

South Side High School



and



The International Baccalaureate Diploma Program

2023-2024

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IB WORLD SCHOOL 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 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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THE IB LEARNER PROFILE

We hope that students who participate in the IB Program develop to become...

Inquirers:	who acquire the skills necessary to conduct purposeful, constructive research.
Thinkers:	who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
Communicators:	who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
Risk-takers:	who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
Knowledgeable:	who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
Principled:	who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
Caring:	who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
Open-minded:	who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.
Balanced:	who understand the importance of physical and mental balance and personal well-being.
Reflective:	who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.



GLOSSARY OF TERMS

EE	Extended Essay	A 3200-4000 word independent research paper submitted by IB Diploma candidates during the senior year. Students formulate an argument, use research to support that argument and reach a conclusion.
SL	Standard Level	Designates a course that is no less than 150 hours in length.
HL	Higher Level	Designates a course that is 240 hours or two years in length; taken junior <u>and</u> senior year.
CAS	Creativity Activity Service	Students must engage in the three categories -- Creativity, Activity, and Service -- via extracurricular activities during the course of two years.
IBO	International Baccalaureate Organization	IB Organization as a whole, which includes offices in Geneva, Switzerland; Washington, DC; Singapore; Cardiff, Wales; The Hague, the Netherlands. Website: www.ibo.org
TOK	Theory of Knowledge	A required course for IB Diploma candidates. Students explore the basis for knowledge and judgment.
IA	Internal Assessment	Evaluative work (presentations, oral interviews, papers, etc.) that is assigned and scored by South Side IB teachers using IBO's scoring criteria. The IA is then externally moderated by external examiners.
	External Assessment	Work sent to examiners and moderators of the IB Organization to be evaluated. Work is sent to examiners in over 100 different countries. IB exams (papers) are graded this way.

Ways to Participate in the IB Diploma Program

Option 1: As a full IB Diploma Candidate *(taking six IB courses + The Core Elements)*

- Participate in and complete internal and external assessments for six IB courses:
 - Three (or not more than four) Higher Level courses
 - Three (or two) Standard Level courses
- Complete Theory of Knowledge (TOK)
 - TOK/Central Elements (an alternating day course in junior year)
 - Theory of Knowledge (a daily course in senior year)
- Submit an original Extended Essay, an in-depth study of a limited topic chosen by the student and supervised by a mentor
 - within a subject, no more than 4,000 words
 - approximately a 40-hour time commitment over two years
- Complete a Creativity, Activity, Service (CAS) Plan
 - experiences in the three aforementioned strands are guided by seven learning outcomes
 - entails engagement and reflection on multiple CAS experiences and the planning and implementation of a CAS Project

Requirements to Earn the IB Diploma

To receive the IB Diploma, students must earn a minimum of 24 points, and the three HL scores must total 12 or more points. Other rules apply. Students can also earn up to 3 extra points for their combined Extended Essay and TOK marks. Failure to complete the EE and TOK requirements or elementary scores in either of these assessments will lead to failure to earn the diploma.

Option 2: As an IB Course Candidate *(taking individual IB subjects)*

Students who register for one or more IB courses but do not participate in the Extended Essay, CAS or Theory of Knowledge are IB Course candidates. Course candidates complete all official assessments in their elected subjects, receive certificates from the IBO and can earn college credit or advanced standing.

Planning an IB Diploma Program at South Side High School

IB DIPLOMA SNAPSHOT

Requirements for an International Baccalaureate Diploma

Registering for IB Courses:

➤ Register for...

Three (or Four) Higher Level Courses
Three (or Two) Standard Level Courses } = 6 required IB subjects

Choose one course from each of six core curriculum groups:

Group 1: *Studies in Language & Literature*

Group 2: *Language Acquisition*

Group 3: *Individuals and Societies*

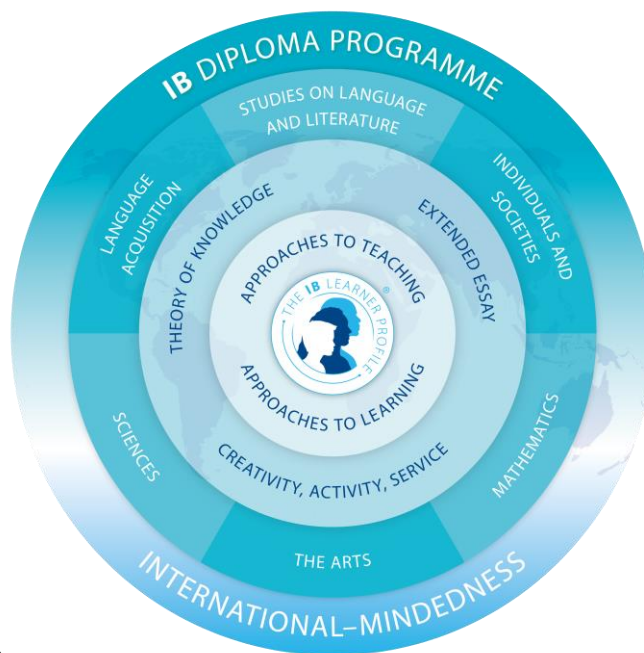
Group 4: *Sciences*

Group 5: *Mathematics*

Group 6: *The Arts*

For their sixth subject, in addition to the courses offered in Group 6: The Arts, students can also choose to take a second course from Groups 2-4.

Core: *Theory of Knowledge*
Extended Essay
CAS



Earning the IB Diploma:

- Each course is graded on a scale of 1 to 7; a minimum total of 24 points is required to receive an International Baccalaureate Diploma.
- Higher grades in one course can be used to make up for lower grades in another course, provided that the total points are 24+ and the 3 HLs average at least 4 points.
- TOK and the Extended Essay can contribute up to 3 Bonus Points to the Diploma total.

International Baccalaureate Course Offerings at South Side HS

	HIGHER LEVEL	STANDARD LEVEL
Group 1		
STUDIES IN LANGUAGE & LITERATURE	ENGLISH: LANGUAGE & LITERATURE	
Group 2		
LANGUAGE ACQUISITION	SPANISH B	SPANISH B
	FRENCH B	FRENCH B
Group 3		
INDIVIDUALS & SOCIETIES	HISTORY: AMERICAS	
	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT
		PSYCHOLOGY
Group 4		
EXPERIMENTAL SCIENCES	CHEMISTRY	CHEMISTRY
	BIOLOGY	BIOLOGY
	PHYSICS	PHYSICS
		ENVIRONMENTAL SYSTEMS
Group 5		
MATHEMATICS		MATH ANALYSIS & APPROACHES
		MATH APPLICATIONS & INTERPRETATION
Group 6		
THE ARTS	VISUAL ARTS	VISUAL ARTS
	THEATRE ARTS	THEATRE ARTS
	MUSIC	MUSIC
	FILM	FILM

(or a second Group 2, 3 or 4 subject in place of a Group 6 subject)

Two-Year Course Plan:

Junior Year (<i>Year 1</i>)	Group	Senior Year (<i>Year 2</i>)
IB English: Lang & Lit	1	IB English: Lang & Lit
	2	
IB History	3	IB History
	4	
	5	
	6	
TOK/Central Elements*	CORE	Theory of Knowledge (TOK)

* An every other day class designed to introduce and offer guidance on the Core Elements to Year 1 Diploma candidates.

The Core Elements – An Overview

THEORY OF KNOWLEDGE (TOK)

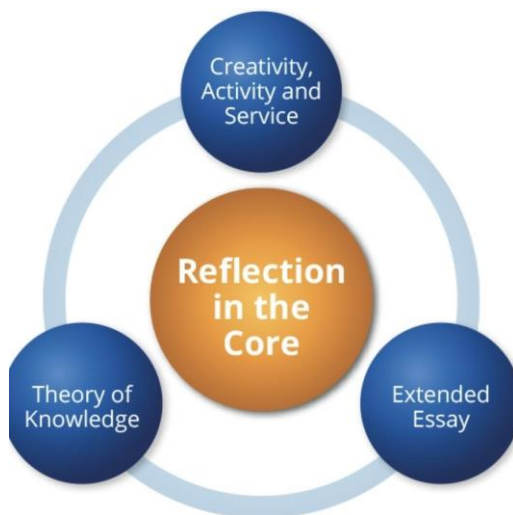
Theory of Knowledge is a unique course offered to IB students. The course is an important component in providing a holistic education to students in the IB Program. The purpose of Theory of Knowledge is to explore the ways in which different disciplines search for truth. Students will be asked to reflect critically on the subjects they have already encountered in their school experience with an eye to understanding the fundamental concepts of the various disciplines and their validity. This approach helps students to analyze and integrate knowledge that they have already gained.

EXTENDED ESSAY (EE)

The Extended Essay is an independent study project completed by IB Diploma candidates by January of their senior year. This work is done under the supervision of a teacher-mentor and may be done in any of the IB subject area courses.

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS is a required component of the IB Diploma Program. It involves those learning experiences undertaken by IB Diploma candidates outside of the classroom under the general headings of *Creativity* (e.g. engagement in the arts, designing and implementing service projects, etc.), *Activity* (e.g. participation in athletics, dance, expeditions), and *Service* (community and social service activities). Students are expected to be involved in CAS over the two years of the Diploma Program. Working with a CAS advisor, the students will engage in systematic self-evaluation of their experiences.



CORE ELEMENT: THE EXTENDED ESSAY (EE)

GENERAL INFORMATION

The Extended Essay provides Diploma candidates with an opportunity to engage in independent research. “Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines” (Extended Essay Guide, 2018).

What are the requirements?

The essay must be written in a specified IB subject area. Candidates then select a topic within this subject area and then craft a narrowly focused research question. The paper presents an extended argument, supported by research, that reaches a conclusion—all within approximately 4,000 words. All essays must follow the IB Guidelines for formal presentation and must be written to meet the IB subject area and general criteria. Students also reflect on their progress throughout the process and complete a reflection form following multiple conferences with their mentor.

When does the writing occur?

The writing and planning of the Extended Essay should take place gradually over the course of two years. The process will be worthwhile and gratifying if deadlines are followed.

What resources are available?

Mr. Falivene and Mr. Hecker are the Extended Essay coordinators, and each student also chooses a member of the faculty as a mentor. In addition, Mrs. McGuire, the school librarian, has IB training and is available to support students. The databases and other media sources in the South Side Library Media Center are extensive and cater to the requirements of the Extended Essay.

How much work will the essay really be?

Students are encouraged to follow the IB guideline of 40 hours and to plan out blocks of time over the two-year period. Juniors who are interested can also elect to take an IB Diploma Research class that provides guidance to students as they engage in inquiry, action and reflection related to the Core Elements.

Students are highly encouraged to attend the Extended Essay summer workshop, usually held in early August, so that the majority of the essay is completed before the start of the senior year. The essay is an important part of the IB Diploma; failure to submit an essay or elementary performance on either the EE or the TOK assessments is a failing condition for the diploma.

***Note: The Extended Essay may not be duplicated by the student for any other IB assessments submitted, e.g. TOK paper, History internal assessment, etc.**

CORE ELEMENT: THE EXTENDED ESSAY (EE)

EE TIMELINE

FALL 2023 TO WINTER 2025

The following timetable will be used to award a grade of “P” [Pass] for the IB Diploma Essay Jr or Sr notation on your report card.

To be completed by the end of the period indicated:

Junior Year	1 st Progress Report Period (by <u>Oct 13</u>)	<ul style="list-style-type: none"> > Attend IB Anticipated Diploma Candidate In-School Orientation and register with Managebac > Examine Extended Essay General Guidelines, Subject-Specific Guide(s), Extended Essay Timeline, and Grading Criteria > Select a subject area, create a preliminary plan and submit a formal email request to a potential mentor > Schedule an initial meeting with your mentor; brainstorm and conduct initial research on possible topics > Submit Mentor/Subject Form to IB Office to confirm mentor. Submit proposal on Managebac to formalize your preliminary plan.
	1 st Marking Period (by <u>Nov 1</u>)	<ul style="list-style-type: none"> > Begin preliminary literature (source) review and note key research points in your Researcher’s Reflection Space. Use this to start generating a bibliography that demonstrates the feasibility of your topic > Meet with mentor for at least 20 minutes formally for 1st reflective session to discuss your research and experience so far, review the importance of academic integrity, and examine sample 1st reflections > Complete 1st reflective statement within 3 days of meeting and submit to Managebac
	2 nd Marking Period (by <u>Jan 17</u>)	<ul style="list-style-type: none"> > Continue researching topic using multiple sources and taking notes in the Researcher’s Reflection Space on Managebac > Submit 1500-2000 word draft and bibliography to Managebac
	3 rd Marking Period (by <u>March 1</u>)	<ul style="list-style-type: none"> > Meet with mentor for ~30 minutes to discuss your draft and next steps. > Construct an organizing structure/outline for the essay based on work completed and work to be done. Meet with your mentor for feedback and guidance on your outline/organizing structure. > Submit organizing structure/outline to Managebac.
	4 th Progress Report (by <u>May 14</u>)	<ul style="list-style-type: none"> > Submit 3500-4000 words and bibliography to Managebac > Meet with mentor for 2nd reflective session to discuss your research and writing experience thus far
	4 th Marking Period (by <u>June 11</u>)	<ul style="list-style-type: none"> > Complete 2nd reflective statement within 3 days of meeting and submit to Managebac > Discuss summer plan for Extended Essay.
Senior Year	Summer 2024*	> Attend summer writing workshop
	1 st Progress Report Period (by <u>Sept 25</u>)	> Submit final essay (3500-4000 words) to Managebac and schedule a meeting with your mentor to discuss any final edits or revisions
	1 st Marking Period (by <u>Nov 4</u>)	<ul style="list-style-type: none"> > Meet with mentor for final (3rd) reflective session – Viva Voce > Complete final (3rd) reflective statement within 3 days for mentor’s review

* = tentative date

CORE ELEMENT: CAS

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: arts and other experiences that involve creative thinking

Activity: physical exertion contributing to a healthy lifestyle

Service: an unpaid and voluntary exchange that has a learning benefit for the student

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic rigors of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge--tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Successful completion of CAS is a requirement for the award of the IB Diploma. Students need to document their activities in a CAS portfolio and provide evidence that they have achieved seven key *learning outcomes*. Students must also participate in a collaborative CAS project of at least one month's duration from planning to completion. The project may address one CAS strand or combine multiple strands.

Learning Outcomes:

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- shown perseverance and commitment in their activities
- worked collaboratively with others
- engaged with issues of global importance
- considered the ethical implications of their actions

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome.

CORE ELEMENT: CAS

Suggested project and activity possibilities

Here are some examples of activities submitted by previous IB Diploma candidates. While it is not necessary that all components be met equally, it is important that all three are represented in a student's CAS reports over the two years.

NOTE: This is not an all-inclusive list. It is provided to help students get started. The more interesting, unique, and fun students can make a project or activity, the more beneficial it will be to their learning. If a student needs help meeting any of the CAS requirements, please see the CAS advisor or the CAS Coordinator for guidance.

Creativity

Art: computer graphics, web design, photography, painting, ceramics, sculpture, mural design

Writing: *Context*, *Colonnade*, poetry, creative writing

Drama: Drama Guild, performance, stage crew, musical theatre, student-directed plays

Music: vocal or instrumental

Dance: tap, jazz, modern, ballet

Activity

Sports: intramural and interscholastic as well as travel teams, recreational teams outside of school

Recreational/skill/athletic activities: skiing, snowboarding, fishing, skating, yoga

Red and Blue

One-time events: Relay For Life, walk-a-thons, World Food Day

Service

Clubs: Help Uganda Club, St. Baldrick's Club, Leo Club, National Honor Society, SGA, Red Cross Club, Athletes Helping Athletes, SADD/Youth Decide

One-time events: Blood Drive, Sharing Conference

Tutoring: Homework Helpers, tutoring at the EOC or Hispanic Brotherhood, Peer Tutoring Program

Scouting: Boy Scouts of America, Girl Scouts of America

Hospital volunteer: Mercy Hospital, South Nassau Hospital

Temple groups and religious service projects

ANCHOR

Volunteering at a local soup kitchen or shelter

Island Harvest, New Grounds, Habitat for Humanity

GET INVOLVED: MAKE A DIFFERENCE!

GENERAL OVERVIEW OF THE TWO-YEAR CALENDAR

This is a general calendar to help you plan. Dates are subject to change.

Junior Year

Senior Year

September	<ul style="list-style-type: none"> • Back to School Night • Attend IB Orientation - students verify registration • Introduction to the Extended Essay process and CAS requirements • CAS Planning Form 	<ul style="list-style-type: none"> • Register for May exams in TOK • Extended Essay final draft due
October	<ul style="list-style-type: none"> • Choose an EE mentor and subject area; complete Mentor/Subject Form • Conduct initial research for the EE, keeping notes in the Researcher's Reflection Space • CAS Reflection #1 • IB Music Night • IB Subject Fees Due (10/20) 	<ul style="list-style-type: none"> • CAS Reflection #5 • Subject Fees Due (10/20) • Begin Musical performance recording • Theatre Research Presentation • Physics HL In-School Field Trip – IA data
November	<ul style="list-style-type: none"> • Last time to change registration without financial penalty (11/10) • Meet with EE mentor to discuss research and complete 1st reflective session and statement 	<ul style="list-style-type: none"> • Last time to change registration without financial penalty (11/10) • Meet with EE mentor for 3rd reflective session and statement (viva voce) • Historical Investigation
December	<ul style="list-style-type: none"> • CAS Reflection #2 • Physics SL IA draft 	<ul style="list-style-type: none"> • HL Essay in IB English • CAS Reflection #6
January	<ul style="list-style-type: none"> • Submit 1500-2000 words and bibliography for EE 	<ul style="list-style-type: none"> • Visual Arts Comparative Study • Spanish/French Orals
February	<ul style="list-style-type: none"> • EE Organizing Structure/Outline due • Math Analysis IA • Begin Music Compositions 	<ul style="list-style-type: none"> • TOK Essay • Spanish and French Orals • Group 4 Internal Assessments
March	<ul style="list-style-type: none"> • Internal assessment grades submitted – Math Analysis, Physics SL • CAS Reflection #3 	<ul style="list-style-type: none"> • CAS Reflection #7 • TOK Exhibition • Film Comparative Study • Psychology IA • Visual Arts Exhibition
April	<ul style="list-style-type: none"> • Submit 2500-300 words and bibliography for EE 	<ul style="list-style-type: none"> • CAS Project due • Solo Theatre Project • Film Portfolio
May	<ul style="list-style-type: none"> • IB Exams (up to 2) • CAS Reflection #4 • Film Textual Analysis 	<ul style="list-style-type: none"> • IB Exams • CAS Reflection #8
June	<ul style="list-style-type: none"> • English 11 Orals • Meet with EE mentor for 2nd reflective session and statement • Final Exams 	<ul style="list-style-type: none"> • ASSESS • Final Exams • Graduation
July-August	<ul style="list-style-type: none"> • IB subject scores available online • Summer EE workshop 	<ul style="list-style-type: none"> • IB subject scores available online • IB transcript sent to college/university selection

Internal Assessments (IAs) are formative assignments that make up a part of the final IB score awarded. Dates for these activities will vary slightly from year to year. IAs may include: English Oral, Historical Investigation, Psychology Project, World Language Oral, Science Investigation, Math Exploration, Visual Arts Exhibition, Music Performance and Composition Work, Theatre Arts Collaborative Project, and the Film Production Portfolio.

ACADEMIC INTEGRITY

Expectations for ethical behavior arise from the philosophy and values inherent and explicit at South Side High School. For example, as an IB World School, we believe all students and staff should be principled, acting “with integrity and honesty, with a strong sense of fairness and justice” and taking “responsibility for our actions and their consequences” (IB Learner Profile). All students, teachers, staff and administrators should strive to exemplify these values by their conduct, with the additional awareness that academic misconduct is a violation of the Rockville Centre Schools’ *Code of Conduct*.

What is Academic Misconduct?

Academic misconduct is any behavior that compromises the integrity of an assessment, giving a student an unfair advantage on one or more components of the assessment. **It is essential to note that misconduct can range from deliberate cheating to the unintentional enabling of cheating by sharing one’s work with another.**

Examples of academic misconduct include but are not limited to:

- Plagiarism – intentionally or unintentionally using the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Cheating – providing, using, or seeking to use, unauthorized material or assistance on any assessment. This includes but is not limited to notes, cell phones, smart watches, and other individuals
- Fabrication – submitting made up or altered information for evaluation (e.g. making up experimental data)
- Altering records – this includes grades, transcripts, students’ activities resumes
- Multiple submission or duplication of work – submitting work that was used to fulfill another academic requirement (ex: handing in a historical investigation as an extended essay draft)
- Collusion - assisting another student in any of the above actions (deliberately or inadvertently)

Why and How to Avoid Academic Misconduct

Academic misconduct is both unethical and self-defeating. As members of an academic community, students should honor the ideas and work of others by properly acknowledging their contributions, just as they would expect their own work to be acknowledged by another. Assessment and evaluation are opportunities for students to demonstrate their own learning and receive useful feedback on their progress and areas for growth. By engaging in misconduct, students are cheating themselves of these opportunities.

Students are expected to:

- submit original work that reflects their actual learning.
- properly credit/cite others’ ideas, including any AI-generated material (ex: text, graph, image, code, etc.) Credit should be given in both the body of the text as well as in a bibliography or on a works cited page. Resources to help students understand proper citation include: South Side faculty and Mrs. Carolyn McGuire, our Library Media Specialist; South Side’s Library Media website; the IB’s “Effective Citing and Referencing Guide” (available on South Side’s IB and Library Media websites); and reputable websites, such as Purdue’s Online Writing Lab (OWL).
- seek timely assistance and clarification from their teachers if they have any uncertainty about an assignment or assessment requirement.
- complete work independently, unless a teacher specifically indicates otherwise.
- follow instructions and engage in honest behavior during exams and other assessments.

- follow the steps of the process model, when applicable. **Note:** a final paper or project (including an official IB assessment) may not be accepted if a student has not engaged in the expected process—for example, submitting a proposal, writing drafts (ex: a Google doc’s history should indicate work done over time) and/or engaging in meaningful conferences with the teacher.
- practice good time management skills to avoid stressful situations that encourage academic misconduct.
- understand the above relates to any academic work—graded or ungraded work, homework, lab reports, essays, presentations, etc.

What is the Procedure Following an Allegation of Academic Misconduct?

When an allegation of misconduct is made, an investigation by the classroom teacher and building-level administration will occur. This will include discussion with the student(s) involved and could also include the use of Turnitin.com and/or a review of the work in question in comparison to other students’ work.

If a student is found to have engaged in academic misconduct, consequences will be administered accordingly. Parents or guardians will be notified by the teacher or school administrator regarding the infraction, process of investigation, and the consequences associated with the academic malpractice. Depending on the severity of the misconduct, consequences can include, but are not limited to, academic penalties (including a potential grade of zero), re-submission of work, disqualification from National Honor Society, removal of the IB designation for an IB student, and suspension.

Please Note:

- Incidents involving academic dishonesty may be recorded in the student’s discipline file.
- Violations of academic integrity protocols are cumulative; past behavior will be taken into account for each incident.
- Academic malpractice on an official IB assessment may result in the withdrawal of the student’s IB registration in that subject; this would further result in the IB designation being removed from a student’s high school transcript as well as the student not receiving a subject result from the IB Organization, making them ineligible for college credit. Depending on circumstances, a student’s IB Diploma candidate status could be jeopardized as well.

Sources Referenced:

“Academic Integrity Policy.” International Baccalaureate Organization. March 2023, Cardiff, Wales.
Code of Conduct: Guidelines for Character Development and Student Support. Board of Education, Rockville Centre Union Free School District. Revised July 20, 2023. Rockville Centre, NY.
 “The IB Learner Profile.” IBO.org, Updated June 2023, <https://ibo.org/benefits/learner-profile/>. Accessed 25 August 2023.
Student Agenda '23- '24. Rockville Centre Union Free School District. September 2023, Rockville Centre, NY.

COLLEGES AND THE IB DIPLOMA

How are subject and diploma points awarded?

Each course is graded on a scale of 1-7, based on a variety of internally and externally assessed coursework. To earn the IB Diploma, students must receive a total of 24 or more points from their six chosen courses, and the three HL scores must total 12 or more points. Students can also earn up to 3 extra points for their combined Extended Essay and TOK marks. Failure to complete the EE and TOK requirements will lead to failure to earn the diploma. Other rules apply.

How do colleges award credit?

Many colleges award credit for HL courses, though the required scores may vary; some will recognize a score of 4 or 5 while others will only offer credit for a 6 or 7. Some colleges award credit or advanced standing for SL courses as well. Ultimately, different colleges have different policies. A good way to get current information for a college of interest is to visit the college's website and type "IB credit policy" or "IB recognition policy" in the search field. Please note that both Course and Diploma Candidates could be eligible for credit or advanced standing.

How do colleges consider IB in the admissions process?

Colleges report that they are interested in students who take the most challenging and rigorous curriculum available. Students presenting a transcript with IB courses cannot count on getting into the school of their dreams, but they can be assured that their application will be given serious consideration.

Visit <https://vimeopro.com/iboorg/stanford-testimonials> to view video clips of admissions officers from Stanford University, University of Rochester and DePaul University discussing the value of an IB Diploma.

SOUTH SIDE HIGH SCHOOL - IB SUBJECT TEACHERS 2023-2024

IB GROUP	IB SUBJECT	Grades	First Name	Last Name
Group 1 English	Facilitator/Language A	12	Bruce	Hecker
	Language A	12	Katie	Burke
	Language A	12	Kimberly	Kelly
	Language A	12	Elizabeth	Rick
	Language A	11/12	Jessica	Harnden
	Language A	11/12	Michael	Musilli
	Language A	11	Christine	Brown
	Language A	11	Jean	Mann
	Language A	11	Lisa	Ries
	Language A	11	Christopher	Webster
Group 2 World Language	Facilitator/Language B Spanish	11/12	Silvia	Bonanno
	Language B Spanish	12	Jeanette	Lynagh
	Language B Spanish	12	Jason	Miller
	Language B Spanish	11	Katie	Friel
	Language B French	11/12	Nicolas	Pernot
Group 3 Individuals & Society	Facilitator/History	12	Cynthia	Vitere
	History	12	Vincent	Falivene
	History	12	Margaret	Kelly
	History	12	Michael	Maschio
	History	11	Natalie	Antuofermo
	History	11	Brendan	Junkins
	History	11	David	Shotwell
	History	11	Kristin	Wendling
	History	11	Patrice	Williams
	Psychology	12	Kevin	Kennedy
	Business Management	11/12	Peter	English
	Business Management	12	Brian	Manolakes
	Business Management	11	Gina	Kadar
Group 4 Experimental Science	Facilitator/Environmental Systems	12	Joseph	Saccone
	Environmental Systems	12	Gerry	D'Angelo
	Environmental Systems	12	Robert	Frampton
	Biology	12	Jennifer	Sullivan
	Biology	12	Jason	Van Eron
	Biology	11	Christine	Falciano
	Chemistry	12	Adam	Sisak
	Chemistry	11	John	Segelke
	Physics	12	Thomas	Hessel
	Physics	11	Andrew	Christensen
	Physics	11	Brendan	Fitzpatrick
Group 5 Math	Facilitator/Math Applications & Interpretation SL	12	Russell	Hoernig
	Math Applications & Interpretation SL	12	Kristi	Lay
	Math Applications & Interpretation SL	12	Jeff	Rubenfeld
	Math Applications & Interpretation SL	11	Andrea	Coopersmith
	Math Applications & Interpretation SL	11	Ashley	Frazer
	Math Applications & Interpretation SL	11	Jennifer	Norton
	Math Analysis & Approaches SL	11	Matthew	Sussman
	Math Analysis & Approaches SL	11	Terese	Whang
Group 6 The Arts	Facilitator		Keith	Gamache
	Visual Arts	12	Christopher	Karaktin
	Visual Arts	11	Paul	Sementelli
	Film	11/12	David	Shotwell
	Music	11/12	Doreen	Fryling
	Theatre	11/12	Pamela	Seiderman

SOUTH SIDE HIGH SCHOOL - IB CORE TEACHERS 2023-2024

IB GROUP	IB SUBJECT	Grades	First Name	Last Name
CORE: TOK	Theory of Knowledge	12	Vincent	Falivene
	Theory of Knowledge	12	Bruce	Hecker
	Theory of Knowledge	12	Michael	Musilli
	Theory of Knowledge	12	Pamela	Seiderman
CORE: Extended Essay	Coordinators			
	Extended Essay	11/12	Vincent	Falivene
	Extended Essay	11/12	Bruce	Hecker
CORE: CAS	Coordinators			
	Creativity, Activity, Service	12	Doreen	Fryling
	Creativity, Activity, Service	11	Michael	Musilli
CORE-RELATED	TOK/Central Elements	11	Vincent	Falivene
		11	Bruce	Hecker
		11	Cynthia	Vitere



Please note that additional information related to the IB Program at South Side High School can be found on our website at: https://sshs.rvcschools.org/academics/international_baccalaureate.

International Baccalaureate Program

To: Students Interested in the International Baccalaureate Program
From: Elizabeth Nisler-Cross, IB Coordinator
Date: September 13, 2023
Subject: **IB Registration Information 2023-2024 School Year**

I wish you well as you embark on or continue with your IB journey this year. As an IB student, you will register this year only for the courses that culminate in official IB assessments. For juniors, the two courses that could apply are IB Math Analysis and IB Physics. For seniors, this applies to any of the IB subjects listed on your current South Side schedule.

Please note that **as a registered student, you are required to sit the May exams in order to complete the subject requirements.** Completion of all requirements allows you to receive the IB designation on your school transcript, a weighted grade for the course, and a result/score from the IB organization.

The fee schedule for the 2023-2024 IB subject registration period is on the reverse side of this sheet. Please note, an IB subject fee covers multiple services beyond the May exams, including:

- moderation of internal assessments by outside examiners
- the grading of any external assessments that are not May exams (Ex: the HL Essay in English: Language and Literature)
- the use of the eCoursework website to upload student assessments
- a printed diploma or course certificate
- the reporting of results to students (July of both years) and colleges the July after graduation

Students will register officially for their IB subjects September 21-29 during school hours. Following this, a personalized invoice will be emailed to families in early October. Please note that **payment of subject fees is due on or before October 23.** This year, the Rockville Centre School District will be using MySchoolBucks for collection of fees. Once you receive the aforementioned invoice, you can access the site at www.myschoolbucks.com to pay via credit card or electronic check. If you already have a MySchoolBucks account, please use your regular log-in information. If you do not have a MySchoolBucks account, you can create one by clicking “Log In” at the top right corner and then “Register Now” on the next screen.

If for any reason payment by the above deadline of October 23 is not possible, please contact the IB Office prior to the deadline. Additionally, if the cost of the program creates a financial hardship for you or your family, speak with your school counselor or Ms. Nisler-Cross.

Please be aware that the **IB fees are non-refundable and non-transferable** from January 15 and beyond. You may switch levels or courses and/or late register until January 15, as long as another South Side student has registered for the subject and level during the initial registration session. After this date, there is a substantial additional charge for any changes.

Lastly, if you are interested in learning more about college placement, you can visit the websites of the colleges to which you are applying; this will help you determine the subject scores needed to gain advanced standing or credit. Your school counselor or Ms. Nisler-Cross can also help direct you to this information.

If you have any questions, please visit the IB Office (Rm 1412), call 255-8834 or email enisler@rvcschools.org. Best wishes for a wonderful school year...

International Baccalaureate Subject Fee Schedule 2023-2024

Students must submit coursework assessments and take IB exams in May to complete requirements in the following subjects:

As a Junior...	As a Senior...		
<p><i>Check your SSHS schedule for these subjects <u>only</u>:</i></p> <ul style="list-style-type: none"> ○ IB Physics ○ IB Math Analysis 	<p><i>Compare the below list with your current SSHS schedule to determine which IB subjects culminate this year with official assessments:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ IB Biology HL/SL ○ IB Business Mgmt Yr 2 ○ IB Chemistry HL/SL ○ IB English HL 12 ○ IB Environmental Systems SL ○ IB Film Study Yr 2* ○ IB French 6 ○ IB History of the Americas 12 </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ IB Math Analysis (as a senior, if applicable) ○ IB Math Applications SL Yr 2 ○ IB Music Yr 2* ○ IB Physics HL or IB Physics (as a senior, if applicable) ○ IB Psychology ○ IB Spanish 6 ○ IB Theatre Arts Yr 2* ○ IB Visual Arts 2* </td></tr> </table>	<ul style="list-style-type: none"> ○ IB Biology HL/SL ○ IB Business Mgmt Yr 2 ○ IB Chemistry HL/SL ○ IB English HL 12 ○ IB Environmental Systems SL ○ IB Film Study Yr 2* ○ IB French 6 ○ IB History of the Americas 12 	<ul style="list-style-type: none"> ○ IB Math Analysis (as a senior, if applicable) ○ IB Math Applications SL Yr 2 ○ IB Music Yr 2* ○ IB Physics HL or IB Physics (as a senior, if applicable) ○ IB Psychology ○ IB Spanish 6 ○ IB Theatre Arts Yr 2* ○ IB Visual Arts 2*
<ul style="list-style-type: none"> ○ IB Biology HL/SL ○ IB Business Mgmt Yr 2 ○ IB Chemistry HL/SL ○ IB English HL 12 ○ IB Environmental Systems SL ○ IB Film Study Yr 2* ○ IB French 6 ○ IB History of the Americas 12 	<ul style="list-style-type: none"> ○ IB Math Analysis (as a senior, if applicable) ○ IB Math Applications SL Yr 2 ○ IB Music Yr 2* ○ IB Physics HL or IB Physics (as a senior, if applicable) ○ IB Psychology ○ IB Spanish 6 ○ IB Theatre Arts Yr 2* ○ IB Visual Arts 2* 		

* Denotes Group 6 subjects, which do not have May exams. Instead, coursework assessments are submitted to IB for examination. Subject fees still apply.

2023-2024 Subject Fees:

Please only count courses/subjects that will be **completed this year**, matching against the above list.

One Subject Fee	\$84
Two Subject Fees	\$168
Three Subject Fees	\$252
Four Subject Fees	\$336
Five Subject Fees	\$420
Six Subject Fees	\$504

AMENDMENTS to initial registrations can be made until January 15. The amendment fee following this date is \$150.
Refunds are not possible after this date.

All registrations are **NON-REFUNDABLE** and **NON-TRANSFERABLE** from January 15 and beyond.

PLEASE MAKE PAYMENT USING MYSCHOOLBUCKS BY OCTOBER 23TH THE LATEST.