



**IB STUDENT/PARENT
HANDBOOK
2015-2016
CROSSLAND HIGH SCHOOL**

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INTERNATIONAL BACCALAUREATE (IB) HANDBOOK 2015-2016

CROSSLAND HIGH SCHOOL

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and

forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Group A1-English HL: Literature

Nature of Subject

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication.

Doing so enables students to develop and refine their command of language.

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- **Part 1:** Works in translation
- **Part 2:** Detailed study
- **Part 3:** Literary genres
- **Part 4:** Options (in which works are freely chosen)

Assessment Objectives:

There are three assessment objectives at HL for the **language A: literature** course.

1. Knowledge and understanding

- Demonstrate knowledge and understanding of individual literary works as representatives to their genre and period, and the relationships between them
- Demonstrate an understanding of the ways in which cultural values are expressed in literature
- Demonstrate awareness of the significance of the context in which a work is written and received
- Substantiate and justify ideas with relevant examples

2. Analysis, synthesis and evaluation

- Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
- Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
- Show an ability to examine and discuss in depth the effects of literary techniques

Group 1 Aims:

The aims of **language A: literature** is to:

1. Introduce students to a range of texts from different periods, styles and genres.
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop the students' powers of expression, both in oral and written communication.
4. Encourage students to recognize the importance of the contexts in which texts are written and received.
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
7. Promote in students an enjoyment of, and lifelong interest in, language and literature.

In addition, the aims of the **language A: literature** course at SL and at HL are to:

8. Develop in students an understanding of the techniques involved in literary criticism
9. Develop students' ability to form independent literary judgments and to support those ideas.

Syllabus Component

Teaching Hours

Part 1: Works in Translation

65

- **Three works:** All works are chosen from the titles in the prescribed literature in translation (PLT) list.

Part 2: Detailed Study

65

- **Three works:** All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a **different** genre.

Part 3: Literary genres

65

- **Four works:** All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the **same** genre.

Part 4: Options

45

- **Three works:** Works are freely chosen in any combination.

Total teaching hours 240

First examinations 2016

Assessment Component Weighting

External Assessment (4 hours) 70%

Paper 1: Literary Commentary (2 hours) 20%

- The paper consists of two passages: one prose and one poetry.
- Students choose one and write a guided literary analysis in response to two questions. (20 marks)

Paper 2: Essay (2 hours) 25%

- The paper consists of three questions for each literary genre.
- In response to one question students write an essay based on at least two works studied in part 3. (25 marks)

Written Assignment 25%

- Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks)
- The reflective statement must be 300–400 words in length.
- The essay must be 1,200–1,500 words in length.

Internal Assessment 30%

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral commentary and discussion (20 minutes) 15%

- Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)

Individual oral presentation (10–15 minutes) 15%

- The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks).

Group 2: Language B-French or Spanish SL

Nature of the Subject

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

The group 2 courses use a balance between approaches to learning that are teacher-centered (teacher-led activities and assessment in the classroom) and those that are learner-centered (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. Language B is expected to develop students' linguistic abilities through the development of receptive, productive and interactive skills (as defined in "Syllabus Content").

Course	Receptive Skills	Productive Skills	Interactive Skills
Language B SL	Understand straightforward recorded or spoken information on the topics studied. Understand authentic written texts related to the topics studied and that use mostly everyday language.	Communicate orally in order to explain a point of view on a designated topic. Describe with some detail and accuracy experiences, events and concepts. Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.	Demonstrate interaction that usually flows coherently, but with occasional limitations. Engage in conversations on the topics studied, as well as related ideas. Demonstrate some Intercultural engagement with the target language and culture(s).

Theory of knowledge (TOK) is central to the Diploma Programme, and the relationship between TOK and group 2 is of great importance. Learning an additional language involves linguistic and metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, teachers are challenged to make links between TOK and group 2 courses that encourage consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher.

What follows are some questions that could be used in the language classroom to investigate the link between the four ways of knowing (reason, emotion, perception and language) and additional language acquisition.

- Do we know and learn our first language(s) in the same way as we learn additional languages?
- When we learn an additional language, do we learn more than "just" vocabulary and grammar?

- The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and one's own. To what extent is this definition true?
- "Those who know nothing of an additional language know nothing of their own" (Johann Wolfgang von Goethe, playwright, poet, novelist, dramatist, 1749–1832). By learning another culture are we able to enrich our own?
- We can learn grammar intuitively, without conscious thought, or formally, by stating rules. What are the strengths and weaknesses of each approach? Are these the same for learning in other areas of the curriculum?
- To what extent does membership of a group (a cultural group, a gender group or another group) affect how we come to linguistic knowledge? Are there factors to consider between individuals within a group and between groups?
- To what extent does the learning environment (the physical setting) have an impact on the way an additional language is acquired?
- If you were to learn a language from a textbook only, how would this differ from learning through interaction only?
- Do you understand the world differently when you learn another language? How (for example, time, humor, leisure)?
- How is perception encoded differently in different languages (for example, color, orientation)? What does this tell us about the relationships between perception, culture, reality and truth?
- How are values encoded differently in different languages (for example, family, friendship, authority)?
- When, if ever, is it possible to make a perfect translation from one language into another? What might "perfect" mean in this context?
- What is the relationship between language and thought? Do you think differently in different languages? If so, does it make a practical or discernible difference to how you interpret the world?
- If mathematics is a language, it is clearly different from natural languages. In your experience, do we learn the two differently? What does your answer tell us about the nature of mathematical and linguistic knowledge?

Group 2 Aims:

1. Develop students' intercultural understanding
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. Develop students' awareness of the role of language in relation to other areas of knowledge
5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. Provide students with a basis for further study, work and leisure through the use of an additional language
7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Assessment Objectives:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
1. Use language appropriate to a range of interpersonal and/or cultural contexts
2. Understand and use language to express and respond to a range of ideas with accuracy and fluency
3. Organize ideas on a range of topics, in a clear, coherent and convincing manner
4. Understand, analyze and respond to a range of written and spoken texts

Assessment Objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding	Paper 2	Students respond to written tasks using appropriate language, register and format.
	Written assignment	Students communicate clearly and effectively in the context of their task.
	Internal assessment	Students orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. Students interact in classroom activities.
Students orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. Students interact in classroom activities.	Paper 1	Students demonstrate an understanding of written texts.
	Paper 2	Students demonstrate the ability to understand the task and respond appropriately using a variety of text types. Students express their reaction to a statement.
	Written assignment	Students demonstrate comprehension and accurate use of structures.
	Internal assessment	Students interact with the teacher using a range of structures. Students interact in classroom activities.
Understand and use language to express and respond to a range of ideas with accuracy and fluency	Paper 1	Students demonstrate an understanding of written texts.
	Paper 2	Students demonstrate the ability to use vocabulary appropriate to the topic.

	Written assignment	Students demonstrate comprehension, accuracy and pertinent vocabulary.
	Internal assessment	Accuracy and pertinent vocabulary. Students interact appropriately with the teacher on a range of topics. Students interact in classroom activities.

Group 3: Individuals and Societies

History Route 2

All students, higher and standard level, look at several topics from the DP history syllabus in detail. These are:

The Arab-Israeli conflict (1945 – 1979) TBD

This topic uses a variety of sources to investigate the origins of the conflict, the role of the rest of the world, the series of clashes in the area (including the 1948-9 war, the 1956 Suez Crisis, the Six Day War and the 1973 October war) and the Egyptian–Israeli peace process of the 1970s.

The Cold War

Forming part of the final essay paper, we examine the origins of the Cold War (origins, process, and consequences). We look at how the Cold War developed in the 1950s and 1960s, and examine how it affected different parts of the world, including Asia (Korean War, Vietnam War), the Americas (Cuba) and Europe (especially Germany).

Democratic States: Challenges & Responses

Curriculum examines how democracies around the world have dealt with different challenges throughout the 20th century. Our study includes de Gaulle's France (1958 – 1969), Japan (1945 – 1952) and the USA (1953 – 1973). All students also complete one historical investigation (history coursework) beginning grade 12. Students can choose any historical topic of interest (which could be related to the course, but does not have to be) to complete their history coursework. Students are given the opportunity to form a research question, and use a variety of sources to find the evidence to answer it. Students will also look at the region of the Americas during the 20th century, focusing on the domestic and foreign policies of the USA, Cuba and Brazil.

Some of the **specific topics** included in the curriculum are: League of Nations; President Woodrow Wilson; *The Unfinished Peace after World War I: America, Britain and the Stabilization of Europe 1919-32* by *Patrick O Cohrs, 2008*; Causes, practices and effects of twentieth century wars; origins and development of authoritarian and single-party states; Nationalist and independent movements in Africa and Asia and post-1945 Central and Eastern European states; The Mexican Revolution, The Great Depression and the Americas 1929-1939; US Civil War: causes, course and effects 1840-1877; Reference of two countries of the Americas to analyze contribution of political factors to the outbreak of the wars of independence; emergence of the Americas in global affairs 1880-1929.

Assessment:

Historical investigation: (1500 - 2000 words) – SL 25%, HL 20% **Paper 1 (HL/SL):**

Paper 2 (HL/SL):

Paper 3 (HL):

Source analysis paper – 5 source questions (1 hour) Topic: the Arab-Israeli conflict

Essay paper – 2 timed essays (1.5 hours)
Topics: The Cold War and Democratic States

Essay paper – 3 timed essays (2.5hrs)
Topics: USA (1920s – 1970s) Cuba under Castro Brazil under Vargas Civil Rights in the Americas

Psychology SL & HL

COURSE OUTLINE

The purpose of this course is to incorporate the International Baccalaureate's mission statement and learner profile while delving into the realm of psychology. This course seeks to incorporate Theory of Knowledge, CAS, and psychological concepts, psychological theories, and research skills. All IB Psychology SL learners are encouraged to participate in "Club Psi" in order to gain CAS hours and to apply the concepts and principles learned in real-life situations.

Year 1 OUTLINE:

- Biological Studies & Analysis (August – September)
 - Brain
 - Neurons
 - Neural Network
 - Endocrine System & Hormones
 - Sensory Organs
- Psychological Studies & Analysis (October – December)
 - Cognition
 - Memory
 - Language & Intelligence
 - Perception
- Sociocultural Studies & Analysis (January – April)
 - Human development
 - Behavior/conditioning
 - Social theories, effects, & phenomena
 - Cultural expectations & behavior
- Scholarly Research (threaded throughout) (August – April)
 - Understand Command Terms
 - Google Scholar – identifying and using academic journal articles
 - Identifying and using primary resources
 - Scholarly/academic writing (as oppose to literary writing)
 - Scholarly analysis
- Introduction to Research Methodology/View Sample Experiment (May – June)

Year 2 OUTLINE:

- Research Methodology (August – September)
 - Scientific method
 - Validity & Reliability
 - Biases & Avoidance of biases
 - Ethics – Informed Consent/Belmont Report
- Internal Assessment (September – November)
- Research & Scholarly Writing using BIOPSYCHOSOCIAL APPROACH for Exit Exam Paper 2 – ABNORMAL PSYCHOLOGY (December – Early March)

- Overall Review & Exit Exam Practice (March – April)

Assessments:

Psychology SL

External Assessment		Internal Assessment
Paper 1	Paper 2	
Perspectives (3)	Option (1)	Quantitative Research Methodology
Short answer and extended response questions	Extended response question	Simple experimental study 1,000-1,500 words
2 (Hours): 50%	1 (Hour) 30%	15 (hours) 20%

Psychology HL

External Assessment			Internal Assessment
Paper 1	Paper 2	Paper 3	
Perspectives (4)	Options (2)	Qualitative Research Methodology	Quantitative Research Methodology
Short answers and extended response questions	Extended response questions	Short answer questions	Experimental study 1,500-2,000 words
2 (Hours): 30%	2 (Hours): 30%	1 (Hour): 20%	25 (Hours): 20%

Group 4: Experimental Sciences

Biology

Higher Level Biology is an in-depth study of modern biology that provides a sound foundation for college and university courses in Biology, Medicine, Biochemistry, Environmental Studies and other sciences. A solid foundation in biology and a working knowledge of chemistry are needed for success in the course.

Core	
<ul style="list-style-type: none">• Statistical Analysis• Cells• The Chemistry Of Life• Genetics• Ecology and Evolution• Human Health and Physiology	<ul style="list-style-type: none">• Nucleic Acids and Proteins• Cell Respiration and Photosynthesis• Plant Science• Further Genetics• Human Health and Physiology
Options (2 of the following)	
<ul style="list-style-type: none">• Evolution• Neurobiology and Behavior• Microbes and Biotechnology	<ul style="list-style-type: none">• Ecology and Conservation• Further Human Physiology

*Students may be required to attend a field trip in grade 12 in order to complete the **Group 4 Project**. This off-site activity may take place on Saturday. Date: TBD

Assessment:

Biology is assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary Group 4 project. Evidence of **Group 4 Project** * may be requested with IA samples submitted in March-April.

Higher Level		Standard Level	
Paper 1	20%	Paper 1	20%
Paper 2	36%	Paper 2	32%
Paper 3	20%	Paper 3	24%
Internal Assessment (Laboratory Work)	24%	Internal Assessment (Laboratory Work)	24%

Group 5: Mathematics

Mathematical Studies: Standard Level

The Mathematical Studies course is for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. The course consists of the study of eight topics, all of which are compulsory. Students study all of the sub-topics within each of the topics in the syllabus.

Study Topics:

- Introduction to Graphic Display Calculator
- Number and Algebra
- Sets, Logic, and Probability
- Functions
- Geometry and Trigonometry
- Statistics
- Introductory Differential Calculus Topic
- Financial Mathematics

Assessment

Internal assessment: The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This accounts for 20% of the final grade.

External assessment

There are 2 written papers

Paper 1 (1 hr 30 min): 40% of final assessment

Paper 2 (1 hr 30 min): 40% of final assessment

Group 6: The Arts

Visual Arts

Visual Arts is available at both Higher and Standard Levels as a Studio-based program (Option A)

Thematic Project: (August- December)

- Students investigate an idea or aspect of their theme.
- Studies include workshops that introduce new skills and a trip to a museum to assist their artist/cultural research.

Independent Work: (August – March)

- Develop independent studio work and research inspired by in-depth investigation of their chosen theme or subject.

Assessment: The final assessment is based on each student's exhibition of their studio work, their research workbook and a timed interview with the Visual Arts teacher. The allocation of marks is: SL:

Workbook: 40%

Studio Work: 60%

IB Core Requirements:

Theory of Knowledge (ToK), Extended Essay (EE) and Creativity, Action and Service (CAS)

Theory of Knowledge

The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?"

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

Extended Essay

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- Practical preparation for the kinds of undergraduate research required at tertiary level
- An opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas
- Developing an argument.

Participation in this process develops the capacity to:

- Analyze
- Synthesize, and
- Evaluate knowledge.

Creativity, Action, Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.

Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects like promoting awareness of bullying by in some way.

Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

A system of self-evaluation encourages students to **reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired. Students must develop written reflections for completed CAS hours that should include 8 CAS Learning**

Outcomes:

- Increased their awareness of their strengths and areas for growth.
- Undertaken new challenges.
- Planned and initiated activities.
- Worked collaboratively with others.
- Shown perseverance and commitment in their activities.
- Engaged with issues of global importance.
- Considered the ethical implications of their actions.
- Developed new skills.

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (See below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Action, & Service (CAS) and the Extended Essay. The award of the IB Diploma is made externally by the IB.

Students are not required earn the IB Diploma. Some students may not want to pursue the diploma, and may choose to earn university credit in a different way. Most colleges and universities grant credits for courses in which students earn scores of 5-7 in higher level and a 4 or 3 in standard level. The amount of credit granted varies by institution. Students may or may not complete CAS, TOK or the Extended Essay. The student may choose fewer than three Higher Level subjects, or all six subjects at Standard Level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent	4: Satisfactory
6: Very Good	3: Mediocre
5: Good	2: Poor

In general, in order to receive the IB Diploma a student will have to score at least a **4** in each subject, or **24** points or more total. The full criteria for passing the IB DP are outlined below and students need to be aware that a score of 24 points will not always guarantee a pass. The IB Diploma will be awarded to a candidate whose total score is **24, 25, 26 or 27 points**, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the IB Diploma. (No N scores)
- All **CAS** requirements met.
- Grades A (highest) to E (lowest) have been awarded for **both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them**.
- **There is no grade 1 in any subject.**
- **There is no grade 2 at higher level.**
- There is no more than one grade 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 12 points earned on higher level subjects.
- At least 9 points have been gained on standard level subjects (Candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Coursework Assignment

CAS Interview

History IA – First Draft

Extended Essay – First Draft

ToK Essay

Language A Written Assignment

EE interviews: Seniors

Extended Essay – Final

Math Project Draft

EE Draft Due to Coordinator

Individual EE Conference w/IB Coord.

Lang B

Math Studies IA Draft Due

Chemistry Group 4 Project Draft

Interactive Oral French/Spanish Grades 11 & 12

English Oral Commentary Practice-Seniors

Deadline Date (See IB Calendar.)

September 2015]

September 2015

September 2015

October 2015

October 2015

October 2015

November 2015

November 2015

November 2015

November 2015

December 2015

December 2015

December 2015

December 2015

December 2015

January 2016

EE Final Draft Submitted

CAS Interviews

History IA Draft

English IA Orals-Seniors

January 2016

January 2016

January 2016

January 2016

History IA Final Due

Spanish & French Individual Orals

World Lit Paper/Oral

Math Studies SL IA

Chemistry Group 4 IA Final Due

February 2016

February 2016

February 2016

February 2016

February 2016

Upload Vis. Arts Record Books

Art Exhibition

March 2016

March-April 2016

ToK Uploads-1500-1600-word Essay

IB Exams

CAS Reflections – addressing 8 Outcomes/Goals

May 2016

Seniors-by May 2016; Juniors June 1 (Minimum 150)

Extra Help with Schoolwork

Students may need to stay after school for help with schoolwork. This is our means of ensuring the best academic progress possible for your child. Please ensure that your son/daughter knows to call home if he/she has been asked to stay after school for this extra help.

Academic Honesty Policy

Crossland High School is committed to integrity, which means upholding academic honesty. We aim to ensure that all students in the IB Diploma Programme are aware of the necessity of honesty and consequences for dishonesty. We advise all students to submit work that is their own and papers/presentations that are referenced appropriately.

Academic Dishonesty and Malpractice

Although the following list does not include all acts of malpractice. Academic dishonesty can take several forms:

- **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- **Copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.
- **Exam cheating:** communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying Data:** creating or altering data which have not been collected properly
- **Collusion:** helping another student to be academically dishonest.

Prevention of Academic Dishonesty

According to IB recommendations and practice, randomly or selected pieces of work may be required for submission to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. **Students are urged to keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.**

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP Coordinator. The matter will be investigated and the student will be informed of the concerns of the teacher. The student will be given the chance to reply to the accusations. If it can be shown that inappropriate work was submitted, the IB DP Coordinator will make a recommendation to the principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. In keeping with IB's policy and practice, the determining difference between these two possibilities will be that of intent. The principal will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student found to have been academically dishonest will have note of it placed into his/her student file. This will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and, subsequently, will not receive an IB Diploma if scores earned would warrant. A second violation will result in the student being removed from

that particular IB DP course, and his or her being disallowed to receive an IB certificate in that subject. He/she will not receive credit towards the high school Diploma for the course. If a student submits work to the IB which is later recognized as having been produced dishonestly, the IB will not award a Diploma to that student. Students should recognize that they are responsible for their own work.



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Information taken from IBO documents, website and Crossland HS course descriptions.

For additional information, please visit www.ibo.org and SCHOOL WEBSITE:
<http://www1.pgcps.org/crossland>. Click on “IB” under “Students”.

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