

Fairview High School



International Baccalaureate Program



An Information Guide for Students and Their Parents

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To the Student from the Coordinator

July 30, 2006

Dear Student,

You are invited to examine the inner workings of one of the most challenging and rewarding educational curriculums in the world – the International Baccalaureate Program. This booklet will walk you through the fundamental components of the program for grades 11 and 12. It will provide needed insight to help you determine if IB is the right choice for you when determining what your final years of high school will look like.

The IB Program is rigorous, and carries with it a solid foundation for whatever studies you may decide to pursue later. The IB has an internationally respected reputation. When you have completed the curriculum successfully, you will be among the few students whose schooling is recognized throughout the world. Much of what you will be required to study will be interesting and valuable. Some of it will open your mind to possibilities that you can explore in years to come.

Because the IB Program is an integral part of Fairview, your high school experience will look very much like the traditional students'; however, to earn the IB diploma, students must engage in rigorous study in all major subject areas, not just areas of strength. This added challenge is a significant one since it requires sacrifices and a commitment that many other students do not make. Notwithstanding, the reward for meeting the IB challenge is great, even life-changing. When all is said and done, your reward for even attempting to earn the diploma will be an inner gratification that few individuals have ever attained, even in a lifetime. Remember, nothing worth having in life comes easily. Do not be afraid to accept the challenge and undertake courses you know will not be easy.

IB is only one opportunity of many at Fairview High School, but is an opportunity to be seriously considered. If you choose to pursue the diploma, we will try to make these last high school years as rewarding to you as possible.

Please feel free to come by the IB office with any questions you may have. We want you to make the best decision for your future.

Darren Bessett
IB Coordinator

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Mission Statements

Fairview High School Mission

We are committed to provide a rigorous academic program in an atmosphere of pervasive caring which will challenge all students to perform quality work and become:

- creative and critical thinkers
- life-long learners
- productive and responsible international citizens
- positive and moral leaders

Identity and Purpose of the Fairview IB Program

The International Baccalaureate Program (IB Program) at Fairview High School is a focus school created by the Boulder Valley School District, and as such is a district program. It is also an integral part of Fairview High School. The purpose of the program is to provide to students in Boulder Valley Schools an academically challenging high school education, which meets worldwide standards and criteria and is sanctioned by the International Baccalaureate Organization (IBO).

IB Program Mission

The IB Program helps students achieve international standards of academic excellence and increases their understanding of people from diverse cultures and ethnic groups, both within their local community and around the world.

International Baccalaureate Program

Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for life-long

education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills. The purpose of the IB curriculum is to:

- ❑ educate young people to act intelligently and responsibly in a complex society;
- ❑ ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and
- ❑ equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.

Within the IB Program students can choose one of two pathways: a) the IB Diploma or b) one or more IB Certificates. Fairview High School offers a generous selection of subject choices within the IB curriculum. This fact, coupled with a wide selection of challenging extracurricular activities offered at Fairview, contributes to one of the strongest educational experiences available.

What is the International Baccalaureate Organization (IBO)?

The IBO was created in Geneva in 1963 by a group of member schools of the International Schools Association. These schools formed the International Schools Examination Syndicate (ISES) to plan a full curriculum and examination system. In 1968 the ISES changed its name to the International Baccalaureate Organization and was given legal status under the Swiss Civil Code.

The IBO Headquarters is located in Geneva, Switzerland, and the IBO Curriculum and Assessment Center is in Cardiff, Wales. The IBO has regional offices in North and South America, Asia, Europe and Africa. IB North America, the support office of Fairview High School, is located in New York City. Fairview became a member IB school in 1994.

The IB diploma is highly regarded for entry into universities throughout the world and for advanced placement at many colleges and universities in the United States and Canada. Oxford University was the first university to accept the IB diploma as an entrance qualification. Now universities world-wide recognize the diploma graduate as having completed one of the finest liberal arts educations available.

Who is suited for the IB Program?

IB is for the student who is willing to work hard at his/her studies. A student having the following characteristics would be a good candidate for the program:

- an ability to cope with several demanding classes simultaneously
- a willingness to develop personal study habits, including self-discipline, self-motivation, and time management
- a capacity for thinking critically and creatively
- some fluency in a second language, or willingness to become fluent
- an international outlook and a genuine concern for others

The IB Program, while demanding, is open to the average and above-average student. It appeals to students with a wide range of interests, abilities and talents.



How do I get into the Fairview IB Program?

The entire IB program is self-selecting, which means students who want the IB challenge may simply register for the courses. Since the program is self-selecting, students tend to register for a varying number of IB courses. Some register for just one IB course; others register for six or even seven, or any number in between.

Pre-IB courses and the IB Program

At Fairview the IB Program is designed for juniors and seniors, and is *supplemented* by rigorous Pre-IB courses taken in 9th and 10th grades. Pre-IB courses are designed to mimic IB courses, emphasizing the same educational philosophy and methods, but at appropriate levels.

Two Pathways: IB Diploma or IB Certificates

Students can choose one of two pathways in the IB Program: a) the Diploma or b) one or more Certificates. In 9th and 10th grades, students take Pre-IB courses to prepare themselves for the rigor and concepts of IB courses, which are taken in 11th and 12th grades. The Pre-IB courses are strongly recommended, but they are not required in order to take the IB courses.

Although the choice between the IB Diploma and Certificates is actually made in the winter of the sophomore year, students should become familiar with the IB Program before registering for 9th grade classes. Proper planning of courses from 8th grade on is beneficial for all IB Program students, but it is especially so for those students who are considering the IB Diploma path.

The IB Diploma Pathway

To earn the IB Diploma, a student must successfully complete:

1. at least one course and an IB examination in each of the six subject area groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL).

Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding, but are still on par with introductory level college courses. SL courses require one full year of study.

Both levels of study lead to exams, which students must pass to receive the diploma. In addition to the exams, students are evaluated on a portion of their regular course work (for example, lab books, homework assignments, projects, etc.) completed in each class.

Subject areas by IB Group number:

Group 1 - Language
English

Group 4 - Experimental Sciences
Biology, Chemistry, Physics

Group 2 - Foreign Language
French, German, Spanish, Latin

Group 5 – Mathematics
Math HL, Math Methods SL

Group 3 - Individuals & Society
Business Management, History

Group 6 – Electives
Computer Science, Music, second Group 2 or 4

2. the Theory of Knowledge (ToK) course.
3. an Extended Essay, of about 4,000 words, on a topic of the student's own choice.
4. the program of Creativity, Action, and Service (CAS).

The IB Certificate Pathway

A student may earn an IB Certificate in one or more of the six subject areas listed above by pursuing the same course of study in that subject as that required for the Diploma and successfully passing the corresponding exam. The last three requirements listed above for the Diploma (ToK, Extended Essay and CAS) are not part of the Certificate option.

Special Components

The program offers three special features in addition to the traditional strengths of a broad liberal arts curriculum. These elements are referred to as diploma requirements since every diploma candidate is required to participate.

Theory of Knowledge

The Theory of Knowledge (ToK) course is an interdisciplinary program designed to review and challenge knowledge. It involves the study of language, logic, ethics, knowledge, and truth. The course examines the methods used to obtain knowledge in various subject areas. ToK looks at the trustworthiness of language as a means of communicating ideas and the reliability of perception as a means of observing the world. Dishonest and unreasonable arguments are distinguished from valid forms of argument. ToK also considers the basis on which moral, political, and aesthetic judgments are made.

Students are given opportunities to:

- ✓ reflect upon knowledge and experience and the validity of the claims made about knowledge;
- ✓ recognize limitations on the degree of certainty possible in all areas of knowledge;
- ✓ be aware of subjective and ideological biases in themselves and others;
- ✓ develop a personal mode of thought based on constructive examination of evidence and expressed in rational argument;
- ✓ explore the relationship between belief and contrasting worldviews.

ToK involves about 130 hours of class contact time. It is a two-semester course that is taken in the spring of the junior year and the fall of the senior year. It will be primarily taught through teacher-led discussions on the following major topics:

- (a) knowledge, belief, and reality
- (b) the role of language and thought in knowledge
- (c) the principles of sound reasoning
- (d) systems of knowledge - mathematics, natural sciences, human sciences, history
- (e) values and judgments - moral, political, aesthetic
- (f) knowledge and truth

ToK is internally assessed (two essays of 1,000 - 1,500 words) and externally moderated. According to the quality of work, the student's combined performance of both essays will fall into one of the following five bands:

A	Excellent	26-30 marks
B	Good	21-25 marks
C	Satisfactory	17-20 marks
D	Mediocre	11-16 marks
E	Elementary	1-10 marks

Extended Essay

The Extended Essay, which introduces the student to personal research, will be based on a topic of the student's choice, chosen from one of the six subject areas. The Extended Essay is written outside of the classroom on a student's own time. Students begin the Extended Essay process in the fall of their junior year and submit their essays in the fall of their senior year. Each student proactively obtains a Fairview supervisor, and if desired, an outside mentor to advise and guide him/her during the 12 months spent researching and writing. This is excellent preparation for similar tasks given to students in higher education.

All Extended Essays will be completed by the end of October of the students' senior year. The essays are externally assessed by an examiner on the international grading team and can earn, together with the ToK result, up to three bonus points.

Length - All Extended Essays should be between 3500 and 4000 words in length. An Extended Essay requires an abstract, title page, and table of contents.

Presentation - All graphs, diagrams, tables, maps, and other supporting material must be neatly presented, well labeled, and easily interpretable. The essay should be logically presented and clearly ordered. A contents page or list of chapter headings should be added and all pages numbered clearly. Take advantage of your word processor!

Documentation - A standard research paper format should be used. Any recognized format is acceptable providing it utilizes footnotes/endnotes, appendices, and bibliographies. Students who use standard MLA guidelines will meet all IB Extended Essay requirements.

According to the quality of work, the student's performance will fall into one of the following five bands:

- A Work of an excellent standard
- B Work of a good standard
- C Work of a satisfactory standard
- D Work of a mediocre standard
- E Work of a poor standard

Note: The award of an E for both the Extended Essay and ToK is a failing condition for the diploma.

Creativity, Action, and Service (CAS)

In order to reinforce the IB philosophy that there is more to education than what occurs in the classroom, students will also participate in the CAS program of co-curricular activities consisting of 150 hours over two years. The student will be engaged in a combination of creative, aesthetic, athletic, and community service activities.

CAS aims to challenge and extend the student by developing a sense of discovery and self-reliance, and encouraging development of individual skills and interests. Students must engage in activities that provide a good balance of creativity, action, and service.

CAS and assessment methods:

The emphasis of CAS is on experiential learning.

Creativity can be interpreted as imaginatively as possible to cover the widest range of arts and other activities. An ideal CAS project is one that a student creates, designs, or plans.

Action does not necessarily restrict itself to expeditions, sports, or physical exercise, but may include carrying out creative projects, or service-oriented projects. In this manner, all of the CAS components are addressed.

Service does not mean exclusively social service, but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation.

Toward the end of a CAS activity, each student will complete a self-evaluation form, which includes a description of the activity and the student's view on how he/she has personally developed from engaging in the activity. Some elements to include in the evaluation are:

- ✓ evidence of initiative, planning, and organization;
- ✓ the amount of commitment and effort displayed;
- ✓ personal achievement and development as an individual, taking into account attitudes and skills at the start of the activity.

Self-evaluation forms are provided in CAS Logbooks which are distributed to students at the end of their sophomore year. Students maintain these logbooks throughout their two-year experience, submitting them periodically for review. Logbook information provides important reference records for the writing of testimonials and university references, and forms the basis of final evaluation. Furthermore, the IB Curriculum and Assessment centre (IBCA) may request to inspect CAS logbooks at the end of a student's program.

Assessment

How is the IB Program assessed?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

Assessment for the IB diploma is *criterion-referenced*, not "norm" referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- ❑ *Personal research work* - All students must give evidence of their ability to carry out independent work in the form of:
 - i. an Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the teacher supervisor.
 - ii. guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated.
- ❑ *Written examinations* held in May of the students' junior and/or senior year. These examinations include a variety of assessment techniques such as essays, short answers, and multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).
- ❑ *Oral examinations* conducted face-to-face with teachers, or by means of a cassette recording in the case of self-taught languages. Sample recordings are externally moderated.
- ❑ *Internal Assessment* for the Theory of Knowledge, and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- ❑ *School records* maintained on juniors and seniors, which may be taken into consideration by Chief Examiners in exceptional circumstances when awarding final grades.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.

International Baccalaureate

Assessment Methods

Other Than Examinations



Just how comprehensive is the IB Program? The IB Program is an all-encompassing curriculum that requires students to engage in a wide range of academic activities. The goal of the IB Program is to teach students how to learn, expose them to a broad range of knowledge, and develop within students the ability to pursue in-depth study. To accomplish this goal, IB requires students to submit a wide range of sample work from day-to-day class activities. This work is separate from the IB exams, but counts toward a student's overall score within each subject. Much of the work is in the form of what IB calls Internal Assessment. The following is a comprehensive list of student work that will be submitted to and assessed by the IB international grading team:

The International Grading Team –

The international grading team is comprised of people from across the globe – the Americas, Africa, Asia, Europe. Each individual on the international grading team is an expert in his/her respective field. They are secondary school teachers, college professors, and paid professionals.

Language B

French, German, Spanish, Latin

Type of work: Oral assessment
In the year a student completes level 5 (level 4 for German & Latin), he / she will submit the following three pieces of recorded work:

1. A recording of a group discussion (students with other students).
2. An individual recording (solo).
3. A discussion with the instructor. Students will need to respond to various questions.



Language A1 English

Type of work: Continuous Oral Assessment
Throughout a student's junior and senior year, students will submit the following:

- (a) Two World Literature Reviews --
Review one is 500 to 700 words in length
Review two is 1,000 words in length

Both reviews emphasize comparison and contrast and analysis of specific pieces of literature.

- (b) Five pieces of oral commentary --
These are recorded pieces of work where students reflect upon and analyze various pieces of literature.

Individuals and Societies (Social Studies)

History

Type of work: Guided coursework
Each student writes and submits a 3,000 word essay addressing one of the course topics.

Business Management (SL)

Type of work: Coursework
Students will submit a 1000-1500 word document demonstrating their understanding of business organization, marketing, human resource management, and accounting and finance, as related to a real business situation or problem.

When is the work submitted?

Most of the work is submitted toward the end of a student's course of study in a subject in which the student will sit for an exam. Extended Essays are due in October of the student's senior year. Submission dates are staggered so that work loads are evenly distributed.

(See *Important Dates* calendar)

IB is about developing the **WHOLE** student, requiring him/her to refine and excel in areas of strength and to develop strength in areas of former weakness.

Experimental Sciences

Biology, Chemistry, Physics

Type of work: Practical work (notebooks)
Each student will maintain and later submit a notebook containing the following:

1. One sample of written work exemplifying one or more themes of the scientific method.
2. A lab book containing a series of laboratory findings and analysis.

Music

Type of work: Musical performance
Students will submit a recorded musical piece / interview which includes the following:

1. Student will play a musical piece of the student's choice on the subject instrument.
2. The student will then engage in an interview about the history and structure of the piece with the instructor.

Computer Science

Type of work: Dossier
Each student will submit an independent software development project which incorporates data structures in a higher level programming language such as Pascal or C++.

Students will include a comprehensive documentation package (e.g., design specs., source codes, user manual, etc.).

Creativity Action Service

(CAS)

CAS encompasses a wide range of activities to involve IB students in projects outside of the general IB curriculum. Projects can include anything from team sports to volunteer service in the community. Each IB Diploma student must complete 150 CAS hours. The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community.

Such participation is meant to enable the student to communicate readily on both a philosophical and practical level.

Theory of Knowledge

Type of work: Essays
Each student will submit two essays, each 1000 - 1500 words. One essay addresses a prescribed topic. The second essay topic is chosen by the instructor and the student.



Extended Essay

The Extended Essay is a 3,500 to 4,000 word essay on a topic of the student's choice. This essay gives a student the opportunity to research, in depth, a subject of his/her interest. The essay should be a well developed piece of writing that reflects the student's interest and best ability in the subject. It is researched and written between the spring semester of the student's junior year and the fall semester of the student's senior year.

The Group 4 Project

In essence, the Group 4 Project is a short investigation into a problem. It is carried out by all the students in the experimental sciences, working, in part, in interdisciplinary groups and may be written up as a practical report within the internal assessment component of the science program. It stresses:

1. Reflection
2. Action
3. Evaluation

The grading scheme

Each of the six subjects offered is graded on the following scale:

- Grade 7 = Excellent
- Grade 6 = Very good
- Grade 5 = Good
- Grade 4 = Satisfactory
- Grade 3 = Mediocre
- Grade 2 = Poor
- Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of assessment methods as described in the preceding paragraph. Up to three bonus points can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

Award of the diploma

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

- (a) *Higher Level (HL) subjects* - In principle, a student must obtain a grade 4 or above in each Higher Level subject. Nevertheless, one grade 3, but not a grade 2, will be acceptable if compensated by a grade 5 or above in another Higher Level subject.
- (b) *Standard Level (SL) subjects* - overall results may not include a grade 1, or more than one grade 2.
- (c) *Overall result* - must not include more than three grade 3s, or more than one grade 3 if there is a grade 2 at SL.
- (d) *Extended Essay and ToK* - must obtain above an elementary grade in at least one of these.

*Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least **28 points**, including any bonus points, will be awarded the diploma.*

Example diploma scores

Completion of diploma requirements

Student A

Higher Level	7,7,7	⇒	45 points - the maximum possible score
Standard Level	7,7,7		
ToK & EE	3		

Student B

Higher Level	6,6,5	⇒	31 points – an average Fairview diploma candidate score
Standard Level	4,4,5		
ToK & EE	1		

Student C

Higher Level	5,3,4	⇒	24 points - a pass, the 5 at Higher Level compensates for the grade 3
Standard Level	4,4,4		

Incomplete diploma requirements

Student D

Higher Level	5,2,6	⇒	27 points - fails to meet condition a above (i.e., a grade 2 at Higher Level and not a total score of 28 points).
Standard Level	3,5,6		

Student E

Higher Level	6,5,6	⇒	24 points - fails to meet condition b above (i.e., more than one grade 2)
Standard Level	3,2,2		

Student F

Higher Level	7,3,6	⇒	26 points - fails to meet condition c above (i.e., more than three grades 3)
Standard Level	3,3,3		
ToK & EE	1		

Excluding conditions

The diploma cannot be awarded, whatever the total score, to students who have:

- ✓ not submitted an Extended Essay;
- ✓ not followed a course in the Theory of Knowledge;
- ✓ not engaged in CAS activities; or
- ✓ received a grade 1 in any Higher Level subject.

Approximately 70-75% of diploma candidates earn the diploma worldwide. The student who does not satisfy the requirements of the full diploma is awarded a certificate for the examinations completed successfully. Students are permitted to retake examinations in one or more subjects provided they complete their work within three examination sessions.

How much does it cost?

Registering for IB examinations is one of the most important steps in earning an IB diploma. There are two categories of fees, the Registration Fee and the Subject Fees. Add the Registration Fee to the Subject Fees to calculate the overall fee per student. The following are fees paid for the May 2006 examination session:

Registration Fee

- | | |
|--|-------|
| • seniors who took no exams in their junior year (diploma candidate) | \$215 |
| • seniors who took at least one exam junior year (diploma candidate) | \$85 |
| • juniors (anticipated candidates) | \$130 |
| • juniors or seniors (certificate candidate) | \$130 |

Subject Fees

- | | |
|---|------|
| • per subject (HL or SL) | \$55 |
| • Extended Essay (diploma candidates only) | \$35 |
| • ToK internal assessment (diploma candidates only) | \$8 |

Program Administration Fee

- | | |
|--|------|
| • CAS/Extended Essay Program Coordination (all senior diploma and junior anticipated diploma candidates) | \$50 |
|--|------|

A student taking the full diploma program (6 exams) will be required to pay fees totaling \$638 over two years. The above fees are subject to change upon notification from the IBO.

Benefits

What does it mean when completed?

Upon completion of the IB diploma, the student has had a first-class education, which is accepted as an entrance qualification for higher education in over sixty countries around the world.

Universities are eager to attract IB diploma students because:

- ✓ They are recognized as being prepared to accept educational challenges.
- ✓ They have self-confidence with university level material.
- ✓ They have developed the capacity for independent research and study.
- ✓ They have cultivated sound thinking and communication skills.
- ✓ They have engaged in extracurricular activities alongside academic studies.
- ✓ They have thought in global terms and have a cultural sensitivity and international orientation.

Why choose the International Baccalaureate Program at Fairview High School?

Amid the many outstanding educational programs at Fairview, the IB Program is unique. The goal of the IB Program is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the program will offer one of the most enriching experiences possible. How is this done?

The IB Program is NOT a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging programs into one comprehensive piece. There are three key components to the IB Program:

1. Academic rigor.

Students learn how to learn, how to analyze, how to reach considered conclusions about humankind, its languages and literature, its ways in society, and the scientific forces of its environment. An IB diploma candidate is indeed functioning at a level of an introductory college student.

2. Comprehensiveness of the Program.

Students encounter rigor throughout ALL disciplines. Students refine areas of strength and developmentally improve areas of weakness. Students also submit a significant portion of their course work for evaluation (e.g., essays, oral commentaries, lab books).

3. Internationalism.

The IB Program encourages students to think globally and the IB curriculum is based on true international standards. Coursework and exams are graded by an international grading team, professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Program enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among United States universities. Many competitive United States universities are now granting advanced standing for students with the IB Diploma and those students are being recruited due to their excellent academic preparation and study skills.

The IB Program is not for everyone. Many students want the external benefits (e.g., weighted grades, advanced college standing), but the true benefit of earning the IB Diploma is intrinsic in nature. The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

The Successful IB Student

Outside the classroom

Students will spend much time studying outside of class. Ideally, students will become very familiar with Fairview's library and use it as a resource during off periods. Students should also strive to utilize Norlin Library at CU. Students may benefit from working with each other in self-selecting study groups.

Students should set goals for their own study program and develop habits of tracking their progress in order to self-assess how they are achieving their goals. Records should include an accurate account of time devoted to CAS and working along an individualized Extended Essay calendar.

Student responsibilities

- Students are expected to share responsibility for creating a challenging and fruitful learning environment. Students should demonstrate mutual respect and consideration for others. This assists in creating an atmosphere of harmony and cooperation, which is conducive to learning.
- *Academic honesty:* Maintaining academic integrity within a program is paramount. Within the IB Program, this goal is taken especially seriously. Students must abide by the Fairview IB Program Academic Honesty Policy.
- *Assignment due dates:* Students **must** meet course, CAS, and Extended Essay deadlines. The IB Coordinator, in consultation with teachers, sets due dates for all student work evaluated by the international grading team. Teachers set other major course assignments. The timing of submission dates spreads the workload fairly across the two years of the program.

How to ensure excellence in IB studies

The IB is a demanding program of study, but well-organized students are able to do well and still find time to pursue other interests both inside and outside of school. A good IB student:

- ✓ Works consistently throughout the two years of study.
- ✓ Makes a study plan for the coming week/month, anticipating deadlines for essays, assignments, etc., and forthcoming sporting and social activities.
- ✓ Works in surroundings conducive toward thoughtful study.
- ✓ Begins studying sooner rather than later, and in a sustained fashion.
- ✓ Follows up recent class notes carefully and checks for clarification with the teacher to ensure he/she understands what is being taught/learned. Class notes are well organized.
- ✓ Engages in lively discussion and debate with fellow students and teachers.
- ✓ Demonstrates eagerness to ask questions.
- ✓ Submits thorough assignments that are carefully researched, analyzed, and presented.

Some Interesting Statistics

In the 2004-05 school year we have 1051 students who are taking one or more IB classes. This means that more than 50% of all Fairview students are electing to take at least one Pre-IB or IB class. We now have 605 students who are taking *three* or more IB classes, and we have 47 diploma candidates for this academic year. In terms of past performance on IB exams, the statistics are as follows:

Year	Total number of students taking exams	Total number of exams taken	Total number of diploma candidates	Total number of diplomas awarded
1997	53	116	8	6
1998	80	237	20	18
1999	85	305	33	26
2000	90	265	27	16
2001	76	232	21	18
2002	87	265	28	28
2003	91	288	29	29
2004	160	478	47	47

In terms of college admission, students should be aware that a high school academic program that includes IB is considered more rigorous than one that includes only AP and is evaluated by colleges as such. Substantial data show that IB candidates enjoy higher acceptance rates to selective colleges than non-IB candidates, especially IB diploma candidates. Studies also show that once in college, IB candidates also perform significantly better academically than students who have had only AP experience. Recent Fairview IB graduates consistently report that they feel well-prepared for college because of the nature of the IB curriculum and the time management skills they have learned by taking IB courses.

Fairview High School
International Baccalaureate Program
Academic Honesty Policy

Philosophy

One of the major educational themes at Fairview is that of teaching and reinforcing citizenship and responsibilities for one's actions. "Every one of us makes a difference." Thus, it is expected that the behavior of students makes a positive difference in their own lives, in the lives of others, and in the entire school environment. A second theme is that of motivating students to develop and maintain high personal expectations and goals for high school and beyond. The faculty is committed to promoting and reinforcing self-respect, respect for others, respect for property, and responsible behavior.

Students are expected to maintain personal honesty and integrity at all times. The copying of original materials or work of others without proper authorization and credit, no matter what the source, is plagiarism and is not tolerated.

Academic Honesty Policy

Intellectual honesty is a vital part of the IB Program. A violation of honest behavior is an embarrassment to both the individual and the program. Three classes of dishonesty and their consequences are recognized and described below.

Class 3

Wandering eyes on an exam, the copying of material from a commercial source (e.g., CDs, DVDs or websites), or the copying of another student's software is considered plagiarism. The student may receive a warning or a loss of points on that exam or project. The penalty may be as severe as a "0" score. The severity will be at the teacher's discretion.

Class 2

A second case of a Class 3 violation, a deliberate exchange of information, or flagrant copying (from a classmate or secondary source). The student will receive an "F" for a quarter grade. A parent conference will be scheduled.

Class 1

A third case of a Class 3 violation, premeditated cheating (crib notes, electronic assistance, extensive blatant plagiarism), or blatant disregard of IB directives. The student fails the semester or fails to receive IB credit.

By registering for a single IB course, a student is acknowledging and willingly abiding by this policy.

A Comparison of the AP and the IB Programs

Produced by Fairview High School

The AP and IB Programs at Fairview High School are both successful and highly respected by major colleges and universities throughout the nation. Each program is designed to enrich the high school experience and offer students an excellent opportunity to earn college credit. All students are strongly encouraged to take AP as well as IB exams.

AP Program

National Standard of Excellence

College level courses

Encourages academically talented and highly motivated students

AP exams test what the student knows.

Students generally take AP exams in the areas of strengths.

Students do not have to be enrolled in an authorized school.

Exams are graded externally through Educational Testing Services (ETS) and student marks are assigned.

Exams are based on specific content of courses with objective questions and essays.

Oral exam in foreign language

Policies are determined by national educators.

IB Program

International Standard of Excellence

Comprehensive curriculum of college level work

Encourages academically talented and highly motivated students

IB exams concentrate on the analysis of what the student knows.

One exam in each of the six different subject areas is required for the IB Diploma. Students must prepare in all areas, those of strengths as well as weaknesses.

Students must be enrolled in an authorized IB school.

Scores include teacher assessments as well as external assessments constructed and graded by educators from throughout the world.

Exams are based on broad general understanding of concepts and fundamental themes; questions emphasize essay writing.

Oral assessment in English, foreign language, and other disciplines

Extended Essay, Theory of Knowledge, Creativity, Action and Service

Policies are determined by international educators.

International Baccalaureate

Important Dates

August

- Diplomas and certificates available for pick-up in IB office.
- IB family picnic, August.

September

- Seniors diploma candidates should have at least 125 hours completed.
- Teachers begin Internal Assessment (IA) work and projects.
- If applicable, juniors file requests for "rare" exams (self-taught subjects) to be taken at the end of their senior year. IBO requires a year's advance notice.
- Senior diploma candidates edit their Extended Essay (EE) drafts.
- IB students attend IB exam registration and IB college application information meetings. September 28 – October 19.
- Diploma, certificate and anticipated diploma candidates register for May exams. Anticipated candidates also register for EE/CAS advising.

October

- End of IB Exam registration, October 15.
- Late IB Exam registration, October 16 -- November 9.
- Senior diploma candidates submit draft of EEs in ToK for distribution to supervisors.
- EE supervisors meet with students to give feedback on drafts.

November

- Final EEs due in ToK, November 11. Students submit essays to Turnitin.com.

December

- Senior diploma candidates complete oral presentations in ToK and submit ToK essays.
- Final deadline for completion of CAS for senior diploma candidates, December 6.
- Launch of EE for junior anticipated diploma candidates, December 15.
- Award of IB pin to senior diploma candidates commemorating completion of EE, December 17.

January

- Junior anticipated diploma candidates turn in at least one CAS Activity Form in ToK.
- IB English HL oral exams, January 24 -- February 8.
- Junior anticipated diploma candidates begin ToK.

February

- Deadline for reporting conflicts between IB exams and AP exams, school activities, or other.
- Deadline for registration for AP exams, February 22.
- Junior anticipated candidates choose EE topic, do preliminary work, and work with advisor, February 4 – February 22.
- IB French and Spanish exams.

March

- IB German oral exams, TBA.
- Junior anticipated diploma candidates turn in 1,200-word draft of EE.
- All Internal Assessments graded by teachers.

April

- Deadline for reporting of Internal Assessment grades and predicted subject grades by teachers, April 1.
- Internal Assessment samples due from teachers, April 8.
- Deadline for visit from IB Visual Arts examiner, April 15.
- Deadline for submission of student work from IB Theatre Arts and Music teachers, April 20.
- Deadline for submission of CAS program completion form by CAS coordinator, April 20.
- Junior anticipated diploma candidates turn in 2,000-2,500-word draft and meet with supervisors to discuss plans for completion.
- Students taking exams receive and review examination conduct and instructions form.

May

- Examinations, May 4 – 25.
- Senior diploma and certificate candidates submit "Request for Results" form to order IB transcripts for colleges (By last exam).
- Senior Brunch, Hotel Boulderado, May 22.
- Junior anticipated diploma candidates should have completed 75 CAS hours.
- Incoming junior anticipated diploma candidates (current sophomores) attend CAS launch meeting and receive CAS notebooks.

June

- Incoming seniors begin revising Extended Essay drafts.

July

- Dissemination of examination scores.