

# Canyon del Oro High School



**DORADO PRIDE**



**IB Diploma Handbook  
2018-2020 Cohort**

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# INTRODUCTION

December 12, 2017

Dear IB Diploma/Certificate Pathway students and families,

I want to welcome you to the International Baccalaureate (IB) Diploma Programme and IB Certificate Pathway at Canyon del Oro High School. I serve as the district's main contact with the International Baccalaureate Organization (IBO) and help ensure our programme follows all IB guidelines while assisting with day-to-day and long range strategic planning. Our programme has continuously developed over the past six years and has an ongoing improvement plan designed to maximize teaching and learning. In order to provide students and parents a clearer understanding of what the IB Diploma is and how it is organized at CDO, this handbook was developed. For new students in particular, I hope that it will provide a good introduction to the Diploma Programme whether students engage in the full IB Diploma or enroll in one or just a few IB courses through the IB Certificate Pathway as a reference point for questions you may have.

I want to emphasize right from your start in all of our IB offerings, that good time management and personal motivation will serve you well during your IB journey. This should include developing a sensible schedule, being prepared for all lessons which includes responding and interacting with your teachers in class and online. Various systems such as e-mail and learning management systems (e.g. [ManageBac](#) [\(detailed on pages 29-30\)](#)) will be used throughout the program requiring students to further develop communication skills. Students are expected to be proactive and check into virtual learning environments at least once a day when school is in session.

Within the Diploma Programme five specific approaches to learning have been identified. These include:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

Improving these skills will greatly help all students get the most out of their respective IB experience, but also transfer beyond the IB into college and career pursuits.

On the very last page of this handbook, kindly find an acknowledgement form to be signed by students and a parent or guardian to be returned to the IB Office for student record filing. The information contained within this document is designed to be informative but also provide essential information to support the IB Diploma and Certificate Pathway Programmes.

I am looking forward to working with you as you begin and complete your IB journey.

Kind regards,

Stephen Rothkopf  
IB Diploma Coordinator  
[srothkopf@amphi.com](mailto:srothkopf@amphi.com)

## PROGRAMME CONTACTS

IB Diploma Programme	IB Diploma Coordinator  Stephen Rothkopf	(520) 696-5592	<a href="mailto:srothkopf@amphi.com">srothkopf@amphi.com</a>
IB Programme Policies	CDO Webpage- Academics- IB World School		<a href="https://www.amphi.com/Page/7844">https://www.amphi.com/Page/7844</a>
University, College and Careers	IB Counselor  Michelle Barcanic	(520) 696-5593	<a href="mailto:mbarcani@amphi.com">mbarcani@amphi.com</a>
About the IB	IBO Webpage		<a href="http://www.ibo.org/">http://www.ibo.org/</a>
Enrollment Applications	IB Counselor  Michelle Barcanic	(520) 696-5593	<a href="mailto:mbarcani@amphi.com">mbarcani@amphi.com</a>
CDO	CDO Webpage- Home		<a href="http://www.amphi.com/cdo">http://www.amphi.com/cdo</a>
Attendance	Karri Johnson	(520) 696-5572	<a href="mailto:karjohnson@amphi.com">karjohnson@amphi.com</a>
School Nurse	Jane Erbe	(520) 696-5576	<a href="mailto:jerbe@amphi.com">jerbe@amphi.com</a>



### **GOVERNING BOARD**

Deanna M. Day, M.Ed., President

Vicki Cox Golder, Vice President

Scott K. Baker, Ph.D.

Scott A. Leska

Susan Zibrat

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Monica Nelson, Associate Superintendent, School Operations

Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel

Scott Little, Chief Financial Officer

### **CANYON DEL ORO HIGH SCHOOL ADMINISTRATION**

Tara Bulleigh, Principal

Don Enright, Assistant Principal

Patsy Harris, Assistant Principal

Brice Menaugh, Assistant Principal

## **AMPHITHEATER SCHOOL DISTRICT MISSION, VISION AND VALUES**

### **Our Vision:**

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

### **Our Mission:**

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

### **We Value:**

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

## THE IB LEARNER PROFILE

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes fully support helping individuals and groups become responsible members of local, national, and global communities. The international mindedness inherent in the IB Learner Profile fully supports the ethos of the Amphitheater Public School's mission and vision.



### IB learner profile

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

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **CANYON DEL ORO'S IB DIPLOMA PROGRAMME**

International Baccalaureate (IB) courses are available at Canyon del Oro High School in which students choose from six subject groups. Students can earn the IB Diploma upon successful completion of their scheduled IB courses and associated components. Students may be granted advanced placement status and/or college credit on the basis of IB Diploma completion and how well they perform on exams.

IB Diploma Programme courses are taken in grades 11-12. There is some flexibility for IB Diploma Programme students within the 11<sup>th</sup> and 12<sup>th</sup> grade course of study as presented on the next few pages. Students participating in the IB Diploma Programme at Canyon del Oro must be seeking the full IB Diploma which includes undertaking a course in the Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS) activities in addition to an extended research paper.

The International Baccalaureate (IB) Programme is a pre-college preparatory program with a comprehensive and rigorous liberal arts curriculum, leading to examinations and/or component works externally assessed by the IB at the end of each course undertaken. It is designed for the university bound, academically focused students, willing to engage in a challenging holistic curriculum during their last two years of high school study.

### **WHY CONSIDER THE IB PROGRAMME?**

- Focuses on preparing students for success in college
- Prepares for competence in all major academic areas
- Promotes experiential learning/extending learning from the classroom
- Often results in advanced standing or course credit at the college level
- Promotes learning beyond current honors and Advance Placement (AP) offerings
- Offers smaller classes with more one-on-one with IB staff
- Promotes international understanding through a shared academic experience
- Provides multiple assessment points to determine final externally moderated grades

### **CURRICULUM**

Students will take on average two to three IB exams from each of the following six subject groupings and submit externally assessed projects or performance pieces during the junior and senior years. Students are required to take three subjects at the Higher Level (HL) and three subjects at the Standard Level (SL).

- Group 1- Language A (native language - English)
- Group 2 - Language B (second language - Spanish, French, German, or Mandarin)
- Group 3 - Individuals and Societies (History - Americas Route)
- Group 4 - Mathematics (Math Studies SL, Math SL, or Math HL)

- Group 5 - Science (Chemistry)
- Group 6 - Elective (Visual Arts, Film, Music, Computer Science, Dance, or Social Cultural-Anthropology)

## IB DIPLOMA REQUIREMENTS



Figure 1  
The Diploma Programme model

In addition, the diploma candidates must meet the three “Core” requirements:

1. Complete an interdisciplinary course called Theory of Knowledge (TOK)
2. Prepare an Extended Essay reflecting independent research
3. Complete a CAS portfolio (extracurricular activities that can be categorized as creativity, activity, and/or service)

Each subject is graded on a 1-7 scale, with 7 being the highest level of achievement.

IB Diploma General Assessment Descriptors			CDO Conversion	
7	Excellent	A	Excellence	96%-100%
6	Very Good	A	Above Average	90%-95%
5	Good Performance	B	Above Average	80%-89%
4	Satisfactory Performance	C	Average	75%-79%
3	Mediocre Performance	C	Passing	70%-74%
2	Poor Performance	D	Below Average	60%-69%
1	Very Poor Performance	F	Failure	59% and below

TOK and the Extended Essay are assessed on an A-E scale; with A being the highest level of



achievement. TOK and the Extended Essay grades are then combined in the diploma matrix (see below) based on achievement to contribute between 0-3 points added to the total. CAS is not assessed but must be completed in order to pass the diploma.

The overall maximum points from subject grades and TOK/EE is therefore  $(6 \times 7) + 3 = 45$ .

The following diploma matrix will be used for award of points for TOK and the Extended Essay:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The following conditions need to be satisfied to earn the diploma:

- Ensure a candidate's total points are not fewer than 24
- Ensure CAS requirements are met
- Ensure a grade of N (non-completion) has not been given for TOK or Extended Essay or a contributing subject
- Ensure a grade of E has not been awarded in either TOK or the Extended Essay
- Ensure a grade of 1 is not awarded in any subject/level
- Ensure a 2 has not been awarded three or more times
- Ensure a 3 or below has not been awarded four or more times
- Ensure a candidate has not gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Ensure candidates earn no fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

This option has associated fees for registration and testing. See [IB DIPLOMA TEST/REGISTRATION FEES](#). Note certain pre-requisites may be needed to enroll.

## IB CERTIFICATE PATHWAY

Students have the option to take one to three IB courses if they choose not to take the full IB Diploma. Families should reference appropriate parts of this handbook as the procedures and assessment guidance will apply to all IB options. The IB issues certificates and transcripts for courses students register for and take examinations. This option has associated fees for registration and testing. See [IB DIPLOMA TEST/REGISTRATION FEES](#). Note certain pre-requisites are required needed to enroll.

### 2018-2020 IB DIPLOMA COURSE OPTIONS

Junior Year	Senior Year
IB Literature A HL 11 <b>OR</b> IB Literature and Performance SL 11	IB Literature A HL 12 <b>OR</b> IB Literature and Performance SL 12
IB Spanish SL/HL 11 <b>OR</b> IB German SL/HL 11 <b>OR</b> IB French SL/HL 11	IB Spanish SL/HL 12 <b>OR</b> IB German SL/HL 12 <b>OR</b> IB French SL/HL 12
IB History (Americas Route) HL 11	IB History (Americas Route) HL 12
IB Chemistry SL/HL 11	IB Chemistry SL/HL 11
IB Math Studies SL 11 <b>OR</b> IB Math SL 11 <b>OR</b> IB Math HL 11	IB Math Studies SL 12 <b>OR</b> IB Math SL 12 <b>OR</b> IB Math HL 12
IB Visual Art SL/HL 11 <b>OR</b> IB Social Cult. Anthropology SL/HL 11 <b>OR</b> IB Music SL/HL 11 <b>OR</b> IB Computer Science SL 11 <b>OR</b> IB Film SL/HL 11	IB Visual Art SL/HL 12 <b>OR</b> IB Social Cult. Anthropology SL/HL 12 <b>OR</b> *IB Music HL 12 <b>OR</b> IB Computer Science SL 12 <b>OR</b> IB Film SL/HL 12
IB TOK 11	IB TOK 12

- **Classes are two years in duration with the exception of \*Music SL**

## IB DIPLOMA COURSE DESCRIPTIONS

<b>Language A:</b>	
<b>IBP108/208 Grades 11 &amp; 12</b>	<b>IB Literature HL</b>
<b>Prerequisites: "C" or better in previous year related subject and/or IB Teacher approval</b>	
<p>This course is centered upon the examination of classical works from world literature and drama. Students will engage in a variety of speaking and writing formats to build new knowledge while effectively communicating about the universal aspects of literature and the human experience internationally. Skills focus upon close reading techniques, language effects, written literary analysis, and oral commentary. Instruction and assignments prepare students for five compulsory IB exams: two individual oral presentations, a written assignment, and two external assessments. These exams are spread out over the course of the two years. <b>Weighted grade</b></p>	
<b>IBP169 Grades 11 &amp; 12</b>	<b>IB Literature and Performance SL</b>
<b>Prerequisite: "C" or better in previous year related subject and/or IB Teacher approval</b>	
<p>This course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between a conventional literary emphasis on close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. The course as whole examines literary and dramatic texts and seeks to develop intellect, imagination, and creativity. It encourages intercultural awareness through a study of texts from more than one culture. <i>Literature and performance is available at standard level only.</i> <b>Weighted grade</b></p>	
<b>Language B:</b>	
<b>IBP110/210 Grades 11 &amp; 12</b>	<b>IB French SL</b>
<b>Prerequisites: French I and II, teacher recommendation</b>	
<p>This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing activities in order to encourage all areas of language proficiency. Over the two-year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year two. <b>Weighted grade</b></p>	
<b>IBP151/152 Grades 11 &amp; 12</b>	<b>IB French HL</b>
<b>Prerequisites: French I and II, teacher recommendation</b>	
<p>This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be</p>	

<p>introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two-year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. French HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course and additional writing components. This course prepares students to successfully complete the IB examinations during year two. <b>Weighted grade</b></p>	
<b>IBP109/209</b> <b>Grades 11 &amp; 12</b>	<b>IB Spanish SL</b>
<p><b>Prerequisites:</b> <i>Spanish I and II, teacher recommendation</i></p>	
<p>This course allows students to refine and practice their skills in the Spanish language, as well as develop cultural awareness and international-mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading and writing activities. Over the two-year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). They will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during the second year of the IB program. <b>Weighted grade</b></p>	
<b>IBP190/191</b> <b>Grades 11 &amp; 12</b>	<b>IB Spanish HL</b>
<p><b>Prerequisites:</b> <i>Spanish I and II, teacher recommendation</i></p>	
<p>This course allows students to refine and practice their skills in the Spanish language, as well as develop cultural awareness and international-mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading and writing activities. Over the two-year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). They will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during year two. Spanish HL covers the same core requirements of the SL course, and also requires reading one work of literature, creative writing and rationale based on one literary text, and additional writing and reading components. This course prepares students to successfully complete the IB examinations during the second year of the IB program. <b>Weighted grade</b></p>	
<b>IBP111/211</b> <b>Grades 11 &amp; 12</b>	<b>IB German SL</b>
<p><b>Prerequisites:</b> <i>German I and II, teacher recommendation</i></p>	
<p>This course allows students to refine and practice their skills in the German language, as well as develop cultural awareness and international-mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading and writing activities. Over the two-year program, this course will cover the three IB core topics (social</p>	

relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). They will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during the second year of the IB program. <b>Weighted grade</b>	
<b>IBP157/158 Grades 11 &amp; 12</b>	<b>IB German HL</b>
<b>Prerequisites: <i>German I and II, teacher recommendation</i></b>	
This course allows students to refine and practice their skills in the German language, as well as develop cultural awareness and international-mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading and writing activities. Over the two-year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). They will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during year two. German HL covers the same core requirements of the SL course, and also requires reading two works of literature, creative writing and rationale based on one literary text, and additional writing components. This course prepares students to successfully complete the IB examinations during the second year of the IB program. <b>Weighted grade</b>	
<b>Grades 11 &amp; 12</b>	<b>IB Language Ab Initio- offered in Mandarin, Spanish or French</b>
<b>Prerequisites: <i>IB Student with Coordinator and IB Counselor recommendation</i></b>	
The language Ab Initio course is designed for students with little or no prior experience wishing to study Mandarin, Spanish, or French languages. These courses following the same subject guide outlines and applied to Mandarin, French, or Spanish. Courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language Ab Initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language Ab Initio is available at standard level only and offered in an online environment. <i>Ab Initio classes are offered online and scheduled during language acquisition course time in the regular schedule.</i> <b>Weighted grade</b>	

<b>Individuals and Societies:</b>	
<b>IBP107/207 Grades 11 &amp; 12</b>	<b>IB History (Americas Route) HL</b>
<b>Prerequisites: "C" or better in previous year related subject and/or IB teacher approval</b>	
<p>History of the Americas is a two-year course preparing students for the Higher Level Baccalaureate Exam. Students will obtain a solid foundation in content as well as skills in researching, note-taking, analyzing primary and secondary sources, making inferences, generalizing, drawing conclusions, and presenting knowledge. This course focuses on select periods of American, Canadian, and Latin American history for an in-depth study of the history of the Americas. Rather than providing a survey, the course allows the student to investigate certain sections of history through classroom, instruction, independent reading, and research. Students will learn skills that apply to the study of history in any context, but with a particular focus towards those needed for a research project and for Twentieth Century World History. <b>Weighted grade</b></p>	
<b>Experimental Sciences:</b>	
<b>IBP103 Grades 11 &amp; 12</b>	<b>IB Chemistry SL</b>
<b>Prerequisites: Geometry with a "C" or better and/or IB teacher approval</b>	
<p>IB Chemistry meets the objectives of a college level introductory chemistry course. Students attain a depth of understanding of fundamentals and a competence in dealing with chemical problems that will enable them to undertake further work in chemistry or related fields. Students will be actively engaged in learning and experiencing the following; methods and applications of physical measurement, physical and chemical properties, atomic structure, molecular shapes and structure, electrochemistry, acids and bases, oxidation and reduction, equilibrium and organic chemistry. Students will also complete one special topic to further study applications of chemistry. The curriculum of this course will prepare students for the IB Standard Level assessments and students in the course will be required to complete the Group 4 Project. <i>IB Chemistry SL may be taken after AP Chemistry for those students who completed AP Chemistry their sophomore year.</i> <b>Weighted grade</b></p>	
<b>IBP116/216 Grades 11 &amp; 12</b>	<b>IB Chemistry HL</b>
<b>Prerequisites: Co-requisite with a "C" or better and/or IB teacher approval</b>	
<p>The IB Diploma Program HL chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. The chemistry course covers the essential principles of standard level chemistry and extends each of the core topics to a deeper understanding. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. The curriculum of this course will prepare students for the IB Higher Level assessments and students in the course will be required to complete the Group 4 Project. <i>IB Chemistry HL may be taken after AP Chemistry for those students who completed AP Chemistry their sophomore year.</i> <b>Weighted grade</b></p>	

<b>Mathematics:</b>	
<b>IBP174 Grade 12</b>	<b>IB Mathematical Studies SL</b>
<b>Prerequisites: <i>Grade of “C” or better in Algebra 2, Adv Algebra II or Precalculus</i></b>	
<p>This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis, and evaluation of data. <b>Weighted grade</b></p>	
<b>IBP101 Grade 12</b>	<b>IB Mathematics SL</b>
<b>Prerequisites: <i>Grade of “C” or better in Intro to Calculus</i></b>	
<p>This course is an in-depth examination of functions and will introduce the students to topics such as vectors, probability and statistics, and differential and integral calculus and their applications. It is important that the student has complete understanding and be completely proficient in all Algebra 2 concepts, as curriculum from the Advanced Algebra 2/Trig class is testable material for the external assessment for IB and will not be covered in this course. In addition, students taking the IB Mathematics SL exam will be required to complete an exploration for the internal assessment portion of the IB test. A TI-84 graphing calculator is required for this course. <b>Weighted grade</b></p>	
<b>IBP102/202 Grades 11 &amp; 12</b>	<b>IB Mathematics HL</b>
<b>Prerequisites: <i>Intro to Calculus or better</i></b>	
<p>IB Higher Level Mathematics is a rigorous, two-year course of study. The first year encompasses calculus topics, including Functions, Graphs, Limits &amp; Continuity, Differential Calculus, Differential Applications, Integral Calculus, Integral Applications, and Sequences &amp; Series. These topics assume thorough background knowledge in algebra, axiomatic geometry, trigonometry and analytic geometry. The second year of IB HL Mathematics includes topics such as Vectors, Matrices &amp; Transformations, Complex Numbers, Probability &amp; Statistics, Functions &amp; Equations, Circular Functions &amp; Trigonometry, and Vector Geometry. IB HL Mathematics requires college-level performance and work habits. A five-hour external IB examination is given at the end of the senior year that accounts for eighty percent of the grade. An internal assessment consisting of three assignments accounts for twenty percent of the grade. <b>Weighted grade</b></p>	

<b>Art and Electives:</b>	
<b>IBP313 Grades 11 or 12</b>	<b>IB Music SL</b>
<b>Prerequisite:</b> <i>Students must regularly participate in a performance group outside of class</i>	
<p>The IB Music Class is designed to provide opportunities for students to study a variety of music in the classroom while giving all students a music vocabulary to use in describing the characteristics of music from different cultures. Mechanics of music will be covered as the students study theory, composition, and analysis in preparation for the Listening Paper. IB SL music students are expected to: be a member in band, choir, orchestra, or an outside of school performing group recognized and teacher approved, complete the musical links investigation, complete the listening paper exam given in May of their course completion year, and create a group performance recording. <i>This course is offered over one academic year.</i> <b>Weighted grade</b></p>	
<b>IBP113/213 Grades 11 &amp; 12</b>	<b>IB Music HL</b>
<b>Prerequisite:</b> <i>Students must complete solo performances outside of class</i>	
<p>The IB Music Class is designed to provide opportunities for students to study a variety of music in the classroom while giving all students a music vocabulary to use in describing the characteristics of music from different cultures. Mechanics of music will be covered as the students study theory, composition, and analysis in preparation for the Listening Paper. IB HL music students are expected to: complete the musical links investigation, complete the listening paper exam given in May of their senior year, and have additional course work related to musical perception, creating original works and solo performing. <b>Weighted grade</b></p>	
<b>IBP117 Grades 11 &amp; 12</b>	<b>IB Social and Cultural Anthropology SL</b>
<b>Prerequisites:</b> <i>“C” or better in previous year related social studies subject and/or IB teacher approval</i>	
<p>Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. SL and HL students will learn the concepts, methods, language, and theories of the discipline. At the heart of the course is the practice of anthropologists, and the insights they produce as a result of this in the form of ethnographic material. Students are given the opportunity through their own experiential internal assessment activity to engage in authentic anthropological practice.</p> <p>Areas of anthropological inquiry in this course are: belonging; conflict; health, illness and healing; and the body. These areas are explored through the key anthropological concepts of belief and knowledge, change, culture, identity, materiality, power, social relations, society, and symbolism. The understanding of contemporary real-world issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights will also be explored. The study of anthropology offers critical insights into the continuities and dynamics of social change, the development of societies and what it means to live with differences. Additionally, it fosters the development of citizens who are globally aware, internationally minded, and ethically sensitive. <b>Weighted grade</b></p>	



<b>IBP105/205 Grades 11 &amp; 12</b>	<b>IB Social and Cultural Anthropology HL</b>
<b>Prerequisites: "C" or better in previous year related social studies subject and/or IB teacher approval</b>	
HL students will follow the SL curriculum along with another area of inquiry; classifying the world. HL students will be able to partake in their own fieldwork study for the internal assessment. <b>Weighted grade</b>	
<b>IBP118 Grades 11 or 12</b>	<b>IB Computer Science SL</b>
<b>Prerequisites: Computer Apps I or instructor approval</b>	
This course is highly recommended for students interested in careers in science, technology, engineering, and medicine. Computer scientists develop apps for Xbox, iPhone, Android, WiiU, Windows, OSX, Linux, and PlayStation operating systems. While the SL course does not assume that students have any previous experience in coding/programming, it is recommended that the student have general computing experience in basic Microsoft Office applications. The Internal Assessment project will have students design and develop a practical software application for a teacher, parent, friend, or business. Candidates will learn programming skills as a critical element of developing higher-level skills applicable to virtually all fields of study such as art, music, science, engineering, education, and entertainment. <b>Weighted grade</b>	
<b>IBP120 Grades 11 &amp; 12</b>	<b>IB Visual Arts SL</b>
<b>Prerequisites: Intro to 2D Art/Intermediate Art</b>	
Through the visual arts course we offer students the opportunity to develop and extend their awareness of art as a form of communication, expressing ideas with confidence and competence. Students will see visual arts as a dynamic and constantly changing experience. The arts allow us to connect our imagination with the history of human experience – the study of art helps us to learn and appreciate cultural complexities. IB Art will encourage students to explore personal artistic intention. Students will study art from a diverse range of cultures and time periods, providing them with exposure to various values, philosophies, art historical styles, or movements and expressive intents. The course will encourage creativity and will balance academic rigor and exploration with related studio work, gallery talks, and museum visits. Assessments include a comparative study, process portfolio, and exhibition of four to seven artworks. <b>Weighted grade</b>	
<b>IBP 112/212 Grades 11 &amp; 12</b>	<b>IB Visual Arts HL</b>
<b>Prerequisites: Intro to 2D Art/Intermediate Art</b>	
Through the visual arts course we offer students the opportunity to develop and extend their awareness of art as a form of communication, expressing ideas with confidence and competence. Students will see visual arts as a dynamic and constantly changing experience. All students will develop basic drawing skills and explore various media and methods to develop 2D and 3D art pieces. The class will discuss and evaluate art from a variety of eras and countries. Students create studio art and an investigation workbook that chronicles their thinking and exploration of themes, mediums, and methods. Students are assessed on comparative art studies, their process portfolio, and an exhibition of TOK will be integrated into various aspects of the studio work and investigation workbook. During the second year, students continue to develop and individualize their art skills. Each student identifies a personal focus for their studio art which includes further developing their investigation workbooks through further individualized study of art from various	

cultures and periods that are relevant to their development as artists. Assessments include a comparative study, process portfolio, and exhibition of eight to eleven artworks. <b>Weighted grade</b>	
<b>IBP119</b> <b>Grades 11 &amp; 12</b>	<b>IB Film SL</b>
<b><i>Prerequisites: Commit to team projects outside of the school day and potentially off campus, demonstrate a high level of teamwork and collaborative skills as shown through teacher recommendations and/or IB Teacher approval</i></b>	
At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Students will develop basic filmmaking skills using digital cameras and editing software to create short <b>1 – 7-minute</b> films. Students will view and discuss films, write film treatments and analyze films in writing. During the second year of this course, students continue to develop and individualize their film making skills. Students will work individually and in teams to create a final <b>5-minute</b> film to submit for internal assessment. Students will individually write a <b>10-page</b> film treatment for a documentary film that focuses on one thematic element of film theory or history as seen through two different films (one foreign). Each student will prepare for a <b>10-minute</b> oral assessment on a segment of a pre-determined film. <b>Weighted grade</b>	
<b>IBP 115/215</b> <b>Grades 11 &amp; 12</b>	<b>IB Film HL</b>
<b><i>Prerequisites: Commit to team projects outside of the school day and potentially off campus, demonstrate a high level of teamwork and collaborative skills as shown through teacher recommendations and/or IB teacher approval</i></b>	
At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Students will develop basic filmmaking skills using digital cameras and editing software to create short <b>1 – 7 minute</b> films. Students will view and discuss films, write film treatments and analyze films in writing. During the second year of this course, students continue to develop and individualize their film making skills. Students will work individually and in teams to create a final <b>7 minute</b> film and trailer to submit for internal assessment. Students will individually write a <b>15 page</b> film treatment for a documentary film that focuses on one thematic element of film theory or history as seen through four different films (one foreign). Each student will prepare for a <b>15 minute</b> oral assessment on a segment of pre-determined film. <b>Weighted grade</b>	
<b>IBP142</b> <b>Grades 11 &amp; 12</b>	<b>IB Dance SL</b>
<b><i>Prerequisites: Placement into Performance Dance through audition</i></b>	
The practice of dance helps to explore and value the diversity of the arts across history, the world and its cultures. The IB Dance course will help students to understand dance as a set of disciplines with their own background and assumptions, and to understand that these practices incorporate physical, intellectual, and emotional knowledge. This course aims to appreciate mastery in various dance styles in traditions familiar and unfamiliar. Students will focus in three major areas: choreography, performance, and research, and will aim to express ideas with self-assurance and proficiency. They will come to see that dance can communicate various world cultures from their school environment, the surrounding community and the globe. This course will provide the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring	

movement. Our focus is to develop the physical, emotional, social, and intellectual aspects in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase self-confidence of a student. The course will offer intercultural awareness that will encourage students to consider multiple perspectives, develop knowledge and skills as they learn about their own and others' social, national, and international cultures. Skills are showcased in a final composition and analysis dance, a filmed performance piece, and an accompanying dance investigation essay. Assessments include composition, analysis, dance integration, and performances outside of scheduled class time. **Weighted grade**

<b>IBP140/141 Grades 11 &amp; 12</b>	<b>IB Dance HL</b>
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**Prerequisites:** *Placement into Performance Dance through audition*

The practice of dance helps to explore and value the diversity of the arts across history, the world and its cultures. The IB Dance course will help students to understand dance as a set of disciplines with their own background and assumptions, and to understand that these practices incorporate physical, intellectual, and emotional knowledge. This course aims to appreciate mastery in various dance styles in traditions familiar and unfamiliar. Students will focus in three major areas: choreography, performance, and research, and will aim to express ideas with self-assurance and proficiency. Students will come to see that dance can communicate various world cultures from their school environment, the surrounding community, and the globe. This course will provide the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. Our focus is to develop the physical, emotional, social, and intellectual aspects in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase self-confidence of a student. The course will offer intercultural awareness that will encourage students to consider multiple perspectives, develop knowledge, and skills as they learn about their own and others' social, national, and international cultures. Skills are showcased in a final composition and analysis dance, a filmed performance piece, and an accompanying dance investigation essay. HL assessments include composition, analysis, dance integration, and performances outside of scheduled class time. A key difference between SL and HL courses are the depth of inquiry required in the dance investigation and additional solo/duet performances. **Weighted grade**

<b>Theory of Knowledge:</b>	
<b>IBP100/200 Grades 11 &amp; 12</b>	<b>IB Theory of Knowledge</b>

**Prerequisites:** *Full IB Diploma student*

The Theory of Knowledge (TOK) class is a "flagship element" of the IB Diploma Program in which students are encouraged to think critically "about knowledge itself" by attempting to answer such questions as: "What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?" TOK students will further apply this inquiry to metaphysical, ontological, and epistemological problems in various areas of culture, especially in the academic disciplines of the Diploma, by exploring not only what they know, but how they know. The TOK class is presented in a seminar model in which students are expected to prepare thoroughly and participate actively and often. In addition to completing readings and formative assessments over the length of the course, TOK students will compose a paper on a prescribed title, and prepare and deliver a presentation on a knowledge issue. **Weighted grade**

## TIMETABLE

IB Diploma classes are scheduled during Periods 2-7. Period 1 is open for elective courses or an off period depending on student graduation requirements.

Notable exceptions include:

- Students in Music or Dance completing performance requirements

All students are expected to be on campus by 7:45am Tuesdays through Thursdays. CAS and EE instructional time will be scheduled in place of tutorial time twice monthly or as needed

### CDO BELL SCHEDULE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
PERIOD 1 7:00 – 8:13 (73 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 7:53 (53 min)		PERIOD 1 7:00 – 8:13 (73 min)	
		TUTORIAL 7:45 - 8:20 (35 min)		TUTORIAL 7:45 - 8:20 (35 min)		TUTORIAL 7:45 - 8:20 (35 min)			
PERIOD 2 8:20 – 9:20 (60 min)		PERIOD 2 8:20 – 9:52 (92 min)		PERIOD 2 8:20 – 9:52 (92 min)		PERIOD 4 8:20 – 9:52 (92 min)		PERIOD 2 8:20 – 9:20 (60 min)	
PERIOD 3 9:27 – 10:27 (60 min)								PERIOD 3 9:27 – 10:27 (60 min)	
PERIOD 4 10:34 – 11:33 (59 min)								PERIOD 4 10:34 – 11:33 (59 min)	
PERIOD 5 11:40 – 12:39 (60 min)		PERIOD 4 11:39 - 1:12 (93 min)		PERIOD 5 11:39 - 1:12 (93 min)		PERIOD 6 11:39 - 1:12 (93 min)		PERIOD 5 11:40 - 12:39 (60 min)	
<u>1<sup>ST</sup> LUNCH</u> 11:33 – 12:13 (40 min) Bell to Bell		<u>1<sup>ST</sup> LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell		<u>1<sup>ST</sup> LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell		<u>1<sup>ST</sup> LUNCH</u> 11:32 – 12:12 (40 min) Bell to Bell		<u>1<sup>ST</sup> LUNCH</u> 11:33 – 12:13 (40 min) Bell to Bell	
<u>2<sup>ND</sup> LUNCH</u> 12:39 – 1:19 (40 min) Bell to Bell		<u>2<sup>ND</sup> LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell		<u>2<sup>ND</sup> LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell		<u>2<sup>ND</sup> LUNCH</u> 1:12 - 1:52 (40 min) Bell to Bell		<u>2<sup>ND</sup> LUNCH</u> 12:39 – 1:19 (40 min) Bell to Bell	
PERIOD 5 12:13 - 1:12 (59 min)		PERIOD 4 12:12 - 1:45 (93 min)		PERIOD 5 12:12 - 1:45 (93 min)		PERIOD 6 12:12 - 1:45 (93 min)		PERIOD 5 12:13 - 1:12 (59 min)	
PERIOD 6 1:19 – 2:19 (60 min)		PERIOD 6 1:52 – 3:25 (93 min)		PERIOD 7 1:52 – 3:25 (93 min)		PERIOD 7 1:52 – 3:25 (93 min)		PERIOD 6 1:19 – 2:19 (60 min)	
PERIOD 7 2:26 – 3:25 (59 min)								PERIOD 7 2:26 – 3:25 (59 min)	

## HOMEWORK

As the IB Diploma is considered a rigorous curriculum, there is a significant amount of homework each week. In general, students can expect anywhere from 2-3 hours of homework per night. Students work at different paces so this is a general approximation in which good time management skills may further help reduce outside school work considerably. Additionally, students are expected to be proactive and check into virtual learning environments at least once a day when school is in session. This includes reading and responding to teacher messages in a timely manner. At some busy points in the Diploma (DP) Calendar it may be more than this. The IB teachers work closely to help spread out major assessments with a centralized calendar addressed later in the [ManageBac section](#).

## ASSESSMENT IN THE IB DIPLOMA PROGRAMME

Details of Canyon del Oro High School's assessment policy will be available on our school homepage under Academics in the International Baccalaureate section.



The screenshot shows the Canyon del Oro High School website. The header includes the school logo and name. The navigation menu includes links for HOME, OUR SCHOOL, STAFF, PARENTS & STUDENTS (highlighted), ACADEMICS, ATHLETICS, CLUBS & ACTIVITIES, and COUNSELING. The main content area is titled 'International Baccalaureate' and contains a list of links: International Baccalaureate Overview, IB University Credit Policies, International Baccalaureate Programme Policies, and Arizona International Baccalaureate Schools (AZIBS). A callout box with the text 'Note the link for IB Polices' has an arrow pointing to the 'IB University Credit Policies' link. To the right, there is a breadcrumb trail: Home > Parents & Students > International Baccalaureate > International Baccalaureate Overview, an IB logo, and text stating 'Canyon del Oro HS - authorized to offer the Diploma Program February 2012' and 'What is IB?'.

At the end of the two year programme, each student is awarded grades by the IB for each part of their IB Diploma. There are two main types of assessment that go towards determining final course grades. The IB refers to these as “Internal” and “External” assessments. These assessments must be completed when requested or students not meeting these deadlines will not be eligible for the award of an IB Diploma.

- **Internal Assessments** – In most subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. A variety of assessment types are used which vary from subject to subject.
  - Examples include oral exercises in language subjects, TOK class presentations, practical laboratory work, mathematical investigations, and artistic performances.

- Samples of these internal assessments (IA's) are sent to experienced IB educators in another part of the IB world for moderation. This ensures consistency across all schools.
- At the start of every year, an internal calendar of deadlines is established so that the students major IA's can be spread throughout the demanding second year of the IB Diploma. Very few IA's are completed during year one in IB courses. This calendar can be viewed in [ManageBac](#).
- **External Assessments** – Assessment tasks conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners.
  - Examples of these include language written tasks, essays for Theory of Knowledge, and Extended Essays.
  - External assessments are calendared in [ManageBac](#) using the same process as IA's.
- **Mock Exams** – Generally conducted during late February/early March for students completing final examinations the following May.
  - During mock exams students are administered exams for all subjects which they formally test in the following May. The exam schedule simulates an abbreviated testing schedule similar to what students will encounter in May. The actual testing preparation, process, and eventual feedback from teachers is intended to help students better prepare for the IB official examinations scheduled in May.
- **May Exams** – Student examination sessions scheduled in May for concluding IB courses. These are official IB exams under strict testing conditions.
  - IB final examinations generally account for between 50% and 75% of final course grades.
  - Most SL courses have two associated exams, while most HL courses have three associated exams.
  - All examinations are marked externally by experienced IB Educators and then moderated by Senior and Chief Examiners. These checks and balances allow an international standard to be achieved and maintained.
  - Some subjects, (e.g. Visual Arts, Music, Dance) because of their nature, have practical examinations that are performance based.

## **ACADEMIC HONESTY IN THE IB DIPLOMA PROGRAMME**

**Rationale/Purpose:** In order for Canyon del Oro to fulfill the Amphitheater Public Schools' Mission and Vision as an IB World School fully immersed in supporting the IB Learner Profile, the following Academic Honesty policy has been created. Academic Honesty is defined as behavior that entails working honestly in researching and presenting all school related work. This includes acknowledging the ideas and material of other people, and behaving appropriately when taking formal exams or other assessments.

The Learner Profile and the Approaches to Learning are the foundation of this policy. As an IBO World School, Canyon del Oro's policies promoting Academic Honesty closely follows the IB Publication, Academic Honesty in the IB educational context (2014). It also adheres to the

Amphitheater Unified School District’s Mission and Vision in relation to its Academic Honesty Policy and practices.

In developing and enforcing this policy the **Learner Profile** is directly linked. We encourage our students to be:

- **Inquirers** - who actively seek and acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** - who explores concepts, ideas, and issues through a range of sources
- **Principled** - who act with a strong sense of fairness and honesty taking responsibility for their own actions
- **Open-minded** - who appreciate their own cultures and personal histories while seeking and evaluating a range of points of view that may be different from their own
- **Risk-takers** - who are brave and articulate in defending their beliefs
- **Communicators** - who are clear in understanding and explaining which parts of their assignments are from other sources

In developing and enforcing this policy **Approaches to Learning** are directly linked. We encourage our students to develop the following:

- **Thinking Skills** - acquire knowledge and apply it in the correct context
- **Communication** - develop effective listening, speaking, reading, and writing skills
- **Social Skills** - respect other people's original ideas and work
- **Self-Management Skills** - adhere to codes of behavior and make informed choices
- **Research Skills** - formulate questions, collect data, and present research

### ACADEMIC MISCONDUCT DEFINED

Behavior	Examples of behavior to be avoided
<p><b>Plagiarism:</b> Behavior that intentionally or unintentionally represents the ideas, words or work of another student, person or organization without clear and appropriate explicit acknowledgement. This includes using another person's work without citing the source.</p>	<ul style="list-style-type: none"> <li>• Copying another person’s work and presenting it as your own original work</li> <li>• Looking at another person’s work and copying answers and presenting it as your own</li> <li>• Rewording another person’s ideas or words and not acknowledging the source</li> <li>• Copying and pasting information and ideas directly from the internet or other sources and presenting it as your own</li> <li>• Using translation software and presenting a translated language text as if it was your own original words and ideas</li> <li>• Allowing another person to complete work submitted as your own</li> </ul>
<p><b>Collusion:</b> Behavior allowing one’s work to be copied or submitted for assessment by another. There are times when students will collaborate with</p>	<ul style="list-style-type: none"> <li>• Allowing a person to copy your own work and present it as their original work in whole or parts</li> </ul>

other students to complete their work. However, the final work must be independently produced, despite the fact that it may be based on the same or similar data and/or research as another student.	<ul style="list-style-type: none"> <li>• Allowing one person to do all the work related to a project and then take equal credit for work you did not complete</li> </ul>
<b>Duplication:</b> Behavior of presenting the same work for different assessment components and/or course requirements.	<ul style="list-style-type: none"> <li>• Submitting work completed by yourself or another person from a previous class to gain credit on another assessment</li> </ul>
<b>Exam Improprieties</b>	<ul style="list-style-type: none"> <li>• Communicating with other students during test or exam when not authorized</li> <li>• Bringing unauthorized material into a test or exam setting</li> <li>• Using electronic devices inappropriately while in a test or exam setting</li> </ul>
<b>Cheating</b>	<ul style="list-style-type: none"> <li>• Claiming someone else's information or school work for your own</li> <li>• Recording and/or transferring information about tests or quizzes to another person</li> </ul>
<b>Forgery</b>	<ul style="list-style-type: none"> <li>• Falsely and fraudulently making or altering a document</li> <li>• Modifying a school-related document by any means without written permission</li> </ul>
<b>Lying</b>	<ul style="list-style-type: none"> <li>• Making an untrue statement with intent to deceive; creating a false or misleading impression</li> </ul>
<b>Intellectual property:</b> Includes patents, registered designs, trademarks, and copyrighted materials. The law protects many forms of intellectual and creative expression in which sources need to be acknowledged and or be used with respect to appropriate laws.	<ul style="list-style-type: none"> <li>• Using a trademark logo, printed texts, photos, interviews, or recordings without acknowledging the source in submitted work and/or presentations</li> </ul>



## **RESPONSIBILITIES OF STUDENTS**

- Only submit student work that is original, and acknowledge ideas and works of others using appropriate conventions
- Understand the difference between collaboration as opposed to collusion.
- Understand that submitting the same piece of work for a previous class or assessment is inappropriate
- Understand and follow guidelines when using intellectual property

## **RESPONSIBILITIES OF THE SCHOOL**

- Provide guidance on how to avoid plagiarism
- Ensure students know how to use a recognized convention to acknowledge original works and ideas
- Modern Language Association (MLA) referencing style will be introduced and supported by the English Department
- Subject specific disciplines may require American Psychological Association (APA) or Chicago style referencing, which will then be explicitly taught and supported by these disciplines
- Ensure students know the difference between appropriate academic collaboration and collusion
- Ensure to the best of their abilities that students are not engaging in forms of academic misconduct
- Report breaches of Academic Honesty to school administration

## CLASSIFICATION OF ACADEMIC MISCONDUCT, EXAMPLES AND PROCEDURES

Classification	Example	Procedures
<p><b>Minor Offenses</b> – are generally technical in nature in which the teacher does not perceive the student’s intent to gain academic advantage</p>	<ul style="list-style-type: none"> <li>• Inadequate citation of sources</li> <li>• Oversight of citing graphs, charts, or visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consults with student to discuss violation and ensures the student understands why academic misconduct has been alleged</li> <li>• Teacher further consults with student and proposes corrective action such as resubmitting work demonstrating corrective action</li> <li>• Skills may be retaught</li> <li>• A repeat offense is reported to parents or guardians</li> <li>• Repeat offenses may be escalated to a major offenses</li> </ul>
<p><b>Major Offenses</b> – are when the teacher perceives the student’s intent to gain academic gain</p>	<ul style="list-style-type: none"> <li>• Presenting the work of others with no attempt to cite or acknowledge sources information</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consults with student to discuss violation and ensures the student understands why academic misconduct has been alleged and classified as a major offense</li> <li>• Skills may be retaught</li> <li>• The subject appropriate Department Chair and Principal are notified in addition to parents or guardians</li> <li>• Formative feedback may be provided on the assignment but no credit is issued</li> <li>• Refer to the current Student Code of Conduct for potential consequences (Appendix-1)</li> </ul>

## **IB COURSE WORK FOR EXTERNAL SUBMISSION NOT ADHERING TO THE ACADEMIC HONESTY POLICY**

Student work deemed to violate the Academic Honesty Policy will not be accepted for submission to the IB.

If sufficient time remains for a student to resubmit their work, the resubmission may be accepted in consultation with the subject teacher, Diploma Coordinator and Principal. If there is insufficient time to resubmit, the student will not receive a grade for the IB course in question and subsequently not qualify for the IB Diploma.

Students are ultimately responsible for work they submit and consequences associated with academic misconduct. Students are encouraged to speak to subject teachers to ensure they understand how to acknowledge the work and ideas of others.

## **THE INTERNATIONAL BACCALAUREATE CORE**

The IB Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding: The IB Core consists of the Extend Essay (EE), Theory of Knowledge (TOK) course and Creativity, Activity, Service (CAS). Completions of all three core components are required to earn the IB Diploma.

**THE EXTENDED ESSAY (EE)** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

- Students are assigned a supervisor in which a minimum of three required meetings take place.
- Students are expected to demonstrate progress in the form of formal reflections which is recorded and submitted to the IB along with their completed Extended Essay.
- Student progress is reported on progress reports as part of their TOK class for reporting purposes.
- The Extended Essay is initially assessed by the supervisor, but final grades are moderated by the IB and released in July of a student's graduating year.
- A detailed separate Extended Essay Handbook is provided to students

## **THEORY OF KNOWLEDGE (TOK)**

- The course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.
- In the second year of the course, students are assessed on two pieces of work that are moderated by IB examiners.
- Assessments include:
  - The TOK Essay on a prescribed title (1,200-1,600 words) assigned annually. This is supervised by a teacher in the school, and then graded externally by an IB examiner.
  - The TOK Group Presentation is approximately 10 minutes in duration per student, supervised and initially assessed by a TOK teacher. The final grade is awarded by the IB.

**CREATIVITY, ACTIVITY, SERVICE (CAS)** requires students to actively learn from experience extended from the classroom. Students can combine all three components or do activities related to each one of them separately.

- CAS is very much concerned with the process of engaging in a variety of experiences that focus on completing specific learning outcomes.
- Students are required to reflect on their experience demonstrating how they are addressing learning outcomes as a result of their experiences.
- A detailed separate CAS Handbook is provided to students

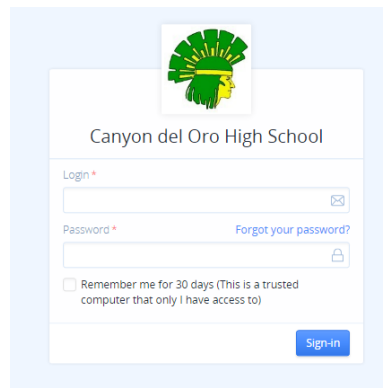
## MANAGEBAC (STUDENT INFORMATION SYSTEM)

ManageBac is a student information system all IB students are introduced to at the beginning of their junior year. Diploma deadlines and interim submission dates are posted for External and Internal assessments in the ManageBac Calendar area.

ManageBac helps manage the IB Core. With regard to **CAS**, ManageBac provides a place for students to plan, record, and reflect on their CAS activities. This provides a digital portfolio for student CAS learning and regular communication with their CAS Supervisor, and serves as a formal assessment piece for potential IB Submission upon request.

Student **Extended Essay** progress including draft/final submissions are all entered in ManageBac. This also enables Extended Essay Supervisors to have direct communication with assigned students in a secure environment in which files are shared, notes left, meetings recorded, and work assessed. The IB requires students to reflect on several meetings with their supervisors that are recorded in ManageBac.

**TOK** prescribed titles, for required essays, are published in ManageBac. As with the Extended Essay, TOK teachers have direct communication with assigned students in a secure environment in which files are shared, notes left, and work assessed.



Click on the image above if you are accessing this document online or at:

<https://cdo.managebac.com/login>

All students have ManageBac accounts created for them before the start of the school year. These accounts were created using email accounts provided by students. A welcome message was sent providing directions for initial access and password entry. The choice of email accounts should be one that is checked daily.

Parents and guardians can log in with their son or daughter, or can apply for their own ManageBac Account if they would like to be more directly involved in monitoring student progress. Parents or

guardians, who would like to have their own ManageBac accounts, should contact the IB Diploma Coordinator, Stephen Rothkopf at: [srothkopf@amphi.com](mailto:srothkopf@amphi.com).

In your email request, kindly include the following information:

1. Your full legal name
2. Your student's full legal name
3. Your relationship to the student
4. Your student's current grade

The following YouTube Playlist contains helpful video screencasts on how to use ManageBac:

<http://tinyurl.com/hjnfmeq>

## COLLEGE/CAREER GUIDANCE

The International Baccalaureate (IB) Diploma Program is a rigorous two-year program of study that prepares students for university level work and is highly respected and recognized among the world’s higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities ([www.ibo.org](http://www.ibo.org)).

As IB policies vary widely from university to university, it is always advised that students and parents refer to the individual university website or the IBO website (<http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>) for the most current information.

At Canyon del Oro High School, we offer a variety of resources to assist students through the college application/acceptance process. Those resources include, but are not limited to: one-on-one meetings with an IB Counselor, College Planning Night events, personal statement writing workshops, scholarship information, ECAP supporting activities, and access to an IB alumni network. Our IB alumni are currently attending/have attended colleges and universities across the country:

Arizona State University	Pima Community College
Barnard College of Columbia University	Purdue University
California Institute of Technology	Seattle University
Colorado Christian University	Tiffin University
Colorado School of Mines	United States Naval Academy
Colorado State University	University of Arizona
Embry-Riddle Aeronautical University	University of California, San Diego
Fordham University	University of Denver
Lake Forest College	University of Notre Dame
Lipscomb University	University of Pennsylvania
Northern Arizona University	University of Washington
Northwestern University	Washington and Lee University
Pacific University	Wellesley College

Please contact Mrs. Barcanic in the Counseling Office or by email at: [mbarcani@amphi.com](mailto:mbarcani@amphi.com) for more information.

## IB TEST/REGISTRATION FEES

IB fees are based on student registration and individual subject fees. These fees do increase slightly annually to reflect what the IB charges. As a school, we break the combined fee into installment payments to make things more manageable for families and also to take advantage of [Arizona Tax Credits](#).

Registration fees are paid first, Arizona Tax credits may not be used for registration fees. However, subject-testing fees in the remaining 2-3 payments may be offset by Arizona Tax credits. **Fees are calculated based on IB published fees for the preceding year + 2.5% to take into account historical trend increases published annually in September.** The Bookstore will send out payment notices to further help manage the process.

IB Diploma Fees 2018-2020 Cohort	
Registration Fee	176.00
Individual Subject Fee	123.00

- **Full IB Diploma** is defined as taking six IB courses + the Core with the following fee schedule:
  - August 2018 – \$176.00 (registration) due at CDO walk-through registration junior year, non-refundable after September 1
  - October 2018 – \$246.00 (2 subjects) due in October of junior year, Friday before Fall Break; non-refundable
  - August 2019 – \$246.00 (2 subjects) due at CDO walk-through registration senior year; non-refundable
  - October 2019 – \$246.00 (2 subjects) due in October of senior year, Friday before Fall Break; non-refundable
    - Total: \$914.00
- **IB Certificate Pathway** is defined as taking 1-3 IB courses with the following fee schedule:
  - August 2018 – \$176.00 (registration) due at CDO walk-through registration junior year; non-refundable after September 1
  - October 2018 – \$123.00 - \$246.00 (depending on # of subjects) due in October of junior year, Friday before Fall Break; non-refundable
  - August 2019 – \$123.00 (depending on if a 3<sup>rd</sup> subject is chosen) due at CDO walk-through registration senior year; non-refundable
    - Total: Registration + # of Subjects –
      - 1 IB course + registration = \$299.00
      - 2 IB courses+ registration = \$422.00
      - 3 IB courses + registration = \$545.00

Late registration, changes of course selections, requests for re-marking, and other requests from the IB require additional fees.



## **ARIZONA SCHOOL TAX CREDIT TO OFFSET IB REGISTRATION/TEST FEES**

Each academic year families are asked to pay IB registration/test fees in August and October in both years 1 & 2 of the IB Diploma Programme. To help offset these fees, it is recommended that families consider using the Arizona School Tax Credit form. Over a two-year period, this can offset costs substantially. A copy can be found in [Appendix - 3](#). Additional copies can be found in the bookstore, and [online copies](#) on our school and district homepages respectively.

When completing this form, you may designate up to \$200 as a single filer, and up to \$400 if married, in each of your child's junior and senior school years. When filling out your form, to ensure proper credit for your child's registration and testing fees, kindly note the following:

1. Please select school: Canyon del Oro HS from the dropdown menu  
<http://amphi.schoolwires.net/Domain/1104> (or write it in if using the paper version)
2. Leave this section blank
3. Type you child's name in the space provided and below enter IB testing fees
4. In the memo section of your check being submitted, write your child's full name

The form will need to be printed and brought to the bookstore along with an appropriate payment. The bookstore will then issue you a receipt showing you made a AZ School Tax donation to Canyon Del Oro HS. Retain this receipt and follow directions from the AZ Internal Revenue Service when submitting your tax return. Each calendar year you can take advantage of this tax credit.

The school will send out invoices for fees not collected in mid to late October. If you have questions on fees or your balance, please contact the IB Diploma Coordinator directly. All financial transactions need to go through the Bookstore directly.

**APPENDIX 1 – 2017 -2018 STUDENT CODE OF CONDUCT (excerpt)**

<b>Prohibited Behavior Category, Rules and Definitions</b>		<b>Consequences</b> Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
<b>6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)</b>			
<b>A. Cheating</b>	<p><b>Claiming someone else's information or school work for your own;</b></p> <p><b>Recording and/or transferring information about tests or quizzes to another person.</b></p>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> or More Incident</b>
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> </ul>	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> <li>• Expulsion</li> </ul>
<b>B. Forgery</b>	<p><b>Falsely and fraudulently making or altering a document;</b></p> <p><b>Modifying a school-related document by any means without written permission.</b></p>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> or More Incident</b>
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> </ul>	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> <li>• Expulsion</li> </ul>
<b>C. Lying</b>	<p><b>Making an untrue statement with intent to deceive; creating a false or misleading impression.</b></p>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> or More Incident</b>
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> </ul>	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> <li>• Expulsion</li> </ul>
<b>D. Plagiarism</b>	<p><b>Stealing and passing off the ideas or words of another as one's own.</b></p>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> or More Incident</b>
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Short-Term Suspension</li> <li>• Long-Term Suspension</li> </ul>	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> <li>• Revocation of Automobile Privileges</li> <li>• Long-Term Suspension</li> <li>• Expulsion</li> </ul>

## APPENDIX 2 – IB COURSE CHANGES

Virtually all IB Diploma courses at CDO are two years in duration. Students who wish to change their schedule must do so during times determined by the Counseling Department.

### **Dropping & Adding Classes**

- Schedules may be changed upon availability during the first full week of the school year. However, priority will be given to students with incomplete schedules and new student registration on the first and second days of the school year.
- Second semester course changes are encouraged to be made prior to Winter Break.
- The first five days of second semester, class changes may be made based upon failing grades received from first semester.
- Students who drop a class after the first full week of the semester will receive a grade of “F” for the semester. The “F” will not be reflected on the student’s progress report but will post on the student’s transcripts.
- Academic schedule changes, including level changes, require parent permission and teacher input. When registering for year-long classes, students are strongly reminded of the year-long commitment they are making to those classes.
- A student must continue to attend their scheduled classes until their new schedule has been processed by the counselor and bookstore.

### **Level Changes**

It is imperative that students and parents choose classes carefully. If students are experiencing difficulty with placement in the rigorous curriculum of a particular class, students and parents will work with the teacher toward improvement.

Following the first full week of the school year, only teacher-initiated level changes may be allowed, provided the Problem-Solving Process has been followed.

### **Problem Solving Process**

It is expected that students and parents will work with the teacher when encountering difficulties. Requesting a schedule change should not be the first option. Schedule changes after the first full week of the semester will only be considered by administration if it has been documented that:

- The student is making a sincere effort to do the work in the class.

- The student is regularly making contact with the teacher in the classroom and during tutorial periods to ask questions.
- The student and parents have worked with the teacher to understand the scope and nature of the problem(s) causing difficulties.
- The student and parents have consulted with the counselor, so the counselor can offer general support and can talk to the teacher with the student.

If it is agreed upon that there has been consistent effort by, and communication between, the student, parents, teacher, and counselor, and yet no improvement in the situation is evident, then an administrator may deem that a schedule change is warranted.

**NOTE: Student schedules will not be changed simply because the student's grade is lower than desired.**

# APPENDIX 3 – ARIZONA SCHOOL TAX CREDIT DONATION FORM

Yes! I'd like to donate to the Amphitheater Unified School District and receive an Arizona State Tax Credit of up to \$200 (\$400 for married couples filing a joint return).

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Social Security No. (Optional): \_\_\_\_\_

Donation Amount: \$ \_\_\_\_\_ Date of Donation: \_\_\_\_\_

1. Please direct my donation to **CANYON DEL ORO HIGH SCHOOL**
  
2. (Optional) I'd like my contribution to benefit all children participating in:
  - Athletics (specify): \_\_\_\_\_
  
  - Music/Fine Arts
  
  - Other (specify\*): \_\_\_\_\_  
\*Use this space if you would like your contribution to support a more specific activity, for example: chorus, band, library club, science clubs, debate clubs, field trips, etc. Please feel free to call us to see if a particular activity qualifies.
  
3. (Optional) Use my enclosed fee to cover the following child's participation in the specified activity:  
Student's Name: \_\_\_\_\_  
  
Activity: \_\_\_\_\_  
(Please contact us to ensure your activity qualifies)

Make your check or money order payable to:

**Canyon del Oro High School**

Mail your check or money order to:

**Canyon del Oro High School**

**25 W. Calle Concordia**

**Oro Valley, Arizona 85704**

You may also drop your donation off in person.

Please check with your tax advisor for answers to specific tax-related questions.

**THANK YOU FOR YOUR SUPPORT!**



### APPENDIX 3 – STUDENT PARENT/GUARDIAN ACKNOWLEDGEMENT FORM

The DP Handbook will be discussed with all students as part of their initial admissions interview into the IB Diploma Programme at CDO. Students have been asked to take the DP Handbook home and further discuss the sections below, in particular, with parents/guardians. After reviewing, please complete the acknowledgement below.

I have reviewed the DP Handbook with my son/daughter (student’s full legal name)

\_\_\_\_\_, with a focus on the sections indicated below.

Kindly check each box acknowledging these sections were reviewed and discussed.

- Introduction
- IB DP course options and descriptions
- Homework and Assessment in the IB Diploma Programme
- Academic Honesty in the IB Diploma Programme
- The IB Core (applicable to full IB Diploma students only)
- ManageBac
- IB Diploma test/registration fees
- IB course changes

Parent/Guardian’s Name \_\_\_\_\_

Parent/Guardian’s  
Signature \_\_\_\_\_

Date \_\_\_\_\_

Student’s Name \_\_\_\_\_

Student’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Detach this form and return it to the IB Office

