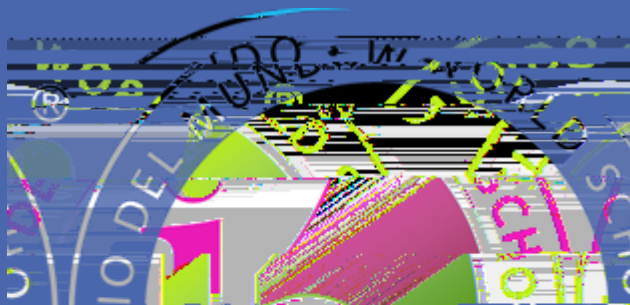


IB DIPLOMA PROGRAM POLICIES AND PROCEDURES

FRONTIER COLLEGE PREPARATORY

2022-2023



Revised May 2022

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IB/

INTERNATIONAL BACCALAUREATE MISSION

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

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

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

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IDEA Frontier College Preparatory MISSION STATEMENT

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

VISION

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

IB LEARNER PROFILE

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems and issues. We use communication skills to express our ideas and to listen to others. We use media and technology as tools to learn and to communicate our ideas and to solve problems.

IB DIPLOMA PROGRAM OVERVIEW

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

The curriculum contains six subject groups together with the DP core:

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

IB DIPLOMA PROGRAM AT FRONTIER COLLEGE PREPARATORY

COURSE SELECTION PROCESS

The aim of the course selection process at Frontier College Prep is to make sure that every student selects an appropriate, well-balanced, and challenging course of study. To this end, parents, teachers, and administration work together to support students

Subject	Credits Earned
English	5 (2 must be IB course credits)
Math	5 (2 must be IB course credits)
Social Studies	4 (1 must be IB course credits)
Science	4 (1 must be IB course credits)
World Language (Spanish)	5 (Not IB required)
IB Group 6 Course	
Art	2
Film	1
Theatre	2
Physical Education	1

IB DP COURSE DESCRIPTIONS

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

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

ENGLISH A: LITERATURE HL/SL

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

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

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

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

- x Available at higher and standard levels
- x Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- x Students study 13 works at higher level and 9 works at standard level from a representative selection of literary forms, periods and places
- x Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism

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

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

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

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GROUP 2: LANGUAGE ACQUISITION

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

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

Spanish HL/SL is available to accommodate students' interest in and

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

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

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

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

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

GROUP 3: INDIVIDUAL AND SOCIETIES

HISTORY HL

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

The IB Diploma Program (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility -11.492 9 -1.15

GROUP 4: SCIENCES

BIOLOGY SL

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

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

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but gsations and

Topic 5: Ecology and evolution

5.1 Communities and ecosystems

5.2 The greenhouse effect

5.3 Populations

5.4 Evolution

5.5 Classification

Topic 6: Human health and physiology

6.1 Digestion

6.2 The transport system

6.3 Defense against infectious disease

6.4 Gas exchange

6.5 Nerves, hormones and homeostasis

6.6 Reproduction

Distinction Between HL and SL

Higher level (240 hours)

Internal assessment (individual investigation): 20%

External assessment: 80%

Standard level (150 hours)

Internal assessment (individual investigation): 20%

External assessment: 80%

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

Students are assessed both externally and internally

Biology students at SL and HL undertake a common core syllabus and a common internal asL

questions from each of the four options.

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GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS & APPROACHES SL

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

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

Distinction between SL and HL

GROUP 6: THE ARTS

THEATER SL/HL

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

The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives

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

© International Baccalaureate Organization 2016, Diploma Program Extended Essay

CAS (CREATIVITY, ACTION, AND SERVICE)

CAS Mission Statement

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

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

- ” **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- ” **Activity**—physical exertion contributing to a healthy lifestyle
- ” **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

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

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

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

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

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

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

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

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FCP IB DP ASSESSMENT POLICY

PHILOSOPHY

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

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

TYPES OF ASSESSMENTS AT FCP FOR THE IB DIPLOMA PROGRAM

STUDENT RESPONSIBILITIES

Inquiry-

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

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AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA

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

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

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

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

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

CONSEQUENCES FOR ACADEMIC MISCONDUCT

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

Violation	Consequence
1st Violation	Failing grade on the assessment 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, and IB DP Coordinator
5th Violation	The issue is brought to the attention of the FCP School Board in a closed session. The FCP School Board determines the extent of the student suspension.

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

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IDEA PUBLIC SCHOOLS LANGUAGE POLICY

SCHOOL LANGUAGE PHILOSOPHY

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

-Nelson Mandela

At Frontier College Preparatory, we believe that multilingualism contributes to intercultural understanding, cooperation, and friendship. Multilingualism prepares students for a globalized world while contributing to the development of our student IB Learner attributes such as being open-minded, communicative, and reflective. As a result, Frontier College CAS m m

FCP INCLUSION POLICY

PHILOSOPHY OF INCLUSION

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

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

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

POLICY COMMUNICATION

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

POLICY REVISION

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

© International Baccalaureate Organization 2017, Candidates with Assessments Access Requirements

LATE WORK

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

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

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

- 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 asse7 (n)-7 (d af)-1.1 (t)-4.p0th student, parit9T003 Tc 7

IB DIPLOMA PROGRAM ACRONYMS

CAS - Creativity, Action, and Service program

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

EE - Extended Essay

HL - Higher Level

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

IB DP - International Baccalaureate Diploma Program

SL - Standard Level