encyclopedias
• very often the author is unknown
• there is no guarantee that the content meets standards of academic rigor—it may not, for example, have been through a process of peer review
• the content can be unstable, in that it can change at any time.

Teachers, supervisors and coordinators may caution against the use of free online encyclopedias and other similar information websites. Certainly a bibliography that only cites these for reference or an argument that is overly reliant on them will not demonstrate the necessary "range of sources" required by the assessment criteria for the extended essay. They may also not be relevant or appropriate for the research question being explored.

Many online encyclopedias are not scholarly sources; however, if used appropriately and critically they can offer a useful starting point for many students undertaking research. Rather than absolutely discouraging the use of these sites, it may be more supportive to explore their potential as a platform for training students in research and thinking skills, especially in terms of assessing and evaluating the information they provide.

If using free online encyclopedias, students should do the following.

- Follow the references provided by the encyclopedia; this will help to verify the information given.
- Consider whether the article is part of a larger project, where a number of people are contributing to the discussion. If it is, then it implies that the writers have more than a casual interest in the topic being written about.
- Look to see if there is a rating for the information provided. If there is then this means that the information has undergone some sort of peer review and been given a rating. While not the same as an academic peer review, it can aid the judgment of the "quality" of the information.

The key point to remember, if students do use information that is found on the internet, is that they are responsible for ensuring that it is both reliable and accurate.

Assessment Criteria

Below are the 5 criteria that total 34 marks and a brief description of an essay that is awarded marks in the top markband for each.

Criterion A: Focus and method
This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

5–6 The topic is communicated accurately and effectively.

- Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. The research question is clearly stated and focused.
- The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. Methodology of the research is complete.
- An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.
- There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding
This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

5–6 Knowledge and understanding is excellent.

- The selection of source materials is clearly relevant and appropriate to the research question.
- Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. Use of terminology and concepts is good.

- The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking
This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

10–12 The research is excellent.

- The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent.
- The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.
- Conclusions to individual points of analysis are effectively supported by the evidence. Discussion/evaluation is excellent.
- An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.
- This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.
- The research has been critically evaluated.

Criterion D: Presentation
This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

3–4 Presentation is good.

- The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.
- Layout considerations are present and applied correctly.
- The structure and layout support the reading, understanding and evaluation of the extended essay.

Criterion E: Engagement
This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress form.

5–6 Engagement is excellent.

- Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.
- These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Elements Needed for Final Draft

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:
• Title page
• Contents page
• Introduction
• Body of the essay
• Conclusion
• References and bibliography

External Assessments

School Year 2020-2021 Exam Calendar

Exam Date	Morning Session	Afternoon Session	Duration
Friday, May 14th	N/A	Comp. Sci. SL Paper 1	1h 30m
Monday, May 17th	Comp. Sci. SL Paper 2	N/A	1h

School Year 2021-2022 Exam Calendar

The exam schedule in 2022 will start on Thursday 28 April 2022, and end on Friday 20 May 2022, subject to confirmation in 2021.

Principles used in creating the IB Examination Schedule

1. It is not possible to take into account public, national or school holidays, or religious festivals because of the number of countries in which the IB Diploma Programme is offered.
2. Registration data has been used to ensure that the minimum number of candidates globally are impacted by subject timetable clashes.
3. Studies in language and literature and Language acquisition subjects are not scheduled on the same day so a candidate does not have to be examined in two different language subjects on the same day.
4. Where there are subjects with particular regional or cultural links we will endeavour to take these into account, for example Arabic literature/language examinations will not be scheduled on a Friday.
5. Almost all subjects are scheduled in an afternoon and morning pattern on consecutive days. This is to minimise the impact of absence on any given day, whilst maintaining continuity for candidates.
6. Subjects with the highest candidature are not scheduled consecutively and are spread as evenly as possible over 3 weeks to try and distribute the workload for candidates. Language examinations and science examinations are scheduled on each of the 3 weeks for the same reason.
7. Except for English, Spanish and French, Language A examinations are scheduled separately from Language B.
8. The examination period remains three weeks long. This is to maintain an acceptable balance between the number of conflicts in the schedule, the school overheads in running an examination schedule, the time available to teach, and the IB's responsibility to get the marking done on time to the required quality.

Rescheduling Policy

- Rescheduling of an exam for a candidate requires approval from IB.
- The criteria and the process for applying for a reschedule can be found in the Diploma Programme Assessment procedures (formerly Handbook of procedures)

Earning the IB Diploma

To earn the IB Diploma, students must show proficiency in six subject areas and demonstrate proficiency and completion of three other components, the Extended Essay, Theory of Knowledge, and Creativity, Activity, and Service.

In order for students to earn the IB Diploma, they must **earn a minimum of 24 out of 45 possible points** through "The Core", taking classes, and passing exams in each of the six subject groups. There are other specific requirements for the diploma, including how points are awarded and the minimum scores for various components.

The six subject groups are Language A (the student's primary language of study), Language B (the student's language acquisition), Individuals and Societies (typically Social Studies classes), the Sciences (both lab and non-lab sciences), Mathematics, and the Arts.

IB Diploma Programme Components and IB Scores Possible

Group 1: IB English A: 1-7
Group 2: IB Language B: 1-7
Group 3: IB Individuals and Societies 1-7
Group 4: IB Science   1-7
Group 5: IB Math   1-7
Group 6: IB Arts   1-7

> *At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.*

Theory of Knowledge (TOK) A-E
Extended Essay (EE) A-E

> *See the matrix below for how TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.*

Creativity-Activity-Service (CAS)

> *CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)*

Points and Conditions Necessary to Successfully Earn the IB Diploma

An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and the Extended Essay. (The student must not have any scores of "N" – meaning "no score awarded" – due to malpractice or failure to submit an assessment component.)

CAS requirements must be met.

Student must have a score of D or higher in both Theory of Knowledge and the Extended Essay (no E score).

A student must **earn at least 24 total points**. (45 total pts. possible – 42 from IB subjects + 3 from TOK/EE, see matrix below)

- The student must earn a total of **at least 12 points in HL subjects** (for candidates who register for four HL subjects, the three highest HL grades will count toward this total).
- Students who take 3 HL and 3 SL subjects must earn at least 9 points total in the SL classes.
- Students who take 4 HL and 2 SL subjects must earn at least 5 points total in the SL classes.

The student must earn a 2 or higher in all subjects (no scores of 1).

- There may be no more than two scores of 2, overall.
- There may be no more than three scores of 3 or lower, overall.

Key Reminders:
HL – "Higher Level"
SL – "Standard Level"

The Core: Theory of Knowledge and Extended Essay Points Matrix

The Theory of Knowledge assessment and the Extended Essay are given a letter grade, A-E, and then combined in this matrix to determine total possible points out of 3 for this component. A student cannot earn an E on either the ToK or EE.

TOK/ EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	Failing Condition
C	2	2	1	0	Failing Condition
D	2	1	0	0	Failing Condition
E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition