

# **South Side High School**



**and**



## **The International Baccalaureate Diploma Program**

---

---

### **2022-2023**

---

---

**Contact:** Elizabeth Nisler-Cross, Assistant Principal, IB Coordinator  
enisler@rvcschools.org, (516) 255-8834

# **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.*

# Table of Contents

	<b>Page</b>
<b>The IB Learner Profile</b>	<b>1</b>
<b>Glossary of Terms</b>	<b>2</b>
<b>Ways to Participate</b>	<b>3</b>
<b>Planning an IB Diploma Program</b>	<b>4</b>
<b>The Core Elements - An Overview</b>	<b>6</b>
<b>The Extended Essay</b>	<b>7</b>
<b>CAS</b>	<b>9</b>
<b>The Two-Year Calendar</b>	<b>11</b>
<b>Colleges and the IB Diploma</b>	<b>12</b>
<b>IB Faculty at South Side HS</b>	<b>13</b>
<b>IB Subject Fee Schedule</b>	<b>15</b>

# 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

<b>EE</b>	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.
<b>SL</b>	Standard Level	Designates a course that is no less than 150 hours in length.
<b>HL</b>	Higher Level	Designates a course that is 240 hours or two years in length; taken junior <u>and</u> senior year.
<b>CAS</b>	Creativity Activity Service	Students must engage in the three categories -- Creativity, Activity, and Service -- via extracurricular activities during the course of two years.
<b>IBO</b>	International Baccalaureate Organization	IB Organization as a whole, which includes offices in Geneva, Switzerland; Washington, DC; Singapore; Cardiff, Wales; The Hague, the Netherlands. Website: <a href="http://www.ibo.org">www.ibo.org</a>
<b>TOK</b>	Theory of Knowledge	A required course for IB Diploma candidates. Students explore the basis for knowledge and judgment.
<b>IA</b>	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)
- 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*

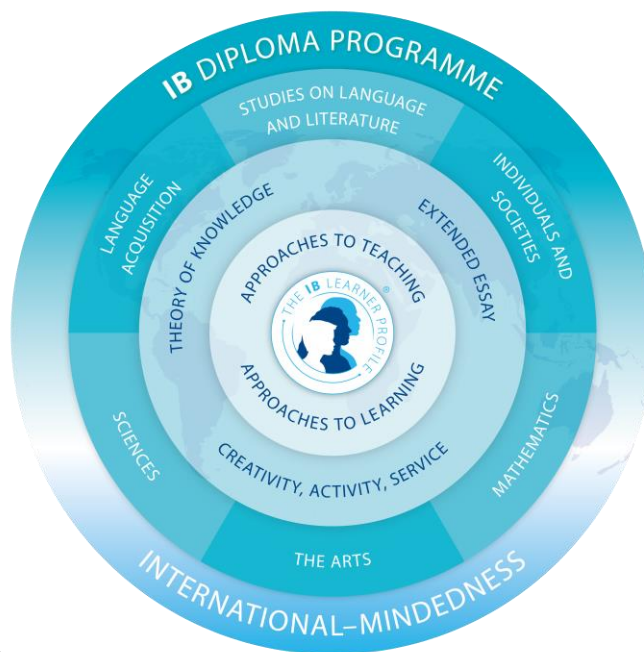
Group 4: *Sciences*

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
<b>Group 1</b>		
<b>STUDIES IN LANGUAGE &amp; LITERATURE</b>	ENGLISH: LANGUAGE & LITERATURE	
<b>Group 2</b>		
<b>LANGUAGE ACQUISITION</b>	SPANISH B	SPANISH B
	FRENCH B	FRENCH B
<b>Group 3</b>		
<b>INDIVIDUALS &amp; SOCIETIES</b>	HISTORY: AMERICAS	
	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT
		PSYCHOLOGY
<b>Group 4</b>		
<b>EXPERIMENTAL SCIENCES</b>	CHEMISTRY	CHEMISTRY
	BIOLOGY	BIOLOGY
	PHYSICS	PHYSICS
		ENVIRONMENTAL SYSTEMS
<b>Group 5</b>		
<b>MATHEMATICS</b>		MATH ANALYSIS & APPROACHES
		MATH APPLICATIONS & INTERPRETATION
<b>Group 6</b>		
<b>THE ARTS</b>	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	
IB Diploma Research*	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 in the senior year. 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 2022 TO WINTER 2024

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:

<b>Junior Year</b>	1 <sup>st</sup> Progress Report Period (by <u>Oct 14</u> )	<ul style="list-style-type: none"> <li>&gt; Attend IB Anticipated Diploma Candidate In-School Orientation and register with Managebac</li> <li>&gt; Examine Extended Essay General Guidelines, Subject-Specific Guide(s), Extended Essay Timeline, and Grading Criteria</li> <li>&gt; Select a subject area, create a preliminary plan and submit a formal email request to a potential mentor</li> <li>&gt; Complete Mentor/Subject Form to confirm mentor and formalize your preliminary plan</li> </ul>
	1 <sup>st</sup> Marking Period (by <u>Nov 4</u> )	<ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; 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</li> <li>&gt; Complete 1st reflective statement within 3 days of meeting and submit for mentor’s review</li> </ul>
	2 <sup>nd</sup> Marking Period (by <u>Jan 11</u> )	<ul style="list-style-type: none"> <li>&gt; Meet with mentor for ~30 minutes to discuss research, outline of ideas and refinement of research question as needed</li> <li>&gt; Submit 1200 words and bibliography</li> </ul>
	3 <sup>rd</sup> Progress Report Period (by <u>Feb 18</u> )	<ul style="list-style-type: none"> <li>&gt; Meet with mentor for ~30 minutes to discuss your draft and next steps.</li> </ul>
	4 <sup>th</sup> Progress Report Period (by <u>April 21</u> )	<ul style="list-style-type: none"> <li>&gt; Submit 2500-3000 words and bibliography to Turnitin.com and your mentor</li> <li>(*It is strongly recommended you complete the full draft before the summer vacation, i.e. 3500-4000 words)</li> </ul>
	4 <sup>th</sup> Marking Period (by <u>May 12</u> )	<ul style="list-style-type: none"> <li>&gt; Meet with mentor formally for ~30 minutes for interim (2nd) reflective session to discuss your draft and examine samples of 2nd reflections</li> <li>&gt; Complete interim (2nd) reflective statement within 3 days of meeting and submit for mentor’s review</li> <li>&gt; Discuss summer plans.</li> </ul>
<b>Senior Year</b>	Aug 1-4, 2023*	<ul style="list-style-type: none"> <li>&gt; Attend summer writing workshop</li> </ul>
	1 <sup>st</sup> Progress Report Period (by <u>Sept 15</u> )	<ul style="list-style-type: none"> <li>&gt; Submit final draft (3500-4000 words) to mentor, EE Coordinator and turnitin.com, and schedule a meeting with your mentor to discuss any possible final edits and revisions</li> </ul>
	2 <sup>nd</sup> Progress Report Period (by <u>Oct 20</u> )	<ul style="list-style-type: none"> <li>&gt; Complete any revisions to final draft</li> </ul>
	2 <sup>nd</sup> Marking Period (by <u>Nov 10</u> )	<ul style="list-style-type: none"> <li>&gt; Meet with mentor for final (3rd) reflective session – Viva Voce</li> <li>&gt; Complete final (3rd) reflective statement within 3 days for mentor’s review</li> <li>&gt; Transfer all three reflective statements to the EE/RPPF Form and submit to turnitin.com</li> </ul>

\* = 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"> <li>• Back to School Night</li> <li>• Attend IB Orientation</li> <li>• Introduction to the Extended Essay process and CAS requirements</li> <li>• CAS Planning Form</li> </ul>	<ul style="list-style-type: none"> <li>• CAS Reflection #1</li> <li>• Register for May exams</li> </ul>
October	<ul style="list-style-type: none"> <li>• Choose an EE mentor and subject area; complete Mentor/Subject Form</li> <li>• CAS Reflection #1</li> <li>• Physics SL Internal Assessment</li> <li>• In-school Field Trip</li> <li>• IB Music Night</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Fees Due (10/15) - students verify registration</li> <li>• Submit 3500-4000 words and bibliography for EE</li> <li>• Begin Musical performance recording</li> <li>• Theatre Research Presentation</li> </ul>
November	<ul style="list-style-type: none"> <li>• Subject Fees Due (10/15) - students verify registration</li> <li>• Last time to change registration <b>without financial penalty</b> (11/10)</li> <li>• Conduct initial research for the EE, keeping notes in the Researcher's Reflection Space</li> <li>• Meet with EE mentor to discuss research and complete 1<sup>st</sup> reflective session and statement</li> </ul>	<ul style="list-style-type: none"> <li>• Last time to change registration <b>without financial penalty</b> (11/10)</li> <li>• CAS Project Proposal</li> <li>• Meet with EE mentor for 3<sup>rd</sup> reflective session and statement (viva voce)</li> <li>• Historical Investigation</li> <li>• Film Textual Analysis</li> </ul>
December	<ul style="list-style-type: none"> <li>• CAS Reflection #2</li> <li>• Physics SL IA</li> </ul>	<ul style="list-style-type: none"> <li>• HL Essay in IB English</li> <li>• CAS Reflection #2</li> </ul>
January	<ul style="list-style-type: none"> <li>• Submit 1200-1500 words and bibliography for EE</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts Comparative Study</li> <li>• CAS Project Completed</li> <li>• Spanish/French Orals</li> </ul>
February	<ul style="list-style-type: none"> <li>• Math Analysis IA</li> <li>• Begin Music Compositions</li> </ul>	<ul style="list-style-type: none"> <li>• TOK Essay</li> <li>• Spanish and French Orals</li> <li>• Group 4 Internal Assessments</li> </ul>
March	<ul style="list-style-type: none"> <li>• Internal assessment grades submitted – Math Analysis, Physics SL</li> <li>• CAS Reflection #3</li> </ul>	<ul style="list-style-type: none"> <li>• CAS Reflection #3</li> <li>• TOK Exhibition</li> <li>• Film Comparative Study</li> <li>• Psychology IA</li> <li>• Visual Arts Exhibition</li> <li>• All internal assessment grades submitted</li> </ul>
April	<ul style="list-style-type: none"> <li>• Submit 2500-300 words and bibliography for EE</li> </ul>	<ul style="list-style-type: none"> <li>• Solo Theatre Project</li> <li>• Film Portfolio</li> </ul>
May	<ul style="list-style-type: none"> <li>• IB Exams (up to 2)</li> <li>• Meet with EE mentor for 2<sup>nd</sup> reflective session and statement</li> <li>• CAS Reflection #4</li> </ul>	<ul style="list-style-type: none"> <li>• IB Exams</li> <li>• CAS Reflection #4</li> </ul>
June	<ul style="list-style-type: none"> <li>• IB English 11 Orals</li> <li>• Final Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exams</li> <li>• Graduation</li> </ul>
July-August	<ul style="list-style-type: none"> <li>• IB exam scores available online</li> <li>• Summer EE workshop</li> </ul>	<ul style="list-style-type: none"> <li>• IB subject scores available online</li> <li>• IB transcript sent to college/university selection</li> </ul>

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.

# 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.

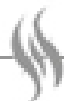
# SOUTH SIDE HIGH SCHOOL - IB SUBJECT TEACHERS 2022-2023

IB GROUP	IB SUBJECT	Grades	First Name	Last Name
<b>Group 1 English</b>	<b>Facilitator/Language A</b>	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	Christine	Brown
	Language A	11	Jean	Mann
	Language A	11	Michael	Musilli
	Language A	11	Lisa	Ries
	Language A	11	Christopher	Webster
<b>Group 2 World Language</b>	<b>Facilitator/Language B Spanish</b>	11/12	Silvia	Bonanno
	Language B Spanish	12	Jeanette	Lynagh
	Language B Spanish	11/12	Jason	Miller
	Language B Spanish	11	Katie	Friel
	Language B French	11/12	Nicolas	Pernot
	Language B French	11	Maria	Schneider
<b>Group 3 Individuals &amp; Society</b>	<b>Facilitator/History</b>	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	11/12	Brian	Manolakes
	Business Management	11	Laura	Heller
<b>Group 4 Experimental Science</b>	<b>Facilitator/Environmental Systems</b>	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	Mary	Coleman
	Physics	11	Brendan	Fitzpatrick
<b>Group 5 Math</b>	<b>Facilitator/Math Analysis &amp; Approaches SL</b>	11	Mary	Coleman
	Math Analysis & Approaches SL	11	Matthew	Sussman
	Math Analysis & Approaches SL	11	Terese	Whang
	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
<b>Group 6 The Arts</b>	<b>Facilitator</b>		Keith	Gamache
	Visual Arts	12	Melissa	Lamoureux
	Visual Arts	11	Christopher	Karaktin
	Film	11/12	David	Shotwell
	Music	12	Doreen	Fryling
	Music	11	Kathleen	Mark
	Theatre	11/12	Pamela	Seiderman



## SOUTH SIDE HIGH SCHOOL - IB CORE TEACHERS 2022-2023

IB GROUP	IB SUBJECT	Grades	First Name	Last Name
<b>CORE: TOK</b>	Theory of Knowledge	12	Vincent	Falivene
	Theory of Knowledge	12	Bruce	Hecker
	Theory of Knowledge	12	Michael	Musilli
	Theory of Knowledge	12	Pamela	Seiderman
<b>CORE: Extended Essay</b>	<b>Coordinators</b>			
	Extended Essay	11/12	Vincent	Falivene
	Extended Essay	11/12	Bruce	Hecker
<b>CORE: CAS</b>	<b>Coordinators</b>			
	Creativity, Activity, Service	12	Doreen	Fryling
	Creativity, Activity, Service	11	Michael	Musilli
<b>CORE-RELATED</b>	Junior Diploma Research	11	Vincent	Falivene
		11	Bruce	Hecker
		11	Kimberly	Kelly
		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](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 15, 2022  
**Subject:** **IB Registration Information 2022-2023 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 2022-2023 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 to universities the July following graduation

Students will register for their subjects during school hours, and **payment of subject fees is due on or before October 15.** A check or money order should be made out to “South Side High School” with the student’s name in the memo field and brought to Ms. Davis in the IB Office (Rm 1412), starting September 19. We ask that payment be made in person by students so they can review and confirm their own registration.

If for any reason payment made by the above deadline of October 15 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.** Once you are registered, you can switch subjects or levels until November 10 without a late charge. You may switch levels or courses and/or late register until January 10, but only at a substantial additional charge, and only if another South Side student has registered for the subject and level during the initial registration session.

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](mailto:enisler@rvcschools.org). Best wishes for a wonderful school year...

## **International Baccalaureate Subject Fee Schedule 2022-2023**

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

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

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

### **2022-2023 Subject Fees:**

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

<b>One Subject Fee</b>	<b>\$80</b>
<b>Two Subject Fees</b>	<b>\$160</b>
<b>Three Subject Fees</b>	<b>\$240</b>
<b>Four Subject Fees</b>	<b>\$320</b>
<b>Five Subject Fees</b>	<b>\$400</b>
<b>Six Subject Fees</b>	<b>\$480</b>

**LATE REGISTRATION** for a subject *may* be possible. The additional fee for late registration is \$75.00. **AMENDMENTS** to initial registrations can be made until January 10. The amendment fee is \$125.00. **Refunds are not possible.**

**All registrations are NON-REFUNDABLE and NON-TRANSFERABLE.**

**CHECKS ARE PAYABLE TO SOUTH SIDE HIGH SCHOOL**  
**PLEASE MAIL PAYMENT TO THE IB OFFICE BY OCTOBER 15<sup>TH</sup> AT THE LATEST.**