WEST HIGH SCHOOL
241 North 300 West
Salt Lake City, Utah

United States of America

INTERNATIONAL BACCALAUREATE DIPLOMA STUDENT WORKBOOK

"School of Scholars and Champions"

Dear Student,

Congratulations on working hard and preparing yourself for the exciting world of IB. It truly is its own worldwide community full of unique acronyms, complicated rules, and high expectations that brings students from all over the world together. I hope that you will have a wonderful experience with the program.

This book is designed to help you navigate these sometimes confusing waters and bring you to a positive, planned outcome – an IB Diploma. Please use it often, refer to it frequently, and use it to keep notes in as the next two years go by. They will pass more quickly than you can imagine. This book is intended to be a guide and a support. It should be a place that you can go for information when you have questions about the core of IB.

I believe that the IB program is a wonderful way to experience high school. It gives you the opportunity to become well-rounded, introduces you to challenging college-level curriculum and requires you to use your knowledge and learning to make a difference in the world. At West High School, you can build your diploma in a number of different ways, finding a fit for each individual. The choices you make as you design your diploma will prepare you for decisions to be made as you choose what to do with it upon graduation.

You have worked hard. You have proven that you are a good student and have developed academic, as well as leadership and service talents. These skills and habits will serve you well as you begin your IB program. I am already very proud of you, as are many others.

I recommend that you keep working hard and enjoy the process. I know that it will be challenging and at times exhausting, but know that there are many people who care about you and are here to support you throughout the next two years. Let us know if you need anything; we're here to help you succeed because we trust that you can.

I wish you the best! Good luck!
Shannon Wilson, West High IB Coordinator

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.
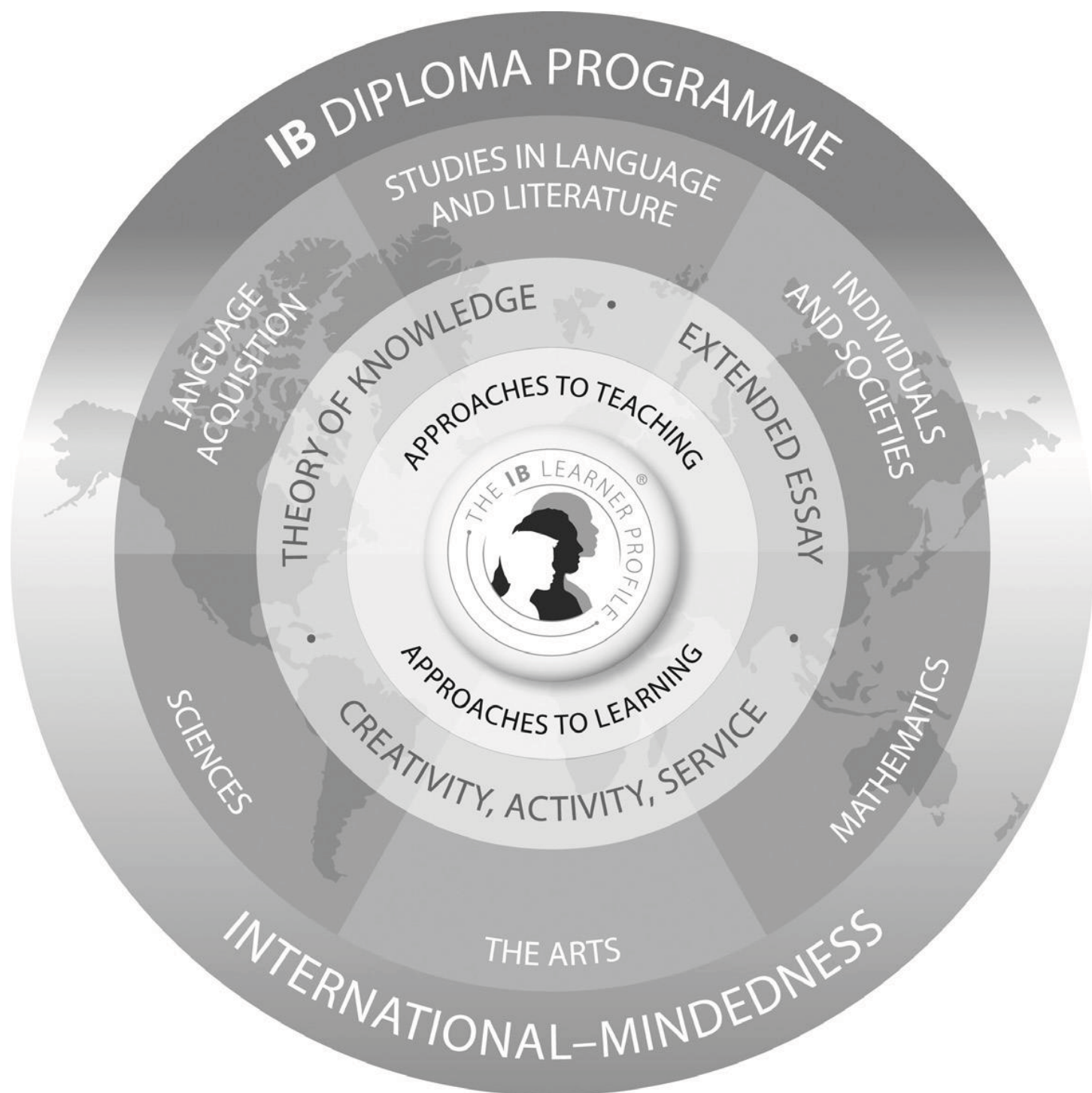
IB Courses at West High School

Group 1 – Language A1

English   HL

Group 2 – Second Language B

Arabic   ab initio, SL
Chinese (Mandarin)   ab initio, SL, HL
French   ab initio, SL, HL
German   ab initio, SL, HL
Spanish   ab initio, SL, HL

Self-Taught Languages – upon request SL

Group 3 – Individuals and Societies

Art History   SL
Business and Management   SL, HL
Economics (Micro/Macro)   SL, HL
Environmental Studies
and Societies   SL
Geography   SL, HL
History   SL, HL
Philosophy   SL, HL
Psychology   SL, HL

Group 4 – Experimental Sciences

Biology	SL, HL
Chemistry	SL, HL
Computer Science	SL, HL
Environmental Science and Societies	SL
Physics	SL, HL
Sports, Exercise & Health Science	SL, HL

Group 5 – Mathematics and Computer Science

Math Studies	SL
Mathematics SL	SL
Mathematics HL (Discrete)	HL

Group 6 – The Arts

Art History	SL
Dance	HL
Film	SL, HL
Music Theory –Performance and Composition	HL
Music Theory Composition	SL
Music Theory Performance	SL
Visual Art	SL, HL

Student Name_____Student Number _____

International Baccalaureate
Diploma Plan

A. Determine student strengths. Identify three Higher Level areas and three
    Standard level areas for exams.

STANDARD	HIGHER
1.	1.
2.	2.
3.	3.

B. Plan the junior and senior years at the same time. Be certain the student
    is taking the classes for Higher Level exams in the senior year – If science
    is Higher Level, plan for two periods in senior year.

JUNIOR	SENIOR
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

C. Verify that all West High School graduation requirements have been met.

Student Signature_____Date _____

Parent Signature_____Date _____

IB Coordinator Signature_____Date _____

Career Goal _____

The

Extended

Essay

The Extended Essay

The extended essay is one of three basic components of the core requirements for IB diploma candidates. It is an assignment that is not part of any class or curriculum. The ideal of this 4000 word essay is to prepare students for college level research and writing. It is not a research paper. It is an informed argument, on any topic that students are interested in, that uses research as a tool for interpretation, evaluation and predicting outcomes. The requirements for the essay have changed beginning with the graduating class of 2015. Candidates must earn a minimum of a D on the essay in order to receive an IB diploma.

Nature of the Essay

- An in-depth study of a focused topic of the students choosing
- Intended to promote:

    High-level research/investigation and writing skills
    Intellectual curiosity and creativity
    Knowledge, understanding and enthusiasm for the topic Critical thinking and communication skills

The Process

- Plan a project of personal interest to the candidate
- Find and coordinate with a supervisor at West High School
- Formulate a precise research question
- Gather and interpret material from appropriate sources
- Structure a reasoned argument in response to the research question
- Present the essay in a form appropriate to the subject
- Acknowledge all sources in MLA format
- Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implication and context of research

Requirements

- Choose a topic that fits into one of the subjects on the approved extended essay list
- Observe the regulations relating to the extended essay, both in general and for the specific chosen subject
- Meet deadlines
- Maintain communication with mentor
- Acknowledge all sources of information and ideas in MLA format
- Structure the essay according to IB requirements

Extended Essay Subjects -- International Baccalaureate

Simple summaries – not intended to be full descriptions.
Please see the Extended Essay Guide (First Exams 2013) for complete information regarding each subject.

Group 1: Best Language(English)

- Category 1: Studies of a literary work(s) originally written in the language in which the essay is presented
- Category 2: Studies of a literary work(s) originally written in the language of the essay compared with literary works(s) originally written in another language
- Category 3: Studies in language - emphasize the production and reception of texts in cultural contexts, and must involve close textual analysis

Group 2: (Arabic/Spanish/Chinese/French/German) written in target language as a research essay, not fluency essay

- Category 1: **Language** –specific analysis of the language (use, structure, etc.) normally related to its cultural context or specific text
- Category 2: **Culture and Society (a)** –essays of a sociocultural nature that describes the impact of a particular issue on the form or use of language
- Category 2: **Culture and Society (b)** –essays of a general cultural nature based on specific cultural artifacts, ranging from a wide variety of phenomena including fine art, newspapers, magazines, cartoons, films, tv programs, and pop music
- Category 3: **Literature** –an analysis of a literary type, based on a specific work(s) of literature exclusively written in the target language

Biology: Biological Emphasis Only – science dealing with living organisms and life processes -- experimental preferred, applying a range of skills including biological theory and the essential nature of the subject; consider ethics and safety.

Business Management: review business theory, concepts and principles, and critically analyzing how these have been put into practice in the business world and the resultant impact on business activity; multiple sources of information necessary applying business theory, tools, and techniques.

Chemistry: Chemical Emphasis Only – science dealing with composition, characterization and transformation of substances -- experimental, literature, theoretical models with personal student input on a chemical basis.

Computer Science: investigate a particular aspect of computing and its implications for society and the world, research latest developments and future possibilities; hardware/software, data, systems, etc.; more than research – opinions on implications required regarding social and ethical effects.

Dance: topic of special interest; research, cultural/historical context, logical/personal conclusion; structure of essay in cultural context is important.

Design Technology: research into the process involved in the design and development of products or systems; analyze their impact on society/ individuals with personal conclusion; consider artifacts, user groups, and technologies from a variety of sources required.

Economics: research and apply economic theory to real-world situations, and analyze and evaluate the outcomes of the research – should not be historical (data less than 3 years old), primary and secondary resources necessary.

Environmental Systems and Societies: **(multidisciplinary topic)** select and integrate theoretical contexts and methodologies; systems approach to gathering data and interpretation; interaction and integration of "natural" environmental systems and human societies relationship – explore in the context of the mutual impact, open to analytical argument constructed and evaluated by the student.

Film: research an area of study specifically appropriate to film/tv; critical understanding of how images tell stories, create emotional responses and give information; multiple contexts and cultures recommended – primary source references.

Geography: emphasize geographical theory, methodology, and sources; local scale investigations receive highest marks; sound methodology of personal data collection combined with published data is critical including illustrations, diagrams, tables, and maps.

Global Politics: focused analysis of limited specific topic using political language; considering policy-making machinery, government, pressure groups, and public opinion; may approach a topic of political thought, institutions, international/comparative politics, political behavior.

History: address a particular issue expressed as a hypothesis/research question; must be more than 10 years ago, but a short time period; critical analysis of nontrivial material, particularly primary sources.

Information Technology in a Global Society: evaluate how information technology systems affect people in positive/negative ways with reference to the technology; current issue focus with in-depth knowledge of some IT aspect, particularly terminology.

Literature and Performance: balanced approach to relationships between literature and various kinds of performance focused on transformation between genres; requires research focus including history, society, culture, and personal creativity.

Mathematics: appreciation of any aspect (applicability to problem solving, beauty of, elegance of theorems, origin and development of a branch, links between branches) of mathematics; may be math topics in other fields; should not focus on mathematicians.

Music: "Real Music" should be the focus; comparing one or more pieces; primary sources necessary; stimulate original ideas, models of approaches, and personal involvement in musical activities.

Philosophy: specific philosophical question and hypothesis, generally embedded in sound ideas of a known philosopher or school, must include personal thought.

Physics: basis in physical theory; experimental-personal involvement; not summary of latest developments.

Psychology: study of behavior and experience; fields terms, methods, and literature; psychological investigation and analysis; should be an investigative analytical arguments, not a hypothesis in a formal psychological study; application of psychology is suggested; references should include psychological journals/texts; no pop-psych or self-help.

Social and Cultural Anthropology: Organization of human life in society and culture; based on published ethnographic research; demonstrate knowledge, understanding, method, and aims; comparing two cultures is possible; No archeology, primatology, human evolution or solutions to social problems. **Not catch-all for Extended Essays that do not fit other categories.**

Sports, Exercise, and Health Science: hypotheses about and study of effects on health and human performance in relation to sports and exercise; developmental and impact study using scientific techniques; not interdisciplinary (consider biology and psychology carefully) as well as safety and ethics.

Theatre: may be interdisciplinary; research considering the effects on the practice of theatre form; primary sources; theory combined with practice; personal involvement with the source is required.

Visual Arts: outcome of research should be a coherent and structured piece of writing that effectively addresses a particular issue or research question; culture, experience, and personal involvement with particular art must be addressed.

World Religions: **(limited topic in school-based syllabus)** in-depth investigation; informed by scholarly methods with original and imaginative analysis, interpretation, and critical yet sensitive study of the variety of beliefs, values, and practices of religions around the world.

World Studies: **(interdisciplinary study)** issue of contemporary global significance played out in local context. SubTopics include: 1) conflict, peace and security; 2) culture, language and identity; 3) environmental and/or economic sustainability; 4) equality and inequality; 5) wealth and development; 6) science, technology and society.

Plan

My Interests _____

Possible Subject _____

Possible Topic _____

Possible Mentor _____

Distinguishing between a supervision session and a reflection session

To support students through the process of undertaking independent research they must be allocated an appropriate supervisor.

Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. Supervision time should meet the needs of the individual student; therefore, the frequency and duration of these meetings will depend on the needs of the student and the supervisor's requirements. Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources. These supervision sessions do not form part of the formal reflection process and do not, therefore, need to be reported on the *Reflections on planning and progress form*. However, they nevertheless form an important part of the supervision process.

Formal reflection sessions

These are the mandatory sessions that must be recorded on the *Reflections on planning and progress form*. It is recommended that these sessions last 20–30 minutes. During these sessions students should share excerpts from their Researcher's reflection space with their supervisor. These sessions should focus on progress made so far and set clear objectives for moving forward in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor. Examples of these are given in the document *Guiding student reflection*.

EE/RPPF

For first assessment in 2018

Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection session

Candidate comments:

Date: Supervisor initials:

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Interim reflection

Candidate comments:

Date: [   ]   Supervisor initials: [   ]

Final reflection - Viva voce

Candidate comments:

Date: [   ]   Supervisor initials: [   ]

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Supervisor comments:

Writing the extended essay

The structure of the essay is very important. This is what helps students to organize the argument, making best use of the evidence gathered.

The required elements of the final work to be submitted are listed here. More details about each element are given in the "Formal presentation of the extended essay" section. Please note that the order in which they are presented here is not necessarily the order in which they should be written.

· Title page

· Abstract

· Contents page

· Introduction

· Body (development/methods/results)

· Conclusion

· References and bibliography

· Appendices

Students should use the chosen system of academic referencing as soon as they start writing. That way, they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. Most modern word processors are helpful with this.

Some students draft the introduction first. If students do that, they must be prepared to revise it once the essay is complete.

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but, as the argument develops, it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In most subjects, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track).

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument should not be included in appendices or footnotes/endnotes. The examiner is not bound to read notes or appendices, so an essay that is not complete in itself will lose marks.

The remaining stages in writing the essay take time but are not difficult. Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system. The bibliography should list only the sources used in the essay. The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). Pages must be numbered and the contents page must be completed. The abstract is normally written last.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade **A**	Grade **B**	Grade **C**	Grade **D**	Grade **E**	No grade **N**
Extended essay	Grade **A**	3	3	2	2	Failing condition	Failing condition
	Grade **B**	3	2	2	1	Failing condition	Failing condition
	Grade **C**	2	2	1	0	Failing condition	Failing condition
	Grade **D**	2	1	0	0	Failing condition	Failing condition
	Grade **E**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade **N**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)***:**

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Assessment grade descriptors for the extended essay

Effective May 2018

Grade A
Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. **Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.**

Grade B
Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. **Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.**

Grade C
Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied. **Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.**

Grade D
Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. **Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.**

Assessment grade descriptors for the extended essay (cont.)

Grade E (failing condition)
Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. **Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.**

Overview of the assessment criteria for the extended essay

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
• Topic • Research question • Methodology	• Context • Subject-specific terminology and concepts	• Research • Analysis • Discussion and evaluation	• Structure • Layout	• Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

Creativity

Activity

Service

The Nature of Creativity, Activity and Service ---

... if you believe in something, you must not just think or talk or write, but must act.
Peterson (2003)

Creativity, activity, service (CAS) is at the heart of the Diploma Programme

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the eight learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

1. **Identify own strengths and develop areas for growth**
   Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. **Demonstrate that challenges have been undertaken, developing new skills in the process**
   A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

3. **Demonstrate how to initiate and plan a CAS experience**
   Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. **Show commitment to and perseverance in CAS experiences**
   Students demonstrate regular involvement and active engagement in CAS.

5. **Demonstrate the skills and recognize the benefits of working collaboratively**
   Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6. **Demonstrate engagement with issues of global significance**
   Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

7. **Recognize and consider the ethics of choices and actions**
   Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

International dimensions

> 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.

> *IB learner profile booklet (March 2006)*

Creating "a better and more peaceful world" is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim "Think globally, act locally". Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply "learning about ethics". Meaningful ethical education—the development of ethical beings—happens only when people's feelings and behaviour change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students' personal growth as they think, feel and act their way through ethical issues.

CAS and theory of knowledge

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self–awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

Aims

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile. The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth

- willing to accept new challenges and new roles

- aware of themselves as members of communities with responsibilities towards each other and the environment

- active participants in sustained, collaborative projects

- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

Responsibilities of the Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. **Throughout the Diploma Programme students undertake a variety of CAS <u>experiences</u>, ideally on a weekly basis, for a *minimum of 18 months*. They must also undertake <u>at least one CAS project</u> with a *minimum duration of one month*.** Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project

CAS students are expected to (continued):

- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme

- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes

- understand the reflection process and identify suitable opportunities to reflect on CAS experiences

- demonstrate accomplishments within their CAS programme

- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings

- ensure a suitable balance between creativity, activity and service in their CAS programme

- behave appropriately and ethically in their choices and behaviours.

A CAS Experience is a specific event in which the student engages with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

A CAS Project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS program. A minimum of one month is recommended for a CAS project, from planning to completion.
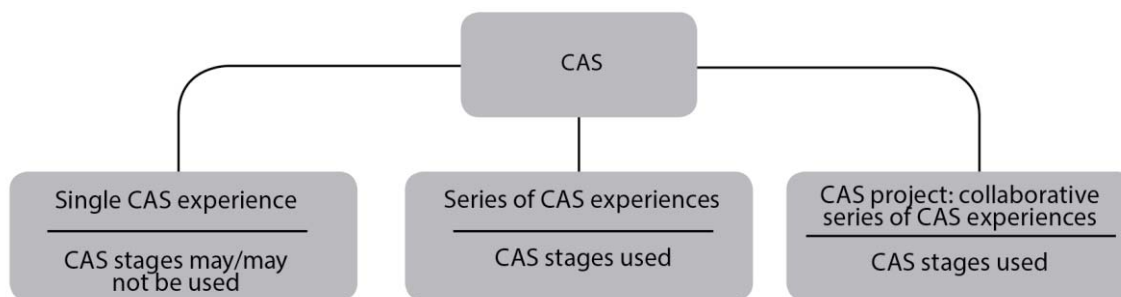
The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. **Action:** Students implement their idea or plan. This often requires decision-making and problem- solving. Students may work individually, with partners, or in groups.

4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.
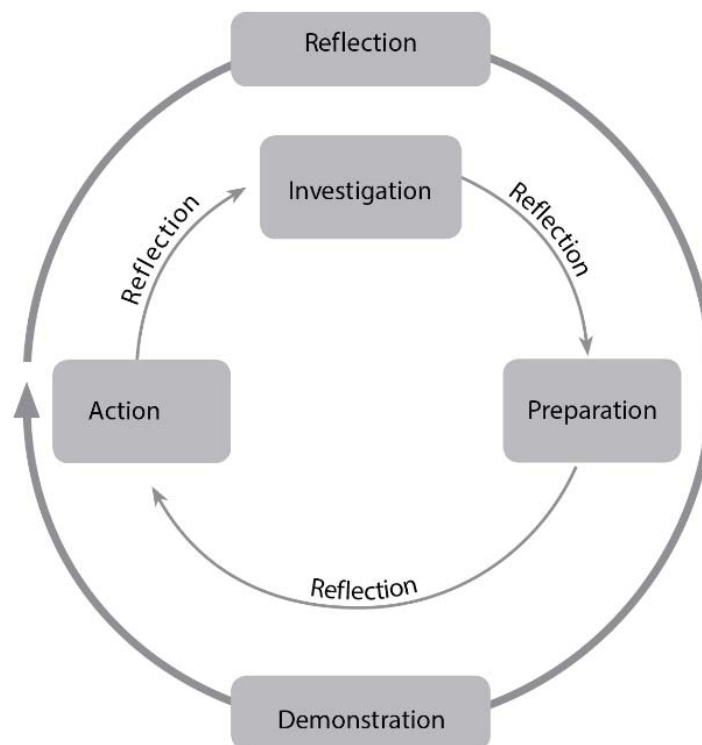
Reflection, recording and reporting

Reflection needs to be developed. It should not be assumed that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.
- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers.

Kinds of reflection

Different kinds of reflection work for different people. Reflection can be:
- public or private
- individual or shared
- objective or subjective

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term "largely" is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be "modelled" in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. Students can present their activities orally to peers, parents or outsiders. They can make scrapbooks, photo essays, videos/DVDs or weblogs. They can use journals or make up varied portfolios. Or they may sometimes simply reflect privately: some of the most important lessons may be very personal ones that students should be allowed to keep to themselves.

Developing reflection

Moving on from the "What ...?" questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- how they felt
- what they perceived
- what they thought about the activity
- what the activity meant to them
- what the value of the activity was
- what they learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

Recording and reporting

Students should document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

Projects, Themes, Concepts

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, activity, and service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage "with issues of global importance". From time to time, in line with its mission statement the IB may identify broad themes that schools are invited to support ("Sharing our Humanity" is the first of these.) Such themes may provide a context that will enable students to generalize further in their reflections, following the maxim "Think globally, act locally."

Creativity

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, or example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to consider the principle: **Personal Challenge** – tasks must extend the student and be achievable in scope. Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely "more of the same" – more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students, but does **not** exclude music, dance, or art activities that these students are involved with outside the Diploma Programme subject coursework.

Activity

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to other. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasure and rewards on offer.

Some excellent activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long-distance trekking) or the conquest of personal fears (for example, rock climbing). It is important that schools carefully assess the risks involved in such activities.

Alternatively, as student's activity may be physical exertion as part of a service activity, perhaps as outlined in the section "Projects, Themes, Concepts."

Service

It is essential that service activities have learning benefits for the students. Otherwise they are not experiential learning (hence not CAS) and have no particular claim on students' time. This rules out mundane, repetitive activities, as well as "service" without real responsibility. It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

The general principle that the "rights, dignity, and autonomy of all those involved [in service activities] are respected" means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for the students.

Ideally, such prior communication and consultation will be face-to-face and will involve the students themselves. Where this is not possible, schools need to work with appropriate partners or intermediaries such as NGOs (non-governmental organizations), and make every effort to ensure both that the service provided is appropriate, and that the students are able to understand the human consequences of their work, for both individuals and communities.

Service Learning

Service learning is a phrase that is in common use in many countries, denoting service to the community combined with learning outside the classroom. There are opportunities for service activities to be linked to subject learning. For the IB CAS component there are two considerations:

1. It is essential that the CAS activity is an extension to subject work. To attempt to count the same work for both a subject or extended essay or CAS would constitute malpractice.
2. It is desirable that students, rather than teachers, initiate the service activity. This is in accordance with the greater expectations of autonomy and maturity in Diploma Programme students.

Political Activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level.

However, where such activity is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors.

1. Is the activity safe and secure, given the local circumstance?
2. Is it an activity that will cause, or worsen, social divisions?
3. Where are the learning opportunities for the students involved?

Religious Activity

Some of the same concerns apply here as with political activity. For example, in some parts of the world religious observance is illegal in the school curriculum, in others it is compulsory.

It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Some relevant guiding principles are that CAS activities should enlarge student's experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include specific goals. By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS. Another key issue is whether students are able to make choices and use their initiative. In contrast, service (even of a secular nature) that takes place entirely within a religious community can at best only partially meet the aims and learning outcomes of CAS, so there would need to be evidence from students' other activities that all the required outcomes had been met.

What Is Not CAS?

CAS is not an hour counting exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive role, but rather an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

- Student in a passive rather than an active role
- Student not interacting with others
- Any class, activity, or project that is already part of a student's Diploma Program
- An activity for personal reward, financial or benefit-in-kind
- Working in an elderly people's or children's home when the student:
  - Has no idea of how the home operates
  - Has no contact with the residents
- Actually does no service for other people
- A passive pursuit such as a visit to a museum, the theatre, art exhibition, concert, or sports event
- All forms of duty within the family
- Participation in religious activities that are for the purpose of religious instruction or worship
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in site
- Activities which cause division amongst different community groups
- Any paid effort is a job – not CAS!

West High School - Class of 2015 - IB Diploma Program CAS experiences and projects

CREATIVITY	ACTIVITY
All State Choir	Aikido Martial Arts
Anime Club	Ballet - Koltun Ballet Academy (Summer Intensive)
Applied Math Research Project (at the U of UT)	Ballet - SLC Ballet
Baking	Ballroom Dance Company
Cathedral of the Madeleine Choir	Brighton Alpine Skiing
Computer Programming - individual projects	Coaching - Women's Soccer
Cross Stitching	Competitive Golf
DECA Business Competition	Contortion Classes (!!)
Digital Art	Cross-Country Ski Coaching
Drumming - individual practice/band member	Crossfit personal training
Dungeons & Dragons	Forza Futbol Club "Freestyle" Coach
Film - create music videos	Lacrosse - 5th/6th grade girls' coach
Guitar - self taught and lessons	LDS "Trek"
Hiking/rafting	Personal gym training and fitness goals
International English tutoring (in Taiwan)	Running - independent training
Music Composition and Arrangement	Table Tennis
Northrop Grumman Internship	Trail maintenance work in New Hampshire
Painting	Ultimate Frisbee
Photography	Univ. of Utah Youth Theatre - dancing, stage combat
Piano lessons/competitions	Utah Crew - rowing
Progressive Jazz Fusion Ensemble	Volleyball
Red & Black - West High newspaper	Weightlifting - personal training
Salt Lake Valley Science and Engineering Fair	West High Baseball
Studio Art - personal projects: sculpting, ring-making	West High Basketball
University of Utah Engineering Entertainment & Arts Camp	West High Cheerleading
Univ. of Utah Youth Theatre - acting/singing	West High Cross Country Running
Utah Youth Philharmonic Orchestra	West High Dance Company
Violin - lessons, practice, performing	West High Golf
West High Ceramics Club	West High Lacrosse
West High Chess Club	West High Rugby
West High Dance Company - Choreography	West High Soccer
West High Dance Company - Costumes Officer	West High Swim Team
West High Debate	West High Tennis Tennis
West High FIRST Robotics	West High Wrestling
West High Jazz Band	Wrestling Clinics (summer)
West High Musicals	
West High School Science Fair Club	
West High Student Government/Senate	
West High Yearbook	
West Winds Literary Magazine	
Woodworking	

West High School - Class of 2015 - IB Diploma Program CAS experiences and projects

SERVICE	SERVICE
Amigos de las Americas - Guatemala	Locks of Love Fundraiser
Amigos de las Americas - Mexico	Madeleine Choir Schoool - violin tutor/camp volunteer
Amigos de las Americas - Panama	Madeleine Choir Schoool gardening, outdoors clean-up
Amigos de las Americas - Paraguay	National Arts Honor Society
Art Access	National Honor Society
Bad Dog Arts	NJROTC Wreaths Across America
BBYO - Jewish Youth and Service Organization	Operation Smile Fundraiser
Benefit Concerts for Utah Food Bank and Promethean Spark	Peer Court
Best Friends Animal Sanctuary	Personal Progress Program - mentoring disabled youth
Big Brothers Big Sisters of Utah	Primary Children's Hospital Kids Crew
Boy Scouts of America	Rose Park Elementary Summer School
Boys and Girls Club	Salt Lake City Public Library
Camp Kostopulos Dream Foundation	Shalom Salaam Tikkun-Olam refugee project
Cherokee Sweat Lodge Ceremonies as a counseling resource for teens in the Juvenile Justice System	St. Catherine Newman Center Church
Cottonwood Heights Youth City Council	The Leonardo Arts, Science, Technology Museum
CURE Epilepsy Fundraiser	University of Utah - Club U Summer Camp
ELP/IB Steering Committee	University of Utah Youth Theatre - community outreach performances
Family Promise Tutoring	US Dream Academy - Girl Scouts
First United Methodist Church - Sound System	Utah Arts Festival
Guadalupe School	Utah Museum of Contemporary Arts - Gallery Attendant
Guide Dogs for the Blind	Utah Museum of Fine Arts Collections
Hearts for Humanity - Dominican Republic	Veterans' Affairs Hospital
HOSA (Health Occupations Students of America)	West High Chinese Club
Hospice Volunteering	West High Family Resource Center
Hser Ner Moo Refugee Center	West High Science Fair Club
Humane Society	West High Student Government/Senate
Key Club	West High Tutoring
KRCL Community Radio	Young Buddhists Association
La Puenta Homeless Shelter (Alamosa, CA)	YouthLinc - Guatemala

CAS Timeline

Sophomore Year

<u>End of May</u> - Welcome to IB Meeting

Junior Year

<u>October</u> – Individual Meetings with CAS Coordinator - Submit two forms:

Developing my CAS Plan and Your CAS Experiences Planning Document

<u>May</u> – Group CAS Luncheons; Submit Evidence of CAS Experiences and

CAS Project Planning Document

<u>June</u> – Resume and Reflection to IB Coordinator

Senior Year

<u>September/October</u> – Individual CAS Senior Check with IB Counselor

<u>Immediately after Spring Break</u> – Final individual meeting/interview;

CAS Experience Self Evaluations forms (three total: one for creativity, one

for activity and one for service); CAS Project Self-Evaluation Form; CAS

Component of IB Diploma Final Summary Form and Critical Reflection

In addition – students will:

Participate in Global school-wide CAS Experience

Provide Photos for our CAS bulletin board

Identify an event for the CAS Calendar

Developing My CAS Plan   **Name:**_____
Self-Review / A Personal Inventory

Answer the questions below to help you begin your planning for your CAS program.

List the subjects you like most in school.

_____

List activities in which you participate regularly (sports, music, drama, etc.). Include the length of time you participate, level of competence and frequency of involvement.

_____

_____

_____

State your career interests.

_____

List community/national/global problems that concern you the most.

_____

_____

What would you like to learn more about?

_____

_____

What do you perceive to be your strengths?

_____

_____

What can you identify as areas of personal growth?

_____

_____

This form will be due in October of the first semester of your Junior Year.
A pdf version of this form may be found on the West High website, in the IBDP section.

Consider all your current responsibilities. How much time do you realistically have to commit each week? What days and times are most convenient for you?

_____

Do you want to work directly with people? If yes, do you prefer children, adults, the elderly, the home-bound, the physically/mentally challenged, etc.?

_____

Do you like working with animals?

_____

Would you prefer to be indoors or outdoors?

_____

Creativity: arts and other experiences that involve creative thinking
What am I already doing? What would I like to learn/do? How can I learn and grow?

_____

_____

Activity: physical exertion contributing to a healthy lifestyle
What am I already doing?   What would I like to learn/do? How can I learn and grow?

_____

_____

Service: unpaid voluntary exchange that has learning benefit for the student
What am I already doing? What would I like to learn/do? How can I learn and grow?

_____

_____

Potential Projects: based on your current or future experiences, what potential collaborative projects might you undertake?

_____

_____

Your CAS Experiences Planning Document - Part 1   Name: _____

Your plan will likely adapt over time as you reflect on your experiences and your interests. This plan, therefore is not set in stone, but is an excellent place to start. Which CAS **experiences** will you get involved in? (You can place an experience in more than one box).

	Experience Description	Date (month/ year)	Approximate duration (in weeks/months)
An experience that increases aware of your own strengths and areas for growth.			
An experience that will be a new challenge for you, where you develop new skills.			
An experience that you plan and initiate.			
An experience where you work collaboratively with others.			
An experience of duration that shows your commitment and perseverance.			
An experience that involves you with international projects (either locally, nationally, or internationally).			
An experience that allows you to consider the ethical implications of your actions.			
A long-term group project that combines two of creativity, activity or service.			

This form will be due October in the first semester of your Junior Year.
A pdf version of this form may be found on the West High website, in the IBDP section.

Your CAS Experiences Planning Document – Part 2

List all your planned CAS experiences mentioned in Part 1 in the appropriate columns
(there should be at least two in each category). You can include more experiences.

DATE	CREATIVITY	ACTIVITY	SERVICE
11th Grade – Fall Semester			
11th Grade – Spring Semester			
Summer between 11th & 12th Grades			
12th Grade – Fall Semester			
12th Grade – Spring Semester			

All reflections will be due immediately following spring break of your Senior Year.

Student's signature:_____Date: _____

CAS Coordinator's signature:_____Date: _____

CAS Project Planning Document (to be submitted in May of your Junior Year)

Candidate Name: _____

Investigation:
What coursework have you enjoyed?
_____
_____

What extracurricular experiences have you had that motivate or inspire you?
_____
_____

What questions do you have about a subject or an experience?
_____
_____

What problems have you observed that you could improve?
_____
_____

What skills do you have that could be used to engage beyond others' requirements?
_____
_____

How can you impact your environment?
_____
_____

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Define Your Project:
_____
_____
_____

</div>

Preparation:
Necessary Skills:
_____
_____

Human Help Needed:
_____
_____

Promotion/Advertising:

_____
_____

Required Technical Support:

_____
_____

Supplies:

_____
_____

Essential Tools:

_____
_____

Location and Facilities:

_____
_____

Time Line including Deadlines and Final Completion Date:

_____
_____

Action: Steps to Completion of your CAS Project

	Define in Concrete Way	Person Responsible	Time Frame	Required Assistance
Step 1				
Step 2				
Step 3				
Step 4				

CAS: EXPERIENCE SELF-EVALUATION FORM

(Please submit one form for each experience; one for creativity, one for activity and one for service. These forms are due immediately after Spring Break of your senior year)

Candidate Name: _____

Name of experience: _____

Date the experience began:_____Date the experience ended: _____

Total # of weeks:_____How many of these hours were: creativity_____, activity____, service_____?

Please identify which of the ten Learner Profile attributes
was related to this experience (you may write more than one): _____

Please place a check by each of the learning outcomes you achieved during this experience

Learning Outcome	Achieved	Explain how the learning outcome was achieved through this experience
Increased your awareness of your own strengths and areas for growth		
Undertook new challenges and developed new skills		
Planned and initiated activities		
Worked collaboratively with others		
Showed perseverance and commitment		
Engaged with issues of global importance		
Considered the ethical implications of your actions.		

A pdf version of this form may be found on the West High website, in the IBDP section.

Please answer the following nine questions by writing a reflective essay.
Please attach as many pages as necessary.

- Summarize what you did during this experience and how you interacted with others.
- Explain what you hoped to accomplish through this experience.
- How successful were you in achieving your goals? What difficulty did you encounter and how did you overcome it?
- What did you learn about yourself and others through this experience. What abilities, attitudes, and values have you developed?
- Did anyone help you to think about your learning during this experience? If so, who helped and how did they help?
- How did this experience benefit others?
- What might you do differently next time to improve?
- How can you apply what you have learned in other life situations?
- How have you documented this experience (Photo? Program? CD? Webpage? Journal? etc.)

_____
_____
_____
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_____
_____

To be completed by the activity leader/supervisor:

Punctuality and attendance: _____

Effort and Commitment: _____

Further comments: _____
_____

The activity was (circle the appropriate response):

Satisfactorily completed   Not satisfactorily completed

Activity leader's name:_____ Phone number: _____

Activity leader's signature:_____ Date: _____

Candidate's signature:_____ Date: _____

CAS Coordinator's signature:_____ Date: _____

CAS: PROJECT SELF-EVALUATION FORM   Candidate Name: _____

Name of Project: _____Date the project began:_____Date the project ended:_____

Please identify which of the ten Learner Profile attributes was related to this project (you may write more than one): _____

Total # of hours/weeks (minimum of one month required): _____
How did you address each strand of CAS?

Creativity _____

_____

Activity _____

_____

Service _____

_____

Write a clear and complete critical reflection on your entire CAS Project, by answering the following nine questions.   Please attach as many pages as necessary.
- Summarize what you did during this project and how you interacted with others.
- Explain what you hoped to accomplish through this project.
- How successful were you in achieving your goals? What difficulty did you encounter & how did you overcome it?
- What did you learn about yourself and others through this project?
- What abilities, attitudes, and values have you developed?
- Did anyone help you to think about your learning during this project? If so, who helped and how did they help?
- How did this project benefit others?
- What might you do differently next time to improve?
- How can you apply what you have learned in other life situations?
- How have you documented this project (Photo? Program? CD? Webpage? Journal? etc.)

_____
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Please place a check by each of the learning outcomes you achieved during this project

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Learning Outcome	Achieved	Explain how the learning outcome was achieved through this project
Increased your awareness of your own strengths and areas for growth		
Undertook new challenges and developed new skills		
Planned and initiated activities		
Worked collaboratively with others		
Showed perseverance and commitment		
Engaged with issues of global importance		
Considered the ethical implications of your actions.		

A pdf version of this form may be found on the West High website, in the IBDP section.

CAS COMPONENT OF IB DIPLOMA
(INCLUDE BOTH EXPERIENCES AND PROJECTS)
FINAL SUMMARY FORM

(please submit this form, along with the three CAS Experience Self-Evaluation Forms and CAS: Project Self-Evaluation Form immediately after Spring Break of your Senior Year)

Candidate Name: _____

Indicate below the CAS experiences and projects in which you have been involved and the hours dedicated to each one with a total number of hours for the CAS component of your IB Diploma.

Number of CAS experiences & projects undertaken ☐   Total hours dedicated ☐

Experiences and projects	Approximate Number of Hours
1. _____	☐
2. _____	☐
3. _____	☐
4. _____	☐
5. _____	☐
6. _____	☐
7. _____	☐
8. _____	☐
9. _____	☐
10. _____	☐
11. _____	☐
12. _____	☐

A pdf version of this form may be found on the West High website, in the IBDP section

Write a clear and complete critical reflection on your entire CAS component, following the same performance criteria as indicated on the CAS Experience Self-Evaluation Form. Please attach as many pages as necessary.

_____

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Candidate's signature:_____Date: _____

CAS Coordinator's signature:_____Date: _____

Academic

Honesty

West High School IB Academic Honesty Policy

Salt Lake City School District and West High School
Academic Honesty Policy:

Available through the following link and published annually in the West High School Planners
http://www.slcschools.org/schools/documents/High-School-Handbook-ENGLISH.pdf

Academic Integrity

We expect staff and students to demonstrate high standards of academic integrity. Academic integrity is defined as respect for the ideas of others and work through proper acknowledgement and referencing. No cheating of any type on school work, tests, or quizzes will be tolerated. Academic dishonesty/cheating may include any of the following and may be applied to work in any medium (i.e. written or audio text, film production, photographs, published images, other artists' work, electronic devices, computer programs, etc.) This policy is revisited by an ad hoc committee of the School Improvement Council (SIC) on a regular basis. The document was most recently updated in May 2018.

- Inappropriate/inadequate acknowledgement - material copied word for word, which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.
- Verbatim copying - Material copied word for word or exactly duplicated without any acknowledgement of the source.
- Collusion - Material copied from another student's assignment, course work or exam with his/her knowledge.
- Stealing - Material copied from another student's assignment, course work or exam without his/her knowledge.
- Ghost writing - Assignment written or purchased by a third party and represented by a student as his/her own work.

Consequences - Teachers will follow established classroom policy for dishonesty.

Appeal process - Written appeal to the teacher, conference with an administrator.
Note: the appeal process must begin within 10 school days.

West High School IB Policy:

The mission of West High School, the school for scholars and champions, is to create a professional learning community dedicated to academic excellence. We provide and support rigorous academic, cultural, college and career-readiness experiences for every student. We challenge, empower, and inspire students to become contributing global citizens and life-long

learners. Our goal as a school is to provide students with tools for academic and workplace success. One important skill that students need throughout their lives is an understanding of the responsibility they have to produce their own authentic work. As such, academic honesty is taught as a process for understanding that all individuals have the right to receive credit for their ideas and their work. Teachers, parents, and administrators take the responsibility of teaching students appropriate methods for incorporating the ideas of others into their work very seriously.

1. Our goal as a school is to provide students with tools for academic and workplace success. One important skill that students need throughout their lives is an understanding of the responsibility they have to produce their own authentic work. As such, academic honesty is taught as a process for understanding that all individuals have the right to receive credit for their ideas and their work. Teachers, parents, and administrators take the responsibility of teaching students appropriate methods for incorporating the ideas of others into their work very seriously.

2. The IB Learner Profile is instrumental in the personal development of students. To encourage students to become "Principled" in their thoughts and in their work, requires that students have opportunities to practice principled behaviors in their learning. West High School believes that students must first be "Knowledgeable" about acceptable and unacceptable practices, learn appropriate researching and formatting strategies (MLA – Modern Language Association, is the most frequently taught format), and understand the underlying principles behind academic honesty. This instruction begins immediately upon enrollment in the school.

   West High School focuses on a proactive approach to helping students become "Communicators" who recognize and give credit to others who provide knowledge and information to support their learning, whether in written work or verbal communications. They are expected to "Reflect" upon those who have influenced them and respect the point of view and authentic authorship of others. In this way, Principled students are able to "act with integrity and honesty, with a strong sense of fairness and justice, with respect for the dignity and rights of people everywhere." (IB Learner Profile, 2013).

3. The West High School IB Assessment Policy describes teacher use of formative assessment. Teachers are expected to require assignments and assessments that allow students practice with formatting as well as with curricular content. Teachers should assess student learning frequently so as to inform and adapt future instruction. One benefit of frequent and varied formative assessment is that it allows teachers to become familiar with student work in general and individual student work in particular. Teachers become skilled at discerning students' original and authentic work from that which is in violation of academic honesty. Teachers are also encouraged to provide assessment in their classrooms in an environment similar to those that the students will experience during May exams. In addition, IB Examiners "are adept at identifying text and material that is not the authentic work of the student." (*IB Academic Honesty*, *updated July 2011*)

4. Students will be taught the academic honesty language of the IB program in conjunction with those that are put forth in the Salt Lake City School District and West High School policy, these terms include, but are not limited to the following:
   - Malpractice – any behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.
     - Similar to the concept of "Academic Honesty/Cheating" in the West High School Policy.
   - Plagiarism - this is defined as the representation, intentionally or unintentionally, of ideas, words, or work of another person without proper, clear, and explicit acknowledgement.
     - Similar to the concepts of "Inappropriate/Inadequate Acknowledgement, Verbatim Copying, Stealing, and Ghost Writing" in the West High School Policy.
   - Collusion – this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
     - Identified as "Collusion" in the West High School Policy.
   - Duplication of Work – this is defined as the presentation of the same work for different assessment components and/or DP and CP requirements.
   - Misconduct during an IB Examination – this is defined as taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate.

5. Students, parents, and teachers are required to attend an annual IB community meeting, addressing the challenges and possible solutions to concerns of academic honesty. A collaborative discussion takes place with collective information being utilized to strengthen the behaviors of all community members in regard to academically honest policies. With the increased capabilities of technology, all individuals need to be continually apprised of potential hazards and remedies. This collective information will be published annually with this policy. Students complete the "IB Candidate Consent and Declaration" at this meeting, and a "West High School IB Commitment to Academic Honesty" as well. See Appendix 1 for a summary of 2018 Challenges and Solutions to Academic Honesty at West High School and Appendix 2 for Frequently Asked Questions (FAQ).

6. West High School has purchased a plagiarism detection software, Vericite. Teachers have been trained on the submission of documents through Vericite and are providing information to students in response to their submissions. All IB External and Internal Assessments will be submitted to Vericite prior to submitting them through ecoursework on IBIS.

7. Teachers are required to pay particular attention to the authentication process through ecoursework submissions of both External and Internal Assessments. Teachers are familiar with the guidelines outlined by the IB Subject Guide for each subject they teach

pertaining to all appropriate behaviors during the creation and submission of Internal Assessments. West High School explicitly teaches MLA – Modern Language Association formatting through language arts curriculum and Extended Essay and Reflective Project training, and strongly suggests that all students obtain a current copy of the *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi. However, teachers are expected to know and teach the expectations of formatting for their particular discipline and curriculum. Student attention is also drawn to formatting websites such as The Owl at Purdue (http://owl.english.purdue.edu/owl/) and Microsoft Word capabilities.

8. The IB Coordinator will train and prepare invigilators to attend to issues of malpractice while supervising IB examinations. All invigilators are expected to understand and adhere to the policies set forth in the Conduct of Examinations, and report any evidence of unauthorized objects or inappropriate behaviors during exams. Exam instructions are read carefully at the beginning of each paper, and time is provided specifically for students to check for unauthorized objects they may have located about their persons.

9. Incidents of academic dishonesty will be taken very seriously at West High School and will have three layers of consequences.

    A. Classroom teachers will have the responsibility of holding students responsible for the consequences outlined in the teacher's Open Disclosure document. These documents are presented to students at the beginning of each course, and require signatures from the student, as well as their legal guardian, that confirms understanding of the course curriculum, course syllabus, individual teacher/subject policy regarding academic dishonesty and course management, covering issues such as late work or attendance. If students are involved in issues of cheating, they will be held to the consequences set forth in the Open Disclosure in regards to their classroom grade.

    B. Any confirmed incidence of misconduct relating to academic honesty while at West High School will result in the student receiving a warning with a notation placed in the student's permanent folder in the school information system. A second confirmed incident whether of the same type or a different type will result in the student being placed on probation within the IB program at West High School throughout the duration of his/her attendance at the school, and a second notation will be placed in the student information system. A third confirmed incident, whether of the same type or a differing type, will result in dismissal from the IB program. The student will not be allowed to submit any IB work following a third confirmed offense. This is supported by Article 3.3 in the *IB General Regulations: Diploma Programme (Career Programme)*, "Candidates are required to act in a responsible and ethical manner throughout their participation in the DP (CP), as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20) and must be in good standing at the school at the time of the examinations." Third offenses will be recorded in the student's disciplinary file and reported to colleges to which students have applied and/or been accepted.

C. Coordinators and teachers will follow specific guidelines outlined in the *Academic Honesty in the IB Educational Context* booklet (2014), the *IB Diploma Program Assessment Procedures,* the *IB Career Program Assessment Procedures,* and the *IB General Regulations: Diploma Programme and Career Programme (2016)* when malpractice claims arise. All confirmed incidents of malpractice will be communicated to the IB in relationship to those guidelines. Particular attention should be paid to article 21 of the *General Regulations.*

As described in each policy, students will have the opportunity/responsibility of providing an appeal/statement to the appropriate administration. Again, all incidents on IB assessments will be reported to the West High School administrative team, Head of School, and IBO, and will include the candidate statement.

Coordinator Responsibilities for the Education of Students and Parents:

Training Meetings
- IB Commitment Meeting- pre 9th enrollment meeting
- Welcome to IB Meeting – 10th grade diploma preparation meeting
- Extended Essay Meeting -11th grade training meeting
- Reflective Project Meeting – 11th grade training meeting
- Extended Essay and Reflective Project Camp for 11th grade students
- Annual April Testing Meeting for all grades
- Annual Community Academic Honesty Meeting for 11th and 12th graders
- Invigilator Training Meetings
-

Publications
- West High Student Planner and Handbook
- IB Workbook - Conduct of Examinations and West High School IB Academic Honesty Policy
- IB Conduct of Examinations
- West High School Website
- IBO Website –
  - *General Regulations: Diploma Programme*
  https://www.ibo.org/.../**publications**/.../dp-**general-regulations**-en.pdf
  - *Academic Honesty in the IB Educational Context*
  https://www.ibo.org/globalassets/digital.../**academic-honesty**-ib-en.pdf

Teacher Responsibilities for Educating Students:
- Policy in Disclosure, including consequences
- Utilize the My IB website resources when working with students regarding academic honesty and malpractice

- Discussion of collaboration vs. collusion
- Training for citations for specific field of study
- Specific reminders for assignments and assessments
- Vigilant attention to students during exams and submission of assignments
- Report suspected violations of academic honesty to an administrator and the IB Coordinator if appropriate.

Parent Responsibilities for Educating and Supporting Students:
- Attend the Annual IB Community Academic Honesty Meeting
- Read the West High School IB Academic Honesty Policy and discuss with his/her student.
- Recognize the challenges inherent in today's society regarding Academic Honesty, and support the commitment to the community that is required of the students.
- Support the process for investigation of alleged malpractice.

References:

Academic Honesty in the IB Educational Context (2014)
IB Career Program Assessment Procedures (May 2018)
IB Diploma Program Assessment Procedures (May 2018)
IB General Regulations: Diploma Programme and Career Programme: For Students Commencing in September 2016 (September 2016)
West High School Handbook (2017-2018)

Categories of "Academic Misconduct"

What are the root causes of "academic misconduct"?
The biggest reason cited is the pressure to gain and maintain a 4.0 GPA. The strive to be perfect is another one. And finally the notion that if a friend asks for something, you comply.

Why is it so prevalent nowadays?
Technology has made it all too easy to copy and share information. Students have become too reliant on technology. Everyone seems to be doing it so why not me? I am at an academic disadvantage if I don't receive some form of help.

Educate students from day one about the Academic Honesty Policy. Explain the 5 categories with in-depth detailing.
Place emphasis on paying attention during classes and exams. Understand the culture of the IB to be perfect and explain better ways to handle the pressure.

	PLAGIARISM	COLLUSION	MISCONDUCT	COMMUNICATION ABOUT CONTENT OF AN EXAM	DUPLICATION OF WORK
PROBLEMS	Students are using other's ideas without giving credit. Some students are stealing other's work by changing the names on it. Students are finding information online and submitting it as their own assignment. Answers in the back of books or on a website can be copied rather than used to check work.	Students are getting essays from previous students. There is a mentality of sharing: it feels like an obligation/nice thing to do to pass out information to your friends. Students are sharing as they expect help back from others in the future. It's hard to collaborate or teach peers when the levels of knowledge are different. Group work can become independent and lopsided for specific people in a group if individual's academic ability or drive is different. Teachers are using the same prompt for different classes. Assignments are posted on the internet. Confusion about what is group work and what is not - collaboration vs collusion. One member of a group doing misconduct brings the entire group down even if the others were unaware or not involved. Students are sending photos of homework in order to help friends. Little thought of action; immediate opportunity via technology. Students feel morally obligated to help their friends but don't fully understand the ethical consequences of doing so. Lack of motivation. Procrastination. Lack of willingness to learn in class/from assignment - just want to check the box. Time constraints. Passive aggression from those to whom you say no to.	Casual testing approaches in the classroom make the line for cheating blurred. Talking is encouraged and teachers see phones but say nothing. Cell phone usage in exams.	Students are sharing test papers/old exams/study guides. Students are asking previous classes how hard the test was, leading to what was on the test. Cell phones are being used in tests.	Same IA's for both years.

Appendix 1

Categories of "Academic Misconduct"

	PLAGIARISM	COLLUSION	MISCONDUCT	COMMUNICATION ABOUT CONTENT OF AN EXAM	DUPLICATION OF WORK
SOLUTIONS	Teachers can give opinion-based questions/ critical thinking homework where students are required to engage with the topic. Teachers should educate and enforce what plagiarism is and how to correctly cite sources. Teachers should regularly run assignments through computer checking program. Use a pen to write your name. Decrease workload (particularly homework).	If you don't want to "tattle" to an authority you do have a personal obligation to tell the person to stop cheating. Teach individual responsibility and personal accountability. Choose the higher ground and be friends with people who share the same integrity. Students need to be responsible for saying no when asked to be part of collusion. Students need to look ahead and realize the consequences of their actions. "You wouldn't want a cheater for a doctor!" Teachers need to identify collaboration explicitly by asking about collaboration in advance. Discuss what you learned rather than sharing outlines. Explain concepts rather than sharing answers. Avoid putting yourself in a situation where your integrity can be questioned. Effectively hide your exam papers so that others can't see them. Helping out is okay, giving answers is not. Be aware of sharing passwords in google docs when you collaborate with other students. Select groups based on similar academic knowledge. Give the scores to the test, but hand back the test only after all of the classes are done taking it. Keep group work in the classroom. Teachers should not give second chances to students who are caught cheating. When asked to help someone, meet in person rather than texting. Teach self study classes. Teachers should set an expectation for knowledge rather than busy work. Teacher could give papers to group members individually to write down any issues among the members and note what members contributed what. Decrease workload. Teachers need to be more present. Take an anonymous survey at the end of senior year where the students rank teachers/classes that are more prone to cheating. Teaching different ways of gaining knowledge: less homework equals less pressure. Parents and teachers have to teach students that honesty is critical. The costs of not having a 4.0 GPA are manageable, but the costs of cheating are not.	Sign a cell phone waiver stating that phones are not allowed during tests. Consider a phone out during a test as cheating. Better proctoring and clear communications about phones and computers even during classroom tests. No pictures allowed.	Sign a cover sheet to not share the content of a test. This is a confrontation and a reminder to be academically honest. Tell the teachers if you see cheating. Change the culture of "snitching" being bad. Anonymous reporting. If inappropriate information is out there, let teachers or administrators know. Teachers need to teach and enforce the consequences when the stakes are lower to ensure that the same mistakes are not made during higher stakes events. Cell phones should be taken away during tests. Mandatory cell phone "caddy". Have a school campaign: "Friends don't ask friends about test questions." Consider a phone out during a test as cheating. Teachers could have a couple of different test versions. A video camera could be set on the teacher's desk during test taking wherever rational, and advertised to students that it could be used to reveal surreptitious use of devices or paper showing.	

Conduct of the examinations
Notice to candidates

- You must arrive in good time for the start of an examination and may not be allowed to sit the examination if you arrive late.

- Your coordinator/invigilator will decide where you will sit during an examination. You must remain seated until permission is given to leave the examination room.

- You may only take to your desk/table the following items:

    - General stationery, for example, black/blue pen, pencil, eraser, geometry instruments, ruler. Correcting fluid and gel pens are not permitted.

    - Materials specified by the IB as required for a particular examination, for example, an electronic calculator, a clean copy of a case study and/or data booklet.

    - A bilingual translation dictionary for non-modern language examinations, that does not contain notes of any kind.

- Your coordinator/invigilator has the right to inspect and confiscate any item you bring into the examination room. This includes electronic calculators, which should be set to test mode (when applicable).

- Follow all the instructions from your coordinator/invigilator.

- Your coordinator/invigilator has the right to remove you from the examination room if your behaviour interferes with the examination.

- In cases of emergency, and with the permission of your coordinator/invigilator, you may be allowed to temporarily leave the examination room. You will remain supervised at all times.

- If you decide to leave the examination room before the scheduled finishing time, you will not be allowed to return.

- You must not attempt to obtain information about the content of an examination in advance.

- If you find that you have accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), you must give it to your coordinator/invigilator immediately.

- You must not include inappropriate, offensive or obscene content in your responses.

- All work submitted for assessment must be entirely your own. Collusion, plagiarism and the impersonation of another candidate are not permitted.

Failure to comply with any of these regulations will be considered academic misconduct and may result in no grade being awarded.

If you do not understand these regulations, please contact your coordinator.

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The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

EXAMPLES OF MALPRACTICE

- **Plagiarism -** the representation of the ideas or work of another person as your own.
- **Collusion -** supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work -** the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
- Do it right, remember to cite! Credit where credit is due!

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# The IB takes academic honesty very seriously!

Conduct of the examinations

Notice to candidates

The following instructions must be observed for all IB examinations. Failure to comply with these instructions may result in no grade being awarded for the subject being examined.
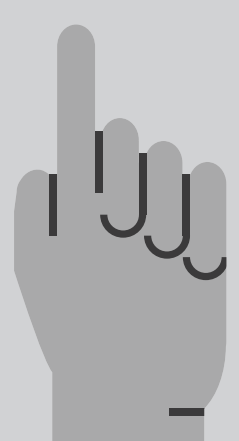
Arrive on time for your examination. You are not permitted to leave the examination within the first 60 minutes, or the last 15 minutes.
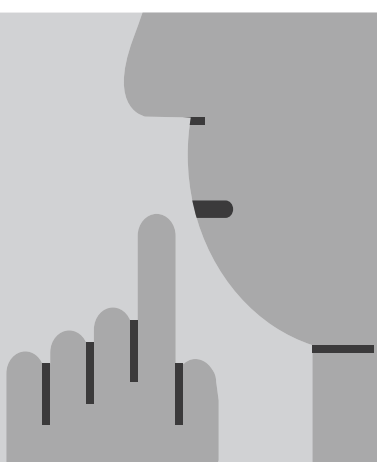
Do not communicate with other candidates in the examination room.
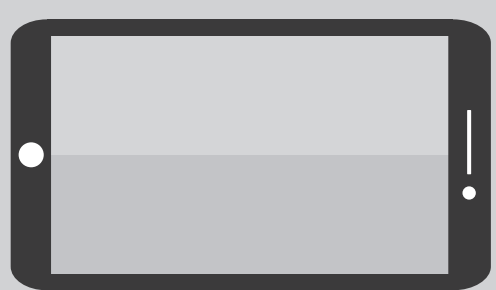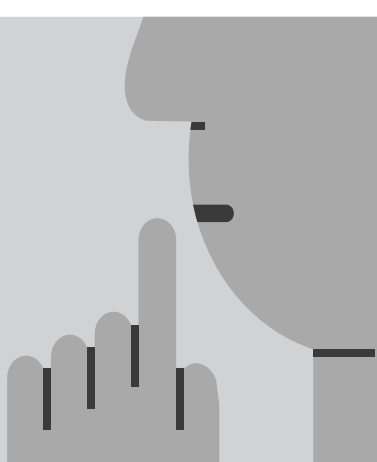
Do not bring any unauthorized materials to your desk.

Follow all invigilator instructions. Raise your hand if you require the invigilator's attention.

Do not take any examination material out of the examination room.

Do not discuss the content of the examination outside of your immediate cohort in the next 24 hours.

If you do not understand these regulations, please contact your coordinator.

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Sources of Information

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Developed by Susan Zuhl, West High School Extended Essay Coordinator

Summarized by Shannon Wilson, West High Diploma Coordinator

Extracts from IBO Diploma Programme Extended Essay Guide; first examinations 2018

Extracts from IBO Diploma Programme Creativity, Action, and Service Guide; for students graduating in 2017 and thereafter. Information from previous IB CAS Guides beginning in 2006 have also been utilized for the creation of this publication.

Extracts from IB Diploma Programme Assessment Procedures for Exams in May 2018

West High School IB Academic Honesty Policy;
Contains references to the following documents, available through http://www.ibo.org:

>   IB General Regulations Career Programme and Diploma
>   Programme: For students commencing CP or DP in 2016
>   Meaning of Academic Honesty
>   IB Learner Profile, 2007
>   Academic Honestly in the IB Educational Context (2014)
>   IB Career Programme and Diploma Programme
>   Assessment Procedures for May 2018

Salt Lake City School District Academic Honesty Policy, available through http://www.slcschools.org.

With any questions, please contact
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West High School

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