

# South Pointe High School

Class of 2018



## International Baccalaureate Handbook

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# The International Baccalaureate Diploma Programme

## Mission Statement

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The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging 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.

## Background

The International Baccalaureate Organization was founded in 1968 and is currently serving students in over 100 countries. There are three distinct programs; the Primary Years Programme, the Middle Years Programme, and the Diploma Programme.

The Diploma Programme is designed to offer challenging curriculum to students during their final two years of secondary education (11<sup>th</sup> and 12<sup>th</sup> grade). Students who complete the IB Diploma Programme are exposed to educational practices which emphasize critical thinking skills, internationalism, and other points of view. Universities world-wide recognize the rigor of the IB Diploma Programme as the type of work expected at the university level.

## Additional Program Aspects

- Students are challenged in six core areas during the final two years of high school, which demonstrates to universities their commitment to personal excellence.
- Students complete community service hours as an integral part of the program, reflect upon their service and analyze the impact community interaction has upon an individual.
- The Diploma Programme provides content which is not only locally significant, but is also globally significant. This combination allows students to explore and appreciate their own culture as well as other cultures.
- The Extended Essay provides students the chance to undertake independent research on a topic of their choice while providing a mentor and additional support structures to ensure they are accountable and have the tools to succeed.
- Universities recognize the **program** as one that has enabled students to acquire not only the academic content, but also the skills needed to be successful at the college level.

## IB Courses and Schedules At SPHS

Full IB Diploma candidate students are required to take three courses at the higher level (HL) and three courses at the standard level (SL). Students must also complete the Theory of Knowledge course, Extended Essay, and Creativity Action Service.

Group 1 – English A Literature

Group 2 – Spanish B or Spanish ab initio (for those with little to no prior experience in Spanish)

Group 3 – History of the Americas/20<sup>th</sup> Century Topics

Group 4 – Biology or Chemistry

Group 5 – Math Studies or Math SL

Group 6 – Psychology, Theatre or Visual Arts

***Note: In the junior year, SL courses earn HONORS GPA weight and HL courses earn IB GPA weight. In the senior year, all IB courses earn the IB GPA weight. Students receive ½ credit of HONORS GPA weight for the Theory of Knowledge course in the junior year and ½ credit of IB GPA weight in the senior year.***

South Pointe High School offers IB courses on an A/B schedule as a two-year program, meaning students attend each IB course every other day for two years. The total number of contact hours in each course is 270, more than the IB organization requires for HL courses (240 hours) and SL courses (150 hours). Each student will also have one elective outside the IB course framework each semester for a total of four in the junior and senior years.

Below is a sample IB student schedule:

|          | 1 <sup>st</sup> block               | 2 <sup>nd</sup> block | 3 <sup>rd</sup> block | 4 <sup>th</sup> block                                       |
|----------|-------------------------------------|-----------------------|-----------------------|---|
| A<br>DAY | IB English HL                       | IB Math<br>Studies SL | IB Spanish SL         | 1st semester<br>NON-IB elective<br>such as Marching<br>Band |
| B<br>DAY | IB History of<br>the Americas<br>HL | IB Biology SL         | IB Psychology<br>HL   | 2 <sup>nd</sup> semester<br>NON-IB elective<br>such as Art  |

# Theory of Knowledge (ToK)

This course is intended to stimulate critical reflection upon knowledge and experience acquired inside and outside the classroom. ToK challenges students to question the bases of knowledge, become aware of subjective and ideological biases, and develop and rationally present thoughts and ideas based on analysis of evidence. Theory of Knowledge links all of the coursework pursued in the International Baccalaureate Program at South Pointe High School. This course best typifies the IBO mission of developing “inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

Theory of Knowledge will meet approximately once per week for ninety minutes during both the junior and senior year. The final assessment for Theory of Knowledge students will occur in the senior year and include an essay chosen from six essay titles provided by the International Baccalaureate Organization, and a ten-minute presentation on a topic of their choice.

During the Theory of Knowledge class meetings, additional support is also provided to students as they transition into the Diploma program. Topics such as time management and study habits are addressed during this transition time. A small portion of the class serves as a time to touch base with the students and how they are managing and balancing the course work and the diploma requirements.

**Only students who are pursuing the International Baccalaureate Diploma are eligible to participate in this course. Therefore, course candidates cannot enroll in Theory of Knowledge.**

## The Extended Essay - full diploma

The extended essay is a research-based paper completed by each student during the junior year and revised during the senior year at South Pointe High School. Each student will choose a topic based on individual interests and will participate in a minimum of two extended essay workshops at Winthrop University. Students will also receive support from an assigned mentor. The paper has a maximum of 4000 words.

## Creativity, Action, Service - full diploma (CAS)

The Creativity, Action, Service component is a requirement of the International Baccalaureate Diploma Programme for all diploma students. Emphasis is on learning by participating in activities that have real consequences in everyday life and by reflecting on those experiences over time. This component allows students to extend and apply the knowledge they have acquired in the classroom to service activities for other people while improving the living conditions for a person or an entire community. The activities are those which students find intrinsically worthwhile and rewarding. Often times, these are activities that students are currently completing. Students are expected to complete activities distributed equally among creativity, action, and service over the course of the two-year IB Diploma Programme. Students may begin recording activities beginning in the summer prior to the junior year.

A written self-evaluation of personal performance is required from students for each activity. This encourages the development of critical thinking skills and enhances students' awareness of their individual strengths and weaknesses. The reports are reflective, not descriptive.

The following are examples of activities that are **inappropriate** for CAS:

- An activity for which the student is rewarded financially or in any material fashion
- An activity consisting of simple repetitive work
- All forms of duty, chore, or responsibility within the family
- Fund-raising attempts with no clearly defined purpose
- Any activity where there is no adult to evaluate and confirm student performance (the adult CANNOT be a relative of the student)

The student will maintain a spreadsheet (CAS LOG) totaling the number of CAS activities and identifying the specific category and area of service. Students will periodically update and submit the CAS log to the coordinator. In the spring of the senior year, students will complete a final summary form and a reflection log to be submitted to the IBO.

Students are also required to submit evidence of completed CAS activities. Example of evidence are: photographs of the student participating in the activity, a program from an event, a copy from a calendar that shows participation over time, a spreadsheet documenting the hours, a letter of thanks from an agency/person, a copy of a letter of thanks sent by the student to a particular agency/person, etc.

## Does This Count for CAS?

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences, and then reflecting on those experiences over time.

This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom.

*Taken from IB Diploma Programme Guide:  
Creativity, Action, Service*

These questions may help you decide whether or not an intended activity qualifies as CAS:

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

Students will find CAS opportunities posted in the Advanced Studies classroom (A230). CAS opportunities will also be discussed during small group meetings. If you are having any trouble finding activities, please contact Mrs. Runyans (CAS Coordinator) or Mrs. Hall (IB Coordinator).

# EARNING THE INTERNATIONAL BACCALAUREATE DIPLOMA

Taken from the IBO Regulations in the *Vade Mecum*

The IBO will award a grade between 1 (minimum) and 7 (maximum) points, based on both internal and external assessments, for each of the six subjects. For the central components of Theory of Knowledge, the Extended Essay, and CAS activities, there is a maximum of 3 points awarded by the IBO. Therefore, a combined total of 45 possible points are available for each candidate to earn.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).



## **Teachers**

Teachers in the International Baccalaureate Diploma Programme are trained at IBO approved workshops in their subject area. They are committed to working closely with one another, the IB coordinator, and students.

All IB teachers incorporate aspects of the Theory of Knowledge course into their subject and work with other IB teachers to integrate coursework and activities where appropriate. This level of cooperation among teachers ensures that students are able to make connections between courses and improve critical thinking skills.

Major assignments are coordinated using the Canvas learning management system to ensure that the workload for students is manageable. This calendar is monitored by teachers and the IB coordinator. Parents, students and teachers are able to access the website to check for test dates, essay and project timelines, and other major assignments in IB courses.

## **Curriculum**

Each student will receive a copy of the IBO standards and assessment requirements for each course. Students are expected to utilize this information to guide study, review, and preparation for course examinations and internal assessments. Due to the level and requirements of the course content, students may be presented with topics and/or reading material that may be non-traditional. Please note that teachers are trained to implement the content in a manner that allows students to utilize specific tools and skills to analyze, interpret, and further question the author's work. Students will be challenged and expected to interpret ideas, communicate effectively, and perform at higher critical levels of thinking.

Course curriculum and assessments are designed to prepare students for the final IBO examinations. Many assessments will take place over an extended period of time (portfolios in Math SL and lab work in the Sciences, for example) and will be used for grades in the courses at each stage of completion. It is imperative that students manage their time wisely to avoid falling behind in assignments.

## COLLEGE CREDIT

All public universities in the state of South Carolina are required to grant students college credit for a score of 4 or higher in any Higher Level IB course. Students will have the ability to choose which courses they wish to assess at the Higher Level. Since the courses are two-years, students scoring a 4 or higher in a Higher Level IB course typically receive 2 college credits (ex. Eng 101 and 102). International Baccalaureate courses are also recognized by out-of-state public and private universities. All students are advised to research the college credit awarded by their university of choice.

Students wishing to attend international universities and study abroad have the ability to do so with ease as the IB program and students' examinations scores are recognized and accepted world-wide.

## FEES

Examination fees are paid at the beginning of the senior year.

The state pays the majority of the subject examination fees for students.  
The district splits the remaining cost of registration with students.

All students sitting for an IB exam must pay a one time IB exam registration fee that will cover the cost of all enrolled IB courses (the fee is NOT per course). The current registration fee for **full diploma candidates** is \$105.00. The current registration fee for **course students** is \$135.00. (This fee is subject to change in response to any increase in examination fees determined by IBO.)

If circumstances prevent a student from taking exams after registering, the student's parents or guardians will be expected to reimburse the full registration fee to Rock Hill School District. There are no refunds given if a student does not take an exam.

Please contact Mrs. Hall if there are financial concerns.

[lhall@rhmail.org](mailto:lhall@rhmail.org)

803-980-2147

## IB HONOR AND ACADEMIC MISCONDUCT CODE

The IBO defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. South Pointe High extends this to include any assignments/activities in or related to the IB classroom. Academic misconduct includes the following:

**Plagiarism:** the representation of the ideas or work of another person as the candidate's own.

**Collusion:** supporting misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

**Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements.

Unfortunately, academic misconduct is a growing concern, especially with high achieving students. The IB faculty wants to take all possible steps to make sure this does not take place. This is one reason that many internal assessments are carried out in steps. This process allows the teacher to see that the student is working at each level and can discuss the work with the teacher along the way. If the teacher notes a drastic change in work after a part of the process/discussion, there is concern that misconduct may have taken place. Students are also required to turn in major papers electronically so that a plagiarism program may be used as an additional check.

There are penalties for academic misconduct. Those for IBO may be found in the Diploma Programme Regulations, available on the SPHS IB website. The penalties for South Pointe High can be found in the school handbook under cheating. The offense does become a part of the discipline record of the student. In addition, if a student is caught twice for academic misconduct, they will not be allowed to take the IB exam for the course in which the malpractice took place the second time. There will not be reimbursement of the exam fees.

Some other examples of behaviors that are forms of malpractice:

- ☐ Looking on someone else's paper during an assignment/test/quiz
- ☐ Cutting and pasting articles from the Internet
- ☐ Telling someone who has not taken a test/quiz that material
- ☐ Conferring with other students/adults on an assignment when the teacher has given instructions to work alone
- ☐ Writing notes in convenient places and referring to them on a test/quiz
- ☐ Sliding your paper in viewing range of another student during a test/quiz
- ☐ Working our signals/text messaging during a test/quiz
- ☐ Using translator programs instead of translating yourself
- ☐ Fabricating data for an assignment
- ☐ Printing or sharing homework, lab reports, or projects with a friend
- ☐ Using work for more than one class when it is not assigned as a joint assignment

These are just some examples. The basic rule is if in doubt, don't do it.

IB CHECKLIST - Return This Page to Mrs. Hall during the first week of school.

STUDENT NAME \_\_\_\_\_

IB COURSES ARE YEAR LONG COURSES. THE FINAL GRADE IS NOT DETERMINED UNTIL THE END OF THE YEAR. THEREFORE, WITHDRAWLS AT THE END OF FIRST SEMESTER ARE NOT ALLOWED. IF A STUDENT CHOOSES TO NOT ENROLL IN THE SECOND YEAR OF THE COURSE, THE STUDENT WILL RECEIVE HONORS WEIGHTING FOR THE JUNIOR YEAR COURSES.

IN ORDER TO RECEIVE THE ADDITIONAL GPA QUALITY POINTS, IB EXAMS MUST BE TAKEN AND ALL INTERNAL ASSESSMENTS MUST BE COMPLETED ON TIME.

STUDENTS/PARENTS SHARE THE COST OF THE IB EXAMS WITH THE ROCK HILL SCHOOL DISTRICT (approx. \$105 (full diploma) or \$135 (course) in the Senior Year)

DIPLOMA CANDIDATES MUST KEEP ACCURATE AND COMPLETE RECORDS OF THEIR CAS ACTIVITIES.

DIPLOMA CANDIDATES MUST ADHERE TO THE TIMELINE FOR WRITING THE EXTENDED ESSAY. (Established within the Junior Year)

THEORY OF KNOWLEDGE IS A PULL-OUT CLASS FOR DIPLOMA CANDIDATES. THEY WILL RECEIVE ½ UNIT OF CREDIT IN THE JUNIOR YEAR AND ½ UNIT OF CREDIT IN THE SENIOR. YEAR.

LET MRS. HALL KNOW OF ANY SPECIAL NEEDS OR ACCOMODATIONS

PLAGARISM ISSUES – PLEASE REFER TO THE IB HONOR AND MALPRACTICE CODE

I understand that my child has enrolled in the IB Program or in IB courses and he/she will remain in the course(s) for the current school year. I also understand that to earn the additional GPA quality points, the IB exam for that course must be taken. I have read and understand the information in the SPHS IB Handbook.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian E-mail Address

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student E-mail Address