

# IB DIPLOMA PROGRAM POLICIES AND PROCEDURES

FRONTIER COLLEGE PREPARATORY

2022-2023



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## **INTERNATIONAL BACCALAUREATE MISSION**

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

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

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## **IDEA Frontier College Preparatory MISSION STATEMENT**

IDEA Frontier College Preparatory sets high expectations for every student and goes the extra mile to ensure every student realizes their own potential as productive members of the local and global community. Personalized lifelong learners, critical thinking and inquiry skills, intercultural understanding and mastery of core subjects is our recipe for success.

## **VISION**

The vision of the IDEA secondary program is for every student at IDEA to graduate from high school ready to succeed in college. The primary goal of our college-readiness efforts is for every student to enter their first year of college without the need for remedial courses in any content area. We focus on this aspect of college readiness because research shows that students who take remedial courses in college take longer to graduate and thus, they pay more for college. In addition, they have a lower likelihood of graduating at all.

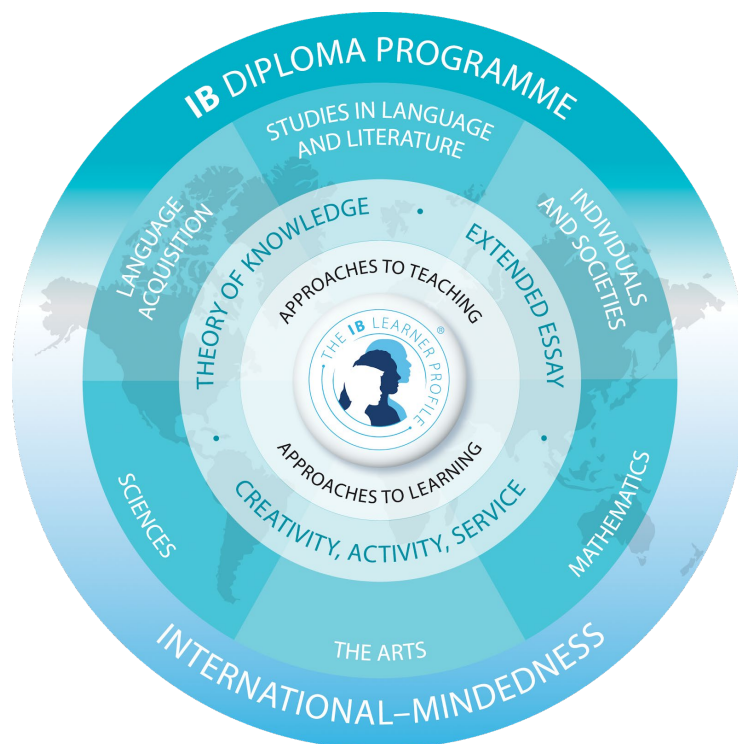
## IB LEARNER PROFILE

|                      |  |
|----------------------|--|
| <b>Inquirers</b>     | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.   |
| <b>Knowledgeable</b> | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.   |
| <b>Thinkers</b>      | We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>Communicators</b> | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.   |
| <b>Principled</b>    | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.                                       |
| <b>Open-minded</b>   | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.                                       |
| <b>Caring</b>        | We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.   |
| <b>Risk-takers</b>   | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.                             |
| <b>Balanced</b>      | We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| <b>Reflective</b>    | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.   |

## IB DIPLOMA PROGRAM OVERVIEW

The IB Diploma Program is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Program model.



Candidates studying for the diploma select six subjects from the subject groups. Normally three subjects are studied at higher level (HL) (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (SL) (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Program.

- The **extended essay** has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and familiarizes students with the independent research and writing skills expected at the collegiate level.
- The interdisciplinary **theory of knowledge** course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the **CAS** program encourages candidates to be involved in artistic pursuits, sports, and community service work. The program fosters students' awareness and appreciation of life beyond the academic arena. Students reflect on their experiences and projects through the Managebac platform.

At the end of the two-year program, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are principles of the Diploma Program's assessment strategy.

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## IB DIPLOMA PROGRAM AT FRONTIER COLLEGE PREPARATORY

### FCP IB COURSE OFFERINGS\*

Group 1 English A: Literature HL/SL\*\*

Group 2 Spanish B HL/SL\*\*\*

Group 3 History of the Americas HL

Group 4 Biology SL

Group 5 Mathematics: Applications and Interpretations SL

Group 6 Visual Arts SL

Film SL

Theatre SL

Theory of Knowledge/Extended Essay (TOK/EE)

*\*FCP course offerings are subject to enrollment numbers and staff resources*

*\*\*English A SL offered for students whose mother tongue is not English*

*\*\*\*Spanish B SL course offered for students who are monolingual English*

## COURSE SELECTION PROCESS

The aim of the course selection process at Frontier College Prep is to make sure that every student selects an appropriate, well-balanced, and challenging course of study. To this end, parents, teachers, and administration work together to support students through this process. The following steps are taken to ensure the best fit for each student.

- *Introduction and Overview of the Course Selection Process and Assessment in the IB Diploma Program* for students (Grade 10 – January Semester 2)
- *Course Advisory Meeting* between students, Counselor, and/or IB Diploma Program Coordinator (Grade 10 – February Semester 2)
- *Student Final Course Selection Submission* (Grade 10 – March Semester 2)

## ACADEMIC ROUTES AT FRONTIER COLLEGE PREP

At Frontier College Prep, students may pursue two different types of diplomas in order to ensure a successful completion of high school, meeting all Texas state requirements. With the IB Diploma Program, we use the credit system. To simplify the process, you will find the credit requirements for each diploma below.

| FCP Diploma/IB Diploma Requirements* |                                 |
|--------------------------------------|---------------------------------|
| Subject                              | Credits Earned                  |
| English                              | 4 (2 must be IB course credits) |
| Math                                 | 5 (2 must be IB course credits) |
| Social Studies                       | 5 (2 must be IB course credits) |
| Science                              | 5 (2 must be IB course credits) |
| World Language (Spanish)             | 5 (2 must be IB course credits) |
| IB Theory of Knowledge               | 1                               |
| IB Group 6 Course                    |                                 |
| Art                                  | 2                               |
| Film                                 | 1                               |
| Theatre                              | 2                               |
| Physical Education                   | 1                               |
| RTTC                                 | 4                               |
| ACT Prep                             | 1                               |
| <b>Total</b>                         | <b>36 Credits</b>               |

\*In addition, all IB Diploma Program requirements must be met.

\*\*90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

\*\*\* IB Diploma is awarded externally by the IBO to those candidates fulfilling all requirements



### FCP Course Scholar Requirements

| Subject                  | Credits Earned                  |
|--------------------------|---------------------------------|
| English                  | 5 (2 must be IB course credits) |
| Math                     | 5 (2 must be IB course credits) |
| Social Studies           | 4 (1 must be IB course credits) |
| Science                  | 4 (1 must be IB course credits) |
| World Language (Spanish) | 5 (Not IB required)             |
| IB Group 6 Course        |                                 |
| Art                      | 2                               |
| Film                     | 1                               |
| Theatre                  | 2                               |
| Physical Education       | 1                               |
| RTTC                     | 4                               |
| ACT Prep                 | 1                               |
| <b>Total</b>             | <b>34 Credits</b>               |

\*90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

### FCP Standard Diploma Requirements\*

| Subject                  | Credits Earned  |
|--------------------------|---|
| English                  | 4 (1 must be IB course credit)                                  |
| Math                     | 3   |
| Social Studies           | 3 (1 social studies or science course must be IB course credit) |
| Science                  | 3 (1 social studies or science course must be IB course credit) |
| World Language (Spanish) | 1   |
| IB Group 6 Course        |   |
| Art                      | 2   |
| Film                     | 1   |
| Health Enhancement       | 1   |
| Theatre                  | 2   |
| Physical Education       | 1   |
| RTTC                     | 4   |
| ACT Prep                 | 1   |
| <b>Total</b>             | <b>26 Credits (State of Texas Requirements)</b>                 |

\*90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

## IB DP COURSE DESCRIPTIONS

**Preface:** The course descriptions in this section of the handbook focus on the nature of each course and where appropriate, the distinction between the SL and HL courses. DP teachers provide a more detailed description of the subjects in their individual course syllabus. (see syllabus addendums)

### GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

#### ENGLISH A: LITERATURE HL/SL

Language A: The language A: literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered.

This course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and periods.

In this course, students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. Scholars study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

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#### Key features of the curriculum and assessment models and distinction between HL and SL

- Available at higher and standard levels
- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 13 works at higher level and 9 works at standard level from a representative selection of literary forms, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation
- Students are assessed through a combination of formal examination and oral and written coursework.
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other comparative response to a question based on two works studied
- Students also perform an oral activity presenting their analysis of two works studied
- HL students comply with an additional written coursework requirement which consists of writing a 1200 to 1500-word essay on one of the works studied

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The model for language A: literature is the same at HL and SL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary

works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200 to 1500-word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

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## GROUP 2: LANGUAGE ACQUISITION

It is a requirement of the IB DP program that student's study at least one subject from group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Spanish HL/SL is available to accommodate students' interest in and previous experience of language study.

### SPANISH B HL/SL

The factors that determine the level of group 2 course that a student should take are the student's primary language spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

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Language B courses are intended for students who have had some previous experience of learning the language. The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language.

The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide but are not prescribed.

### Key features of the curriculum and assessment models and distinction between HL and SL

- Available at standard (SL) and higher level (HL)
- The recommended teaching time to complete the course is 150 hours for SL and 240 hours for HL
- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed

themes and related course content

- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At HL, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate
- Students are assessed both externally and internally

The distinction between language B SL and HL can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

External assessment consists of Paper 1: productive skills—writing (a written response to a task) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages) Internal assessment at SL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course)

Internal assessment at HL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point)

## GROUP 3: INDIVIDUAL AND SOCIETIES

### HISTORY HL

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused on key historical concepts such as change, causation, and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Program (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. The following outlines the curriculum for DP History.

#### Outline for DP History

Prescribed subjects (one to be studied)

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

World history topics (two to be studied)

1. Society and economy (750-1400)
2. Causes and effects of wars (750-1500)
3. Dynasties and rulers (750-1500)
4. Societies in transition (1400-1700)
5. Early Modern states (1450-1789)
6. Causes and effects of Early Modern wars (1500-1750)
7. Origins, development and impact of industrialization (1750-2005)
8. Independence movements (1800-2000)
9. Emergence and development of democratic states (1848-2000)
10. Authoritarian states (20th century)
11. Causes and effects of 20th-century wars
12. The Cold War: superpower tensions and rivalries (20th century)

HL options: Depth studies (one to be studied)

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe (HL Only)

Internal assessment: Historical investigation

## **GROUP 4: SCIENCES**

### **BIOLOGY SL**

It is a requirement of the program that student's study at least one subject from group 4. At Frontier College Prep, students study Biology SL.

Through studying Biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science", the knowledge and skills will be put into the context of way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific efforts.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community. The following outlines the *Biology SL syllabus outline*:

#### *Topic 1: Statistical Analysis*

##### *1.1 Working with data*

#### *Topic 2: Cells*

##### *2.1 Cell theory*

##### *2.2 Prokaryotic cells*

##### *2.3 Eukaryotic cells*

##### *2.4 Membranes*

##### *2.5 Cell division*

#### *Topic 3: Chemical elements and water*

##### *3.1 Chemical elements and water*

##### *3.2 Carbohydrates, lipids and proteins*

##### *3.3 DNA structure*

##### *3.4 DNA replication*

##### *3.5 Transcription & translation*

##### *3.6 Enzymes*

##### *3.7 Cell respiration*

##### *3.8 Photosynthesis*

#### *Topic 4: Genetics*

##### *4.1 Chromosomes, genes, alleles and mutations*

##### *4.2 Meiosis*

##### *4.3 Theoretical genetics*

##### *4.4 Genetic engineering and biotechnology*

*Topic 5: Ecology and evolution**5.1 Communities and ecosystems**5.2 The greenhouse effect**5.3 Populations**5.4 Evolution**5.5 Classification**Topic 6: Human health and physiology**6.1 Digestion**6.2 The transport system**6.3 Defense against infectious disease**6.4 Gas exchange**6.5 Nerves, hormones and homeostasis**6.6 Reproduction****Distinction Between HL and SL*****Higher level (240 hours)**

Internal assessment (individual investigation): 20%

External assessment: 80%

**Standard level (150 hours)**

Internal assessment (individual investigation): 20%

External assessment: 80%

The minimum prescribed number of hours is 150 for SL and 240 for HL

Students are assessed both externally and internally

Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.

While there are core skills and activities common to both SL and HL students, students at HL are required to study the options and some topics in greater depth as well as some additional topics. The distinction between SL and HL is one of breadth and depth.

A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.

Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of data-bases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response

questions from each of the four options.

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## **GROUP 5: MATHEMATICS**

### **MATHEMATICS: ANALYSIS & APPROACHES SL**

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### ***Distinction between SL and HL***

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

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### **MATHEMATICS: APPLICATIONS & INTERPRETATION SL**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### ***Mathematics: applications and interpretation: Distinction between SL and HL***

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

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## GROUP 6: THE ARTS

### THEATER SL/HL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

#### *Distinction between SL and HL*

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theatre theorists and their theories.

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### VISUAL ARTS SL/HL

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

### *Distinction between SL and HL*

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

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## **DESIGN TECHNOLOGY SL/HL**

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user.

Both the ideas of design and the process of design can only occur in a human context. Design involves multidisciplinary teams and stakeholders with different backgrounds and traditions. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes. Design is multidisciplinary and draws from many areas including the natural and social sciences, mathematics and arts.

Diploma Program design technology aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis, and evaluation. The creative tension between theory and practice is what characterizes design technology within the Diploma Program sciences group.

Inquiry and problem-solving are at the heart of the subject. Diploma Program design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Program design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

### *Distinction between SL and HL*

Design technology students at standard level (SL) and higher level (HL) undertake a common core and have four common assessment criteria used for their internal assessment (IA). They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of this guide.

While the skills and activities of design technology are common to students at both SL and HL, students at HL are required to study additional topics and are required to meet two additional assessment criteria for internal assessment. The distinction between SL and HL is one of breadth and depth.

## THE CORE

### THEORY OF KNOWLEDGE

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which schools are required to devote at least 100 hours of class time.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centers on the **exploration of knowledge questions**, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

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### EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Program subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

#### *Key features of the extended essay*

- The extended essay is compulsory for all students taking the Diploma Program and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Program.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Program subjects published in the *Handbook of Procedures for the Diploma Program* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

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## CAS (CREATIVITY, ACTION, AND SERVICE) CAS Mission Statement

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity**, **activity**, and **service** defined 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

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

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.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

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.

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## FCP IB DP ASSESSMENT POLICY

### PHILOSOPHY

At IDEA Frontier College Preparatory, we believe that assessment is a tool for ongoing learning, reflection, and action. All students are unique learners, and all students are on individual trajectories. As a community, we celebrate *student achievement* and *student grit*.

In recognizing the unique learning style of each student, a variety of formative assessments are used to guide the teaching and learning in each course. Regular formative assessments provide students and teachers with data points that can improve student learning and help prepare students for each summative assessment and the IB DP Final Examinations. Teachers provide frequent, specific formative assessment feedback to students in order to improve student performance on summative assessments.

### TYPES OF ASSESSMENTS AT FCP FOR THE IB DIPLOMA PROGRAM

| Assessment Type                  | Descriptor   |
|----------------------------------|--|
| <b>Formative Assessment</b>      | On-going formal and informal assessments that provide teachers and students with the necessary information to improve student performance.   |
| <b>Summative Assessment</b>      | The final assessment of a given unit or course where students demonstrate the mastery level they have achieved. This can include a semester or unit exam; the IB DP Final Examinations are also summative assessments.   |
| <b>IB DP Internal Assessment</b> | <p>In each IB DP course at FCP, students complete an Internal Assessment (IA). These assessments are graded by the FCP subject teacher and moderated by IB DP examiners. IAs normally count for 20-30% of a final IB DP grade (however, in courses such as Design Technology, Theater, and Visual Arts they are more heavily weighted). Examples of IAs are as follows:</p> <ul style="list-style-type: none"> <li>● oral work in languages</li> <li>● laboratory work in the sciences</li> <li>● investigations in mathematics</li> <li>● artistic performances.</li> </ul> <p style="text-align: right;"><small>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</small></p>                  |
| <b>IB DP External Assessment</b> | <p>Examinations form the basis of the assessment for most courses in the IB Diploma Program due to their high levels of objectivity and reliability. External examinations are graded by external IB DP examiners. Examples of external assessments in the IB DP are as follows:</p> <ul style="list-style-type: none"> <li>● essays</li> <li>● structured problems</li> <li>● short-response questions</li> <li>● data-response questions</li> <li>● text-response questions</li> <li>● case-study questions</li> <li>● multiple-choice questions – though these are rarely used.</li> </ul> <p style="text-align: right;"><small>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</small></p> |
| <b>FCP Mock Examinations</b>     | To better prepare students for the IB DP Final Examinations at the end of grade 12, full IB Diploma students and IB Diploma Course students will take Mock Examinations at the end of grade 11 and the end of December in grade 12. All IB Diploma and IB Diploma Course students are required to attend the FCP Mock Examinations.  |
| <b>IB DP Final Examinations</b>  | The IB DP Final Examinations take place over a three-week period in May of grade 12. Students can have up to six hours of examinations in one given day (though this does not happen often). These are the summative examinations of their respective IB DP courses.   |

## STUDENT RESPONSIBILITIES

Inquiry-based, student-centered learning requires students to actively engage in their own learning. A Frontier College Prep student is expected to:

- Actively participate in each classroom activity.
- Seek feedback and assistance from the teacher if the student does not understand a given topic.
- Examine carefully the assessment criteria and rubrics for each assignment.
- Review teacher feedback on formative and summative assessments.
- Self-assess own work against assessment criteria.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Check the *IB DP Formal Assessment Calendar* regularly.
- Adhere to the Academic Honesty Policy.

## TEACHER RESPONSIBILITIES

As the pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assignments.
- Articulate the assessment criteria, rubric, and outcomes for assignments.
- Provide a variety of authentic assessments.
- Administer at least three summative assessment tasks per semester.
- Follow the *IB DP Formal Assessment Calendar*.
- Analyze assessment trends to inform teaching practice.
- Model self-assessment and reflection.
- Moderate student work within departments.
- Communicate with students' parents/guardians on student performance.

## IB DP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES

The IB DP Coordinator and/or school administration are expected to:

- Provide meaningful teacher professional development that enhances the teaching and learning at FCP.
- Schedule collaborative planning and assessment moderation time for teachers.
- Give teachers time to plan their units, reflect, and grade assessments.
- Evaluate student performance trends and identify school growth goals based on those trends.
- Create and publish the *IB DP Formal Assessment Calendar*.
- Ensure that the teaching and learning practices align with the strategic plan and school mission.
- Inform students, parents and teachers about the Assessment Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Review the Assessment Policy with the FCP School Board annually, taking into account the feedback from teachers, students, and parents.

## GRADING IN THE IB DIPLOMA PROGRAM

### *School Reporting*

At Frontier College Prep, students will receive two assessment marks per IB Diploma subject. The first grade is a **traditional FCP grade**, based on class work, homework, and assessments. Higher Level (HL) classes will be weighted for GPA purposes. This grade will be the **ONLY** grade that appears on school transcripts. The grading scale is listed below.

|        |    |
|--------|----|
| 93-100 | A  |
| 90-92  | A- |
| 87-89  | B+ |
| 83-86  | B  |
| 80-82  | B- |
| 77-79  | C+ |
| 73-76  | C  |
| 70-72  | C- |
| 67-69  | D+ |
| 60-66  | D  |
| 0-59   | F  |

The second means of recording student achievement/progress is the **IB Diploma score**. This score is reported internally at appropriate times of the school year via ManageBac reporting. The IB Diploma score is based on IB-style assessments only. This score will tell students and parents how a student is currently performing on formal IB assessments.

The IB Diploma Program scoring is a numerical system (7-1), as seen below.

| IB Score | IB DP Descriptors   |
|----------|---|
| 7        | The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding. |
| 6        | The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.   |
| 5        | The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.   |
| 4        | The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding. |

|          |  |
|----------|--|
| <b>3</b> | The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding. |
| <b>2</b> | The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.   |
| <b>1</b> | The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.  |

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## AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA

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

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" (No Grade Awarded) awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E (failing grade) awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2's awarded (HL or SL).
- g. There are no more than three grade 3's or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.



## FRONTIER COLLEGE PREPARATORY ACADEMIC HONESTY POLICY

Academic honesty is fundamental to our school values and our individual and collective pursuit of knowledge. In a concept-based, inquiry-driven educational environment, access to a wide range of information is essential in order to construct knowledge and acquire understanding. To this end, Frontier College Preparatory purposefully promotes academic integrity by teaching students about the merits and laws surrounding intellectual property, by standardizing a referencing system across all grades and subjects, and by scaffolding students in age-appropriate lessons and assessments on academic honesty, research skills, and referencing. This policy applies to online virtual environments as well as normal school in the building.

### ACADEMIC MISCONDUCT

The most common forms of academic misconduct include the following:

**Lack of referencing in school assessments and IB DP assessments:** Students submit work for school assessments and IB DP assessments in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a student uses the work or ideas of another person, the student must acknowledge the source using a standard style of referencing in a consistent manner.

**Too much assistance and collusion:** Although group work is a key element in components of certain subjects, students are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

However, there are other ways in which a student may be in breach of regulations. For example, if he or she:

- Duplicates work to meet the requirements of more than one assessment component
- Fabricates data for an assignment
- Takes unauthorized material into an examination room
- Disrupts an examination by an act of misconduct, such as distracting another student or creating a disturbance
- Exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- Fails to comply with the instructions of the invigilator or other members of the school's staff responsible for the conduct of the examination
- Impersonates another student
- Uses Google Translate, or any other translation application, for a 2<sup>nd</sup> language assessment unless explicitly permitted by the teacher
- Uses summary books or websites like Spark Notes for assessments instead of the original text
- Steals examination papers
- Discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

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### STUDENT RESPONSIBILITIES

The student is responsible for submitting authentic and academically honest work, identifying the work and ideas of others using the **Modern Language Association (MLA)** referencing system. In order to adhere to the principle of academic honesty, a Frontier College Preparatory student is expected to:

- Review the Academic Honesty Policy regularly.
- Adhere to the principle of academic honesty in all forms of assessments (formative and summative, IB DP and school-based assessments).

- Plan projects and research accordingly in order to avoid procrastination on major school assessments and IB DP assessments. Completing work at the last minute can increase the likelihood of plagiarism, intentional or not.
- Reference the work of others using the MLA referencing system in all school and IB DP assessments, including but not limited to, graphs, diagrams, charts, pictures, videos, interviews, magazines, periodicals, books, websites, newspapers, and textbooks. The following website is a good source to assist with MLA referencing: [OWL Purdue MLA](#)
- Cite all electronic sources with the URL and the Date ACCESSED.
- Ask questions and seek feedback on his/her understanding of the MLA referencing system.
- Submit major school and IB DP assessments to **Turnitin.com**.
- **Sign a declaration of originality** upon the submission of major school assessments and IB DP assessments.

## TEACHER RESPONSIBILITIES

All Frontier College Preparatory teachers work together to promote and ensure academic honesty in all learning activities and assessments by teaching and modeling research skills and MLA referencing. Frontier College Preparatory teachers are expected to:

- Uphold the Academic Honesty Policy when administering all forms of assessment (formative and summative, IB DP and school-based assessments).
- Promote a culture of academic honesty.
- Develop lessons and provide instruction and support on research skills.
- Scaffold the research process by providing stages and/or a timeline for specific tasks.
- Give students exemplar work with examples of correct citations.
- Provide students with regular feedback on formative assessments.
- Review **Turnitin.com originality reports**.
- Follow MLA conventions on classroom materials.
- Investigate promptly any instances of suspected malpractice by reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, speaking with the student, etc.
- Report suspected instances of academic malpractice to the IB Curriculum Coordinator and the Principal.

## IB DP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES

The Frontier College Preparatory pedagogical leadership team is responsible for creating, implementing, and reviewing the Academic Honesty Policy. The leadership team is expected to:

- Inform students, parents, and teachers about the Academic Honesty Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Know the rules and procedures that govern the IB Diploma Program.
- Promote a school culture of academic honesty.
- Investigate promptly all instances of suspected malpractice by speaking with the teacher and/or student, reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, etc.
- Report instances of academic malpractice to the IBO if found on IB DP assessments.
- Review the Academic Honesty Policy annually with the FCP School Board.

## PARENT/GUARDIAN ROLE

Frontier College Preparatory parents/guardians play an important role in supporting the Academic Honesty Policy. Parents/guardians can support this policy by:

- Providing a quiet place for their student to work on school assessments and IB DP assessments.
- Encouraging their student to plan ahead their assignments with a weekly and monthly calendar.
- Reviewing the Academic Honesty Policy with their student.

## CONSEQUENCES FOR ACADEMIC MISCONDUCT

In general, Frontier College Preparatory students will face consequences for academic misconduct on major school assessments and IB DP assessments. Utilizing a progressive discipline approach, the severity of the consequence increases with each instance of academic misconduct, as shown in the following chart.

| Violation     | Consequence   |
|---------------|---|
| 1st Violation | Failing grade on the assessment<br>Opportunity to redo assessment for a grade<br>Parent notification (letter/email) by teacher/IB DP Coordinator copied<br>Student meeting with IB DP Coordinator                               |
| 2nd Violation | Failing grade on the assessment<br>Opportunity to redo assessment for feedback only<br>In-school suspension<br>Parent notification (letter/email) by DP Coordinator/Principal copied<br>Student/Parent meeting with Principal   |
| 3rd Violation | Failing grade for the current grading period<br>No opportunity to redo the assessment<br>In-school suspension<br>Parent notification (letter/email) by Principal<br>Student/Parent meeting with IB DP Coordinator and Principal |
| 4th Violation | Failing grade for the current semester<br>No opportunity to redo the assessment<br>Parent notification (letter/email) by Principal<br>Out-of-school suspension<br>Parent/Student meeting with Principal, and IB DP Coordinator  |
| 5th Violation | The issue is brought to the attention of the FCP School Board in a closed session. The FCP School Board determines the extent of the student suspension.  |

**\*NOTE:** Some IB DP assessments can only be done once. If malpractice is found after an investigation on such assessments, the work will not be submitted to the IBO. As a result, a course grade will not be awarded by the IBO.

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## **IDEA PUBLIC SCHOOLS LANGUAGE POLICY**

### **SCHOOL LANGUAGE PHILOSOPHY**

*If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.*

-Nelson Mandela

At Frontier College Preparatory, we believe that multilingualism contributes to intercultural understanding, cooperation, and friendship. Multilingualism prepares students for a globalized world while contributing to the development of our student IB Learner attributes such as being open-minded, communicative, and reflective. As a result, Frontier College Preparatory is committed to exposing English speakers to Spanish from 8th to grade 12 through classroom instruction as well as experiential learning. In recognizing that our linguistic backgrounds may vary, we are equally committed to supporting students whose mother tongue is not English with our ELL program.

We believe that ALL teachers are language teachers, and therefore, language development is a key aspect of our pedagogical approach. To support this belief, we dedicate professional development time towards enhancing our best practices in language instruction. This professional development approach is informed by the most relevant, up-to-date, and academically sound research on language development.

### **SCHOOL LANGUAGE PROFILE**

As a public school district in the southernmost tip of the state of Texas, English is the language of instruction. However, being so close to the border, many of our students come from families whose primary spoken language at home is Spanish.

### **SUPPORT FOR MOTHER TONGUE**

We know that when a student is well-spoken and literate in his or her mother tongue, the student is more likely to master another language, be successful in school across all subjects, and have a deeper understanding and appreciation for his or her own culture.

Frontier College Preparatory library carries a variety of Spanish books, across the reading spectrum, to support mother tongue development. As the need arises, additional language books will be purchased.

### **IB DP LANGUAGE COURSE OFFERINGS**

In order to support mother tongue development and multilingualism, we currently offer the following courses in the IB Diploma Program at Frontier College Preparatory:

- English Language A: Language and Literature SL/HL
- Spanish B HL/SL

### **POLICY COMMUNICATION**

The administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.

### **POLICY REVISION**

The Language Policy is revised annually by the administration, language teachers, ELL Coordinator, and the FCP School Board.

## FCP INCLUSION POLICY

### PHILOSOPHY OF INCLUSION

Our inclusive policy is shaped by the belief that all children deserve a rights-based education system. We strive to make our school more inclusive and democratic so that all students at Frontier College Preparatory have access to our curriculum and instruction. To make this a reality, we commit to professional development to support teachers with inclusion practices. We also differentiate our instruction and provide accommodations and/or modifications for our students with learning support requirements to aid in their success in the school's curriculum.

### INCLUSION IN PRACTICE AT FRONTIER COLLEGE PREPARATORY

As a public school in the state of Texas, we follow all federal and state regulations regarding our inclusion policy.

**504 Accommodations** - Per section 504 of the Rehabilitation Act of 1973, students who are identified with a mental and/or physical health challenge that impairs daily living or learning activities are entitled to educational accommodation plans and/or health plans. These plans will provide students' access to the school's curriculum, instruction and assessment through an accommodation plan and/or a health plan. Teachers will be informed of their specific responsibilities for implementing accommodations at the beginning of each school year and as needed.

**Individual Education Plans (IEP)** - Similar to the 504 accommodations plan, students eligible for services under Individuals with Disabilities Education Act (IDEA, 1975) will receive a free and appropriate public education and necessary related services. These services include identification, evaluation, placement and delivery of specialized instruction to qualified students. Teachers will be informed of their specific responsibilities for implementing accommodations and modifications of the curriculum as well as the related student supports at the beginning of the school year and as needed.

Students' accommodations and/or modifications will take place in the classroom, but may also include the following, depending on the individual student need:

- **Alternate course/online course** or **specialized instruction** with intensive individualized support towards IEP goals
- **Learning resource classroom with a certified special education teacher** for reading, math and written expression
- **Paraprofessional educators** for students identified as needing 1 to 1 support

### INCLUSION IN THE DIPLOMA PROGRAM

In order to receive assessment accommodations in the IB Diploma Program, the following steps need to be taken at the beginning of grade 11:

1. Legal guardians must give consent to seek inclusive arrangements on IB Diploma Program assessments.
2. Submission of a psychological/psycho-educational/medical report and educational evidence from the school to the IBO via the IB DP Coordinator. For additional language learners, the report of the language test will serve as psychological evidence. ***A medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Program.*** Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

Students can receive a variety of accommodations on IB DP assessments. It is essential to identify the accommodations early in the IB Diploma Program so that students familiarize themselves with the accommodations in preparation for the formal IB Diploma Program assessments.

The school will ensure that all IB authorized accommodations are provided for students on formal IB Diploma Program assessments, including Internal Assessments, External Assessments, and IB DP Final Examinations.

### **POLICY COMMUNICATION**

The administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, handbooks, and school websites.

### **POLICY REVISION**

The Inclusion Policy is revised annually by the administration, inclusion teachers, and the FCP School Board.

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## LATE WORK

To ensure success in the IB Diploma Program, it is important that students meet all school and IB Diploma Program deadlines. A single missed deadline can quickly impact a course grade as well as a student's ability to manage the workload. Therefore, in order to encourage students to meet deadlines, we will adhere to the FCP Late Work Policy, as stated below:

- All work assigned to students is purposeful and intended to enhance their understanding of the content. Learning the important skills of time-management, self-advocacy, and organizational practices will aid students in their future academic and professional lives. To this end, our late work policy is built on these values and foundations with the aim of developing successful and engaged students.
- All assignments are due on the assigned due date unless previously discussed with the instructor and an agreed upon new deadline is established. **Students are encouraged to be active learners in each class, and thus, it is expected that they reach out directly to the teacher prior to a deadline if they need an extension.**
- *Homework late assignments* will be graded as follows: One day late will be graded at 50% of the earned score. Two or more days late will not be accepted for a grade. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. If a student repeatedly misses homework assignments in a given class, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.
- *Projects, essays, presentations, and other significant assessments* will be graded as follows: for each day late 10% will be taken off the assignment. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. Additionally, if a deadline is missed, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.

Additionally, in the IB Diploma Program, if a student misses a deadline for a formal IB Diploma Internal or External Assessment deadline, the following actions will ensue.\*\*

| <b>Missed Deadline</b> | <b>Actions</b>  |
|------------------------|---|
| 1st                    | Student meeting with the IB Diploma Coordinator to discuss time management/Email sent home to parents   |
| 2nd                    | Meeting with student, parent/s/guardian/s, and IB Diploma Coordinator to create an academic contract  |
| 3rd                    | Meeting with student, parent/s/guardian/s, IB Diploma Coordinator, Counselor, and Principal to determine suitability for formal IB Diploma examinations and assessments |

\*\*If a student misses an external IB Diploma deadline (one established by the IBO and not the school), the student will not be awarded a grade in that particular IB Diploma course and will, therefore, not be eligible for an IB Diploma.



## **IB DIPLOMA PROGRAM ACRONYMS**

CAS - Creativity, Action, and Service program

EA -External Assessment (work that is completed by the student and marked by an external IB DP examiner)

EE - Extended Essay

HL - Higher Level

IA - Internal Assessment (work that is completed by the student, marked by the teacher and moderated by an external IB DP examiner)

IB DP - International Baccalaureate Diploma Program

SL - Standard Level

TOK - Theory of Knowledge