



International Baccalaureate Diploma Program Handbook

Wareham Public Schools

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Wareham High School

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Mission Statement

"Every Student Every Day!"

Wareham Public Schools will provide challenging, engaging, innovative, globally minded educational experiences providing a competitive advantage for our schools, our students, and community, creating a better world.



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The International Baccalaureate Organization

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four programs: PYP (primary years), MYP (middle years), DP (diploma), and CP (career) that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. The IBO was created by a subset of the United Nations in response to the horrors of World War II, with the idea of creating a worldwide approach to teaching rooted in finding commonality and understanding among cultures. Since its start in Switzerland, the IBO has expanded across the globe offering 6,273 programs in over 4,781 schools.

IBO Mission Statement

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

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

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

The Diploma Program at Wareham High School

At Wareham High School, students will have the option of enrolling in the full Diploma Program, or taking one or more selected courses for the IB Certificate.

To be enrolled in the full Diploma Program, students must select 3 Higher Level (HL) courses and 3 Standard Level (SL) courses. HL courses cover subjects in greater depth, while SL courses explore a range of topics within a given subject.

Students enrolled in the full Diploma Program must also complete the following Core requirements: Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), and Extended Essay (EE).

Program Model



The Learner Profile



The aim of all IB Programs 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.

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. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of other people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Theory of Knowledge

Theory of Knowledge (TOK) is an interdisciplinary course designed to encourage students to examine the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in other courses. While no exam is required, a 1200-1600 word essay must be submitted to the IBO for scoring; also, a 10-minute oral presentation must be delivered and evaluated during the course.

Creativity, Activity, and Service

While the creativity (art, band, chorus, etc.) and action (athletic teams, cheering, etc.) components of CAS can largely be met through the curricular and extracurricular programs, the service component is the responsibility of the student. Each diploma candidate must complete a minimum of 150 total CAS hours during the last two years of high school. The hours may be rendered individually or in groups. Information about service opportunities is available from each school's CAS supervisor. The candidate must submit plans for these important projects to the CAS supervisor for approval prior to undertaking them. Students may begin earning their CAS hours after their sophomore year ends, and they have until early second semester of their senior year to complete this requirement.

Extended Essay

The Extended Essay (4000 words) is defined as an in-depth study of a limited topic chosen from one of the six subject groups of the IB curriculum. It is designed to provide the candidate the opportunity to engage in independent research. Students are encouraged to pursue an area of special interest. Students are expected to begin work on the project during the junior year and complete a rough draft of their essays in the summer between the junior and senior years under the supervision of the EE Advisor. The Extended Essay is submitted to the IB Organization for external scoring in the senior year.

Diploma Program Matrix

The diploma points matrix

		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

Grades and Descriptors

IB Grades

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Passing
- 2 Poor
- 1 Very Poor

WHS Grades

The Wareham High School grading scale is used along with the IB Assessment Rubrics.

Wareham High School: Grades A, B, C, and D are passing. A indicates exceptionally fine work; B represents better than average; C indicates average work; D indicates poor work. A grade of F indicates failure. The grade given at the end of the course is a cumulative grade,

Conversion Table - Alpha/Numerical

A+ = 97-100	C+ = 77-79	F = 64 or below
A = 93-96	C = 73-76	I = Incomplete
A- = 90-92	C- = 70-72	M = Medical
B+ = 87-89	D = 65-69	W = Withdrawn
B = 83-86		N = Audit
B- = 80-82		<u>CP = Credit Pending</u>
		NC = No Credit

Classroom Grades and IB Marks

IB Mark	Numerical Grade Range	Letter Grade
7	100-93	A
6	92-87	A/B
5	86-80	B
4	79-70	C
3	69-67	D
2	66-65	D/F
1	64 or below	F

IB Assessment

Principles of Assessment

- Assessments will be differentiated for multiple learning styles.
- Assessments will be based on Bloom's Taxonomy of higher-order thinking.
- Assessments will encourage real-world application and application of skills.
- Assessments will be both formative and summative and guide instruction.
- Assessments will use IB Command Terms

Purpose of Assessment

Assessment is part of the educational process. Scores can give students, parents, teachers, administrators and community members information about the educational process and individual student achievement. The District's use of formative, summative, International Baccalaureate Examinations, and State standardized assessments provide a uniform procedure for obtaining information relative to a variety of instructional goals such as those found in school improvement plans or the standards of the Massachusetts Curriculum Frameworks.

Types of Assessments

Pre-assessment: Pre-assessments are used throughout the curriculum to assess a student's initial understanding of a topic. In addition to subject specific pre-assessments, teachers use MCAS scores, historical grades, FAST data, early warning indicators, and assigned summer work.

Formative: Formative assessments are used regularly across all subject areas as a tool to measure student understanding of an identified learning target. Educators use this information to guide and inform instruction, and provide valuable feedback of student growth.

Summative: Summative assessments are used to evaluate student's mastery of the identified learning target(s). Summative assessments are devised using, backwards design/objective-concept based planning.

State Standardized (MCAS): Standardized tests provide a means to obtain information relative to the Common Core Standards and the Massachusetts Department of Education Graduation Requirements. As such they permit comparison among pupils and groups not readily afforded by other means of assessment such as teacher observation, unit tests, quizzes, class projects or student portfolios.

Internal Assessments: Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject. See IB Diploma later in this document for more information.

External Assessments: External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. Unlike AP exams, there are no alternative test dates given for IB exams. See IB Diploma later in this document for more information.

IB Diploma: Students must earn at least 24 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma. Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their TOK and Extended Essay. IB scores are separate from class grades, and are available online on or around July 7th each year.

Diploma Requirements	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creative, Action, & Service	18 months of documented activity

Homework and Make-up

Home study is a necessary part of each pupil's educational program. Each student must be expected to spend some time in addition to scheduled class instruction to achieve satisfactory work. Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the necessity of spending too much time in completing an assignment the day before it is due.

Academic Honesty

Wareham High School students are expected to abide by the fundamental principles of honesty with respect to their academic work. Students are expected to put forth their best effort in responding to homework, daily assignments, quizzes, tests, essays, and research papers/projects. Cheating and plagiarism undermine a student's ability to realize his/her full academic potential, destroy the trust between teacher and student, and compromises other student's academic standing. All instances of academic dishonesty will be kept on record and tracked.

Cheating is defined as, but not limited to as following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
2. Giving a completed homework assignment, essay, or lab report to another student without the teacher's approval.
3. Allowing another student to copy answers during a test or exam.

4. Collaborating with other students on an assignment in direct violation of the teacher's instructions.
5. Using books and electronic information in generating an assignment in direct violation of teacher's instructions.
6. Accessing, taking, and benefiting from copies of tests and quizzes previously used (or to be used) by teachers.

Plagiarism is a serious form of cheating. Plagiarism occurs when a student takes the written, musical, or artistic composition and/or ideas of another person or source and presents them as his/her own. Students at Wareham High School are prohibited from plagiarizing the work of others. Examples of plagiarism include the following:

1. Copying material from the source, including the Internet, without citing the source (or citing the source, but omitting quotation marks).
2. Paraphrasing the source without proper citation.
3. Copying stories, in whole or in part, which appear in books, magazines, television, or film.
4. Copying directly, without making changes, alterations, or adaptations, from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source.
5. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own.

Collusion is supporting the malpractice by another student or assisting another student's academic dishonesty. Examples of collusion are:

1. Writing a paper or completing a project for another student.
2. Allowing another student to copy from your exam, paper, homework assignment, or other project.
3. Assisting another student on a take-home test, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
4. Sharing information regarding assessment contents and questions with other students.

Fabrication is the creation of false data or citations. Examples of fabrication are:

1. Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
2. The use of an artificial citation for a research paper or other project.
3. Altering a graded exam, paper, assignment, or any other graded work.

Duplication is using the same assignment for more than one course without clear permission from the teacher. Students are expected to produce original work for each course of study.

IB Language Policy

Language A

The Language of Instruction (LOI) at Wareham High School is English. Language A is limited to the instruction of the English language and students, grades 9 - 12 are taught language conventions, both written and oral communication skills, as well as literacy comprehension skills and analysis of text. All students are required to take Language A courses from grades nine through twelve. All course curriculum aligns with the requirements of Wareham School District, the Massachusetts Department of Education, Massachusetts Common Core standards, and the International Baccalaureate Language A objectives.

Language B

All students at Wareham High School are required to take two years of foreign language and are strongly encouraged to seek proficiency for all four years. Wareham High School offers four years of Spanish and French. Students develop their learning through reading, writing, listening, and speaking, with an emphasis on developing both written and oral communication. All Language B courses are designed and assessed based on the requirements of the Wareham Public Schools, The Massachusetts Department of Education Core Standards, and the International Baccalaureate Language B objectives and assessments.

Support for Mother Tongues

The Wareham School District supports all families and students whose native language is not English, and adheres to all Federal and Massachusetts Department of Education laws and guidelines supporting the education of English Language Learners. All bilingual and multilingual students receive individual and small group support from the District's two full time ELL teachers. In addition, subject specific teachers are available for additional support every Tuesday and Thursday after school.

Language Development and Support across the Curriculum

Wareham High School places a heavy significance on the shared development of literacy across the curriculum in order to best prepare our students for both college and career paths. Wareham High School follows the Common Core ELA standards double strand approach: ELA development for all Language A courses, as well as ELA development for all History, Science, and Technical courses. Throughout the curriculum, educators focus on student growth in reading, writing, speaking, and listening through the lens of their specific subject group. Educators use a variety of tools and methods to expose their students to a wide variety of complex text (literary and informational), hone their writing skills (creative, explanatory, and argumentative), as well as develop the student's speaking and listening skills through a wide variety of authentic tasks.

Additional Language Support

Wareham High School provides additional language support to all students, both in and out of the classroom. Through classroom instruction, all students are provided with a variety of tools and instructional supports to enhance their understanding and to further develop their skills. The development of language is supported and addressed throughout the curriculum and is not solely addressed in Language A courses. Students can receive additional support from their subject area teachers after school, and can also sign up for additional afterschool programming.