

# South Side High School and The International Baccalaureate Program

## 2017-2018



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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 IB programs 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 3000-4000 word independent research paper submitted by full diploma students 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; Bethesda, Maryland; Cardiff, Wales; The Hague, the Netherlands; and various regional offices. Contact <a href="http://www.ibo.org">www.ibo.org</a> .
<b>TOK</b>	Theory of Knowledge	A required course for 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.

## **Two Ways to Participate in the IB Program**

### **Option A: The Diploma Program**

- Participate in and complete internal/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
- Complete a Creativity, Activity, Service (CAS) Plan
  - Experiences in the three aforementioned strands are guided by seven learning outcomes

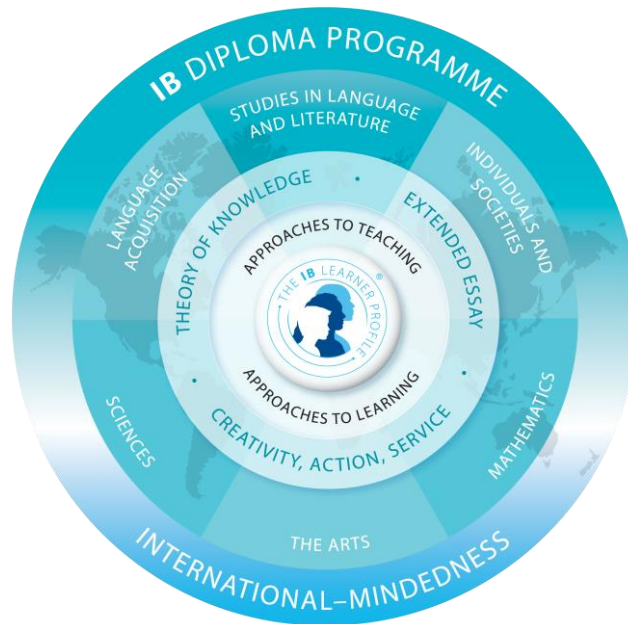
### **Requirements**

To receive the diploma, students must earn a minimum of 24 points, and the three HL scores must total 12 or more points; other rules apply. Students may also earn up to 3 extra points for their 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 B: Individual Subject Certificates**

Students who complete one or more IB courses but do not complete the Extended Essay, CAS or Theory of Knowledge requirements are IB course candidates. They will receive certificates from IBO and may earn college credit or advanced standing.

## Planning an IB Diploma at South Side High School



*Students wishing to take the full diploma must take one subject from each group and have three subjects at HL and three at SL (unless they are taking 4 HLs and 2 SLs). For their sixth subject, in addition to the courses offered in Group 6, they may also do a third language or a second course from Groups 3 or 4.*

### Requirements for an International Baccalaureate Diploma

**Three Higher Level Courses**  
**Three Standard Level Courses**

**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*

ToK

Extended Essay

CAS

- ◇ **Each course is graded on a scale of 1 to 7; a minimum of 24 points is required to get an International Baccalaureate Diploma.**
- ◇ **Higher grades in one course may 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 may contribute Bonus Points to the Diploma.**

## International Baccalaureate Course Offerings at South Side HS

	<u>HIGHER LEVEL</u>	<u>STANDARD LEVEL</u>
<i>Group 1</i>		
<b>STUDIES IN LANGUAGE &amp; LITERATURE</b>	ENGLISH	
<i>Group 2</i>		
<b>LANGUAGE ACQUISITION</b>	SPANISH B	SPANISH B
	FRENCH B	FRENCH B
<i>Group 3</i>		
<b>INDIVIDUALS &amp; SOCIETIES</b>	HISTORY: AMERICAS	
		PSYCHOLOGY
	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT
<i>Group 4</i>		
<b>EXPERIMENTAL SCIENCES</b>	CHEMISTRY	CHEMISTRY
	BIOLOGY	BIOLOGY
	PHYSICS	PHYSICS
		ENVIRONMENTAL SYSTEMS
<i>Group 5</i>		
<b>MATHEMATICS</b>		MATHEMATICS SL
		MATH STUDIES (PRE-CALC)
<i>Group 6</i>		
<b>THE ARTS</b>	VISUAL ARTS	VISUAL ARTS
	THEATRE ARTS	THEATRE ARTS
	MUSIC	MUSIC
	FILM STUDIES	FILM STUDIES

(OR A SECOND Group 2, 3 or 4 subject)

### Two-Year Forecast:

Junior Year	Group	Senior Year
IB English	1	IB English
	2	
IB History	3	IB History
	4	
	5	
	6	
	<b>CORE</b>	TOK



# The Central Elements - The Core of the Program

## **THEORY OF KNOWLEDGE**

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**

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 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 the CAS Supervisor, the students will engage in systematic self-evaluation of their experiences.

## THE EXTENDED ESSAY

### 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, 2013).

#### **What are the requirements?**

The essay must be 4000 words and be written in a specified IB subject area. Candidates select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research, which reaches a conclusion. 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.

**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.**

#### **When does the writing occur?**

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

The following timetable will be used to award a grade of “P” [Pass] for the IB Extended Essay Course on your report card.

To be completed by the end of the period indicated:

<b>Junior Year</b>	1 <sup>st</sup> Marking Period (by Oct 5 <sup>th</sup> )	>Attend IB Anticipated Diploma Candidate In-School Orientation >Read through Extended Essay General Guidelines, Extended Essay Timeline (orientation folder and eBackpack) and Subject Specific Guidelines (IB office and eBackpack)
	2 <sup>nd</sup> Progress Report Period (by Dec 1 <sup>st</sup> )	>Choose a mentor and a subject area; discuss your preliminary plan >Complete Mentor/Topic Form
	3 <sup>rd</sup> Progress Report Period (by March 1 <sup>st</sup> )	>Meet with mentor >Collect research materials >Compile preliminary research notes in your Researcher’s Reflection Space and begin generating a bibliography to demonstrate the feasibility of your topic
	3 <sup>rd</sup> Marking Period (March 5 <sup>th</sup> )	>Meet with mentor formally for first reflective session to discuss your research and experience >Complete the first reflective statement (Word doc or Form EE/RPPF*) within <u>3</u> days and email to mentor to date and sign off
	4 <sup>th</sup> Marking Period (by May 31 <sup>st</sup> , 2018)	>Submit research question, introduction and bibliography >Meet with mentor to discuss progress and to establish summer plans
<b>Senior Year</b>	<b>Aug 6 – 9, 2018**</b>	>Attend summer writing workshop
	1 <sup>st</sup> Progress Report Period (by Sept 13 <sup>th</sup> )	>Submit 2500-word draft to mentor and EE Coordinator
	1 <sup>st</sup> Marking Period (by Oct 5 <sup>th</sup> )	>Meet with mentor formally for interim (second) reflective session to discuss your draft >Complete the interim reflective statement (Word doc or Form EE/RPPF*) within <u>3</u> days and email to mentor to date and sign off
	2 <sup>nd</sup> Marking Period (By Jan 7 <sup>th</sup> , 2019)	>Complete any revisions to final draft >Submit one print copy of Extended Essay to mentor and one electronic copy to turnitin.com >Make sure the first and interim reflective statements are completed and signed off on
	3 <sup>rd</sup> Marking Period (By Feb 15 <sup>th</sup> , 2019)	>Meet with mentor for final reflective session – Viva voce >Complete the final reflective statement (Word doc or Form EE/RPPF*) within <u>3</u> days and email to mentor to date and sign off >Submit completed Form EE/RPPF to eBackpack

\* = **The EE/RPPF form** can be downloaded from eBackpack (Class = IB Dpl Essay Jr) and the Library Media Center website.

\*\* = **tentative date**

# 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.

# **Creativity, Activity, Service (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 your CAS reports over the two years.

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

### **Creativity**

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

Writing: *Context*, *Colonnade*, *Sportsman*, 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, swimming, fishing, skating, yoga

Red and Blue

One-time events: Relay For Life, walk-a-thons, World Food Day, Out of the Darkness Walk

### **Service**

Clubs: Environmental Awareness, Amnesty International, Key Club, Leo Club, National Honor Society, SGA, SHOP, Athletes Helping Athletes, SADD

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

Pediatricians for Central Americas Children

**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>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>EE: 2500-word draft due; complete 2<sup>nd</sup> reflective session and statement</li> <li>Register for May exams</li> <li>Summer CAS Report #5</li> </ul>
October	<ul style="list-style-type: none"> <li>Exam Payment Due (10/16) - students verify registration</li> <li>CAS Report #1</li> </ul>	<ul style="list-style-type: none"> <li>Exam Payment Due (10/16) - students verify registration</li> <li>Begin Musical performance recording</li> <li>Theatre Research Presentation due</li> <li>Historical Investigation Due</li> <li>CAS Report #6</li> </ul>
November	<ul style="list-style-type: none"> <li>Last time to change registration <b>without financial penalty</b> (11/10)</li> <li>English – written task #1</li> </ul>	<ul style="list-style-type: none"> <li>Last time to change registration <b>without financial penalty</b> (11/10)</li> <li>Begin Spanish/French written assignments</li> <li>English - written task #3</li> </ul>
December	<ul style="list-style-type: none"> <li>Choose an EE mentor and subject area</li> <li>Complete Mentor/Topic Form</li> </ul>	<ul style="list-style-type: none"> <li>Film Presentation due</li> <li>CAS Report #7 (activity sheet)</li> </ul>
January	<ul style="list-style-type: none"> <li>Math SL Project due</li> <li>CAS Report #2</li> </ul>	<ul style="list-style-type: none"> <li>EE final version due (Turnitin.com)</li> <li>Theatre Director’s Book due</li> <li>Visual Arts Comparative Study due</li> <li>CAS Report #8</li> </ul>
February	<ul style="list-style-type: none"> <li>Meet with EE mentor to begin research</li> <li>Begin Music Compositions</li> <li>Complete 1<sup>st</sup> reflective session and statement for EE</li> </ul>	<ul style="list-style-type: none"> <li>TOK Essay</li> <li>Spanish and French Orals</li> <li>Group 4 Internal Assessments due</li> <li>Musical Links Investigation due</li> <li>EE: Complete 3<sup>rd</sup> reflective session/viva voce</li> </ul>
March	<ul style="list-style-type: none"> <li>Continue to work on the EE process</li> <li>Math Studies Project due</li> <li>Internal assessment grades submitted - Math, Physics SL</li> <li>CAS Report #3</li> </ul>	<ul style="list-style-type: none"> <li>TOK Presentation</li> <li>Collaborative Theatre Project due</li> <li>English – written task #4</li> <li>Film Portfolios due</li> <li>Psychology Internal Assessment due</li> <li>Visual Arts Exhibition</li> <li>All internal assessment grades submitted</li> </ul>
April	<ul style="list-style-type: none"> <li>English – written task #2</li> </ul>	<ul style="list-style-type: none"> <li>Final CAS evaluations and reflections due</li> <li>Solo Theatre Project due</li> <li>Film Independent Project due</li> </ul>
May	<ul style="list-style-type: none"> <li>IB Exams (up to 2)</li> <li>CAS Report #4</li> <li>IB English 11 Orals</li> </ul>	<ul style="list-style-type: none"> <li>IB Exams</li> </ul>
June	<ul style="list-style-type: none"> <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 (Aug 6 - 9)</li> </ul>	<ul style="list-style-type: none"> <li>IB exam 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 Orals, Historical Investigation, Psychology Project, World Language Orals, Science Investigations, SL Math Investigations and Math Studies Project, Visual Arts Exhibition, Music Performance and Composition Work, Theatre Arts Collaborative Project, and the Film Production Portfolio.

**SOUTH SIDE HIGH SCHOOL IB SUBJECT TEACHERS 2017-18**

<b>IB GROUP</b>	<b>IB SUBJECT</b>	<b>Grades</b>	<b>First Name</b>	<b>Last Name</b>
<b>Group 1 English</b>	<b>Facilitator / Language A1</b>	12	Bruce	Hecker
	Language A1	12	Katie	Burke
	Language A1	12	Michael	Musilli
	Language A1	12	Lisa	Ries
	Language A1	12	Debra	Tanklow
	Language A1	11	Christine	Brown
	Language A1	11	Jessica	Harnden
	Language A1	11	Jean	Mann
	Language A1	11	Kimberly	Pastore
	Language A1	11	Christoper	Webster
<b>Group 2 Foreign Language</b>	<b>Facilitator</b>			
	Language B Spanish	11/12	Silvia	Bonanno
	Language B Spanish	12	Jeanette	Lynagh
	Language B Spanish	11/12	Jason	Miller
	Language B Spanish	11	Maria	Schneider
	Language B French	11/12	Nicolas	Pernot
<b>Group 3 Individuals &amp; Society</b>	<b>Facilitator</b>			
	IB History	12	Cynthia	Vitere
	IB History	12	Vincent	Falivene
	IB History	12	Brendan	Junkins
	IB History	12	Michael	Maschio
	IB History	11	Natalie	Antuofermo
	IB History	11	Daniel	Ferrick
	IB History	11	Kristin	Wendling
	IB History	11	Patrice	Williams
	Psychology	12	Kevin	Kennedy
	IB Business Management	11/12	Peter	English
	IB Business Management	11/12	Brian	Manolakes
<b>Group 4 Experimental Science</b>	<b>Facilitator</b>			
	IB Environ. Systems	12	Joseph	Saccone
	IB Environ. Systems	12	Gerry	D'Angelo
	IB Environ. Systems	12	Robert	Frampton
	Biology	11/12	Jennifer	Sullivan
	Biology	12	Jason	Van Eron
	Chemistry	12	Adam	Sisak
	Chemistry	11	Karen	LaPorte
	Physics HL	12	Cristie	Tursi
	Physics SL	11	Mary	Coleman
<b>Group 5 Math</b>	<b>Facilitator / SL Math</b>	11	Mary	Coleman
	SL Math	11	Matthew	Sussman
	SL Math	11	Terese	Whang
	Math Studies	11	Michael	Casamassima
	Math Studies	11	Frederic	Paul
	Math Studies	11	Jeff	Rubinfeld
<b>Group 6 The Arts</b>	<b>Facilitator / IB Visual Arts</b>	11	Keith	Gamache
	IB Visual Arts	11	Paul	Sementelli
	IB Visual Arts	12	Chris	Karaktin
	IB Visual Arts	12	Melissa	Gunzburg
	IB Film Studies	11/12	Debra	Tanklow
	IB Music	11/12	Doreen	Fryling
	IB Theatre Arts	11/12	Pamela	Seiderman
<b>Core Elements</b>				
<b>Theory of Knowledge</b>	ToK	12	Vincent	Falivene
	ToK	12	Bruce	Hecker
	ToK	12	Michael	Musilli
	ToK	12	Pamela	Seiderman
<b>Extended Essay</b>	EE Coordinator	11/12	Russell	Reid
<b>CAS</b>	CAS Sr. Coordinator	12	Doreen	Fryling
	CAS Jr. Coordinator	11	Michael	Casamassima
<b>Librarian</b>			Carolyn	McGuire

## **COLLEGES AND THE IB DIPLOMA**

### **How are diploma points awarded?**

Each course is graded on a scale of 1-7. To earn the diploma, students must receive a total of 24 or more points, and the three HL scores must total 12 or more points. Students may also earn up to 3 extra points for their 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 are beginning to award credit or, in some cases, advanced standing for SL courses as well. Ultimately, different colleges have different policies. The one way to get current information is to go to [www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities](http://www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities). Once there, click on “University policy index” to download details on college/university recognition policies. College websites often publish their IB recognition policies as well.

### **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.



# International Baccalaureate Program

**To:** Students Interested in the International Baccalaureate Program  
**From:** Elizabeth Nisler-Cross, IB Coordinator  
**Date:** September 12, 2017  
**Subject:** **IB Registration Information 2017-18 School Year**

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The Fee Schedule for the May 2018 International Baccalaureate Exams is on the reverse side of this sheet. Students only pay for those subjects in which they will take the IB exam this school year. For example, juniors who are taking SL Math, IB Physics, and IB English HL will only pay for the SL Math and IB Physics exams this year; they will pay for English in their senior year, when they complete the two-year sequence. Students will register for exams during school hours, and payment is due **on or before October 16**. Please bring a check or money order, made out to South Side High School, to Ms. Davis in Room 1412, **starting September 18**. We ask that payment be made in person by students, so they can read and confirm their own registration. Fees will only be collected in Room 1412. If, for any reason, payment according to this deadline will not be possible, please contact me at once.

Please remember that all students enrolled in an AP/IB class must sit for either the AP and/or the IB exam. If you are concerned about college placement, you should look at [www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities](http://www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities) for a listing of college IB policies. You may also check the catalog(s) of the college(s) you are applying to in order to determine the grades needed to gain advanced standing or credit. Registration for AP exams is conducted in the Guidance Office. If the cost of the program creates a financial hardship for you or your family, please speak with your Guidance Counselor or me.

Please be aware that **the IB fees are non-refundable and non-transferable** for any reason. Once you are registered, you may switch subjects or levels until November 10 without a late charge. You may switch levels or courses and/or late register until **January 11**, 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.

If you have any questions, my office phone number is 255-8834. I can also be reached by e-mail at [enisler@rvcschools.org](mailto:enisler@rvcschools.org).

## International Baccalaureate Fee Schedule 2017-18

*Students take an IB exam in the following courses:*

IB Biology HL	IB Math Studies/Pre-Calc
IB Business Management Year 2	IB Music Year 2
IB Chemistry HL	IB Physics HL
IB English 12	IB Physics SL
IB Environmental Systems SL	IB Psychology
IB Film 2	IB Spanish 6
IB French 6	IB Theatre IV
IB History 12	IB Visual Arts 2
IB Math SL	

*Fees for ALL students taking IB exams are as follows:*

*Please only count courses that will be completed this year.*

<b>One Exam</b>	<b>\$115.00</b>
<b>Two Exams</b>	<b>\$230.00</b>
<b>Three Exams</b>	<b>\$345.00</b>
<b>Four Exams</b>	<b>\$460.00</b>
<b>Five Exams</b>	<b>\$575.00</b>
<b>Six Exams</b>	<b>\$690.00</b>

**LATE REGISTRATION** may be possible. The **additional** FEE for LATE REGISTRATION is \$100.00 for the registration. AMENDMENTS to initial registrations can be made until January 11th. The AMENDMENT FEE is \$122.00. Refunds **are not** possible.

**ALL REGISTRATIONS ARE NON-REFUNDABLE AND  
NON-TRANSFERABLE**

CHECKS ARE PAYABLE TO SOUTH SIDE HIGH SCHOOL

PLEASE RETURN PAYMENT TO ROOM 1412

BY OCTOBER 16TH AT THE LATEST