

General Education Committee Minutes: 11/4/2021

Present: Victor Piercey (Director), Monica Frees (RSS), Mari Kermit-Canfield (FLITE), Angela Ryan (Academic Counselors), Sheila MacEachron (CHP), Paul Zube (FNTFO), Kathryn Wolfer (Senate Liaison), and Michele Harvey (CET).

Absent: Andrew Peterson (EIO), Katie Kalata (COB), Rachel Foulk (CASE), Peter Bradley (Interim Assessment Coordinator), and Leonard Johnson (Academic Affairs).

11 am – 12 noon, Zoom

1. Approval of Agenda: **Approved Unanimously**

2. Consent Agenda

- Minutes from 21 October 2021 **Approved with One Abstention**

3. Discussion Items

- IB Diploma Proposal

The UGEC made slight modifications to the proposal by indicating that checksheet requirements would also be made using course equivalencies, and noting that some programs may have to require students who would otherwise have equivalencies may have to take certain courses due to accreditation requirements.

Approved Unanimously

- Results (so far) of Survey About Subcommittee Composition
(**Tip of the Hat to Katie** for suggesting the survey!)

The UGEC discussed the results so far of the subcommittee composition survey. Approximately 41% want to have the subcommittees made up of one representative from each college, while approximately 26% want the subcommittees to remain the way they are. The points most clearly expressed in the comments either indicate that since general education impacts everyone we need to balance all voices versus the need to have expertise on the subcommittees.

The question discussed by UGEC was how much expertise was enough, noting that expertise adds validity but it also brings unconscious bias. In addition, there was some suggestion that there may be alternatives to basing our subcommittee composition and review process on administrative units.

Overall the UGEC is looking to find a better way to balance representation with expertise.

FERRIS STATE UNIVERSITY

GENERAL EDUCATION

Credit and Waiver Package for Students with International Baccalaureate Diplomas: Proposal for a Three-Year Pilot

Students who complete the International Baccalaureate Diploma have completed a rigorous program that includes external evaluation from an international agency. Other institutions in Michigan (Alma, for example) offer credits and general education waivers to students admitted with this credential. We propose to offer our own package, but to do so under a supervised pilot.

The pilot will be focused on students who complete the program at City High School (Grand Rapids). About 60 or so students graduate from the International Baccalaureate Diploma program from City. Across Michigan, City is one of 37 high schools that offer the diploma.

For details about the International Baccalaureate Diploma program, see the attached report.

1. The package

We propose a 3-year pilot to offer such students the following package:

A. Waive the following requirements:

- ENGL 150 and 250
- Oral Communication
- Quantitative Literacy
- Diversity
- 4 Credits of Natural Science with Lab
- 6 Credits of Self and Society
- 6 Credits of Culture

B. Award 28 credits at Ferris State University (this matches the credits of the waived courses, assuming MATH 115 is used for Quantitative Literacy and a Diversity course comes from either Self and Society or from Culture).

Prerequisites and program checksheet requirements will be handled using already existing course equivalences (see <https://www.ferris.edu/admissions/testing/ib/IBexamcredit.htm>), but the course equivalencies will not be used to award credits (handled by part B of the package). In addition, students applying to programs that (for accreditation purposes) are not allowed to waive prerequisites based on test scores may still need to take such courses regardless of their International Baccalaureate courses and diploma.

2. What will remain required

Students with an International Baccalaureate Diploma will still be required to complete:

- A 300-level writing course
- 3 Credits of Self and Society
- 3 Credits of Culture
- Collaboration and Problem Solving Courses

3. The Pilot

During the three-year pilot program, the package will only be offered to graduates of City High School (Grand Rapids) who complete the International Baccalaureate Diploma program. Ferris State University has a relationship with City High School that will allow us to examine both the instruction delivered in the program as well as student performance at Ferris.

Students admitted who are given the package described above will be marked in Banner and their progress will be tracked, including progress toward graduation and performance in classes.

If feasible, students admitted who are given the package described above will be put into a cohort taking a common 300-level writing course, during which their work in the course will be anonymously evaluated by the Director of General Education to assess reasonability of the package. In order to limit the use of such assessment, the Director of General Education will not be told which 300-level writing course the cohort is taking nor which section. Feasibility of this cohort will be evaluated each of the three pilot years.

The Director of General Education will review the courses offered at City High School during the three-year pilot period, including at least one site visit per semester of the three-years. The purpose of the review will be to assure that what is written matches what is taking place in the classes.



City High Middle School

IB DIPLOMA PROGRAMME

Accreditation information for
Ferris State University

TABLE OF CONTENTS

Diploma Programme Overview	1
IB Core	1
DP Course Components and Assessment	1
IB grading	2
IB diploma	2
DP Courses offered at City High Middle School	3
Group 1: Language A	3
Group 2: Language B	4
Group 3: Individuals and Societies	5
Group 4: Science	8
Group 5: Mathematics	11
Group 6: The Arts	12
Additional IB Courses	16
IB Core	17
Theory of Knowledge	17
Extended Essay	17
Creativity, Activity, Service	18
Specific FSU-member Questions	19

DP overview

The International Baccalaureate's (IB) Diploma Programme (DP) is a two year programme for students in grades 11-12. The IB subject curriculum is academically challenging. Successful students must be self-motivated and committed but also recognize the importance of proactive collaboration. IB curriculum and the approaches to teaching and learning taken by teachers and students is cross-curricular and skills-based in design. The two-year long courses provide time for students to engage in content to a greater depth and breadth as compared to the one-year, siloed Academic Placement curriculum design. Students are able to self-select rigor levels--Higher Level (HL) and Standard Level (SL)--for their courses. The HL courses require students to engage even deeper into content topics and assessment types.

IB aims to develop inquisitive, competent, knowledgeable, and compassionate young people who recognize their capacity and responsibility to bring about a more peaceful world through intercultural understanding and respect. The challenging academic rigor and assessments of IB are balanced by opportunities for personal reflection and growth resulting in a programme that develops holistic individuals.

IB Core

The IB Core of the DP constitutes three main components: The Extended Essay (EE), Creativity/Activity/Service (CAS), and the Theory of Knowledge course (TOK). These components push student thinking, executive functioning skills, and personal engagement with a local and global society. These elements, unique to IB, enrich the IB learning experience and prepare students well for post-secondary academic success. Specific information about each component can be found in the "DP Courses offered at City High Middle School" section.

DP Course Components and Assessments

In all DP courses, students participate in multiple IB-specific assessments. The assessments vary according to the nature of the content. For example, in science courses, students individually design and conduct an experiment, collect and mathematically analyze their data, and create a formal report. In comparison, our language classes require extensive oral exams based on literature and situational scenarios. Additionally, the meta-cognitive Theory of Knowledge course requires all students to participate in an exhibition and write an essay. All IB assessments are additional requirements beyond the traditional informative and summative content-based assessments.

IA examples	EA examples
<ul style="list-style-type: none">- Oral work in languages- Fieldwork- Laboratory work- Investigations- Artistic performances/works	<ul style="list-style-type: none">- Essays- Structured problems- Short response questions- Data response questions- Text response questions- Case study questions- Multiple choice questions (limited use)

All courses have both internal assessments (IAs) and external assessments (EAs). The IAs are graded by the course instructor and a sample of student work is sent to IB for moderation. The EAs are sent to IB for grading. For most courses the EAs exist as rigorous exams that students sit for in the month of May at the end of their

senior year. Other courses, such as Visual Arts do not have final exams but rather final projects that are sent to IB for assessment. The IAs and EAs per subject are explained below.

The goals of IB assessments are to provide students with:

- a broad and balanced, yet academically demanding program of study
- development of critical-thinking and reflective skills
- development of research skills
- development of independent learning skills
- development of intercultural understanding
- globally recognized university entrance qualification

IB grading

For overall IB scores, students can earn a score between 1-7 in each subject area (1 being the lowest, 7 being the highest). A score of 4 is generally considered passing. Subject area scores are determined by the scores students earn on their internal and external assessments and the weight they are given.

IB grading for non-IA/EA components, is also rubric-based and utilizes a 0-8 grading scale. DP Courses at City, given their rigor, are weighted on 5.0 GPA scale with a value of 1.25. The IB grading scale, as it compares to traditional letter-based grading, can be seen in the following image

Percentage	% in Gradebook	IB	Letter Grade	Content Understanding
100%+	100%	8	A+	Exemplary effort
93-99%			A	Outstanding level of effort
90-92%	92%	7	A-	
87-89%	89%	6	B+	High level of effort
83-86%			B	
80-82%	82%	5	B-	
77-79%			C+	Acceptable level of effort
73-76%	76%	4	C	
70-72%	72%	3	C-	
67-69%	69%	2	D+	Minimal level of effort
63-66%			D	
60-62%	62%	1	D-	
0-59%	50%	0	E	Did not take advantage of makeup opportunities
			I	(Incomplete) Extenuating circumstances did not allow for completion of the work

The IB diploma

The IB diploma is a DP-specific diploma that IB students can achieve in addition to their State of Michigan High School diploma. The achievement of the IB diploma is determined by a set of specific and challenging criteria as determined by IB. Achieving the diploma is a challenge, and it is not awarded to all students. However, it is not the achievement of the diploma that determines a student's success or capacity. The rigors and quality of experiences, both academic and personal, that IB students undergo through the IB programme(s) hold the greatest importance and are not elevated or diminished by whether a student achieves or does not achieve the IB diploma. Student success in post-secondary education or in the career field is not contingent upon the earning of the diploma. IB diploma awarding occurs in the month of July after graduation.

DP Courses offered at City High Middle School

Acronym key:

- **IA:** Internal Assessment
- **EA:** External Assessment
- **HL:** Higher Level
- **SL:** Standard Level

Group 1: Studies in Language and Literature

Course: English: Language and Literature

- Assessment objectives (as taken from DP *Language A: Literature guide*)

1. Know, understand and interpret:
 - a range of texts, works and/or performances, and their meanings and implications
 - contexts in which texts are written and/or received
 - elements of literary, stylistic, rhetorical, visual and/or performance craft
 - features of particular text types and literary forms.
2. Analyse and evaluate:
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - relationships among different texts
 - ways in which texts may offer perspectives on human concerns.
3. Communicate
 - ideas in clear, logical and persuasive ways
 - in a range of styles, registers and for a variety of purposes and situations
 - (for literature and performance only) ideas, emotion, character and atmosphere through performance.

- **IA**
 - Individual Oral presentation (15 minutes) (HL & SL)
- **EA**
 - HL Essay (1,200-1,500 essay about one work studied) (HL)
 - Exam Paper 1: Guided Literary Analysis (HL & SL)
 - Exam Paper 2: Comparative Essay (HL & SL)

Group 2: Language Acquisition

Courses: Chinese, French, Spanish

- Assessment objectives (as taken from the DP *Language B Guide*)

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

- - **IA**
 - Individual Oral assessment (12-15 minutes)
 - Based on visual stimuli (SL)
 - Based on extract of literary work (HL)
 - **EA**
 - Exam Paper 1: Productive skills -- Writing
 - One writing task of 250–400 words (SL)
 - One writing takes of 450-600 words (HL)
 - Exam Paper 2: Receptive skills -- Listening and Reading (HL & SL)
 - Three audio and three written pieces

Group 3: Individuals and Societies

Course: History of the Americas

- Assessment objectives (as taken from DP *History guide*)

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources. (Internal assessment and paper 1)

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources. (Internal assessment and paper 1)

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
- Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian. (Internal assessment)
- Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
- Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

- **IA**
 - Historical Investigation (max. 2,200 words) (HL & SL)
- **EA**
 - Exam Paper 1 (HL & SL)
 - Source-based paper on one of five prescribed subjects
 - Exam Paper 2 (HL & SL)
 - Essay paper based on 12 world history topics
 - Exam Paper 3 (HL)
 - Three essay questions on one of four regional options

Course: Psychology

- Assessment objectives (as taken from DP *Psychology guide*)

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content

- Demonstrate knowledge and comprehension of key terms and concepts in psychology.
- Demonstrate knowledge and comprehension of a range of psychological theories and research studies.
- Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural approaches to mental processes and behaviour.
- Demonstrate knowledge and comprehension of research methods used in psychology.

2. Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of a range of psychological theories and research studies.
- Demonstrate application and analysis of the knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.

3. Synthesis and evaluation

- Evaluate the contribution of psychological theories to understanding human psychology.
- Evaluate the contribution of research to understanding human psychology.
- Evaluate the contribution of the theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment.

- IA

- Experimental study and report (1,800-2,200 words) (HL & SL)
 - Individual and group experimental study

- EA

- Exam Paper 1 (HL & SL)
 - Short answer questions on core approaches to psychology and essay on one of three approaches to behaviour (SL)

- Short answer questions on core approaches to psychology and essay on one of three approaches to behaviour referencing HL topics (HL)
- Exam Paper 2 (HL & SL)
 - One question from choice of three based on syllabus (SL)
 - Two questions; one from a choice of three on each of two options (HL)
- Exam Paper 3 (HL)
 - Short answer questions on approaches to research)

Group 4: Science

Courses: Biology, Chemistry, Physics

- Assessment objectives (as taken from the DP Biology, Chemistry, and Physics guides)

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. communicating scientific information.
2. Apply:
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
 - a. hypotheses, research questions and predictions
 - b. methodologies and techniques
 - c. primary and secondary data
 - d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

- **IA**
 - Individual Scientific Investigation (6-12 pages) (HL & SL)
- **EA**
 - Exam Paper 1
 - 30 multiple choice (SL)
 - 40 multiple choice (HL)
 - Exam Paper 2
 - Data-based, short-answer and extended response questions (HL & SL)
 - Exam Paper 3
 - Mixed questions on core material (HL & SL)

Course: Environmental Systems and Societies (Interdisciplinary course: History and Science) (SL only)

- Assessment objectives (as taken from the DP *Environmental systems and societies guide*)

These objectives reflect how the aims of the ESS course will be assessed. It is the intention of this course that students, in the context of environmental systems and related issues, are able to fulfill the following assessment objectives.

1. Demonstrate knowledge and understanding of relevant:
 - facts and concepts
 - methodologies and techniques
 - values and attitudes.
2. Apply this knowledge and understanding in the analysis of:
 - explanations, concepts and theories
 - data and models
 - case studies in unfamiliar contexts
 - arguments and value systems.
3. Evaluate, justify and synthesize, as appropriate:
 - explanations, theories and models
 - arguments and proposed solutions
 - methods of fieldwork and investigation
 - cultural viewpoints and value systems.
4. Engage with investigations of environmental and societal issues at the local and global level through:
 - evaluating the political, economic and social contexts of issues
 - selecting and applying the appropriate research and practical skills necessary to carry out investigations
 - suggesting collaborative and innovative solutions that demonstrate awareness and respect for the cultural differences and value systems of others.

- **IA**
 - Individual investigation (1,500 - 2,250 words)
 - Design and conduct an experiment, collect and mathematically analyze data, write a formal report.
- **EA**
 - Exam Paper 1
 - Questions and data analysis of case study
 - Exam Paper 2
 - Short answer, data-based questions
 - 2 Essay questions

Requirement: Group 4 Project

“The group 4 project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity.”

The Group 4 Project at City has been completely renovated. DP students are working with West Michigan area agencies and organizations such as the Lower Grand River Organization of Watersheds on water quality surveying for the Lower Grand River watershed. Students experience collecting actual data in the field to be used for both citizen science and land management purposes. The experiments, data collection, and analysis are addressed by all science courses offered at City. This is a unique and meaningful, interdisciplinary learning experience.

Group 5: Mathematics

Course: Mathematics: Analysis and Approaches

- Assessment objectives (as taken from the DP *Mathematics: analysis and approaches guide*)

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

1. **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
3. **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
4. **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
6. **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

- **IA**
 - Mathematical Investigation (12-20 pages) (HL & SL)
- **EA**
 - Exam Paper 1
 - Compulsory short and extended response questions based on syllabus (no technology allowed) (HL & SL)
 - Exam Paper 2
 - Compulsory short and extended response questions based on syllabus (technology allowed) (HL & SL)
 - Exam Paper 3 (HL)
 - 2 compulsory, extended response problem solving questions (

Course: Applications and Interpretations (SL only)

- Assessment objectives are the same as the Mathematics: Analysis and Approaches course as shown above.
- **IA**
 - Mathematical Exploration (12-20 pages)
- **EA**
 - Exam Paper 1
 - Compulsory short response questions based on syllabus (technology required)
 - Exam Paper 2
 - Compulsory extended answer response questions based on syllabus (technology required)

Group 6: The Arts

Course: Visual Arts

- Assessment objectives (as taken from DP *Visual Arts guide*)

Having followed the visual arts course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- Identify various contexts in which the visual arts can be created and presented
- Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- Recognize the skills, techniques, media, forms and processes associated with the visual arts
- Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- Express concepts, ideas and meaning through visual communication
- Analyse artworks from a variety of different contexts
- Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Assessment objective 3: demonstrate synthesis and evaluation

- Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- Experiment with different media, materials and techniques in art-making
- Make appropriate choices in the selection of images, media, materials and techniques in art-making
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- Produce a body of resolved and unresolved artworks as appropriate to intentions

- **IA**
 - Exhibition
 - Curatorial rationale (<400 words) with 4-7 artworks (SL)
 - Curatorial rationale (<700 words) with 8-11 artworks (HL)
- **EA**
 - Comparative Study
 - Analytical comparative study; 10-15 screens submitted (SL)

- Additional 3-5 screens (HL)
- Process Portfolio
 - 9-18 screens showcasing personal pieces in at least two different art-making forms (SL)
 - 13-25 screens showcasing personal pieces in at least three different art-making forms (HL)

Course: Music

- Assessment objectives (as taken from IB DP *Music guide*)

Having followed the music course at SL or HL, students are expected to demonstrate and achieve the following assessment objectives (AOs).

AO1: Demonstrate knowledge and understanding of specified content, contexts and processes.

- Explore** the relationship between music and its contexts.
- Identify** information from academic and practical inquiry.
- Present ideas, discoveries and learning in **authentic** ways.

AO2: Demonstrate application and **analysis** of knowledge and understanding.

- Experiment with **musical findings** in **local** and **global contexts**.
- Articulate a clear **rationale** to support the musical decision-making processes.
- Justify the use of **creating** and **performing** elements.

AO3: Demonstrate synthesis and evaluation.

- Communicate and present **diverse** musical **conventions** and **practices**.
- Purposefully present created and performed works.
- Make informed choices in communicating and presenting music.
- Evaluate** their own work and the work of others.

AO4: Select, use and apply a variety of appropriate skills and techniques.

- Select **musical information** in academic and practical inquiry through relevant musical skills and techniques.
- Identify, select and apply musical skills and techniques to shape and transform **musical material**.
- Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts.
- Work collaboratively to achieve defined musical project outcomes (HL only).
- Demonstrate planning, responsibility and ownership in managing and completing a musical project (HL only).

- **IA**
 - Experimenting with music (HL & SL)
 - Experimentation report (max 1,500 words)
 - Practical musical evidence of experimentation process
 - 3 related excerpts of creating (max 5 minutes)
 - 3 related excerpts of performing (max 5 minutes)
 - Contemporary music-making
 - Multimedia presentation documenting their real-life project (max 15 minutes)
- **EA**
 - Exploring Music in context (HL & SL)

- Written essay on engagement and understanding of diverse musical material (max. 2,400 words)
- Practical exercises
 - Created music (32 bars and/or 1 minute)
 - Performed adaptation of local/global context (max 2 minutes)
- Presenting Music
 - Submit a collection of works
 - Programme research notes (Max 600 words)
 - Composition and/or improvisation (max 6 minutes)
 - Solo and/or ensemble (Mx 12 minutes)
 - Excerpts (mx 2 minutes)

- Assessment objectives (as taken from DP *Film guide*)

It is expected that by the end of the film course, students at SL or HL will be able to demonstrate the following.

1. Demonstrate knowledge and understanding of specified contexts and processes.
 - a. Identify the film elements associated with conveying meaning in a variety of film texts.
 - b. Formulate personal intentions for work, which arise from both research and artistic endeavour.
 - c. Identify informative moments and examples from their own filmmaking work to support analysis.
 - d. Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.
2. Demonstrate application and analysis of knowledge and understanding.
 - a. Analyse film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.
 - b. Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.
 - c. Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.
3. Demonstrate synthesis and evaluation.
 - a. Critically interpret various sources of information in order to support analysis.
 - b. Compare and contrast filmmakers, their films and their various cultural contexts in order to further understanding of particular areas of film focus.
 - c. Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and vocabulary.
 - d. Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.
4. Select, use and apply a variety of appropriate skills and techniques.
 - a. Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.
 - b. Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.
 - c. Collaborate effectively with others in the creation of film work.

- IA
 - Film Portfolio (3 different film production roles in 3 different film-making exercises) (HL & SL)
 - Submit portfolio pages
 - 3 pages per film production role
 - A film reel (9 minutes max; 3 minutes per film production role)
- EA

- Textual analysis of how meaning is constructed in film (max 1,750 words) (HL & SL)
- Comparative Study (HL & SL)
 - Recorded multimedia comparative study (max 10 minutes)
- Collaborative film project (HL)
 - Completed film (max 7 minutes)
 - Project report (max 2,000 words)

Additional Courses offered by IB but not currently offered at City High Middle School

IB Course Groups	Classes
Group 1: Language A	<ul style="list-style-type: none"> - Language and Literature - Literature and Performance
Group 2: Language B	<ul style="list-style-type: none"> - Classical languages
Group 3: Individuals and Societies	<ul style="list-style-type: none"> - Business Management - Economics - Geography - Global Politics - Information Technology in a global society - Philosophy - Social and Cultural Anthropology - World Religions
Group 4: Science	<ul style="list-style-type: none"> - Computer Science - Design Technology - Sports, Exercise and Health Science
Group 5: Mathematics	<ul style="list-style-type: none"> - Further Mathematics
Group 6: The Arts	<ul style="list-style-type: none"> - Dance - Theatre

DP Core

Course: Theory of Knowledge

(All DP candidates; no HL/SL designation)

This course is the key element in the educational philosophy of IB. The purpose of this course is to stimulate critical reflection on the knowledge and experiences acquired both inside and outside the classroom. This course challenges students to question the basis of knowledge, be aware of subjectivity and ideological biases, and develop a personal mode of thought based on critical examination of the evidence expressed in rational argument. Unlike other subjects, Theory of Knowledge is not assessed by an external examination, but rather by the submission of an essay written during the course and the internally assessed exhibition. The essay will be submitted to and evaluated by IB examiners.

- Assessment objectives (as taken from DP *Theory of Knowledge guide*)

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

- IA
 - Theory of Knowledge Exhibition
 - Created exhibition of three objects relating to list of prescribed prompts
 - Oral explanation to varying audiences (open house format)
- EA
 - Theory of Knowledge Essay on prescribed title (max 1,600 words)

Requirement: Extended Essay

(All DP candidates. This is not a course but an additional academic requirement)

The extended essay is an original and independent piece of research and writing done by the student. The student will work directly with an assigned staff member to assist him/her beginning in their junior year and well into their senior year. The essay is limited to 4,000 words and gives the student an opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills needed and expected at universities. Students must earn at least a 'D' on their extended essays to be eligible for the full IB diploma.

- Assessment objectives (as taken from DP *Extended Essay guide*)

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none"> • To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of subject specific terminology and/or concepts. • To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none"> • To select and apply research that is relevant and appropriate to the research question. • To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none"> • To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. • To be able to critically evaluate the arguments presented in the essay. • To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none"> • To be able to present information in an appropriate academic format. • To understand and demonstrate academic integrity.

- **EA**
 - Individual, analytical research paper on chosen topic (3,000-4,000 words)
 -

Requirement: Creativity, Activity, Service (CAS)

The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community. These activities are meant to encourage the appreciation of attitudes and values other than one's own and to enable the student to communicate readily on both a philosophical and practical level. Theater productions, sports, musical performances, and community service are just a few examples of activities that fall under CAS. CAS is an opportunity for students to develop an awareness and appreciation for life outside of the academic arena. The student will need to complete 8-10 hours of community service projects and extra-curricular activities per month throughout their junior and senior years. Students will also be responsible for completing a CAS project. More information can be found in the DP CAS handbook.

Specific FSU-member Questions

1. What are the actual courses like? Are they prepackaged online courses with a facilitator or are they instructor-led courses? Might we see some sample syllabi, and maybe have a chance to talk with a student? We would like to understand this program at the course level and be able to assess the quality of the courses.

RESPONSE: The DP courses are instructor-led even during times of distance learning due to COVID. Our instructors are IB-trained and continuously participate in collaborative learning opportunities for IB topics and instruction. Individual course syllabi can be shared as necessary. Please communicate with Jesse Antuma, IB Coordinator/School Administrator, or Danielle Ralston, 11th-12th grade school counselor for access to syllabi or to potentially talk with students.

2. Who is the accrediting body for the IB Diploma? What are their standards? How does the accrediting body assess those standards?

RESPONSE: The accrediting body for the IB Diploma is the International Baccalaureate World Organization. IB's standards and practices *at a glance*:

<https://www.ibo.org/globalassets/digital-toolkit/brochures/ib-psp-at-a-glance-en.pdf>

IB's standards and practices:

https://resources.finalsite.net/images/v1542380198/basel/mulho898xou5qok3sjhd/IB_Standards_and_Practices_from_2020.pdf

3. How has the IB Diploma program changed in response to the pandemic? Which changes, if any, are likely to persist?

RESPONSE: In response to the global pressures of the pandemic, IB has proved to balance sensitivity and care with continued rigor and quality of education. Structurally, the programme was not changed, but amendments were made to the exam sessions for seniors from the 2021 and 2022 cohorts. The exams were canceled in 2019 in response to COVID. There has been no indication given that such amendments will persist beyond the pandemic. IB continues to monitor the global impacts of the pandemic on IB students and learning environments around the world.

The only changes that are likely to persist are the additional resources and supports around mental health and student wellbeing that were generated during the time of the pandemic.

4. How is the full diploma different from those that take a handful of IB courses?

RESPONSE: At many IB schools, students have a choice between full DP candidacy and taking specific DP courses. If students choose to take a select number of IB courses rather than full DP candidacy, these students are required to complete all IB-specific requirements for the chosen course(s) as well as sit for exams for the chosen course(s). They will receive an overall score by IB and are eligible for accreditation according to the recognition of the post-secondary institution.

At City High Middle School, all of our students are full MYP (Middle Year Programme, grades 7-10) and DP students. If you are a student at City, you are taking a full IB course load and addressing all IB requirements. Students must be full DP candidates in order to be eligible to achieve the IB diploma.