

Southside High School
An International Baccalaureate School



IB Diploma Programme Handbook
2022-2023

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Southside High School

Southside High School is the oldest and most established IB school in South Carolina. Southside High School is one of 15 high schools within the Greenville County School District with an enrollment approximately 1050 students. Our educational program is academically challenging and built on high expectations. We offer a variety of programs including: International Baccalaureate (IB), Advanced Placement (AP), Honors, Dual Credit, CTE, and College Preparatory. All of these programs are designed to meet the unique and individual needs and interests of each student.

Administration

Andre Dukes, Principal

Kendra Byrd, Instructional Coach

Greg Montjoy, Assistant Principal

Faith DiAngelis, Instructional Coach

Chris Emmerson, Assistant Principal

Julie McGaha, Magnet & Innovative Programs Coordinator

David Rushton, Assistant Principal

Regina Ransome, Assistant Principal

Jim Shuman, Athletic Director

Angel Stepp, Assistant Principal

School Mission

To stimulate lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that chart their progress so we can provide various levels of intervention to guide students toward success.

School Information:

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Greenville, SC 29605

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The International Baccalaureate Diploma Programme

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

From <http://ibo.org/diploma/>

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate Learner Profile



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:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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.

Advanced Academic Coursework at Southside High School

The South Carolina Uniform Grading Policy provides for various levels based on the rigor of the course and are associated with varying GPA weighting.

College Preparatory (CP) courses meet the requirements for a SC high school diploma. College Preparatory courses receive no extra weight associated with a student's GPA.

Honors (H) courses are more academically rigorous and prepare students for college. Honors level courses usually progress at a faster pace, go into more depth and use higher-level materials than College Prep courses. Honors courses receive an additional .5+ weighting toward students' GPA.

Advanced Placement (AP) courses are courses developed and administered through the College Board. These courses provide students the opportunity to take rigorous college-level courses while still in high school. Upon successful passage of an AP exam, students may receive college credit. All credit is at the discretion of individual colleges and universities. AP courses receive a +1 weighting toward students' GPA.

Dual Credit courses are college courses taught by college or college approved instructors for high school students. The courses use the same materials and syllabus as the comparable college course. Students receive both high school credit and college credit for the course. Dual enrollment courses receive a +1 weighting toward students' GPA.

International Baccalaureate (IB) courses are taught according to the standards set forth by the International Baccalaureate. IB courses include a number of assessments and exams scored by both SHS teachers and the IB. IB courses are restricted to students in the 11th and 12th grade. IB courses receive a +1 weighting toward a student's GPA.

South Carolina Uniform Grading Policy

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/18/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

South Carolina High School Graduation Requirements

The SC General Assembly has established the requirement for a high school diploma in South Carolina at 24 credits.

A student must earn a total of 24 units of credit distributed as follows:

English/Language Arts	4 Units
U.S. History and Constitution	1 Unit
Economics	(1/2 Unit)
Government	(1/2 Unit)
Other Social Studies	1 Unit
Mathematics	4 Units
Science	3 Units
Physical Education or ROTC	1 Unit
Computer Science (Including Keyboarding)	1 Unit
Foreign Language or Occupational Education	1 Unit
Electives	7 Units

- To meet the diploma requirements for students in a college preparatory program, one unit must be earned in a foreign language; and for students in a technology preparation program, one occupational unit must be earned.
- To meet the program completer requirements for students in a college preparatory program, two units must be earned in a foreign language; and to meet program completer requirements for students in a tech prep program, four occupational units of instruction must be earned.

Program Requirements

IB Diploma

To earn the IB diploma, students must meet ALL the following requirements:

- Complete and earn a minimum grade in each of the following groups:
 1. Language and Literature
 2. Language Acquisition
 3. Individuals and Society
 4. Sciences
 5. Mathematics
 6. Elective (Students may take IB Music or an additional class from areas 2, 3 or 4)
- Students must also complete all requirements for each of the 3 components of the IB “core”: Creativity, Action and Service (CAS), Theory of Knowledge (ToK) and the Extended Essay (EE).
- Students must take at least 3, but no more than 4 courses at the Higher Level (HL) and the remaining 2 or 3 at the Standard Level (SL) level.

In order to earn the IB diploma, students must also meet all requirements for a South Carolina High School diploma. Graduation requirements can be found on page 8 of this handbook. IB courses carry an additional quality point towards students' GPAs. A discussion of GPA weighting can be found on page 6 of this handbook along with the Uniform Grading Policy on page 7.

Individual IB Courses

Students who are interested in taking 1 or more IB courses, but do not want to pursue the full diploma may be eligible to complete individual IB courses. In this case, students take one or more IB courses at the Standard or Higher level, complete all required assignments and successfully pass the final IB examination. Upon successful completion of these requirements, IB will issue a student a certificate in that area of study.

IB Exams

Students will take exams for their IB course the year in which they finish the course. Students register for their IB exams in the fall of the year they plan to take the exam. Students who elect not to take their exam after the school has submitted their registration, may be required to reimburse the school for the exam fees.

The Award of the IB Diploma

The IB diploma is awarded to students who meet all coursework and examination requirements. Students can earn a maximum of 45 points from their IB assessments in all subject areas. In order to receive an IB diploma, students must earn at least 24 points from all subject assessments. The ToK and EE components can contribute up to 3 additional points. Students must earn at least 12 total points on the HL exams. The IB diploma will not be awarded if the student scores a grade of 1 on any exam, scores more than 2 grades of 2 or more than 3 grades of 3 their exams (HL or SL). Specific requirements for the ToK and EE areas are discussed in that course. The ToK and Extended Essay components are assessed on a scale of

A-E with A being the highest score possible. Although CAS requirements are not formally assessed, all CAS requirements must be complete in order to earn the IB diploma.

IB Grading Scale

All IB courses, both HL and SL are grading using a 7-point IB scale.

Grade	Descriptor
7	Excellent: Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking. The student produces work of high quality.
6	Very good: Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking.
5	Good: Thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight and analytical thinking.
4	Satisfactory: General understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Mediocre but passing: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Poor: Very limited achievement in terms of objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Very Poor: Minimal achievement in terms of the objectives

The grades for ToK and EE are awarded based on the matrix below.

		Extended Essay Grade				
		A	B	C	D	E
ToK Grade	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 IB Diploma Model



Core IB Curriculum

Theory of Knowledge (ToK)

The Theory of Knowledge (ToK) course is intended to encourage students to critically reflect on the nature of knowing and explore the process of knowledge. In the second year of the course, students complete a 1200-1600 word essay on a predetermined title. Students also complete an exhibition of their work at the end of the 1st year of the course. Those assignments are submitted and scored by an external IB examiner. The Theory of Knowledge course is mandatory for all diploma candidates.

The Extended Essay

The extended essay (EE) is an in-depth study of a topic selected by each student from a list of IB Diploma Programme subjects. Students engage in pre-university level research and complete an essay of approximately 4000 words. Students begin this research process their junior year and complete the essay during their senior year. Each student will work with a teacher supervisor to support them through their work. The essay is ultimately graded by an external IB examiner. Work associated with the extended essay is covered through the Theory of Knowledge course. Students are required to complete assignments associated with both the EE and ToK within the ToK course.

A copy of the Extended Essay handbook can be found on the IB section of our school website.

The CAS Programme

Creativity, Action and Service (CAS) enables students to extend and apply their learning beyond the traditional classroom. Students develop and complete projects based on the arts, sports and both physical and service areas. Students are required to complete 150 CAS hours and associated reflections. The work associated with CAS is not formally graded, but students are required to document their activities and provide evidence that they have met their learning outcomes. The CAS component is directed by the school's CAS coordinator.

A copy of the CAS handbook can be found on the IB section of our school website.

Course Selection

In order to complete the IB diploma, students select one subject from categories 1-5. Students may select IB Music or an additional subject from categories 2, 3 or 4 to meet the Group 6 requirement.

The IB designates courses at the Higher Level (HL) and Standard Level (SL). While most SL courses are taught over 2 years, some SL courses may be taught in only 1 year. Students must select 3, but no more than 4 subjects at the HL level. The remaining 2 or 3 courses are taken at the SL level.

A more detailed course matrix including appropriate courses in the 9th and 10th grade can be found on IB section of our website.

Group	Subject	Levels	
Group 1: Language & Literature	Language & Literature	HL only	
Group 2: Language Acquisition	Spanish	SL	HL
	French	SL	HL
Group 3: Individuals & Society	History	HL only	
	Psychology	SL	HL
Group 4: Experimental Sciences	Biology	SL only	
	Chemistry	SL	HL
Group 5: Mathematics	Mathematics	SL	HL
Group 6: Electives	Music	SL only	
	Select an additional subject from groups 3 or 4	SL	HL

Diploma Programme Assessment

Overview

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information assessment provides. A quality assessment system serves to guide instruction throughout an academic course. A comprehensive assessment system enables us to 1) identify students' prior knowledge; 2) engage learners to determine both strengths and areas of growth; 3) enhance opportunities for student learning; and 4) differentiate instruction to meet individual student needs.

Assessments may take on many forms including, but not limited to: tests, labs, presentations, homework, quizzes, research papers, oral presentations, portfolios or other projects. Some assessments take place over an extended amount of time while others are limited to a few minutes or hours. IB assessments emphasize a student's ability to both understand and apply knowledge rather than simply to memorize or regurgitate information. According to the IBO assessment principles, schools and teachers must utilize both formative and summative assessment practices.

Types of Assessment

Formative assessment refers to a number of methods teachers may use to evaluate student learning and progress. The overall goal of formative assessment is to collect information to improve instruction and student learning while it is happening. Conversely, summative assessment gives an overview of previous learning and is concerned with measuring student achievement (*Diploma Programme assessment: principles and practice – 2009*). The goal of summative assessment is to gauge student learning when a unit of instruction has finished. To ensure students are familiar with IB scoring, IB teachers incorporate past IB exam questions, IB Question banks, and the IB Approaches to Teaching and Learning in the construction of their summative assessments.

IB assessment are criterion-referenced, rather than norm-referenced. Criterion referenced assessments occur when an assessment is graded against a pre-determined, fixed set of criteria and expected outcomes. Assessments are not graded on a "curve" or in relation to other students. Norm-referenced assessments measure student performance based on the performance of a norm reference group of students.

Students in the IB program are given a variety of assessments to both demonstrate and improve their learning. Most courses have required assessments which are graded by their instructor (Internal Assessments). These assessments are also externally moderated by IB examiners. Some classes have assessments (External Assessments) that are graded directly by IB examiners. Teachers will provide students dates when prescribed IB assessments are due.

IB teachers at SHS adhere to the following guidelines:

- IB teachers plan their specific courses in accordance with the overall scope and sequence of the IB Diploma Program.
- IB teachers plan both for their courses and assessments with the final IB exams in mind.
- Coursework is assigned to students with clear and specific due dates

- IB teachers use a range of both formal and informal assessments to gauge student learning
- IB teachers use IB assessment criteria when grading student work
- When available, teachers provide students with previously graded student work so they are able to see what is expected.

Feedback and Review

IB teachers at Southside High School believe providing feedback beyond correct and incorrect responses is essential to improving student learning. Teachers therefore make every attempt to provide feedback that notes both strengths and weakness of student work so what students they can improve or expand upon their initial work. Many IB teachers also incorporate peer feedback as a part of their overall assessment process. Additionally, IB teachers ensure their feedback is timely and consistent with overall IB assessment policies. IB assignments frequently lend themselves to a process of submission, review, revision and resumption. The purpose of this cycle is to ensure students receive appropriate feedback and are able to take that feedback to expand on the previous submission and further demonstrate their learning.

Communication of Assessment Policies

Students and parents are made aware of IB assessment policies in a number of ways. The IB handbook is available on the Southside High School IB webpage. All teachers (not just IB teachers) are required to note their assessment policies both on the class syllabus and their google classroom. The IB Assessment Policy is discussed with students each year during class meetings. Consistent with district policies, teachers maintain records of student progress through the student management system (Power School). Parents are able to keep track of this information through their student's backpack account. Internal and External Assessments are stored through the district's shared drive each year with the IB coordinator so they are submitted on time and in the correct format.

Late Work

Late Work Policy To better serve our students' educational needs and provide consistency across the school, Southside High School will adhere to the following late work policy. Late work is defined as: • Student attended class and failed to submit a required assignment • Student has an unexcused absence as coded in PowerSchool Additionally, • Teachers define/classify assignments as "Major" & "Minor" • Per teacher's discretion, and due to the nature of some assignments, the assignment may not be eligible for make-up (i.e. discussions, labs, etc.) these assignments may be exempted OR replaced with an alternative assignment. • Special consideration will be given for quarter/ 9 week classes (Gov't/Econ, LawEd, History of Minorities, Psychology, and Sociology). • Assignments will be counted as late if they are submitted after 12:00 a.m. (midnight) on the due date.

College Prep / Honors Level Courses

- **Major Assignments:**
 - Late work in this category will be accepted within 5 days of the due date. The grade will be deducted by 10 points per day. After the 5 school days have passed, the grade will become a zero.
- **Minor Assignments:**

- Late work in this category will be accepted until the major / summative assessment at the end of the unit and are subject to a penalty of 10%.
- **Tests:**
 - Tests can be made up for full credit if made up within 5 days of return to school. Students must arrange a make-up test with the teacher. After the 5 school days have passed, make up tests should still be available within the quarter, but are subject of a penalty of 10%.

IB / AP courses

- **Major Assignments:**
 - Late work in this category will be accepted within 3 school days of the due date. The grade will be deducted 15 points per day. After 3 school days have passed, the grade becomes a zero.
- **Minor Assignments:**
 - Late work in this category will be accepted until the major / summative assessment at the end of the unit. The work is subject to a 15% penalty.

Dual Credit courses

- Follows late work policy from Greenville Technical College.

Academic Integrity

Academic integrity is an essential part of the overall academic core of the IB. A detailed discussion of Academic Integrity can be found [here](#). The School District of Greenville County expects students to maintain integrity in all school work and to refrain from any action that would bring dishonor to them or their schools. Copying the work of others and submitting it as one's own or securing or providing answers in a dishonest way is forbidden. Plagiarism from the Internet.

If a student has been found to violate the Academic Integrity policies at a school level, the school will investigate the allegation and it will be handled at the school level. If found guilty of the infraction, the student will receive a zero on the assignment. If this is the 2nd offense the student will receive a zero on the assignment and is subject to being dismissed from the IB Programme.

Admission to the IB Programme

Students are not required to apply to the IB programme. Based on current academic performance, core academic teachers provide course recommendations for the following school year. School counselors meet with students annually to discuss courses for the following school year. Counselors will use this opportunity to discuss higher level courses with students at this time. Students who are taking Honors level courses in 9th or 10th grade or have been recommended for higher level courses will also meet with the IB coordinator to discuss progression through the IB programme.

Magnet Students

Southside High School is a Magnet school for the IB program. Students who live outside the SHS attendance zone can apply to attend SHS as a magnet student. All magnet students must

be eligible to take at least 1 IB course in either 11th or 12th grade. The window for magnet applications opens in the fall and continues through the academic year. For more information on the magnet program, please refer to the main Greenville County Schools website.