



**IB Diploma Program Handbook  
2023-2024**



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# INTRODUCTION

## BIG SKY SCHOOL DISTRICT

### Mission and Vision

At the Big Sky School District we:

- **Cultivate** each student's potential;
- **Engage** in globally minded education and experiential learning in the Greater Yellowstone Ecosystem;
- **Empower** students to lead inspired lives of impact, resilience, and authenticity.

*At the Peak of Excellence in All that We Do.*

## INTERNATIONAL BACCALAUREATE

### IB Mission Statement

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

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

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

## IB Education

An IB education is the result of a dynamic interaction between IB learners (who), teaching and learning in the IB (how), global contexts for teaching and learning (why) and the pursuit of significant knowledge and understanding (what). The IB's philosophy of education is informed by research and by over 40 years of practical experience in international education. This philosophy remains open to reflection and review; the IB has always promoted critical engagement with challenging ideas, one that both values the past and remains open to innovation.

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## IB Learner Profile

At the center of international education in the IB are students with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications 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; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

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As IB learners we strive to be:

<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.

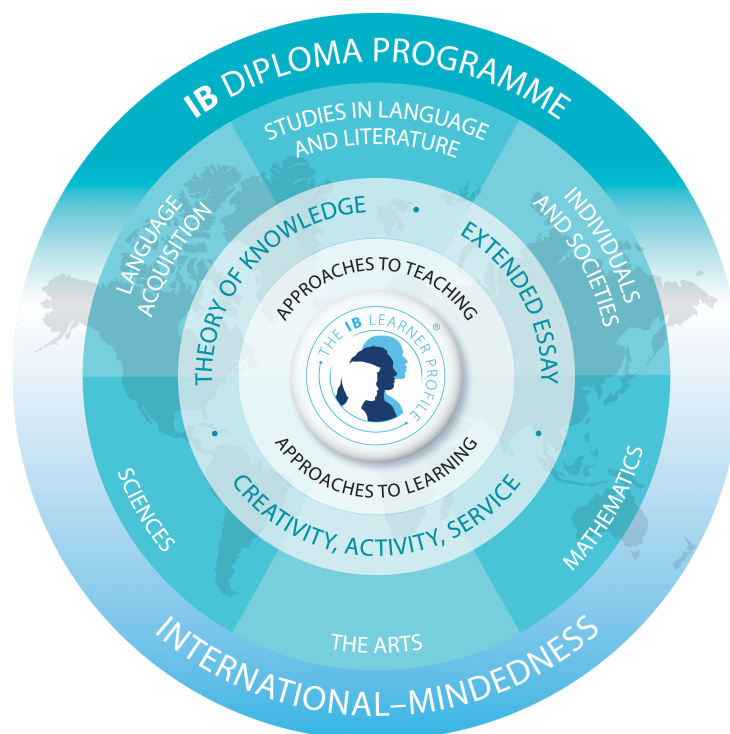
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We act with integrity and honesty, with a strong sense 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.

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## IB Diploma Program Overview

The Diploma Program (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The program is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

A distinguishing characteristic of the DP is a concern with the whole educational experience of each student. The curriculum framework (see below), and the supporting structures and principles, are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum.



The learner profile and the core are positioned at the center of the program, reflecting the priority given to affective disposition as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Students study six subjects concurrently. These include two languages, one subject from individuals and societies, one science, one mathematics subject, and one subject from the arts or another subject from the other groups.

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the DP by expecting students to study three (with the possibility of studying four) subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at standard level (SL) (or two when four HL subjects are completed).

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# IB DIPLOMA PROGRAM AT LONE PEAK HIGH SCHOOL

## ACCESS

To ensure the broadest possible reach of its academic programming for students, the school's IB Diploma Program is founded on an open enrollment policy that is supported through the school's course selection process. All students in grades 11 and 12 have access to IB courses and may participate in the program as diploma candidates or course candidates.

## IB COURSE SELECTIONS

The aim of the course selection process at Lone Peak High School 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 hand-in-hand to support students through this process. The following steps are taken to ensure the best fit for each student.

### Grade 10

- Presentation for prospective students/parents with IB Diploma Program Coordinator to share information about the elements of the IB diploma program and its implementation at LPHS.
- Course advisory meeting between students, counselor, and/or IB Diploma Program Coordinator to evaluate students' current level of achievement, individual interests, and future plans.
- Initial course selection submissions reviewed by counselor, IB Diploma Program Coordinator, and Principal.

### Grade 11

- Course add/drop period during the first ten days of classes.
- Monitoring student progress through academic data, as well as formal and informal meetings.
- Additional course adjustments at the end of each semester as needed.

## LPHS IB Courses

SUBJECT	LEVEL	
	SL	HL
English A: Language and literature	✓	✓
Language A: Literature school-supported self-taught**	✓	✗
Spanish ab initio	✓	✗
Business management	✓	✓
History	✓	✓
Biology	✓	✓
Design technology	✓	✓
Physics	✓	✓
Mathematics: analysis and approaches	✓	✗
Mathematics: applications and interpretations	✓	✗
Theatre	✓	✓
Visual arts	✓	✓
Theory of knowledge	N/A	
Extended essay	N/A	
Creativity, Activity, & Service	N/A	

LPHS course offerings are subject to enrollment numbers and staff resources.

\*offered for students whose mother tongue is not English

## Pamoja Education

Students may pursue additional IB course offerings online through Pamoja. Administrative approval is required for all online courses. Course expenses are the responsibility of the student/family. Additional information is available on the Pamoja website:

<https://pamojaeducation.com/ib-diploma>

## IB EXAM REGISTRATION

### Eligibility

Any LPHS student in grades 11 or 12 who is currently enrolled in an IB course may register for IB exams so long as they will have met the required teaching hours for the subject(s) for which they are registered. Students will register for IB exams as either a **diploma candidate** or **course candidate**.

### IB Diploma Requirements

The IB Diploma is an externally awarded diploma by the IBO. The IB actively promotes wide recognition and acceptance of the *IB Diploma* as a basis for the exit from secondary/high school education and/or entry to courses at universities and other institutions of further or higher education. In order to meet the eligibility requirements for the IB diploma, students must meet the following criteria:

- Diploma candidates must study six IB subjects, plus three core subjects (EE, TOK, and CAS).
- For their six subjects, students must be enrolled in one subject from IB subject groups 1-5 and choose one subject from group 6 or an additional elective from groups 1-5.
- Three subjects must be taken as higher level courses.
- Complete all IB assessments within each subject.

Upon completing their exams, diploma candidates must meet the additional requirements listed in the Assessment Policy for the awarding of the IB diploma.

### Diploma Candidates

Students who are enrolled in the LPHS Honors track and are pursuing the external IB diploma are eligible to register for the IB exam session as **diploma candidates**. Diploma candidates will receive external IB results for all subjects, in addition to the determination of awarding for the external IB diploma.

## Course Candidates

Students who are enrolled in an IB course and are not pursuing the IB diploma are eligible to register for one or more subject exams as **course candidates**. Course candidates will only receive external IB results for the subject exam(s) they choose.

## IB Transcripts

Upon the completion of one or more IB exams, students may have official IB transcripts with their results submitted to a college or university. IB transcripts are used by universities for recognition purposes, which may include program admissions, college credits, or academic scholarships.

# LONE PEAK HIGH SCHOOL IB DIPLOMA PROGRAM POLICIES

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# LPHS IB DIPLOMA PROGRAM ASSESSMENT POLICY

## Philosophy

At Lone Peak High School, 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.

## Assessment within the IB Diploma Program

Assessment Type	Descriptor
Formative Assessment	On-going formal and informal assessments that provide teachers and students with the necessary information to improve student performance.
Summative Assessment	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.
IB DP Internal Assessment	<p>In each IB DP course at LPHS, students complete an Internal Assessment (IA). These assessments are graded by the LPHS 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, Music, 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>• fieldwork in geography</li> <li>• laboratory work in the sciences</li> <li>• investigations in mathematics</li> <li>• artistic performances.</li> </ul> <p>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</p>
IB DP External Assessment	<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>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</p>

	Exams
<b>LPHS 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 LPHS Mock Examinations at the end of grade 11 and the end of February in grade 12. Full IB Diploma and IB Diploma Course students are required to attend the LPHS 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.

## Responsibilities

### Student responsibilities

Inquiry-based, student-centered learning requires students to actively engage in their own learning. A Lone Peak High School 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 Integrity 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 LPHS.
- 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 BSSD School Board annually, taking into account the feedback from teachers, students, and parents.

## Adherence to IB Assessment Calendar and Deadlines

Assessment timelines play an important role in helping students realistically plan their work in manageable loads, recognizing that final assessment requirements cannot all be completed at the same time. To ensure success in the IB Diploma Program, it is essential that students adhere to the school's IB assessment calendar and deadlines. A single missed deadline can quickly impact a course grade as well as a student's ability to manage their workload, resulting in unnecessary stress. Furthermore, poor time management increases instances of academic misconduct such as plagiarism - whether intentional or not.

All students are expected to adhere to the **Late Work Policy** as stated in the *Ophir Middle & Lone Peak High Student-Parent Handbook*. Additionally, if a student misses an established deadline for a formal IB assessment component (drafts/revisions for internal and/or external assessments), the following actions will ensue.

Missed Deadline	Actions
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 fails to submit a formal IB assessment component by the final deadline communicated by the IB DP coordinator, the assessment will be marked as a non-submission. A non-submission will result in no IB grade being externally awarded for that particular IB subject, which causes a student to be ineligible for the IB Diploma.

## Grade Reporting for the LPHS IB Diploma Program

At Lone Peak High School, IB Diploma subjects are grading use two different scales:



### LPHS Grade

IB The first grade is a traditional **LPHS grade**, based on class work, homework, and assessments. This grade will be the **ONLY** grade that appears on school transcripts. Higher Level (HL) classes will be weighted (1.25) for GPA purposes. The grading scale is listed below.

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

### IB Grade

The second means of recording student achievement/progress is the **IB grade**. The IB grade is based on IB-style assessments only. This score will tell students and parents how a student is currently performing on formal IB assessments. Additional grade descriptors are available within each subject, which describe characteristics of student performance at each grade level. An approximate conversion between LPHS Grades and IB Diploma Scores is shown below.

IB Grade	LPHS Grade
7	A
6	A/A-
5	B/B+
4	B/B-
3	C
2	D

1	F
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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.

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The **LPHS IB Diploma Program Assessment Policy** is reviewed annually by the BSSD School Board, taking into account the feedback from teachers, students, parents, and/or the school's pedagogical leadership team.

# LONE PEAK HIGH SCHOOL ACADEMIC INTEGRITY POLICY

The Lone Peak High School Academic Integrity Policy reflects the five fundamentals of cultivating a culture of academic honesty: honesty, trust, fairness, respect, and responsibility. Academic integrity 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, Lone Peak High School 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 integrity, 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
- Uses AI generated work and claims this as their own original work
- 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 SparkNotes 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.

## Responsibilities

### 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 integrity, a Lone Peak High School student is expected to:

- Review the Academic Integrity Policy regularly.
- Adhere to the principle of academic integrity 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, AI tools, 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**, allowing teachers to cross reference originality, sources and AI generated work.
- Use basic grammar and spelling tools on written assignments in subjects other than a world language or a language acquisition class.
- **Sign a declaration of originality** upon the submission of major school assessments and IB DP assessments.

### Teacher responsibilities

All Lone Peak High School teachers work together to promote and ensure academic integrity in all learning activities and assessments by teaching and modeling research skills and MLA referencing. Lone Peak High School teachers are expected to:

- Uphold the Academic Integrity Policy when administering all forms of assessment (formative and summative, IB DP and school-based assessments).
- Promote a culture of academic integrity.
- Teach students how to responsibly use AI, how to cite AI, and when not to use AI.
- 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 Lone Peak High School pedagogical leadership team is responsible for creating, implementing, and reviewing the Academic Integrity Policy. The leadership team is expected to:

- Inform students, parents, and teachers about the Academic Integrity 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 integrity.
- 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 BSSD School Board.

### **Parent/guardian role**

Lone Peak High School parents/guardians play an important role in supporting the Academic Integrity 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 Integrity Policy with their student.

### **Authenticity of IB Assessments**

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it will not be submitted to the IB. The expectations for confirming authenticity are as follows.

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.
  - This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

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### **Consequences for Academic Misconduct**

In general, Lone Peak High School students will face consequences for academic misconduct on major school assessments and IB DP assessments. It is important to note that some IB

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. In the result of on-submissions, a course grade will not be awarded by the IBO.

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

The **LPHS IB Diploma Program Academic Integrity Policy** is reviewed annually by the BSSD School Board, taking into account the feedback from teachers, students, parents, and/or the school's pedagogical leadership team.

# BSSD 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 Big Sky School District, 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, Big Sky School District is committed to exposing native English speakers to Spanish from kindergarten 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 state of Montana, English is the language of instruction. As noted, students begin to study Spanish in kindergarten and have the opportunity to continue their studies through grade 12. We also support students in their quest to master other languages by offering online courses that are recognized by the Montana Department of Education.

## 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.

Big Sky School District's community 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 Lone Peak High School:

- English Language A: Language and literature SL/HL
- Language A: Literature SL - school-supported self-taught
- Spanish *ab initio*
- Additional IB language acquisition courses offered via Pamoja

## Language A: Literature school-supported self-taught (SSST)

For students best suited for the Language A: Literature SSST course, Lone Peak High School will support such students by providing the resources, facilities, technology, and time to support the student. The cost of a tutor will be passed on to the family.

## English language learners (ELL)

To support ELL students, we employ a variety of strategies. To begin with, we utilize multiple assessments in order to measure student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana's English Language Learners: Guidance for School Districts. We also provide a modified curriculum for elementary aged ELL students. As the need arises, we will provide a modified curriculum in the middle and high schools.

### 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.

The **BSSD Language Policy** is reviewed annually by the BSSD School Board, taking into account the feedback from teachers, students, parents, the ELL coordinator and/or the school's pedagogical leadership team.



# BSSD INCLUSION POLICY

## Philosophy of inclusion

Our inclusive policy is shaped by the belief “that all children deserve a rights-based education system, which ‘means that children should be seen as holders of the right to education, which implies not only the right to have access to education, but also that human rights must also be applied in education and promoted through education’” (Sandkull, 2005, p. 2 as seen in Mitchem, p. 9, 2016). We strive to make our school more inclusive and democratic so that all students at Big Sky School District 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 the Big Sky School District

As a public school in the state of Montana, 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 Primary Years Program

At Ophir Elementary School, the inclusion practice of Response to Intervention (RTI) is also utilized to support student learning.

RTI is a research-based process that tracks student progress with consistent ongoing assessments. Decisions about instruction are driven by that data, so all students can be challenged at an individual level. RTI is a way of teaching that measures how students respond to instruction, and then if necessary, adjusts instruction to ensure that each student is mastering the skills necessary for academic success.

## 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 [1] 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.

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[1] All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

## **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.

The **BSSD Inclusion Policy** is reviewed annually by the BSSD School Board, taking into account the feedback from teachers, students, parents, inclusion staff, and/or the pedagogical leadership team.

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## PARENT/GUARDIAN AND STUDENT COMPLAINT PROCEDURES

### Complaints toward the IB Diploma Program at Lone Peak High School

The school's DP coordinator will be responsible for fielding student and parent/guardian complaints directly relating to the school's IB diploma program. For all other concerns or complaints, refer to the policies outlined for **Chain of Command for Addressing Concerns or Complaints** located in the *Ophir Middle & Lone Peak High Student-Parent Handbook*.

### Enquiry upon results

Upon receiving their IB exam results, students may request an enquiry upon result (EUR) in order to have specific assessment material re-marked or submitted for remoderation. Students requesting EUR services should contact the school's DP coordinator. All enquiries upon results must be submitted by the school on behalf of the candidate. Students should note that the re-marking process may lead to a higher or lower grade for the subject.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

### Appealing IB decisions

The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

- results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
- a decision upholding academic misconduct, but not against the severity of a penalty
- a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- a decision in respect of inclusive assessment arrangements
- an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

# 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. You can also find more information online at the [IB recognition resource library](#).

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## GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

### English A: language and literature

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

In this course, students 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. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

#### Distinction between SL and HL

The model for language A: language and literature is the same at SL and HL 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 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

## Language A: Literature school-supported self-taught

Language A: literature is a literature course that may be studied in a wide range of languages. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).

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## GROUP 2: LANGUAGE ACQUISITION

At Lone Peak High School, Group 2 consists of two modern Spanish language courses—language ab initio and language B. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centered (teacher-led activities and assessment in the classroom) and those that are learner-centered (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

Many factors determine the group 2 course that a student should take: the student's best language, the language(s) 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.

### Spanish ab initio

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. In the language ab initio course, 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. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language. A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance.

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## Spanish B

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their 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, as appropriate to the level of the course.

In the language B course, 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. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language. A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance

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## GROUP 3: INDIVIDUAL AND SOCIETIES

### Business Management

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of creativity, change, ethics and sustainability.

For the external assessment (paper 1 SL and HL), students will be assessed on their knowledge of important contemporary business topics through their analysis of a fictitious business. Paper 2 (SL and HL) has a greater focus on developing students' analytical and financial quantitative skills. This will allow students to combine their qualitative writing as business communicators with deeper financial analysis. In paper 3 (HL only) students apply their knowledge of business tools and content through an innovative and potentially disruptive social enterprise. This paper will allow business students to demonstrate their empathetic, creative, analytical and evaluative skills. It will allow students to make ethical strategic decisions for their stakeholders on a disruptive good or service; in the process, changing the lives of their stakeholders for the better.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

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

The SL course in business management differs from the HL course in terms of the:

- recommended hours devoted to teaching (150 hours for SL compared to 240 hours for HL)
- extra depth and breadth required (extension material for HL only)
- nature of the examination questions in papers 2 and 3.
  - Paper 2 for both SL and HL focuses on developing quantitative skills; however, HL students will need to develop these further in greater depth.
  - Paper 3 is an HL-only paper based on a social enterprise, where students identify and describe a human need and the potential organizational challenges facing the social entrepreneur. Further to this, students are required to write a decision-making document that includes a business recommendation.



## History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around 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 Programme (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.

There are six key concepts that have particular prominence throughout the DP history course.

- Change
- Continuity
- Causation
- Consequence
- Significance
- Perspectives

### Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history.

Students at SL and HL share the following:

- The study of one prescribed subject from a choice of five
- The study of two world history topics from a choice of twelve
- A historical investigation

In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

## GROUP 4: SCIENCES

### Biology

The word “biology” was introduced by German naturalist Gottfried Reinhold in 1802. Since then, our understanding of living organisms has expanded considerably with the advent of techniques and technologies such as imaging and molecular sequencing methods. Of all the sciences, biology is a study that takes more of a pragmatic view than a theoretical approach.

The earliest evidence of life on Earth dates from at least 3.5 billion years ago. Through reproduction and natural selection, life has diversified tremendously, occupying a wide variety of niches. This diversity makes biology both a deeply fascinating and significantly challenging study.

The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed, although other frameworks are possible.

The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. It is the foundation of controlled experiments and has thus enabled major discoveries, but it provides an incomplete view of life. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence and integration of components between all levels of biological organization.

A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.

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

Students at SL and HL share the following:

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

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## Design technology

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 Programme 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 Programme 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.

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## Physics

To study physics is to attempt to understand the nature of the universe itself. It is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today.

Physics encompasses everything that we do as human beings. The very meaning of the word is “the study of nature”. Indeed, when the discipline was first defined, it was about observing the Milky Way, the entire known universe at the time, while wondering about the existence of the atom. As with the universe, physics knowledge is constantly expanding. The existence of black holes, gravitational forces so strong that even light is unable to escape, was first theorized in the 18th century. In 2019, an image of a black hole was captured for the first time.

However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy.

It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be.

The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

### Distinction between SL and HL

Students at SL and HL share the following:

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of physics and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further

study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

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## GROUP 5: MATHEMATICS

Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.

While these two different facets of mathematics may seem separate, they are often deeply connected. When mathematics is developed, history has taught us that a seemingly obscure, abstract mathematical theorem or fact may in time be highly significant. On the other hand, much mathematics is developed in response to the needs of other disciplines.

The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems. The next section will describe in more detail the two available courses.

## Mathematics: analysis and approaches

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 and interpretations

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 modeling. 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.

### 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

### Theatre

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others.

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions.

Theatre is a form of expressive communication to others, and students are therefore required to think about the responsibilities of theatre-making, considering carefully what they wish to communicate and how to best present their ideas. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

### Distinction between SL and HL

The assessment tasks clearly indicate a distinction between SL and HL. They allow for greater breadth and depth in the teaching and learning at HL through an additional assessment task, which requires HL students to immerse themselves in the works of key theatre theorists.

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## Visual arts

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 sociopolitical 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 Programme 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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## 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 Programme* 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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## Creativity, Activity, and Service

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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# APPENDIX

## Artificial Intelligence and Academic Integrity

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first.

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modeled around them.

### Guidance for the Use of Artificial Intelligence

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behavior when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Students are expected to adhere to the following rules when using AI.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.

- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

### Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

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## IB EDUCATION ACRONYMS

CAS	Creativity, Activity, & Service
DP	Diploma Program
EE	Extended Essay
HL	Higher Level
IA	Internal Assessment
IB	International Baccalaureate
MYP	Middle Years Program
PYP	Primary Years Program
SL	Standard Level
TOK	Theory of Knowledge