

Land O' Lakes High School

International Baccalaureate Programme



The IB Core
From the Land O' Lakes High School IB
“Tell Me About” Series



Our Compelling Why

District School Board of Pasco County Vision

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

Land O' Lakes High School Mission

Land O' Lakes High School graduates emerge prepared for lifelong learning, personal and civic responsibility, global understanding, and respect for the uniqueness of the individual.



IB 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 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.



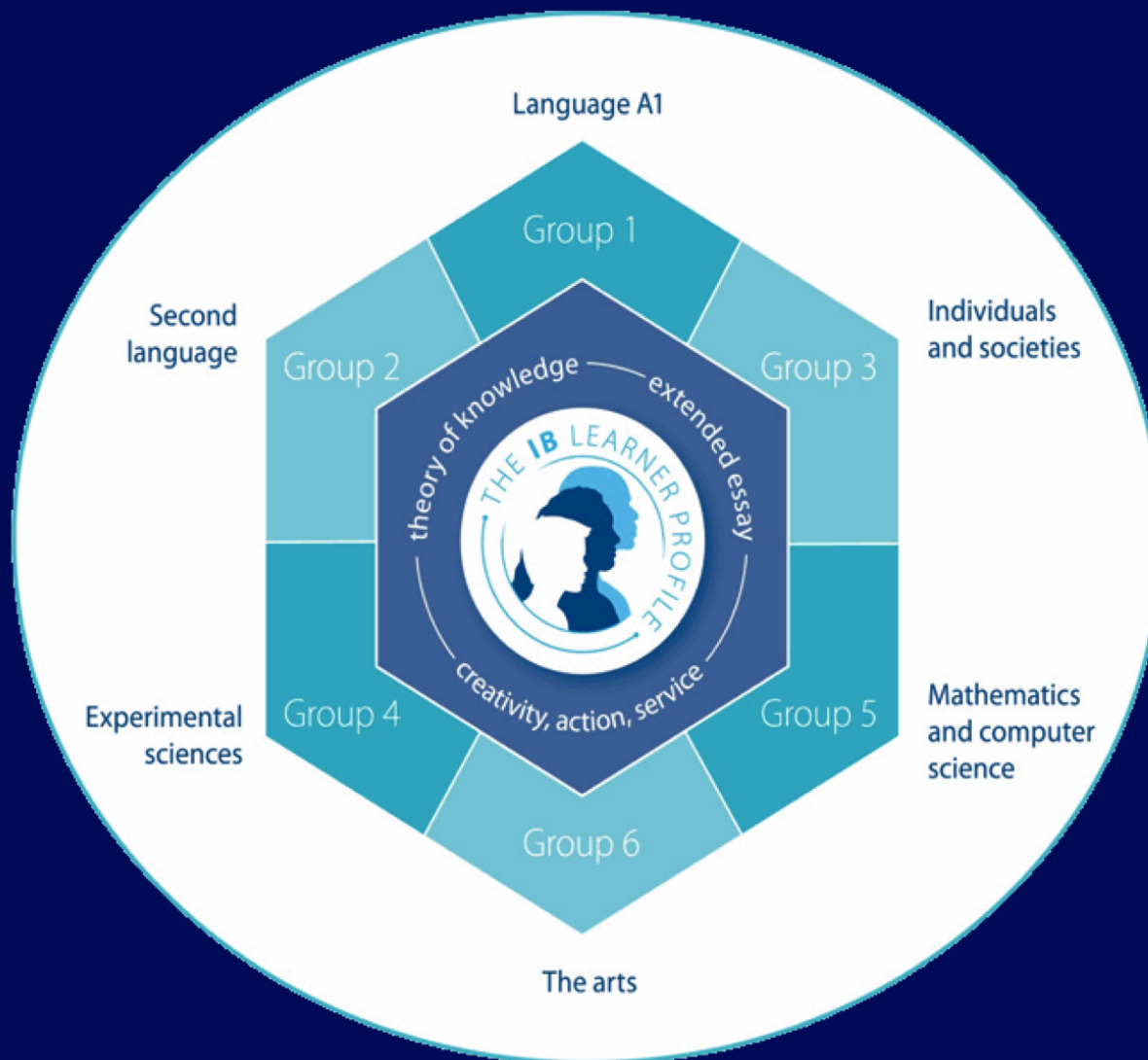
IB Learner Profile

- Inquirers
- Thinker
- Principled
- Caring
- Balanced
- Knowledgeable
- Communicators
- Open-minded
- Risk-takers
- Reflective

Theory of Knowledge, Extended Essay, and Creativity-Action-Service guide us to build strengths in all of these areas.



The IB Hegaxon





Earning the IB Diploma: Elements

- All course and point requirements PLUS
- You cannot earn the IB Diploma without
Theory of Knowledge
Extended Essay
and
Creativity Action Service





Essential Question

How do I achieve excellent results for my efforts in the IB Core?





What is TOK?

Theory of Knowledge asks:

- How do I know the things that I claim to know?
- What evidence is there to support my assertions?
- How do human beings gain understanding?
 - Ways of Knowing
Perception Emotion Reason Language
- In what contexts do human beings engage in critical inquiry and thought?
 - Areas of Knowledge
Natural Sciences Human Sciences The Arts
Mathematics History Ethics



What Do Students Do in TOK?

- Students examine a variety of texts, visuals, issues, cultural and ethical writings, and other resources related to understanding how people and societies address the nature of thought and knowledge.
- Students write a 1,200 – 1,600 word paper on ONE prescribed topic set by IB each session.
- Students work in a group to do an engaging presentation and discussion that addresses a critical issue for local, national, or global society.



How is my TOK paper evaluated?

- The IB Examiner uses a rubric to assign points on established criteria
 - Refer to the **Assessment Criteria** document provided in class
-
- ☒ 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 an elementary standard*

Source: IBO, TOK Guide



What is the Extended Essay?

These are the three key terms that ground
your efforts in Extended Essay:

RESEARCH

INVESTIGATION

ACADEMIC INQUIRY



EE Key Terms

RESEARCH
INVESTIGATION
ACADEMIC INQUIRY

Reasoned examination of an intellectual nature in which established sources of academic merit are assessed and applied in the creation of authentic writing

- J Morgenstein



What is the Nature of the Extended Essay?

- Intended to promote high-level research and writing skills, intellectual discovery and creativity.
- Provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor.
- 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.
- Completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.

Source: IBO, Extended Essay Guide First Examinations 2013



What is the Nature of the Extended Essay?

- Approximately **4,000 words** as a result of about **40 hours** of research, writing, editing
- The aims of the extended essay are to provide students with the opportunity to:
 - pursue independent research on a focused topic
 - develop research and communication skills
 - develop the skills of creative and critical thinking
 - engage in a systematic process of research appropriate to the subject
 - experience the excitement of intellectual discovery

Source: IBO, Extended Essay Guide First Examinations 2013



What is the Student's Focus in EE?

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list
- observe the regulations relating to the extended essay
- work diligently and edit carefully
- meet all deadlines (see Timeline)
- acknowledge all sources of information and ideas in an approved academic manner.

Source: IBO, Extended Essay Guide First Examinations 2013



Areas for EE

(Subject to Change)

Group 1

English Literature
English Language
Comparative Literature

Group 2[§]

Spanish Literature
Spanish Language
Spanish Culture & Society

Group 3

History
Social & Cultural
Anthropology
Geography
Human Rights
Politics
Economics
Peace & Conflict Studies
Environmental Systems
& Societies
Philosophy
Psychology

Group 4*

Biology
Chemistry
Physics
Environmental Systems

Group 5

Mathematics
Information Tech in a
Global Society

Group 6

Theatre
Music
Film
World Studies

[§] If choosing Group 2, your work must be in Spanish.

* If choosing Group 4, your work must be experimental in nature.



What is the role of the EE advisor?

- Advice and guidance on choice of topic and how to formulate a well-focused research question
- Monitors the progress of the extended essay
- Reads and comments on one completed draft only of the extended essay (but does not edit the draft)
- Reviews final draft prior to submission
- Conducts final interview – Viva voce
- Student and advisor authenticate the EE as the student's
- Advisor reports any malpractice (if suspected)

Source: IBO, Extended Essay Guide First Examinations 2013



Meetings Between Student and Advisor

- The student **MUST** meet and confer with the advisor throughout the EE process. This is **REQUIRED**. (See EE Timeline.)
- No EE shall be authenticated as the student's original, honest work without the mandated interaction with the advisor. (See EE Timeline.)
- Unauthenticated work will be reported to IB and places the student in a Non-Qualifying for Diploma condition.



What are the Parts of an Extended Essay?

- Title page
 - Abstract ← (300 words max.)
 - Contents page
 - Introduction
 - Body (development/
methods/results)
 - Conclusion
 - References and bibliography
 - Appendices
- (4,000 words max.)

Source: IBO, Extended Essay Guide First Examinations 2013



What is Our Timeline?

You will find an *Extended Essay Timeline* document in the Files area on ManageBac to download a copy of the current timeline to be used to guide your submissions and serve as a checklist.

**Most current version will be found on ManageBac.*



Extended Essay Timeline
First Examinations 2013

Timeline of Student Obligations to Be Shared with Advisor and Submitted to Advisor and English/TOK Teacher Advisor Offers General Comment and Direction – Advisor is not an editor (Check off as you go)	
May 31 Q4 Test Grade in 1 st Grade English	<ul style="list-style-type: none"> Contact Advisor face-to-face AND via email (or ManageBac) to introduce yourself and explain why you have chosen to do your EE in the area you've chosen. Discuss the full timeline and what you COMMIT to bring to your meetings with your advisor. Read and listen to all resources under EE found in the Files area on ManageBac. Turn in to your English teacher a 150-200 word summary of this conversation, AND the date you met face to face with your advisor and exchanged emails.
Summer Q1 Test Grade in TOK	<ul style="list-style-type: none"> Email advisor (or use ManageBac) with overall plan for theme, topic, and your proposed method for research/inquiry/investigation. Read and listen to all resources under EE found in the Files area on ManageBac. Make an appointment with your advisor to meet face to face <u>before</u> August 23. (See next line below.) Turn in to your TOK teacher the email you sent your advisor with the overall plan for theme, topic, and your proposed method for research/inquiry/investigation.
August 23 Q1 Test Grade in TOK	<ul style="list-style-type: none"> Meet with advisor (per appointment before August 23) to turn in and on over annotated bibliography of no fewer than five (5) deeply read and reflected upon primary/secondary sources. See Files area on ManageBac to guide you in, "What is an annotated bibliography?" Turn in to your TOK teacher a copy of your annotated bibliography, AND the date that you met with your advisor.
September 6 (advisor) September 13 (TOK teacher) Q1 Test Grade in TOK	<ul style="list-style-type: none"> Turn in to your advisor with thesis statement or hypothesis, outline, and preliminary conclusions so as to receive feedback. Using advisor's feedback, revise (focus; tighten) your thesis statement or hypothesis, outline, preliminary conclusions. Provide to your TOK teacher the original submission and advisor feedback, revised thesis statement or hypothesis, outline, preliminary conclusions.
October 28 Q2 Test Grade in TOK	<ul style="list-style-type: none"> Turn in to your advisor a draft of no fewer than 3,000 words, including a draft abstract. Schedule an appointment to meet face-to-face with your advisor for feedback. Turn in to your TOK teacher a copy of your draft AND the date that you met with your advisor.
November 15 Q2 Test Grade in TOK	<ul style="list-style-type: none"> Use the EE Assessment Rubric: Student Reflection Instrument (found in the Files area of ManageBac) to evaluate your work to this point. Use the Reflection Instrument to plan for expansion and revision, need for additional research, and expanded annotated bibliography of additional primary/secondary sources (if any). Turn in to your TOK teacher a copy of the EE Assessment Rubric: Student Reflection Instrument AND your expanded annotated bibliography (if any).
December 13 Q2 Test Grade in TOK	<ul style="list-style-type: none"> Turn in to your advisor a draft of no fewer than 3,000 words, including revised abstract and firm conclusions attributed to evidence presented in the EE Turn in to your TOK teacher a copy of the 3,000 word draft with all parts, including revised abstract and firm conclusions
January 20 Q3 Test Grade in TOK	<ul style="list-style-type: none"> Use another copy of the EE Assessment Rubric: Student Reflection Instrument (found in the Files area of ManageBac) to evaluate your final version EE. Submit two (2) copies of the final version of the EE to advisor with all parts completed as per the EE Guide. Make an appointment and meet for the viva voce (final interview/review); complete EE jacket for authentication of student work with your advisor. Bring the EE Assessment Rubric: Student Reflection Instrument to guide your conversation. Turn in to your TOK teacher a copy of the new EE Assessment Rubric: Student Reflection Instrument AND the date that you met with your advisor for viva voce and authentication. Submit a copy of your entire final EE to Mr. Morgenstein, IB Coordinator. (Email to: lohsib@gmail.com)

Students are welcome to work ahead on the various steps of the Extended Essay. Nonetheless, communication with and guidance from a qualified EE advisor will be necessary as per IB requirements. Students who work ahead must document having complied with the elements addressed above. Contact Mr. Morgenstein (lmorgens@pasco.k12.fl.us) to discuss your efforts if they vary from our standard plan of work with a Land O' Lakes High School EE advisor.



What Are My Guides to Success on EE?

- Your EE Advisor
- Your TOK teacher(s)
- Mr. Morgenstein
- ManageBac – Under Files
 - Spring Break Activity and Resources
 - EE Guide Where to Look document
 - EE Guide from IBO – See pages to which directed
 - EE Assessment Criteria – Document and podcast
 - EE Assessment Rubric: Student Reflection Instrument
 - EE Timeline (Deadlines) document
- ManageBac – Under Messages (as inquiries come up and are answered)



How Is My EE Evaluated?

- The IB Examiner uses a rubric – just like you will
- Points assigned on 11 criteria
- Refer to the **Assessment Criteria** document and podcast on ManageBac for insight into each
- Use the **Student Reflection Instrument** to gauge your work
 - ☒ A Work of an excellent standard
 - ☒ B Work of a good standard
 - ☒ C Work of a satisfactory standard
 - ☒ D *Work of a mediocre standard*
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Source: IBO, Extended Essay Guide First Examinations 2013



EE/TOK Matrix

Earn Bonus Diploma Points

TOK Paper →

Extended Essay →

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Source: IBO, Extended Essay Guide First Examinations 2013



Earning the IB Diploma: CAS

“...creativity, action, and service should now be things that you do because you enjoy them. And you enjoy them because they allow you to actually recharge ...”

-Nicole Naar, LOLHS IB class of 2003



Learning Outcomes

- Increase awareness of your own strengths and areas for growth
- Undertake new challenges
- Plan and initiate activities
- Work collaboratively with others
- Show perseverance and commitment in activities
- Engage with issues of global importance
- Consider ethical implications of their actions
- Develop new skills



What Is CAS?

- Creativity
 - Thinking, designing projects
- Action
 - Participation in expeditions, sports, physical activity
- Service
 - Interaction with groups, community; building a link



What Is CAS? (con't)

- CAS is either an ACTIVITY or a PROJECT.
- **ACTIVITY**: Something that is short or longer in duration, and addresses *either* Creativity *or* Action *or* Service.
- **PROJECT**: Something conducted over an extensive period of time (months); has a combination of two or more aspects of Creativity *and* Action *and* Service. Must have positive international/global impact.
- Students must complete at least one PROJECT of international impact.



Guiding Questions

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real [and positive] consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?



The Reflection

- Who? What? Where? When? How?
- Extent to which you have developed personally
- Understanding, skills, and ethical values acquired
- How others may have benefited
- Extent to which you are aware of your own strengths/weaknesses
- Any international/global impact



The Final Reflection

Clear and complete
critical reflection of the
entire CAS experience



Student Responsibility for CAS

- Set personal goals for what they hope to achieve through CAS
- Plan, do, document with evidence, and reflect
- Participate in at least one interim review scheduled by the CAS Coordinator (during April/May of junior year) and a final review (during December/January of senior year)



Student Responsibility for CAS (con't)

- Take part in a range of activities*, including at least one project, some of which they have initiated themselves
- Keep records of their activities and achievements on ManageBac
- Show evidence of achievement of the eight (8) CAS learning outcomes

[Six (6) activities permit students to evidence the learning outcomes.]*



Timetable

- Begin the junior year (as an IB candidate)
CAS Orientation in the classroom Quarter 1
- Parent CAS Night Semester 1
- Expectation is for CAS efforts each week
- Minimum of 50 reflected hours due in May
(end of junior year)
- Second 50 reflected hours due in August/
September (beginning of senior year)
- All CAS requirements **DUE** January
(end of first semester of senior year)



ManageBac

<https://landolakes.managebac.com/login>

- Allows students to add CAS activities, complete reflections and evidence, obtain supervisor reviews, and track student progress with CAS completion.
- Allows parents and CAS coordinator to track student progress
- *100% of postings must be authentic and will be verified by the CAS Coordinator*



Essential Question

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results for my efforts in
the IB Core?





Earning the IB Diploma: Elements

- All course and point requirements PLUS
- You cannot earn the IB Diploma without

**Theory of Knowledge
Extended Essay
and**

Creativity Action Service





Assessments

Senior Year Assessments

- IA in each course (English conducted in Junior Year)
- Written Assignment (English and Spanish)
- Examinations in each course (“Papers”)
- TOK paper and presentation
- CAS – completed, documented, reflected
- EE – completed to a high level of excellence



Academic Honesty

Academic Honesty Policy

Both a Land O' Lakes High School concept and an IBO directive, academic honesty and integrity is required in all work, every day, at all times.

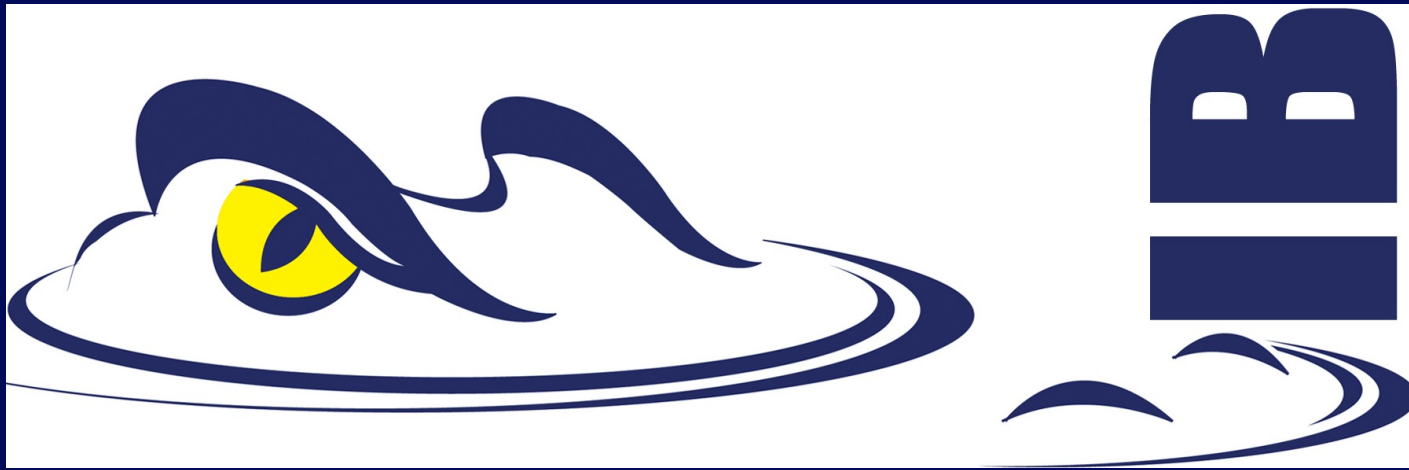
Malpractice

Defined by IBO and monitored by Land O' Lakes High School



Land O' Lakes High School Continuing A Legacy of Excellence





Produced with thanks to the International Baccalaureate Organization and the students and teachers of the Land O' Lakes High School IB Programme.

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