2021-2022 GUIDEBOOK
PROGRAM OF STUDIES

Riverview High School
INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAM &

CAREER-RELATED PROGRAM

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INTERNATIONAL BACCALAUREATE GUIDEBOOK
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What is an IB Education?

The International Baccalaureate Diploma Program (IBDP) and the International Baccalaureate Career-related Program (IBCP) are rigorous pre-university courses of study, leading to exit examinations. The program meets the needs of highly motivated secondary school students. The IBDP and IBCP are the capstone programs in the IB continuum. In December 2018, there were 6,453 IB programs comprised of the Primary Years Program (PYP) for elementary age students, the Middle Years Program (MYP) for grades 6-10, the IB Diploma Program (IBDP) for grades 11-12 and the IB Career-Related Program for grades 11-12. These programs are being offered worldwide, across 4,964 K-12 schools in 153 countries. In the United States, there are 2,145 schools offering one or more IB Programs: 562 PYP, 650 MYP, 944 IBDP and 107 IBCP.

Riverview High School was accredited as an IB Diploma school in January 1999, and as an IB Career-Related school in 2014. The class of 2020 was comprised of 160 (135 IBDP, 25 IBCP) students, one of the nation's largest IB cohorts, representing our 19th graduating class. We are in our 20th year of administering exams. Over the years, we have consistently surpassed world averages for IB diploma holders with an average of almost 90% IB Diploma pass rate.

Serving as a school-within-a-school at Riverview High School, the IBDP and IBCP programs provide some 800 motivated students with an opportunity to pursue a rigorous, globally recognized university preparatory curriculum.

Broken down into pre-IB (grades 9 & 10) and IBDP or IBCP (grades 11& 12), this program stresses education of the "whole person". The course of study utilizes international standards, is based on an integrated curriculum with interconnected themes and concepts, stresses a global perspective, and provides for multiple forms of learning techniques and assessments. Given its high expectations, the IBDP and IBCP gives graduates the tools to soar, and it is highly sought by the most renowned colleges and universities.

The IBDP and IBCP enables students to pursue their own learning styles, strengths and challenges, based on their unique and shared patterns of values, knowledge and experience of the world and their place in it. Students can tailor their studies to fit their academic interests. Teachers serve as teammates planning and sequencing course offerings of the very best in contemporary high school studies.

In the IBDP curriculum students pursue rigorous coursework in six subject groups and the DP core, comprised of the Theory of Knowledge (TOK) course, creativity, activity, service (CAS) which is our service learning component, and the extended essay (a 3,000-4,000 word paper of original research chosen by the IBDP candidate).

In the IBCP program, students undertake a minimum of two IB Diploma Program courses, a core program consisting of four components with an emphasis on personal and professional skills and a career-related study. There are six career-related tracks in Riverview IB: Marine Science,

Engineering, International Business, Reserve Officer Training Corps (ROTC), Computer Science, music and Theater Arts.

For IBCP students, IBDP courses provide the theoretical underpinning and academic rigor of the program; the career-related study further supports the program's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

Promoting open communication based on understanding and respect, the IBDP and IBCP encourages students to become lifelong learners. An IB education is holistic in nature—it is concerned with the whole person and life preparation, going beyond intellectual development in academic success as evidenced by the required community service component. The 2021-2022 IBDP and IBCP seniors completed over 27,000 hours of community service. Along with cognitive development, the IB programs address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities.

International Baccalaureate Organization Mission Statement

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

To this end, the IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

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

Program Aims

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

Why Do It?

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

IB Goals

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

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

2) ***Developing*** **a proficiency** in the communication skills of reading, writing, speaking, and listening

3) **Developing a proficiency in the process** of calculating, problem solving, observing, measuring, and estimating

4) ***Developing a proficiency in the intellectual skills*** of analysis, synthesis, induction, deduction, critical, and aesthetic judgment

5) ***Developing the skills and attitudes*** which contribute to intelligent and productive participation in the economy as well as developing an appreciation for both unique and common characteristics of other individuals and cultures

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

- *Approaching* tasks creatively and imaginatively
- *Understanding* ideas and values through a study of the arts and involvement in artistic activities
- *Acquiring* knowledge, skills, and attitudes which contribute to lifelong learning
- *Assuming* responsibility for independent thinking, learning, and reasoned discourse
- *Acquire* and *exercise* competence and diligence in fulfilling obligations, self-management skills, as a member of the school and community and as a citizen of the state, nation, and world
- *Developing* and *maintaining* a respect for other people and learning to work cooperatively
- *Understanding* and *approaching* the role of humans in the balance of nature
- *Functioning* confidently and competently in a variety of environments

IB Leadership at Riverview High School

Responsibility of IB Coordinator

- The primary responsibility of coordinator is academic integrity.
- It is imperative that adequate facilities and resources be maintained for the delivery of the IB Diploma Program and the IB Career Program.
- The most sacred role of the coordinator is to support safety and oversee program compliance.
- The IB coordinator must work diligently to foster an Internal Assessment and External Assessment calendar that enhances coordination and success for all.
- In order to successfully articulate the IB DP, it is necessary that a master schedule schema be provided that guarantees the minimum amount of SL and HL hours, respects CAS, TOK, and EE requirements, and allows for common planning.
- IB administration should recruit, support, and retain IB staff, committed to the mission of the IB Diploma program and who live the IB learner profile.

Responsibility of IB Pedagogical Team

- The primary responsibility of Pedagogical Team is to insure comprehensive curricular development and implementation (concurrency, ATL, Constructivist pedagogy).
- Provides access to professional development through IB endorsed training and on-site collaborative training to maintain successful delivery of the IB Diploma Program.
- To help guide students in the Florida Pre-IB, IB DP, and CP on course progression.
- Help guide and foster an Internal Assessment and External Assessment calendar that enhances coordination and success for all.
- Work with curriculum administrator and IB administrator on scheduling SL and HL courses, respects CAS, TOK, and EE requirements, and, allows for common planning.
- Supports and guides the advisory nature of the IB Parent Organization.
- Maintains and updates Academic Honesty Policy, Language Policy, Assessment Policy, and Inclusion Policy.
- Design and implements Core Pull-outs for grades 9 through 12.
- Assess and updates diploma program efforts in developing international-mindedness

Approaches to Teaching and Learning in IB

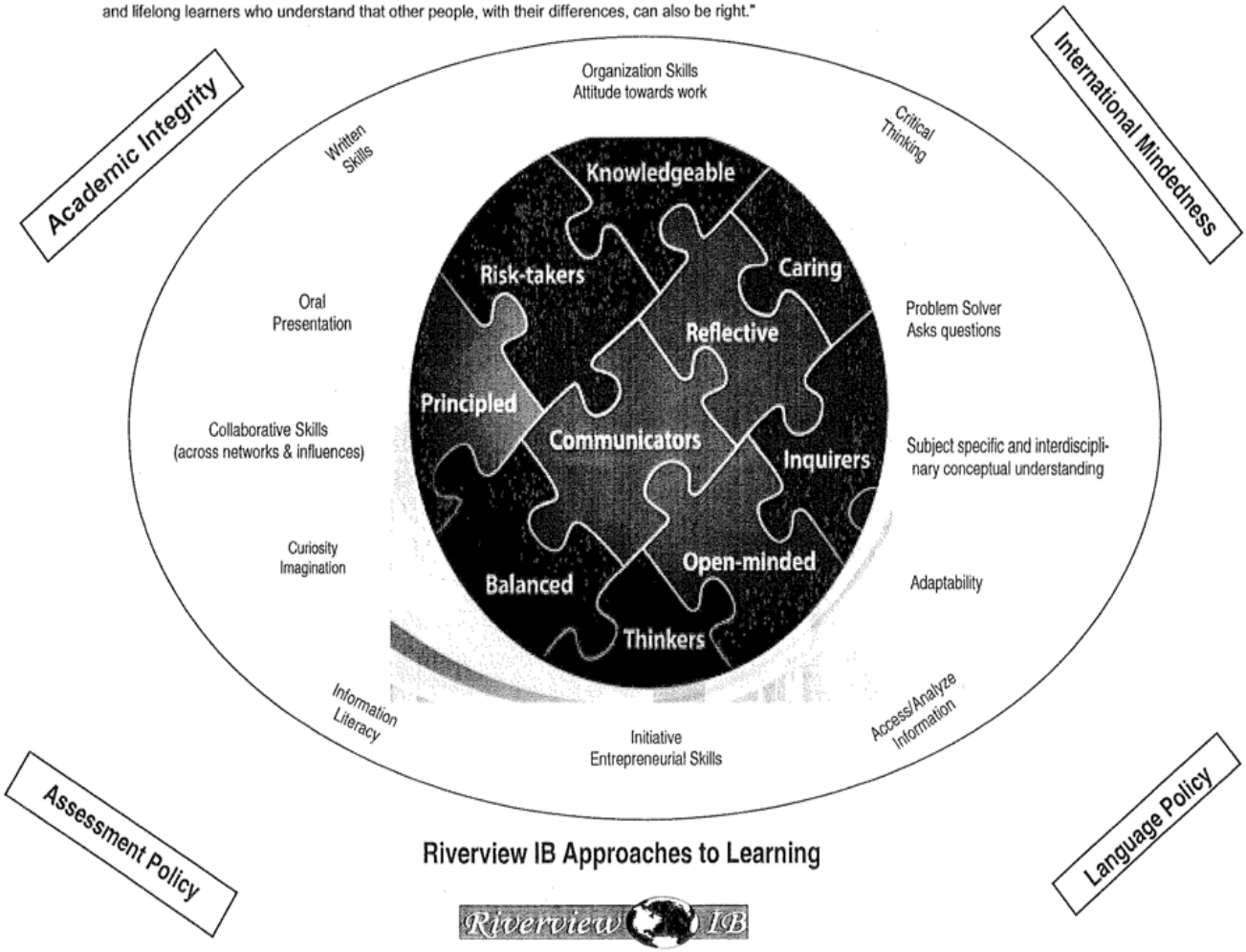
Teaching/Learning: Based on a Constructivist philosophy of education, the IB program strives to develop well-rounded learners. The holistic, education goals are best summarized in the teaching principles and learning skills, listed below. Everyone in the program is committed to these guiding principles.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

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

Learning Skills:
Thinking Skills
Communication Skills
Social Skills
Self-management Skills
Research Skills

Approaches to teaching and learning

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."



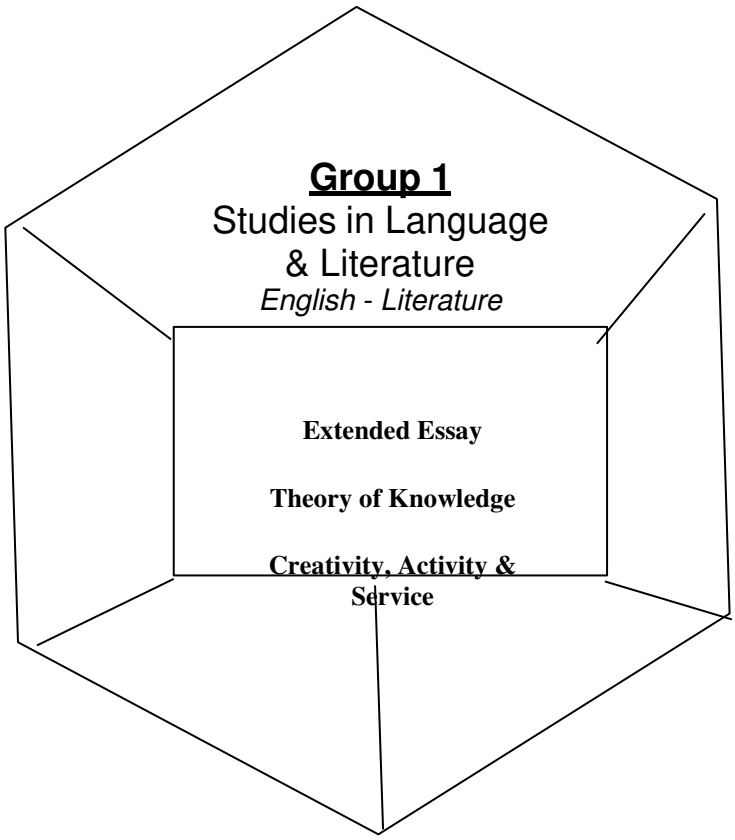
Riverview IB Approaches to Learning

IB Program Overview: <u>The IB 'Hexagon'</u>

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

<u>Group 2</u>
Language Acquisition
German, Spanish

<u>Group 3</u>
Individuals and Societies
Business & Mgmt., Economics, History of the Americas, World Religions, Psychology, Global Politics



<u>Group 4</u>
Experimental Sciences
Biology, Chemistry, Marine Science Environmental Systems & Societies Astronomy

<u>Group 5</u>
Mathematics
Math HL Analysis, Math SL Analysis, Math HL Applications, Math SL Applications

<u>Group 6</u>
The Arts and Electives
Dance, Film Studies, Theater Arts, Music, Visual Arts
or
A second subject from Groups 2-4

The Six Academic Subjects

These are studied concurrently. Students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. At least three exams and not more than four are taken at higher level (HL), the others at standard level (SL); HL courses represent a recommended minimum of 240 teaching hours, SL courses cover 150 hours. Therefore, based on the requirements, students are expected to maintain attendance and avoid missing more than 3 days of school in every quarter. Time lost in HL classes will to be made up during Saturday School sessions.

Students are, thus, able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn an additional language and the natural linguist becomes familiar with laboratory procedures. Problem-solving, critical thinking, active citizenship and global perspectives are encouraged in each area of the curriculum. The subjects' curricula are continually reviewed, revised, and, updated to meet contemporary needs.

The Central Elements

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

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

Creativity, Activity and Service (CAS)
CAS is a fundamental part of the Diploma Program curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Over the two years, (11 & 12) students are urged to complete extracurricular activities evenly distributed among the components of creativity, action, and service. The emphasis is on the commitment of the experiences and the attainment of eight outcomes. As part of Pre-IB, students are asked to engage in 100 service hours. This Riverview IB Program recommendation also addresses the school district/state requirements for community service required for high school scholarship.

IB Curriculum and Examination

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

1. Studies in Language and Literature

2. Language Acquisition (second language)
   a. German
   b. Spanish

3. Individuals and Societies (Choose ONE of the following options)
   a. Business & Mgmt.
   b. Economics
   c. History of the Americas (HL)
   d. World Religions (SL)
   e. Psychology (HL)

4. Experimental Sciences (Choose ONE of the following options)
   a. Biology
   b. Chemistry
   c. Environmental Systems & Societies SL*
   d. Marine Science SL
   e. Astronomy SL

5. Mathematics (One will be decided based on pre-requisites and performance)
   a. Math HL Analysis
   b. Math SL Analysis
   c. Math HL Applications
   d. Math SL Analysis

6. One of the following options for the Sixth Subject:
   a. IB Dance HL
   b. IB Film Studies HL
   c. IB Music
   d. IB Visual Arts
   f. IB Theater Arts
   g. Second Language Acquisition h.
   Second Experimental Science
   i. Second Individuals and Societies

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

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

1. Complete a substantial piece of independent research and must submit an extended essay of approximately 4,000 words.
2. Follow a common course in the Theory of Knowledge (TOK). (grades 11/12)
3. Engage in forms of community service activities – creativity, activity and service (CAS). This work is recorded, reflected, and documented on a report issued with the diploma.

C. Candidates will “sit” for exams in all six subject areas by the end of their senior year. An

"anticipated" candidate for the diploma (11th grade) may only take two standard level (SL) exams in his/her junior year. The student must have completed the required number of hours in class and required course work. In certain situations, Riverview

offers SL exams for juniors in Business & Mgmt., Economics, Environmental Systems & Societies, W. Religions, Math Studies, and, I.T.G.S. With program approval, a junior may also be able to "test out" in Group 2.

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

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

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

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

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

Classification of Riverview IB students

Florida Preparatory IB Student – (FL Pre-IB or FL PIB) – grades 9 & 10 students whose intent is to continue into the IB Diploma Program or IB Career-related Program. (Admissions procedures apply to move from FL pre-IB to IB (DP or CP).)

IB Diploma or Career Candidates – Grade 12 students who are preparing to sit for May Examinations to earn the IB Diploma or certification

IB Diploma Candidate -- Grade 11 students who are preparing to sit for May Examinations of senior year, to earn the IB Diploma

IB Diploma Course Students – Grade 12 students, who through academic achievement and approaches to learning in Grade 10 and 11 are accepted to study IB courses. They are preparing to sit for May Examinations to earn certificates. (*In some instances, Grade 11 students can be accepted as IB Diploma Students, due to of academic achievement, approaches to learning, or other considerations. They will study IB courses for two years, then sit for exams, in order to earn certificates.)

IB Career-related Program Students – Riverview offers the IB Career Program. In short, besides career studies (Engineering, International Business, Computer Science, Leadership (ROTC), Marine Science & Theater Arts) students pursue at least two IB courses. It should be noted that there are students who are studying Pre-IB who plan on continuing into IB Career Program, as well as a first and second year cohorts, grades 11 & 12.

For further information, contact: Amy.Earl@sarasotacountyschools.net (IBCP)
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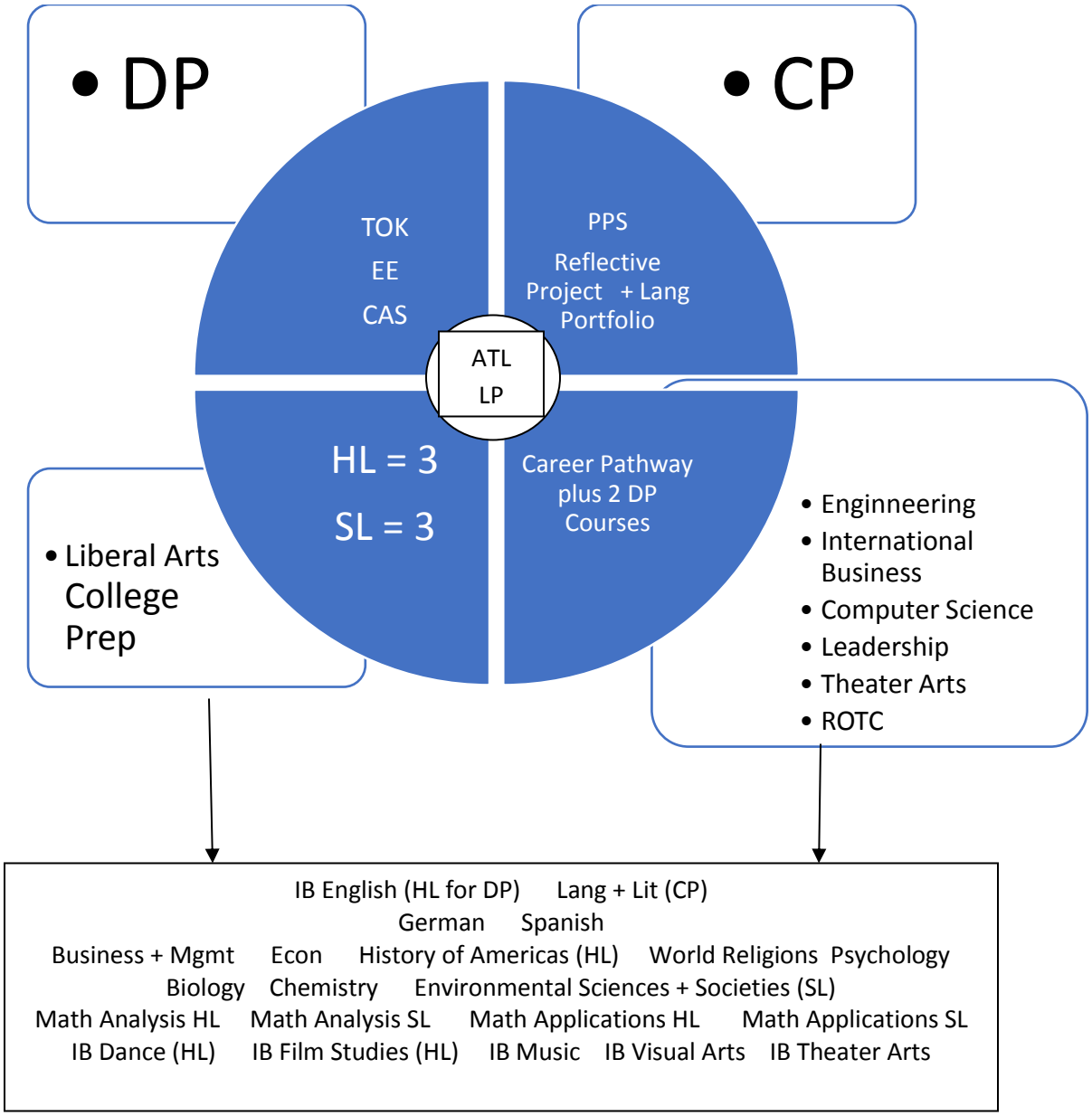
Flow Chart for Diploma and Career Pathways



Marking of Examinations

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

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

1 = very poor	4 = satisfactory	
2 = poor	5 = good	
3 = mediocre	6 = very good	7 = excellent

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

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

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

1) Complete the Theory of Knowledge course. TOK is a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

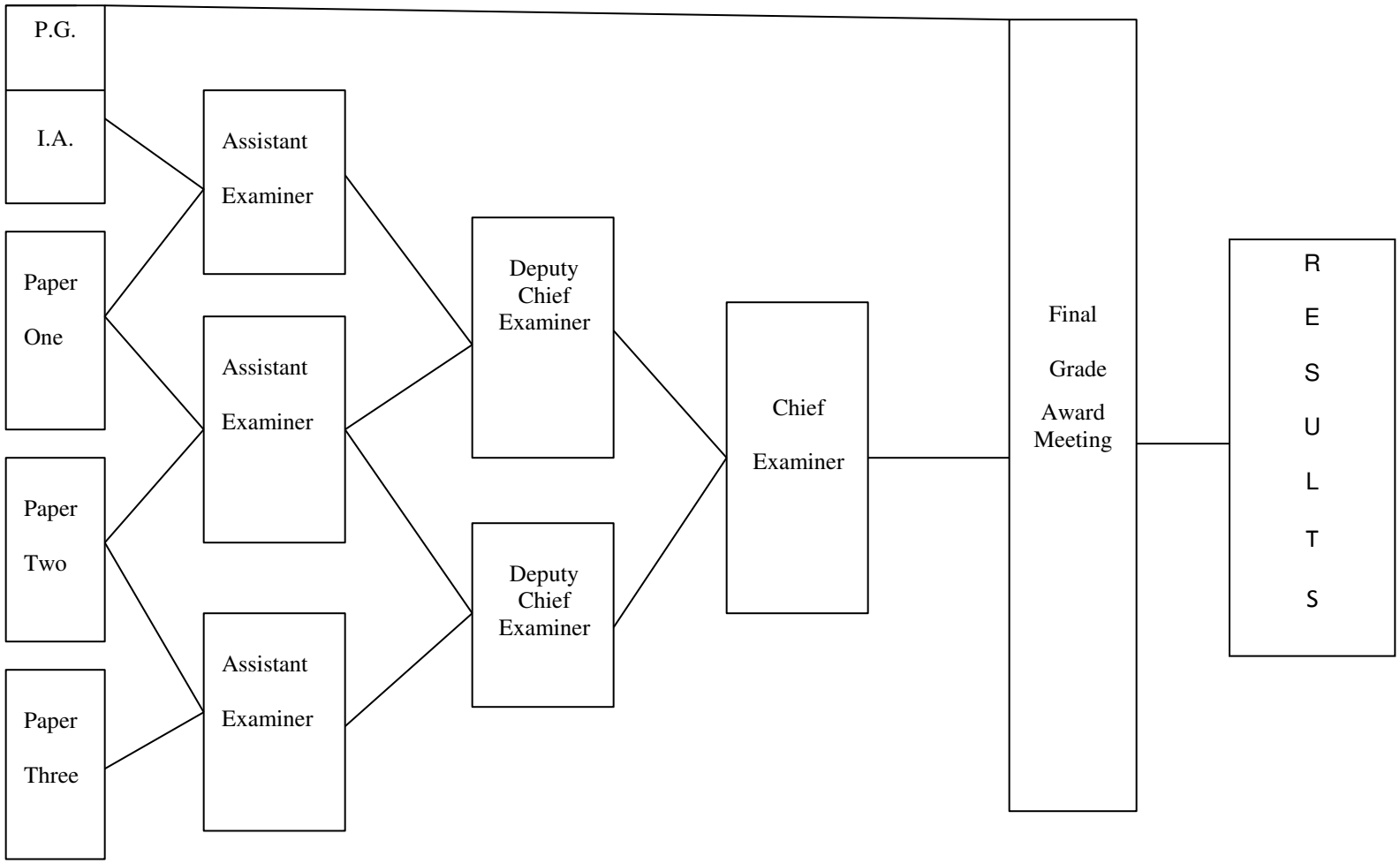
- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

2) Write an original 4,000 word Extended Essay based on a research topic related to the curriculum.

3) Complete eight outcomes of volunteer activity known as CAS (Creativity, Activity, Service).

FROM EXAMINATIONS TO RESULTS



"Awarding" of the Diploma

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

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

"Failing" Conditions

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

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

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

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

Program Policies

Riverview High School IB Assessment Policy

Overview

"The aim of assessment is to help students learn and teachers teach."

A student's successful completion of the International Baccalaureate program depends on successful performance on a comprehensive series of criterion-based examinations and assessments. In such assessments, the work of students is evaluated in relation to pre-established criteria rather than assessed in comparison to the performance of other students or based on students' apparent effort.

Effective assessment will measure a student's ability to demonstrate the following: knowledge, understanding, recollection, application, analysis, and, synthesis.

OverarchingGoals:

- The assessment policy is to honor and respect varied and diverse learning styles.
- The general aims of the policy are to master those facts and concepts that are essential for learning and to foster and expand student learning opportunities.
- In addition, the policy strives to uphold the mission of IB, and its subject areas' aims and objectives.
- It is also our hope that all assessment is related to the demonstration of skills and knowledge that are critical to post-secondary school success and life-long learning.
- Finally, the ongoing objective of the assessment policy, as a living document, is to raise dialog and program standards as to the inherent inter-connectedness of teaching-learning-assessment.

Why are students assessed?

a. Purpose

- For the teacher and the student to plan: future exams;
- For students to demonstrate their proficiency in the subject;
- For students to demonstrate learning in multiple ways;
- For the teacher to provide feedback to students;
- To engage learners in self-reflection and analysis of their own learning;
- To provide goal-setting for both students and teachers;
- For students to demonstrate application and synthesis of key concepts within IB curricula;
- To inform parents of program procedures and policies in the RHS IB Program.

b. Principles

- Students have and understand the criteria upon which they are assessed;
- Assessment should account for a variety of learning styles by using a variety of assessment tools and strategies;

Assessment should be criteria-referenced, i.e. students are assessed against a pre-established criterion, as well as formative assessment strategies designed by the teacher to assist them in reaching their individual potential;

Assessment should measure what students know, understand and can apply;

Different assessment tasks will be weighted according to complexity, length, and relative importance;

At the end of each reporting period, semester and final grades should reflect the level most consistently achieved by the student.

What is assessed?

- Content Objectives (knowledge acquisition)
- Skill Mastery
- IB Criteria & Standards

Types of Assessment:

- Performance Based
- Formative
- Summative

Examples of Performance Based Assessment:

- Internal Assessments (IA's)
- Oral Presentations
- Digital Portfolios
- Collaborative Work (Group)

Examples of Formative Assessment:

- Quizzes
- Critiques
- Peer Evaluations
- Varied Writing Styles
- Portfolios

Examples of Summative Assessment:

- IB Criteria/Mock Exams
- Mid-Term/Final Exams
- Formal Orals
- Labs
- Curatorial Exhibitions/Process Portfolios
- Multidisciplinary Projects/Comparative Studies
- Subject Area Investigations

How is assessment reported?

- Fact Sheets
- Syllabus
- Crosspointe/ManageBac/Blackboard Learn
- Teacher Reflections

- Student's Self-Reflections
- Professional Development Presentations
- Collaborative Planning

When are assessments conducted?

Formative – Throughout the quarter, semester & year, based on concept conclusion

Summative – Mid Year & Final Grades; March through May (IB assessments)

Responsibility of Students

- The primary responsibility of students is academic integrity.
- Students must value time-in-learning and adhere to school attendance procedures. This demonstrates a commitment to others, a value for the educational process, and, a belief in IB's standards and practices.
- Another segment of ownership is self-assessment or reflection. A student must develop and demonstrate the capacity to look at oneself constructively, critically, and, honestly and be open to growth and change.
- Taking responsibility for what is expected, meeting deadlines, and overcoming inevitable adversity is a strength demanded of IB students within Riverview's Assessment Policy.

Responsibility of Teachers

- Riverview IB teachers are expected to replicate IB style, format, and language wherever and whenever possible. Approaches to teaching and learning must be the guiding mantra for addressing the educational goals.
- Rigor, in its purest sense, denotes a myriad of assessment styles. This is congruent with the delivery of lessons in multiple teaching styles for the benefit of our students' multiple learning styles.
- Communication around expectations and grades is a vital part of assessment success. As such, communication should be in diversified formats, consistently and timely delivered to both student, as individual, and parent, as home.
- Data is measurement of teacher and student success. This information should drive the decisions around teaching content and teaching format. We should seek to collect both formative, as well as summative, data. Following the IB philosophy, data should attempt to measure student growth and skill achievement. It should further seek to be constructive in nature, rewarding knowledge and approaches to problem-solving.

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

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

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

Responsibility of Parents

- To stay actively involved in their son's/daughter's education by framing their role as one of 'collaborator' with the educational professionals. Attend any mandatory IB Parent Meetings.
- To appreciate and accept the mission of the IBO including the intrinsic nature of the learner profile.
- To remain updated via Gradebook, Blackboard Learn, ManageBac and www.riverviewib.com
- To review the Riverview IB Guidebook yearly, sign the Honor Code, and be cognizant of the Academic Guidelines.
- As time and commitments permit, to be actively involved in building and sustaining the RHS IB Community.

Grading Scale

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

IB – Internal & External Assessment

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

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

- A master calendar of IA marks, and other significant papers and assignments must be created and adhered to, in order to respect student stress and assist in overall achievement.

A Student's Responsibility for Learning:

- An IB calendar is provided for every student at the start of each semester. This calendar lists the major assessments due for both quarters, including projects, investigations, labs, reports, portfolios, and internal assessments. These assignments are long-term in nature. As such, they each have a DUE DATE. Students are urged to complete and submit their work prior to the deadline, due date. However, should a student be absent from school on the DUE DATE, the assignment still needs to be submitted to the IB Office by 7:30 a.m. on that day. (It is up to the individual teacher as to whether any late work will be accepted, as well as to the conditions/penalties that may exist.) (See Fact Sheets, distributed by every teacher for each course.)

Program Requirements

Admissions Commitment

Admission into the IB Program constitutes a commitment by a student to work as diligently as possible, with the goal of attaining the IB Diploma or an IB Career-Related Diploma. If, for some reason, a student wishes to transfer out of the IB Program, he/she agrees to do this at the end of the academic year. If this is not possible, a student will transfer at the semester. As students move from the FL Pre-IB to the IB Program, the commitment must be taken most seriously. As such, it is understood that grade 11 IB students must remain in the program for at least one year. Students who are in good standing and with at least a 'B' final grade average may be eligible to complete specific subject areas as IB Diploma Students (formerly Certificate Candidates).

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

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

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

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

Prescribed Reading

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

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

Summer Assignments

- Summer assignments are posted on the Riverview IB website. By School Board Policy, these assignments cannot be mandatory, as such. However, inherent within the IB philosophy, it is expected that students will complete these assignments in order to enhance their own educational growth, as well as to position themselves to be better versed in the upcoming school year. Students will be given the opportunity to demonstrate completion of these assignments. Each teacher will devise 'extra credit' options. These must be completed within 10 days of the start of the school year.

Progress Reports:

- It is required that every teacher post Progress and Final Report grades.
- Every IB family is required to check student grades on a weekly basis.

Employability Grades Include:

Attending school regularly
Participating in classwork/discussions
Engaging in meaningful school/classroom activities
Respecting peers and faculty
Helping to maintain a healthy, respectful, and engaging environment

IBDP Course Progression 2021-2022

Subject Area	Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Group 1 Language & Literature	FL PIB English I	English II Honors	IB English 3 HL	IB English 4 HL
Group 2 Language Acquisition	FL PIB Spanish I	FL PIB Spanish II	IB Spanish IV (*Spanish may test at SL per approval)	IB Spanish V
	FL PIB Spanish II	FL PIB Spanish III	IB Spanish IV	IB Spanish V
	FL PIB Spanish III	AP Spanish	IB Spanish Language & Literature	IB Spanish Language & Literature
	FL PIB German I	FL PIB German II	IB German III	IB German IV
Group 3 Individuals & Societies	World History AP or Honors	AP Human Geography	AP US History HL (HOA)	History of Americas HL
			IB Economics I	Economics II (SL or HL)
			IB Business Management	IB Business Management (SL or HL)
			IB World Religions (1 year SL)	IB World Religions (1 year SL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (1 year SL)
			AP Psychology	IB Psychology (HL)
			IB Global Politics (I year SL)	IB Global Politics (I year SL)
Group 4 Experimental Science	FL Pre IB Biology	FL Pre-IB Chemistry	IB Biology II or AP Biology	IB Biology III (SL or HL)
			IB Chemistry or AP Chemistry	IB Chemistry III (SL or HL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (1 year SL)
			IB Marine Science (1 year SL) Astronomy (1 year SL)	IB Marine Science (1 year SL)
Group 5 Mathematics	Algebra 1	Geometry and Algebra 2	IB Math Analysis (SL)	IB Math Analysis (SL)
	Geometry	Algebra 2 (Honors)	Math Applications SL 1	Math Applications SL 2
	Geometry Honors AND Algebra 2 H (HL)	IB Pre Caculus / Trig (HL)	BC Calculus	IB Math Analysis (HL) AP Statistics (Optional)
	Algebra 2 Honors	AP Statistics	Math Applications HL 1	Math Applications HL 2
Group 6 The Arts			Art, Dance HL, Film HL, Music, Theater, or additional Group 2, 3 or Group 4	Art, Dance HL, Film HL, Music, Theater, or additional Group 2, 3 or Group 4
Central Elements			Theory of Knowledge (TOK)	Theory of Knowledge (TOK)
Additional IB Diploma Requirements		100 Community Service hrs Bright Futures	Creativity Action and Service (CAS); Extended Essay	Creativity Action and Service (CAS); Extended Essay

FL PRE-IB/IB COURSE SCHEDULE ABOVE SUBJECT TO CHANGE.
Every course registration is subject to approval of the IB Coordinator. Registration in AP/IB courses does not guarantee sitting for the exam. All exam registrations are subject to approval by the IB Coordinator.

IBCP Course Progression 2021-2022
Students select a minimum of two DP Course Pathways*
Group 1 Required*

Subject Area	Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Group 1 Language & Literature	FL PIB English I	English II Honors	IB English 3 HL	IB English 4 HL
Group 2 Language Acquisition *	FL PIB Spanish I	FL PIB Spanish II	IB Spanish IV (*Spanish may test at SL per approval)	IB Spanish V
	FL PIB Spanish II	FL PIB Spanish III	IB Spanish IV	IB Spanish V
	FL PIB Spanish III	AP Spanish	IB Spanish Language & Literature	IB Spanish Language & Literature
	FL PIB German I	FL PIB German II	IB German III	IB German IV
Group 3 Individuals & Societies*	World History AP or Honors	AP Human Geography	AP US History HL (HOA)	History of Americas HL
			IB Economics I	Economics II (SL or HL)
			IB Business Management	IB Business Management (SL or HL)
			IB World Religions (1 year SL)	IB World Religions (1 year SL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (1 year SL)
			AP Psychology	IB Psychology (HL)
			IB Global Politics (I year SL)	IB Global Politics (I year SL)
Group 4 * Experimental Science	FL Pre IB Biology	FL Pre-IB Chemistry	IB Biology II or AP Biology	IB Biology III (SL or HL)
			IB Chemistry or AP Chemistry	IB Chemistry III (SL or HL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (1 year SL)
			IB Marine Science (1 year SL)	IB Marine Science (1 year SL)
Group 5* Mathematics	Algebra 1	Geometry and Algebra 2	IB Math Analysis (SL)	IB Math Analysis (SL)
	Geometry	Algebra 2 (Honors)	Math Applications SL 1	Math Applications SL 2
	Geometry Honors AND Algebra 2 H (HL)	IB Pre Caculus / Trig (HL)	BC Calculus	IB Math Analysis (HL) AP Statistics (Optional)
	Algebra 2 Honors	AP Statistics	Math Applications HL 1	Math Applications HL 2
Group 6* The Arts			Art, Dance HL, Film HL, Music, Theater, or additional Group 2, 3 or Group 4	Art, Dance HL, Film HL, Music, Theater, or additional Group 2, 3 or Group 4
Central Elements			Personal/Professional Skills	Personal Professional Skills
Additional IB Diploma Requirements		100 Community Service	Reflective Project Language Development	Reflective Project
CP Pathways Engineering	Intro to Engineering Design	Principles of Engineering	Civil Engineering & Architecture	Computer Integrated Manufacturing
Business	Introduction to Info Tech	Accounting Applications	International Business Sys	International Finance & Law

ROTC	Leadership and Training	Leadership and Training 2	Leadership and Training 3	Leadership and Training 4
Computer Programming	Digital Info Tech	Foundations of Programming	Object-Oriented Programming	Database Design/AP Computer Science
Theater	Acting 1	Acting 2	IB Theater Arts 1	IB Theater Arts 2
Marine Science	Biology	Marine Science 1	Marine Science 2	IB Marine/Stars to Starfish

FL PRE-IB/IB COURSE SCHEDULE ABOVE SUBJECT TO CHANGE.
Every course registration is subject to approval of the IB Coordinator. Registration in AP/IB courses does not guarantee sitting for the exam. All exam registrations are subject to approval by the IB Coordinator.

Good Standing:

A student is considered **not** to be in 'good standing' when the following Attendance Policy, Academic Guidelines and/or Honor Code have been compromised in any fashion.

IB Attendance Policy

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

- All absences from school will be treated the same – E, U, P, etc..
- At semester (December break), any missed classes over **9** will be rectified by Saturday Study Sessions (1 hour per missed class). (Alternative days, such as Professional Day(s) may be substituted.)
- Time during the Study Sessions will be used productively by covering essential studies.
- On approximately April 1 (3'rd quarter report card), any missed classes over **12**) will be rectified by Saturday Study Sessions (same format as above).

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

Juniors who are registered to take 1-yr. SL exams run the risk of being withdrawn from the exam, if, at any time prior to the exam, accumulated absences are more than 10 and Study Sessions are not adequately attended.

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

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

Riverview Preparatory IB Academic Guidelines 2021-2022

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

***'Good Standing': At the end of the student's 10th grade year (Preparatory IB) the student must maintain academic eligibility to enter the IBDP program. The IB leadership will also review any attendance and behavior issues as well as problematic approaches to learning as part of the eligibility process. Students looking to move into the IBCP program will complete an additional online application to ensure eligibility utilizing the same guidelines listed above.**

Riverview IB Diploma Program Academic Guidelines 2021-2022

Riverview IB	Requirements	Consequences
11th Grade Year 1 – IB	***First Semester:*** the Anticipated Candidate must have an ***unweighted*** 2.75 GPA for junior year; no more than one D and ***no F's.***	The student may be requested to leave the program.
The Central Elements: CAS*, TOK, EE *Although successful completion of CAS is really not measured in hours, using this as a guideline will help ensure that the student will meet the seven learning outcomes, as well as maintaining the required CAS ManageBac portfolio.	**First Semester:** ***(CAS)*** the student must have completed the Planning Essay and documentation of the equivalent of 25 hours, with a minimum of 10 reflections.	The student may be requested to leave the program.
	First Semester: the Anticipated Candidate must have an ***unweighted*** 2.75 GPA for junior year; no more than one D and ***no F's.***	Any Anticipated Candidate with more than one D and/or any F's at the end of junior year or does not meet the Year One GPA requirement will be transitioned from the program.
	2nd Semester: ***(CAS)*** the student must have completed the 'Mid-Point Reflection', and documentation of the equivalent of 75 hours, with 20 reflections; **(TOK)** the student must have successfully completed the 'Oral Presentation' requirement; **(EE)** the student must have successfully submitted an extended essay proposal.	Any student who does not meet the Year One 'Central Elements' requirement will be transitioned from the program.

Riverview IB Diploma Program Academic Guidelines 2021-2022

Riverview IB	Requirements	Consequences
12th Grade Year 2 IB **The Central Elements: CAS, TOK, EE**	***EE***: the student must submit a completed Extended Essay before the start of Grade 12 classes.	Any student who does not meet the EE requirement will be transitioned from the program.
	First semester: the Diploma Candidate must have an unweighted GPA of 2.75 for senior year, no more than 1 D and no F's. **CAS by Winter Recess,** the student must have completed documentation of the equivalent of 125 hours with 30 reflections; **April 1: (CAS)** all reflections, supervisor forms, documented hours and essay must be **submitted and approved**. Equivalent of 150 hours with 40 reflections.	The student will be removed as a Diploma Candidate or a Diploma Student and will need to be transitioned to a traditional High School diploma track.

RIVERVIEW IB HONOR CODE

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

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

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

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

Both IB and RHS will treat cheating as a very serious matter. Teachers have the option of dealing with first time violations of the Honor Code on their own or by submitting an *Event and Discipline Report* to administration. Teachers who deal with first time violations of the Honor Code on their own will notify administration via email and a letter indicating the violation will be placed in the student file. In the event of additional violations or when an *Event and Discipline Report* is submitted, an IB Honor Council consisting of the Principal, IB Assistant Principal, IB Coordinator, a counselor and at least 1 faculty members will convene to decide upon disciplinary action. In addition to receiving disciplinary action, any IB student who is found to have breached the IB Honor Code will be a candidate for exit from IB. Out of district students will be required to return to their districted school if removed from the IB program. If a student has been found in violation of the Honor Code, he or she will not be recommended for the National Honor Society or any of the other honor societies. If the student is already a member, the sponsor of the organization will be notified. In addition, letters of recommendation to colleges may be withheld and a student must notify colleges of the infraction.

Finally, a violation of the IB Honor Code signifies that a student is not in ‘good standing’ within the IBO.

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

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

CAS
(See RHS CAS Guidebook for In-Depth Information)

NATURE OF CREATIVITY, ACTIVITY, SERVICE

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

Peterson (2003)

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

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

Creativity: exploring and extending ideas leading to an original or interpretive product or performance

Activity: physical exertion contributing to a healthy lifestyle

Service: collaborative and reciprocal engagement with the community in response to an authentic need

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

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

In order for an activity to be considered CAS-worthy, it must involve learning and it must include ALL FOUR of these criteria:
• fit within one or more of the CAS strands
• be based on a personal interest, skill, talent or opportunity for growth
• provide opportunities to develop the attributes of the IB learner profile
• not be used or included in the student's Diploma course requirement

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

CAS Graduation Requirements

- Each IB student will use personal resources as well as IB CAS guidelines and materials to generate a series of CAS activities. ManageBac is the portal used to record activities, reflections, and advisor/supervisor comments. Advisors will keep you informed about approved deadlines. You may NOT earn CAS hours during school hours or for time you are paid. **The CAS experiences and overall commitment are the important fibers of this requirement, not the hours. Reflective documentation: journals, blogs, essays, pictures, videos, and other evidence are used for assessment components**.

- Examples of some pre-approved projects are: beach or school cleanup, nursing homes, hospitals, churches, Habitat for Humanity, local civic organizations, Arts and Humanities organizations, Teen Court, and nonprofit agencies. Ask questions before you do a project.

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

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

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

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

Outcome 1: Identify their own strengths and develop areas for growth
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process
A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

Outcome 3: Demonstrate how to initiate and plan a CAS experience
Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

Outcome 4: Show commitment to and perseverance in CAS experience
Students demonstrate regular involvement and active engagement in CAS.

Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively
Students are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Outcome 6: Demonstrate engagement with issues of global significance
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

Outcome 7: Recognize and consider the ethics of choices and actions
Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

The Profile of an IB Teacher

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

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

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

In addition, the clear majority of the teachers must also attend further workshops, some lasting 4 or 5 days. Since curriculum revision is ongoing in IB (5-7 years cycle of renewal), many teachers also attend special workshops to keep up to date with the changes that have taken place. The Florida League of International Baccalaureate Schools (FLIBS) also offers regular roundtable discussions, which our teachers attend. Thus, our teachers have the opportunity to attend local (Florida) workshops, as well as workshops held throughout North America.

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

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

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

With these qualities, a profile of the IB teacher emerges: a highly-competent, master-teacher –

one who is deeply versed in the subject area, dedicated to the ideals of IB, and remains a global thinker/learner. IB faculty stay committed and teach through the IB Learner Profile.

IB LEARNER PROFILE

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

In the Classroom Comparing the AP to the IB Program

ADVANCED PLACEMENT	INTERNATIONAL BACCALAUREATE
National standard of excellence	International standard of excellence
College level courses	Comprehensive curriculum of college level courses
Encourages academically talented students.	Encourages academically talented and highly motivated students
	COURSES AND EXAMS
Students generally take AP in areas of personal strength	Six exams in six areas are required for the IB Diploma
Students do not have to be enrolled in an authorized school. Exams are graded externally through a testing service.	Students must be enrolled in an authorized school
	Scores include teacher assessments, as well as external assessments constructed and graded by educators throughout the world.
	SCOPE
Exams based on specific course content	Exams based on broad general understanding of concepts and fundamental themes
Emphasis on multiple choice	Exams emphasize writing
Oral exams in foreign language	Oral assessments in both Languages A and B and other disciplines
Policies determined nationally	Policies determined internationally

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

1. **Whether AP courses are offered or not is determined by a host of factors, including, subject area, grade level, instructors' skills, students' abilities/approaches to learning, and/or, the specific five-year goals of Riverview's IB program.**

2. **When Pre-IB & IB students take an AP course within their IB course progression, it is required that all students sit for the AP Exam.**

3. **It is also a pre-requisite for IB students, grade 11, to achieve a '3' or above on the AP Exam in order to consider taking that subject area as a Higher Level (HL) senior year.**

4. **Students are not eligible to change any courses being studied in the IB Program after the initial five-class meetings, or equivalent.**

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

Admissions Commitment

Admission into the IB Program constitutes a commitment by a student to work as diligently as possible, with the goal of attaining the IB Diploma. If, for some reason, a student wishes to transfer out of the IB Program, he/she agrees to do this at the end of the academic year. If this is not possible, a student will transfer at the semester. As students move from the Pre-IB to the IB Program, the commitment must be taken most seriously. As such, it is understood that grade 11 IB students must remain in the program for at least one year. Students who complete grade 11 in *good standing and with at least a 'B' final grade average may be eligible to complete specific subject areas as IB Diploma Students (formerly Certificate Candidates).

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

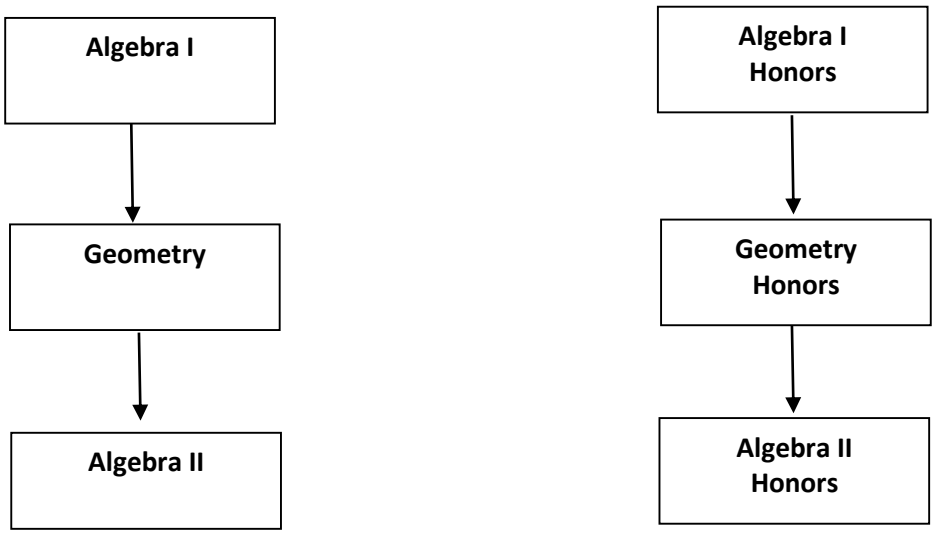
*'Good Standing': As dictated by the IB Organization, Riverview High School IB students **will not** be eligible to sit for IB Exams, grade 11 and 12, should attendance, behavioral, and/or Honor Code status indicate a Suspension at the time of the examinations.

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

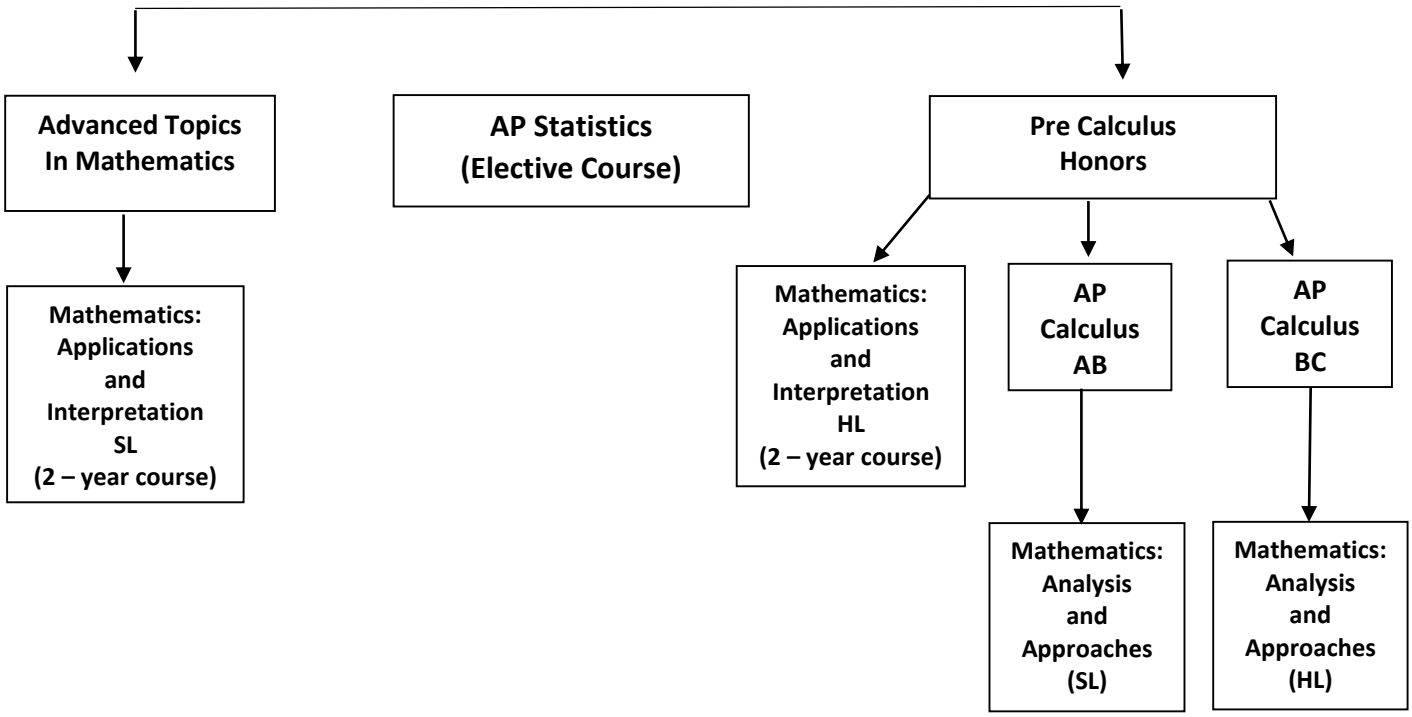
In addition, it should be noted that, if a student leaves the IB Program, he/she can't be guaranteed placement in AP, DE, or Honors level courses. Such placement is subject to course availability, as well as other procedures and policies of Riverview High School.

Riverview High School Mathematics

IB Offerings



If students complete the above courses by the end of their 10th grade year, then they will take **Mathematics: Applications and Interpretation SL**. If students have completed Algebra I, Geometry, and Algebra II by the end of their 9th grade year, then they will have the opportunity take the following courses.



IB MATH Recommendation Information

Students entering…..

Freshman Year: (Department Chair and sub- committee)

Freshmen who have taken Algebra I must take the Mathematics Placement test. Based on the results of the test, the student's past courses, and the student's plans for the future, we will place students in Algebra I, Geometry, Honors Geometry, Algebra II, or Honors Algebra II. Students who test high enough will be given the opportunity to take more than one math class.

Sophomore Year: (teachers of IB Freshmen)

Students still needing to complete Algebra II and/or Geometry will be placed by their current teacher.

If students have completed the requirements of Algebra I, Geometry, **and** Algebra II; they will have the opportunity:

To be placed in **Advanced Topics in Mathematics**:
From *Honors Algebra II* … Below 85%
From *Algebra II* … Below 90%

To be placed in **PreCalculus**:
From *Honors Algebra II* … 85% or Above
From *Algebra II* … 90% or Above

Junior Year: (teachers of IB Sophomores)

To be placed in **Mathematics: Applications and Interpretation (SL) (2-year program)**
Completed *Algebra I, Geometry, and Algebra II* by the end of their Sophomore year
Completed *Advanced Topics in Mathematics (Algebra I, Geometry, and Algebra II)* by the end of their Sophomore year

If students have successfully completed PreCalculus by the end of their Sophomore year; they will have the opportunity:

To be placed in **Mathematics: Applications and Interpretation (SL) (2-year program)**

To be placed in **Mathematics: Applications and Interpretation (HL) (2-year program)**
Signed teacher recommendation is needed

To be placed in **AP Calculus AB**:
From *Pre Calculus* … 82% – 92%

To be placed in **AP Calculus BC**:
From *PreCalculus* … 92% or Above

*** If students completed PreCalculus on-line; they will be placed in Mathematical Applications and Interpretations (SL). ***

Senior Year: (teachers of IB Juniors)

Students will finish the Group 5 requirements by completing an Internal Assessment and External Assessments in one of the following programs.*

To be placed in **Mathematics: Applications and Interpretation (SL or HL) (2-year program)**
Students must have taken the first year as a junior.

To be placed in **Mathematics: Analysis and Approaches (SL)**
From *AB Calculus* … All Students are Eligible
From *BC Calculus* … 1 or 2 on the AP Exam

To be placed in **Mathematics: Analysis and Approaches (HL)**
From *BC Calculus* … 3 or Higher on the AP Exam

Math Elective:

To take **AP Statistics** as an elective students must have completed Algebra II.
From *Honors Algebra II*…70% or above **and** a 4 or 5 on the FSA-Reading
From *Algebra II*…80% or above **and** a 4 or 5 on the FSA-Reading

**** When placing each student, teachers take into account a student's interest, attendance, current placement, academic maturity, grades, and work ethic. ****

Language Policy: Riverview IB Program

An important goal of Riverview High's IB Program is to prepare students to recognize themselves as influential members of a globally-interdependent world. The comprehension and communication of language play an essential role in achieving this goal. To this end, the IB program strives to increase students' language mastery, not only in English but also in at least one other World Language. With the exception of Spanish or German classes, Riverview IB students receive instruction in English in all courses. Students in the RHS IB program are required to earn a minimum of three credits in Language Acquisition; however, the majority of IB students complete four credits in Language Acquisition. More and more of our grade 11 IB students also take advantage of the *Ab Initio* option which provides two credits to students who complete two years of study in an additional World Language. ESOL courses are offered at RHS for a minority of non-native English-speaking IB students whose limited language proficiency requires remediation in the English language arts.

Several Advanced Placement courses that enhance students' language proficiency are available to IB students at Riverview High. Some of these include AP Spanish, AP Macroeconomics, AP US History, AP World History, AP Human Geography, AP Psychology, AP European History, AP Art Portfolio, AP Biology, AP Computer Sciences, etc… IB Theatre Arts is a course open to students who wish to explore drama through a multi-cultural curriculum; IB Film Studies is also taking a 'language & text' approach in its content. We believe that the content of this course will enable our students to get a genuine understanding of the foundations and evolution of languages.

It is clear to us that successful completion of the IB curriculum often involves the understandings and implications of the frequently 'unspoken' language of the various subject areas, i.e. Math, Experimental Science. To that end, it is critical for us to abide by a pyramid of interventions, which can diagnosis and assist at the earliest stages -- when language nuances and their comprehension are at issue. Tutorial services are imperative across all subject areas. Including continued ESOL services. We have begun a visionary and extensive out reach program to recruit, support and retain students receiving ESOL designation including a Case Management protocol as part our Excellence and Equity program at Riverview IB. It is our experience that quite frequently these students have been kept from programs like IB, solely because of language difficulties.

IB students also participate in many extracurricular activities that provide opportunities for practice and enhancement of communication skills. Spanish, German, and Italian Clubs, as well as the International Puppetry Initiative with Phillippi Shores PYP Elementary School, Spanish language tutoring made available to middle school and elementary school students by our IB students (via CAS), the Critical Minds Teen Gallery Hop for Young Artists, the RHS-IB/Ringling Museum Humanities Curriculum Project, German Honor Society, Spanish Honor Society, Speech and Debate Club, Drama Club, Co-Existence Club, school newspaper--the *Rampage*, and literary publication--*Literari* all provide opportunities for IB students to improve their language skills.

Finally, with the congruent philosophy behind teaching Group I and Group II changes in IB DP, it is clear to us that the challenges and opportunities of 'language' are also being tackled programmatically by IB. To that end, we here at RHS IB have merged our Language Policy Committee with additional teachers from Group I and Group II. Thus, there will now be an enhanced language preparation implications for IB Diploma success, within the new Group I requirements.

Language Policy -- Definitions:

Assumption -- Highly diverse cultural & linguistic backgrounds with students bringing to the learning situation one or several languages with varying levels of proficiency in each.

Language of instruction: Language that is used to deliver the curriculum within the school.

Additional language: Ideally, one that is in addition to the repertoire of languages that a learner brings to the learning situation. (Should not be completely new to the learner.)

Mother tongue: Language that is most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used at home.

First language: Language that the individual is most proficient in and may or may not be the first language learned.

English as an additional language: The English instruction that is given to assist the student in gaining sufficient English language proficiency to cope within the English-speaking school environment.

Inclusion Plan

Our vision is for every IB diploma program student to reach his/her full potential:

We believe in supporting, guiding and leading children in all aspects of their abilities so that they maximize their potential, regardless of age, sex, race, or disability.

Policy Goals:

The goals of this policy are:

- Adhere to national, state, and local laws regarding the special needs of students
- Ensure that the special needs of our IB students are identified early, assessed, and provided for
- Assist IB students in accessing all elements of the IB curriculum

International Baccalaureate Principles:

The following principles are taken directly from *Access and Inclusion policy* (IBO 2019).

All inclusive access arrangements authorized by the IB are based on the following principles.

Maintaining standards

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment. 1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it. Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases. No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated

in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

Confidentiality

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements. 1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possibl

Accommodations and Inclusive Assessment Arrangements:

As previously mentioned, an individual education plan (IEP) is developed for each student found eligible for services. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements. Accommodations and inclusive arrangements for a student with an IEP or a 504 plan within the RHS IB Program may include, but are not limited to:

Additional time
Specialized testing environment
Rest periods
Word processing
Assistance with practical work
Magnifying device
Noise buffer
Internal deadline extensions
Appropriate seating
Interpreter for hearing impaired
Colored overlay
Sound amplification device

Be advised that some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO. The Riverview IB coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.

The Riverview IB counselor is also responsible for requesting inclusive assessment arrangements. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.

The Riverview IB counselor will work together with parents/guardians, students, the IB pedagogical leadership team, coordinator, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP or 504 plan.

Adverse or unforeseen circumstances do not fall under the tenants of this inclusion policy. An IB student who experiences adverse circumstances must contact the RHS IB coordinator to seek information regarding his or her specific situation.

<u>Responsibilities of the Riverview IB Program</u>:

1) The program will work with the Special Education Department of Riverview High School to make sure the program is in compliance with federal and local laws regarding students with access needs.
2) The program will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).

3) The program will provide guidance to students with access needs to help them make informed decision concerning participation in the RHS IB Diploma Program.
4) Riverview High School counselors, in conjunction with the Riverview Special Education department, will provide program staff with access to all IEP's and 504 plans.

We recognize that IB students see the connections between ideas which often are not usually perceived by peers and therefore addressing unusual insights should be a goal of a teacher and an aim of an IB program.

Welfare

The Riverview IB Program should not place unfair expectations on motivated students, and is aware that they may be subject to peer-pressure or have difficulty interacting with fellow students.

Pedagogical Leadership

The pedagogical leadership team is responsible for ensuring that teachers have access to the most up-to-date best practice for teaching IB students and that program staff collaborate regularly to share best practices.

Special attention is given to the literacy skills of all IB students.

The pedagogical leadership team:

- Liaises with parents, as necessary, to assist the assimilation of students into IB
- Manages record-keeping and data collection to track diploma program academic attainment of students and informs relevant staff of developments
- The IB coordinator will apply to the IBO for students' accommodations in assessment type and circumstances
- The IB coordinator will work collaboratively with the IB staff to support students with inclusion needs
- The IB coordinator will provide examination accommodations as needed and approved by the IB
- The IB coordinator will maintain discretion and confidence in providing inclusion services.

IB Faculty

- Promote language awareness in all subject areas
- As appropriate, displays dual/multi-lingual notices in the classroom
- Are sensitive to the use of colloquialisms
- Differentiate materials in class for students
- Program staff will comply with all federal and local laws regarding inclusion needs
- Program staff will identify struggling learners and refer said learners to the Riverview IB pedagogical leadership team, IB counselor and/or the Riverview IB coordinator
- Program staff will access and become familiar with IEP and 504 information
- Will attend parent and/or student meetings, IEP meetings and/or 504 accommodations meetings for IB students if invited and available
- Provide appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents
- Will maintain accurate records of students' progress
- Will maintain discretion and confidentiality in providing inclusion services.

Intervention

Students identified as underachieving, via progress reports and quarterly grades will be recognized for specific program interventions, arranged by the pedagogical leadership team.

These might include:

- Mentoring (Take Stock in Children/Unidos Now Partnership)
- Small group work
- Study support
- Additional targeted curriculum support
- Enhanced home/school connections and communication
- External agency support
- Peer-buddying
- Involvement in enrichment activities
- Community programs

Responsibilities of Riverview IB Students

- Students will be proactive in asking for assistance from the IB coordinator and staff members
- Will be proactive in requesting inclusive assessment arrangements
- Will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Parent and Families

The IB program looks to engage with parents of students by accentuating the prominence and role of the IB Parent Organization, and its many committees and services.

Parents/Guardians will communicate to the school all information and documentation regarding tehri child's inclusion needs.

Parents/Guardians will make a request for needed services from the school and/or the IB Program in a proactive manner.

Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests.

Inclusion Policy Review:

Riverview High School's International Baccalaureate Diploma Program Inclusion Policy will be reviewed by IB faculty, counselors, coordinator, and pedagogical leadership team and a representative from the Riverview Special Education Department at the beginning of each academic year.

IB Glossary

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

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

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

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

DE (Dual Enrollment): Dual enrollment is a program that allows high school students to simultaneously earn college credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and credit toward a high school diploma. Students must have a 3.0 unweighted grade point average to enroll in college credit courses, pass the appropriate college placement test and meet any additional admissions criteria set by the postsecondary institution.

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

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

FL Pre-IB Program: The two-year course of study at the freshman and sophomore levels in preparation for admission to the IB Program at Riverview High School.

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

Group IV Project: A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. The exercise is a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation. Furthermore, the collaboration is interdisciplinary: within the sciences; we group students to analyze a topic or problem which can

be investigated in each of the science disciplines offered by the school, and they practice their experimental and investigative skills. An understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.

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

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

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

IB Career Program: The two-year course of study at the junior and senior levels within the International Baccalaureate Program at Riverview High School, with focus on Engineering, International Business, Computer Sciences, and Leadership (JROTC).

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

IBPO International Baccalaureate Parent Organization: Sponsors various programs that enhance the academic, social and training aspects of the pre-IB (9th and 10th grades) and IB (11th and 12th grades) programs. Some specific programs include the creation of a Directory of all IB students, distributed to the IBPO families. Has created the new website to keep you informed of events, deadlines, and important announcements. Sponsors functions for each grade level, including a Freshman Breakfast, a Sophomore Bag Lunch, the Junior Pinning Ceremony and the Senior Graduation Banquet. Also, provides some academic enhancements, such as tutorials for college essay writing, and occasional adjunct teacher services in identified areas. Help sponsor teacher training for IB.

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

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

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

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

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

SAT (Scholastic Aptitude Test): The College Board's SAT Reasoning Test measures developed verbal and mathematical reasoning abilities related to successful performance in college. It is intended to supplement the secondary school record and helps admissions officers put local data – such as course work, grade, and class rank – in a national perspective.

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

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

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