
JONES HIGH SCHOOL

International Baccalaureate

Middle Years and Diploma Programmes



Information Guide

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Vision

To ensure every student has a promising and successful future.

Mission

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Goals

Innovation
Respect
Collaboration
Integrity
Inclusion
Equity

Objectives

High expectations for student learning
Student social and emotional well-being
Dedicated and high-quality team
Positive climate and safe environment
Efficient operations
Engaged and invested community

IB Mission

OCPS IB Programmes empower global citizens who are inquiring, knowledgeable, and caring life-long learners.

International Baccalaureate Programme Overview

The International Baccalaureate (IB), founded in 1968, is an international educational framework focused on developing life-long learners with 21st century skills in 2 million students across 162 countries. IB offers four programmes for students in kindergarten through twelfth grade. Jones High School is authorized to teach the IB Middle Years Programme (MYP) to all students in grades 9-10 and the IB Diploma Programme (DP) in grades 11 and 12 for full diploma candidates or course students. Memorial Middle School is our MYP partner school, teaching MYP to a cohort of students in grades 6-8.

Aims of the Programme:

- Provide rigorous and broad-based curricula and assessments
- Maintain high academic standards common to schools worldwide
- Allow students to develop individual talents
- Foster critical and compassionate thinkers
- Open the window between the classroom and the outside world
- Foster a lifelong interest in learning as well as informed and responsible citizenship
- Promote international understanding and a respect for a variety of cultures
- Facilitate university entrance around the world



What Is It?

- An internationally recognized programme
- A high quality curriculum that aims to encourage critical thinking by the study of traditional disciplines while encouraging an international perspective
- A program designed for the academically motivated student who can function across the curriculum and who has learned to manage time well

Why do IB?

- IB has an international acceptability, which allows for both flexibility and mobility
- IB educates the “whole person”
- IB encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant, and willing to communicate with others
- The IB approach to education is not encyclopedic. The emphasis is on helping students to learn how to learn and how to analyze
- IB provides a broad general education while still allowing specialized study in areas corresponding to the individual’s particular interests and plans for the future
- The IB expands the mind and encourages independence

IB at the Great Jones High School

Middle Years Programme (MYP)	Diploma Programme (DP)
<p>All students in grades 9-10 are MYP students. Students enroll in 6 of the 8 MYP subjects.</p>	<p>Students in grades 11 and 12 commit to the full DP or participate in DP courses.</p>
<div style="text-align: center;">  <p>The diagram for the IB Middle Years Programme (MYP) is a circular model. At the center is the IB Learner Profile. The next ring contains 'Approaches to Teaching Concepts' and 'Approaches to Learning'. The third ring lists 'Global Contexts', 'Community Project', 'Personal Project', and 'Design'. The outer ring lists eight subject areas: Language Acquisition, Language and Literature, Individuals and Societies, Mathematics, The Arts, Design, Sciences, and Physical and Health Education. The entire model is framed by 'International-Mindedness' at the bottom.</p> </div> <p>The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). In an MYP classroom, you'll notice that the students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. Students demonstrate mastery with authentic performance summative assessment tasks. Students in grade 10 complete a personal project applying the knowledge and skills learned and developed in the programme.</p>	<div style="text-align: center;">  <p>The diagram for the IB Diploma Programme (DP) is a circular model. At the center is the IB Learner Profile. The next ring contains 'Approaches to Teaching' and 'Approaches to Learning'. The third ring lists 'Theory of Knowledge', 'Creativity, Activity, Service', 'Extended Essay', and 'Individuals and Societies'. The outer ring lists six subjects: Language Acquisition, Studies on Language and Literature, Mathematics, The Arts, Sciences, and Language and Literature. The entire model is framed by 'International-Mindedness' at the bottom.</p> </div> <p>The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. Students demonstrate mastery on internal assessments and on IB examinations in May. To earn the IB Diploma, students must complete all six subjects, theory of knowledge, a 4,000 word extended essay, and engage in creativity, activity and service. Students who earn the IB Diploma qualify for Bright Futures and all DP students may receive college credit for courses passed.</p>

Learner Profile “Tiger Traits”



“The IB Learner Profile is the IB mission statement translated into a set of learning outcomes ... The aim of all IB Programs 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, 2006)

- **Communicators (August):** Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Thinkers (September):** Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Inquirers (October):** Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Open-minded (November):** Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring (December):** Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers (January):** Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Principled (February):** Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Knowledgeable (March):** Students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Balanced (April):** Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective (May):** Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

Approaches to Learning

Approaches to Learning Skills (ATL)- help students leave Jones college and career ready as life-long learners ready to contribute to our global society.



The IB approaches to learning are:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

The IB approaches to teaching are:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessments

Academic Integrity Policy

Jones High School International Baccalaureate World Schools Academic Integrity Policy

At our schools, students are expected to be **principled** learners who show a high standard of academic integrity and submit work with integrity. This policy ensures each student has a clear understanding of what constitutes academic integrity, how to authenticate authorship, the meaning of intellectual property, and a thorough understanding of the meaning of academic dishonesty/malpractice.

We believe every student has the opportunity to succeed in a positive learning environment which supports development by celebrating our successes and learning from our failures. We foster a growth mindset in students to value honesty, trust, fairness, respect, and responsibility. Each academic year begins with a fresh start focused on academic and personal success.

Malpractice includes (but not limited to):

- **Collusion:** allowing one's work to be copied or submitted by another and/or releasing information about an assessment to another person.
- **Duplication:** presenting the same work in different assessments.
- **Electronic Devices:** any cell phone, smart watch, recording device or other electronic device in a student's possession during an assessment or in a testing room.
- **Falsification:** purchasing and/or submitting pieces of written work by someone or AI/bot, misrepresenting community service or forgery of a parent signature.
- **Plagiarism:** representing ideas or work of another person or AI/bot as one's own; including but not limited to excessive repetition of poor paraphrasing, improper citation and/or improper idea borrowing.

Examples of malpractice (but not limited to):

- printing multiple copies of the same assessment (or hand copying the exact or similar answers) and different group members turning in the same assignment
- purchasing an assignment or a text online or from another person or having it written by AI/bot
- modifying someone else's work and turning it in as your own without citing the original author
- taking unauthorized material into a testing room (such as an electronic device or written notes)
- using a calculator when one is not permitted
- using a foreign language translator to change words from one language to another and/or submitting translations as his/her own words
- telling students in a later class period or an absent student what material is on an assessment (face to face, written or with social media).

Collaboration vs. Collusion:

Collaboration and group work is often encouraged. When submitting assignments, students may base their findings on similar data from the group work, however each student must submit the assignment in his/her own words. Collusion defined as two or more students submitting the same paper, paragraphs, or narrative.

IB Assessments and Examinations

Any student found guilty of academic misconduct on any IB internal or external assessment and/or examination will not be eligible to earn an IB Diploma. It is the student's responsibility to use Turnitin.com within Managebac to

monitor the similarity index of assignments. IB Teachers and the Coordinator will also review the similarity index and in text similarity for all papers prior to submitting to the IB.

Teachers have the right and responsibility to teach and students have the right and responsibility to know, understand and apply good practices for:

- Academic Integrity and the consequences of malpractice violations
- standards of integrity and ways to avoid malpractice
- proper MLA citation methods using tools such as Citation Machine, EasyBib, Purdue Owl, etc.
- methods for verifying paraphrasing, quoting and citation methods with tools such as Turnitin.com when submitting work online through Managebac for Diploma students
- the approaches to learning skills of organization, time management, research and critical thinking to complete work in a timely fashion with integrity.

Consequences for Malpractice:

Level One: first violation of the year

- warning and at the teachers discretion: an alternate assignment to replace the zero
- teacher notifies parents and fills out the Academic Integrity Malpractice Form for IB coordinator
- IB coordinator reviews the Academic Integrity Policy with the student
- the IB coordinator notifies all the student’s teachers of the malpractice

Level Two: second violation of the year

- zero grade
- student completes a written Academic Integrity Reflection, parent receives a copy
- IB coordinator notifies the Dean of Discipline and a detention is assigned

Level Three: third violation of the year

- zero grade
- IB coordinator meets with parents and places the student on Academic Probation
- IB coordinator notifies the Dean of Discipline and an OCPS Referral is submitted

Level Four: repeated offenses of the year

- zero grade
- possible dismissal from IB and/or return to home “zoned” school for Magnet students.

**Students have the right and responsibility to voice any concerns regarding malpractice directly with the teacher and/or the IB coordinator.*

Student Agreement

I have read the IB Academic Integrity Policy. I understand that it is important to demonstrate academic integrity. I know that if I violate the Academic Integrity Policy, I will face the consequences outlined in this policy, which range from failing assignments to dismissal from the IB to becoming ineligible to earn an IB Diploma.

Student Name: _____ Student Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the IB Academic Integrity Policy. We/I understand that academic integrity is very important and agree to support our/my child to demonstrate academic integrity and avoid malpractice. We/I understand that if my child participates in malpractice, he/she will face the above consequences, which range from failing assignments to dismissal from the IB to becoming ineligible to earn an IB Diploma.

Name(s): _____ Signature(s): _____ Date: _____

Resources: Glenridge Middle School Honor Policy, Jackson Middle School Honor Policy, ADA Merritt K-8 Center Academic Honesty Policy, The Codrington School Academic Honesty Policy, Academic Honesty in the IB-IB Position Paper, OCPS Code of Conduct and

International Baccalaureate Organization (2014) Guidelines for developing a school honor policy in the Middle Years Programme. Date Modified: January 4, 2023. *This policy will be presented to the staff and reviewed annually. Revisions will occur as nec

Assessment Policy

Jones High School International Baccalaureate World Schools Assessment Policy

Our schools believe in and value students' ability to be inquirers, risk-takers, and thinkers; to communicate knowledge and understanding in real world contexts as open-minded, reflective, principled, and caring learners. To this end, our assessments are designed to provide meaningful feedback during the teaching and learning process and measure student mastery of the Florida State Standards and the IB objectives, in alignment with the Admission and Inclusion Policy.

We believe that good practices for meaningful assessment:

- provide opportunities for students to demonstrate their knowledge, understanding, skills, and attitudes.
- consider students different learning styles, special needs, prior knowledge, mother tongues, linguistic abilities, cultural diversity, and multiple perspectives.
- promote student development of critical thinking, verbal reasoning, and reflection.
- support collaborative review of data to information teaching and learning practices and standardization of assessment practices to ensure fair and appropriate grading practices.
- provide timely and meaningful feedback to students and parents in order to monitor progress during the learning process and after the unit of instruction is complete.

<p>Formative assessment:</p> <ul style="list-style-type: none"> ● Purpose: allows for monitoring of progress and growth during the teaching and learning process, allows teachers to provide meaningful feedback on the learning process and growth, allows teachers to remediate, accelerate, extend, or differentiate based on student needs. ● Types: exit slips, quizzes, short writing assignments, Kahoot, simulations, experiments, Socratic Seminars, Cornell Notes, Venn-diagrams, presentations, think-pair-share, Close Reading, visible thinking routines, homework, and teacher observation. 	<p>Summative assessment:</p> <ul style="list-style-type: none"> ● Purpose: allows students to demonstrate their knowledge and understanding after the teaching and learning process with authentic performance based real world tasks, allows teachers to evaluate a student’s level of mastery in the MYP criteria and award a level of achievement, allows teachers to modify future units of study, teaching strategies, and learning experiences based on student assessment data. ● Types: writing assignments, oral and visual presentations, portfolios, research projects, process journals, hands on labs and simulations, debates, and performances.
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State and local requirements:
 Students in the state of Florida must learn the Florida State Standards. Student mastery of the standards is assessed on the Florida Standards Assessment (FSA) and End of Course Exams (EOC) administered annually in grades 3-10. In Orange County Public Schools, for courses not assessed by the FSA or EOC Common Final Exams (CFE), student mastery is measured with a locally created 40 question Common Final Exam (CFE). FSA scores are used to determine student placement in courses. EOC scores are calculated into a student’s district grade for the course, with a weight of 30%. CFE scores are calculated into a student’s district grade for the course, with a weight of 20%. Students and families are informed of these requirements at quarterly data chats and school information sessions; as well as how these requirements impact academic standing, placement in classes, and graduation requirements.

Recording and reporting local requirements:
 Orange County Public Schools records student achievement using a 100-50 percentage scale which is reported using an A-F letter grade. Teacher’s record progress into Skyward and grades are simultaneously reported to students and parents through Skyward online access. Teachers are required to record at least two assessments a week. Progress Reports are sent to families in the fifth week of the quarter and Report Cards are sent at the end of each nine-week quarter. Semester courses report a final semester grade and year-long courses report a final grade at the end of the year.

MYP Assessment Criteria: Each subject group has four assessment criteria that are used to determine student progress in the use of knowledge, understanding, skills, and attitudes.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically

Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting and the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesizing	Reflecting	X
MYP Personal Project	Planning	Applying Skills	Reflecting	X

Each criterion is assessed using a rubric that is divided into five bands. Each band has a specific description of the level of achievement for each strand or learning expectation. Each strand must be assessed at least twice two times over the course of a school year in each subject group.

Level of Achievement	Descriptor
7-8	Exceeds expectation
5-6	Meets expectation
3-4	Basic understanding
1-2	Limited understanding
0	No understanding demonstrated

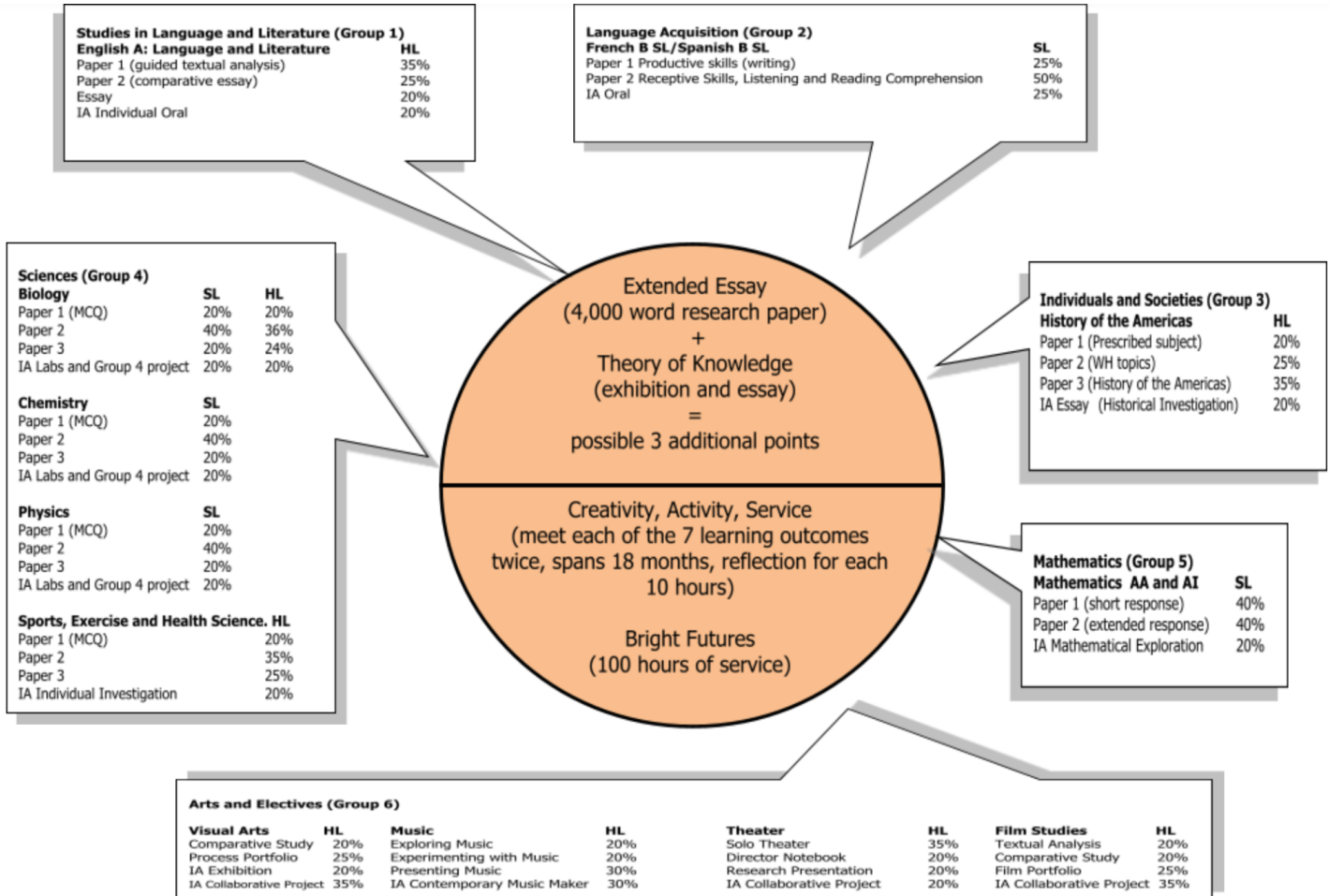
Recording and reporting MYP criteria: Student achievement levels on summative assessment tasks are determined using the MYP criteria for the grade level (7th grade uses MYP year 1 and 9th grade uses the MYP year 5). Teachers record the 0-8 achievement level for each assessment and provide appropriate feedback recommending areas for improvement. Scores are reported in Skyward using the 100-50 percentage score using the following conversion.

IB MYP Level of Achievement	OCPS Score	OCPS Letter Grade
8	100	A
7	95	A
6	90	A
5	85	B
4	80	B
3	75	C
2	65	D
1	60	D

0	55	F
no work submitted	missing	F

DP Assessments

IB Assessment Components for students in the IB Diploma Programme at Jones HS.



Jones High School Class of 2023 IB Diploma Programme Assessments

Students must successfully complete all components to graduate with a Jones high school diploma.

The IB Diploma is awarded when a candidate meets the conditions outlined below:

- All IB Internal (IA) and External Assessments (EA) are completed and submitted on time.
- A completed Extended Essay (EE) is completed and submitted on time.
- Candidates arrive on time and complete every IB Examination (Paper) in May.
- CAS requirements are met.
- The candidate has earned at least 24 points. Each IB subject is grade on a scale of 1-7. TOK and the EE are graded on an A-E scale and can earn up to 3 points towards the diploma.
 - An N is not awarded for TOK, EE or any subject (HL/SL).
 - A grade E is not awarded for one or both of TOK/EE.
 - There is no grade 1 awarded in any subject.

- d. Grade 2 has been not been awarded three or more times in any subject (HL or SL).
 - e. Grade 3 or below has not been awarded four or more times in any subject (HL or SL).
 - f. The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - g. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
 - h. The final award committee has not judged the candidate to be guilty of academic misconduct.
6. An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the OCPS High School Diploma as long as the above-stated criteria (1-4) are met.

Resources: Glenridge Middle School Assessment Policy, Jackson Middle School Assessment Policy, Carver Middle School Assessment Policy, Guidelines for developing a school assessment policy in the Middle Years Programme.
 Date modified: January 10, 2022. *This policy will be presented to the staff and reviewed annually. Revisions will occur as necessary.

Complaint Policy

Orange County Public Schools Complaint Policy/Code of Civility

The education of a child happens only through a partnership among the child, school faculty and staff, parent(s) or guardian(s), the community and district office employees. Partnership is an active state that includes sharing responsibilities, having meaningful communication and welcomed participation. When people who are working together agree, the partnership runs smoothly. Two people will not always agree and that can make partnership difficult. The partnership is most powerful, as children are educated to reach their potential, when we agree on how to disagree. We must be civil in our discourse. Civility is often described by its absence. We hear of harmful actions such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying “please” and “thank you.” It is reflecting our respect for others in our behavior, regardless of whether we know or like them. It is not simply being politically correct and should not be used to stifle criticism or comment. It is being truthful and kind and for us to take responsibility for our own actions rather than blaming others.

As we communicate with each other, we need to remember that we are working together to benefit the children of this community. Therefore, the Orange County School Board requires that, as we communicate; students, OCPS faculty and staff, parents, guardians and all other members of the community shall:

1. Always treat each other with courtesy and respect

This means:

- We listen carefully and respectfully as others express opinions that may be different from ours.

- We share our opinions and concerns without loud or offensive language, gestures or profanity.

2. Treat each other with kindness

This means:

- We treat each other, as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle or tease one another and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions

This means:

- We share information honestly.
- We refrain from displays of temper.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with each other

This means:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we each face.
- We notify each other when we have information that might help reach our common goal.
This includes information about:
 - safety issues
 - academic progress, changes that might impact a student's work
 - events in the community that might impact the school
- We respond when asked for assistance.
- We understand that we do not always get our way.

In the event of a complaint, parents are encouraged to contact the school's principal or his/her designee. This allows the school to investigate the issue fully to resolve the problem.

In the event that a complaint is not dealt with in a satisfactory manner by the principal or his/her designee, parents are encouraged to contact the principal's direct supervisor with the complaint. This will allow the Area Superintendent or Chief of High Schools to follow up with the principal.

If a parent still feels a complaint has not been dealt with after speaking with the Area Superintendent or Chief of High Schools, parents are encourage to speak with the Deputy Superintendent. The Deputy Superintendent will then work with the parent and the parties involved to ensure the issue is resolved.

In addition to the OCPS Complaints Policy/Code of Civility, Jones High School also has a system in place for students, parents or guardians and teachers to raise a concern or issue. In addition to the open door policy with the AP over IB and the IB Coordinator, availability through face to face visits, phone calls and emails, we also have a Google Form to concerns and issues to be submitted.

The IB Student Canvas Course is where students, parents or guardians can access the form to submit a concern or issue.

Stakeholders may also contact the IB Coordinator or Principal directly through email or phone at any time.

Resources: OCPS Complaint Policy/Code of Civility. Date created: January 10, 2022. *This policy will be presented to the staff and reviewed annually. Revisions will occur as necessary.

Inclusion Policy

Jones High School International Baccalaureate World Schools Inclusion Policy

At our schools, our goal is to remove barriers to foster the highest possible level of learning and well-being for every student. We consider education for all to be a human right and educators teach *all* students. We identify students in need of support services and differentiate to allow all students to access a broad, balanced curriculum. A wide variety of teaching and learning strategies are implemented throughout the school to accommodate all students.

Orange County Public Schools (OCPS) has an open policy to prevent discrimination on the basis of race, color, religion, age, sex, national origin, marital status, ability, genetic information, sexual orientation, gender identity, or expression, or any other reason prohibited by law. IEP, EP, and 504 documents are legally binding documents and must be followed by all school staff.

It is the responsibility of all educators, supported by the community to develop optimal learning environments. Developing a positive classroom climate conducive to supporting the right to learn for all students requires that:

- Students are appropriately challenged by their learning.
- Expectations for students are high yet realistic.
- Students are included in decisions about their learning and provided with opportunities to succeed.

- Students have access to the relevant IB programme components to the greatest extent possible.
- Students are supported in developing approaches to learning skills to self-advocate.

Support Staff:

- Guidance Counselor- liaise with coordinator and staff to ensure all students are supported academically, mentally, socially and physically.
- Staffing Specialist, 504 Coordinator, Gifted Coordinator- liaise with teachers and parents collecting evidence to support the accommodations and their implementation.
- ESE Support Staff- support teachers in differentiating the content, process and product to help students succeed.
- Behavior Specialists- provide individualized support to students in need of managing behavior successfully mainstream into classrooms.

Training:

- All teachers must complete a 20 hour “Universal Design for Learning” to reduce barriers to accelerate a learner’s access to content differentiation to renew their Florida teaching certificate.
- Annual training for all staff in understanding IEP’s, 504 and EP’s and providing accommodations.

Supports:

Technology:

- OCPS is one-to-one with each student receiving a laptop and online textbooks. Families without internet access are provided with free Wi-Fi.
- Assistive technology is provided when necessary.
- Hard copies of textbooks are available if requested to meet the needs of learners.

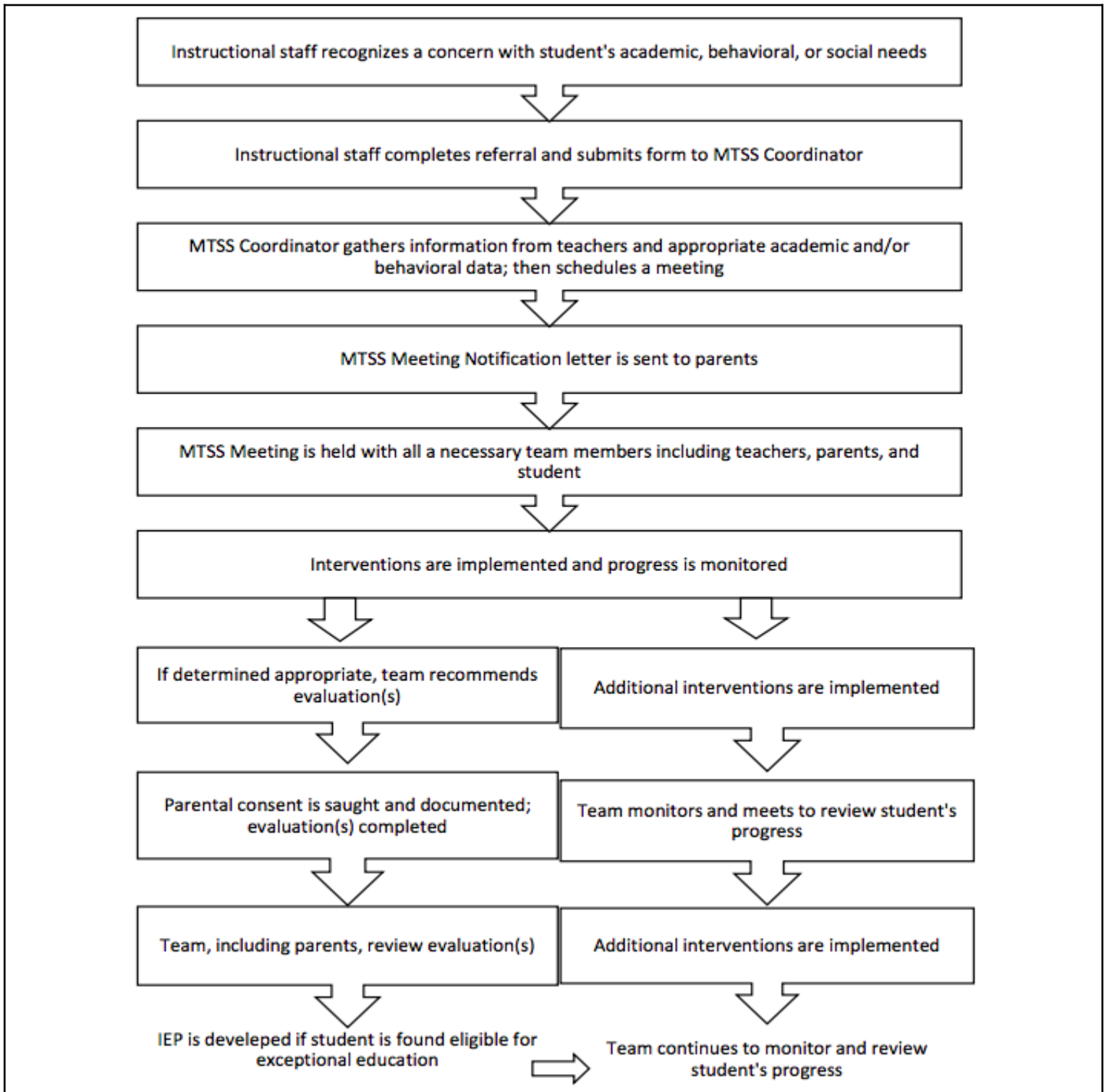
Possible accommodations:

- Extended time of 25%, 50%, 75% or 100% as designated for formative assessments, summative assessments, and/or state assessments.
 - The IB coordinator will request accommodations for MYP and DP assessments in accordance with IB’s requirements and timelines.
- Preferential Seating.
- Guided notes or copies of notes provided by the teacher.
- Translation software or copies of texts in the mother tongue for second language learners.

Identification and Review:

All Orange County Public Schools implement a multi-tiered system of supports, MTSS, to provide interventions to students in need. The MTSS team monitors student’s progress and may identify a need for further evaluations if the team suspects a disability.

When families provide medical documentation, the team may develop an Individualized Education Plan, IEP, EP or 504 Plan to provide the appropriate accommodations to meet student needs. 504 and IEP’s are re-evaluated annually. EP’s are evaluated every two-three years. During the evaluations, evidence including assessment scores, teacher feedback forms, and medical reports are reviewed to determine the appropriateness of the plan and possible dismissal from support services.



Resources: Glenridge Middle School Inclusion Policy, Jackson Middle School Inclusion Policy, Carver Middle School Inclusion Policy, OCPS Exceptional Student Education Resources and International Baccalaureate Organization (2014) Guidelines for developing a school inclusion policy in the Middle Years Programme.
 Date Modified: August 20, 2021 *This policy will be presented to the staff and reviewed annually. Revisions will occur as necessary.

Language Policy

Jones High School International Baccalaureate World Schools Language Policy

At our schools, we recognize that all educators are language teachers and are responsible for students' language development. Through language, our students develop the communication skills necessary to thrive in the 21st century global society. English is our primary language of learning. All IB students are also required to enroll in a language acquisition course in every year of the programme. Students strive to develop fluency in reading, writing, speaking, and media literacy in English and the selected language acquisition. Florida Standardized Assessment is given each year in May to evaluate mastery of the state standards in reading and writing. The test is scored on a 1-5 scale with scores of 3-5 considered passing. Our school community celebrates and promotes diversity, multilingualism, and intercultural understanding.

Identification and Review of Language Services:

In all Florida public schools, instruction is provided in English to all students, even those with limited proficiency. Instruction in English is designed to develop students; mastery of the four language skills: listening, speaking, reading, and writing (as per Florida State Statute 2019 - 1003.56). The Home Language Survey is provided to parents when students register for a Florida public school to determine student eligibility for language services.

Dependent on the demographic of the student population, English Language Learners (ELL) may be provided with comprehensible instruction through specialized programs such as: English for Speakers of Other Languages, One-Way Transitional Program Model or Sheltered Instruction. ELL students are evaluated annually with the WIDA and Florida Standardized Assessments (FSA). Scores from both assessments determine services provided during the following school year.

Supports:

- OCPS educators are required to complete the ESOL courses. All teachers on campus receive 60 hours of ESOL training; teachers of language and literature and intensive reading receive 300 hours of ESOL training. These courses include strategies for supporting students within the school community.
- OCPS provides various pathways to support English and language acquisition. The staffing specialist evaluates all ELL upon registering to determine needs and provide appropriate support. ELL may receive sheltered instruction, daily intensive reading class, differentiation within the classroom, multilingual testing accommodations, and additional support personnel in some classrooms. Materials published in the home language may be provided to the student and also sent home to enable parents and guardians to participate in their child's educational pathway.
- OCPS provides parents and guardians access to a language line with live interpreters in over 240 languages. Through the language line, OCPS schools provide interpretation services to families and support multilingualism.
- School-based Media Centers contain books in English, language acquisition, and many home languages to support multilingualism.

- Any students earning a score of Level 1 on the Florida Standards Assessment (FSA) are enrolled in an intensive reading class. Students in intensive reading classes use i-Ready online lessons to improve their proficiency in reading. i-Ready diagnostics are administered five times a year. The scale scores and placement levels in i-Ready help teachers target important areas of need and enable them to make decisions for individual instruction. As students reach higher levels of achievement, they may qualify to exit the intensive reading class. Informational nights and communication from the school keep parents informed of their child’s performance in class, opportunities for support, and language acquisition courses.
- All educators are teachers of reading and writing. OCPS has a strong commitment to this and provides extensive professional development through the DPLC teams at each school. District-wide strategies for close reading, annotating text and writing are used in all classrooms to help students gain knowledge and understanding of rigorous texts.

The policy is presented to stakeholders annually for review and may be revised upon request.

Resources: Glenridge Middle School Inclusion Policy, Jackson Middle School Inclusion Policy, Carver Middle School Inclusion Policy, OCPS Multilingual Services and International Baccalaureate Organization (2014) Guidelines for developing a school language policy in the Middle Years Programme.

Date Modified: January 10, 2022.

Middle Year Programme



Jones High School is an authorized International Baccalaureate Middle Years Programme (IB MYP) school. All students engage in the IB Middle Years Program philosophy in grades 9th and 10th in both regular and accelerated classes.

The IB Middle Years Programme is an academic structure that encourages students to embrace and understand the connections between traditional subjects and the real world, fosters critical and reflective thinking, and supports and prepares students to achieve in the IB Diploma Programme. IB MYP emphasizes the importance of teaching the whole student through conceptual learning, skill building, rigorous objectives, international perspectives, and real world connections.

The 9th and 10th grade curriculum consists of subject groups that provide a framework for study. All Jones High School students are required to study language and literature (English), language acquisition (World Language), individuals and societies (Social Studies), sciences, mathematics, and arts. In 10th grade, students also produce a Personal Project, which allows them to demonstrate the understanding and skills they have developed throughout the program.

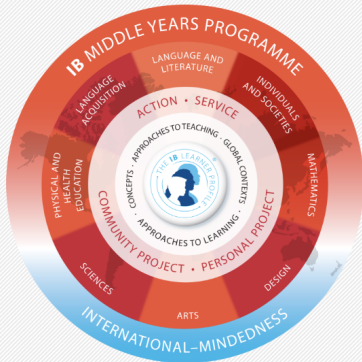
Key Aspects of the IB Middle Years Programme

- Encourages international-mindedness in students, beginning with a foundation in their own language and culture.
- Fosters a positive attitude toward learning by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities.
- Supports the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.
- Emphasizes the development of the whole student – physically, intellectually, emotionally, and ethically.



MYP Course Progression

IB MYP Freshman



- IB MYP English I
 - Language acquisition – IB MYP French or Spanish I or II
 - African-American History
 - IB MYP Biology
 - IB MYP Algebra 1, Geometry I or Algebra II
 - **Arts:** Band, Chorus, Film, Orchestra, Theatre, Visual Art
 - **Design:** Culinary, JROTC, Digital Videography
- *IB Magnet students do not take Freshman Success*

IB MYP Sophomores



- IB MYP English II
- Language acquisition – IB MYP French or Spanish II or III
- IB MYP World History
- IB MYP Chemistry
- IB MYP Geometry or Algebra II Honors or Pre-Calculus
- **Art** (level 2 of the same 9th grade course)
- **Design** (level 2 of the same 9th grade course)

MYP Course Descriptions

Group 1: Language and Literature (English)

1001840 MYP English 1
Grade: 9 Length: FY Credits: 1.0 Subject: EN Prerequisite: none

The purpose of this MYP course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to acquire new knowledge and critically evaluate information is equally important to the content area itself. Learning is assessed using the grade 9 Florida Standards Assessment (FSA) in English Language Arts.

1001845 MYP English 2
Grade: 10 Length: FY Credits: 1.0 Subject: EN Prerequisite: English 1

The purpose of this MYP course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. Learning is assessed using the grade 10 Florida Standards Assessment (FSA) in English Language Arts.

Group 2: Language Acquisition (Foreign Language)

0701870 MYP French 1
Grade: 9-12 Length: FY Credits: 1.0 Area: FL Prerequisite: none

Students are introduced to the language and cultures of France and the French-speaking world. They build proficiency in speaking, listening, reading and writing through simple conversations and readings. In French 1 we will learn how to speak, write, and listen using basic skills in French to communicate about; ourselves and our families, school, likes and dislikes, activities and weather, food/ordering food at a café/reading a recipe, and going shopping and describing clothing. Basic skills such as numbers, letters, colors, etc. as well as grammar will also be taught. Learning is assessed using a Common Final Exam (CFE).

0701870 MYP French 2
Grade: 9-12 Length: FY Credits: 1.0 Area: FL Prerequisite: French 1

Students who have successfully mastered the skills practiced in French 1 are introduced to more extensive conversational situations, vocabulary and structures needed to talk about professions and occupations, describe and narrate in the past, present and future on a variety of topics. Students read using authentic documents, stories and web-based materials, and learn to compose paragraphs and stories. Learning is assessed using a Common Final Exam (CFE).

0708870 MYP Spanish 1
Grade: 9-12 Length: FY Credits: 1.0 Area: FL Prerequisite: none

This is an introduction to the basic skills of listening, speaking, reading and writing. Students will learn functional language that will allow them to interact in the following situations: holding basic conversations in Spanish, describing people, asking and answering questions about school and classes, talking about sports, describing daily routines in the house, expressing likes and dislikes about food, ordering in a restaurant, giving directions around town and other basic topics. Cultural topics will include current events, geography and history of the Spanish speaking world, and aspects of daily life. Learning is assessed using a Common Final Exam (CFE).

0708880 MYP Spanish 2
Grade: 9-12 Length: FY Credits: 1.0 Area: FL Prerequisite: Spanish 1

This level begins with a review of language and culture introduced in Spanish 1. All of the level one themes are enhanced through more detailed application activities. Learners will engage in longer conversations and produce longer written passages such as letters, notes and compositions. Students will also read and analyze an adapted literary text to

help them become familiar with IB level work. Students will broaden their awareness of the global community through music, film, field trips, and authentic literature. Learning is assessed using a Common Final Exam (CFE).

Group 3: Individuals and Societies (History)

2100340 African American History
Grade: 9 Length: FY Credits: 1.0 Area: EL Prerequisite: none

The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected African Americans. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs. Learning is assessed using a Common Final Exam (CFE).

2109830 MYP World History
Grade: 10 Length: FY Credits: 1.0 Area: WH Prerequisite: none

This course introduces students to skills necessary for success in social studies classes. Students will discover commonalities/differences among peoples from past to present through examination of the features of civilization. Students will learn to: distinguish between cause and effect, fact and opinion, and primary and secondary sources; identify main ideas and evidence to support main ideas. Students will conduct research, read graphs and maps, organize ideas, take organized notes and ask critical questions. Topics may include: pre-history, ancient civilizations, world religions, the Middle Ages, exploration/expansion, Renaissance, Reformation and revolutions. Learning is assessed using a Common Final Exam (CFE).

Group 4: Sciences

2000850 MYP Biology 1
Grade: 9 Length: FY Credits: 1.0 Subject: BI Prerequisite: none

With inquiry at the core, the MYP sciences aim to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. Learning is assessed using the state Biology End of Course (EOC) exam.

2003830 MYP Chemistry
Grade: 10 Length: FY Credits: 1.0 Subject: EQ Prerequisite: none

With inquiry at the core, the MYP sciences aim to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. Learning is assessed using a Common Final Exam (CFE)

Group 5: Mathematics

1202390 MYP Algebra 1
Grade: 9 Length: FY Credits: 1.0 Subject: A1 Prerequisite: none

Algebra 1 units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of the ability to make sense of problem situations. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Learning is assessed using a state End of Course (EOC) exam.

1206810 MYP Geometry
Grades: 9-10 Length: FY Credits: 1.0 Subject: GE Prerequisite: Algebra 1
Geometry explores more complex geometric situations and deepens explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of the ability to make sense of problem situations. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Learning is assessed using a state End of Course (EOC) exam.

1202395 MYP Algebra 2
Grades: 9-11 Length: FY Credits: 1.0 Subject: MA Prerequisites: Algebra 1 and Geometry
Algebra II builds on the work with linear, quadratic, and exponential functions, to extend the repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Learning is assessed using a Common Final Exam (CFE).

1202375 IB Pre-Calculus
Grades: 10-11 Length: FY Credits: 1.0 Subject: MA Prerequisite: Algebra 2
This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, physics, psychology, computer science/technology, and business administration. This IB mathematics course promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Learning is assessed through a Common Final Exam (CFE).

Group 6: Art and Design (pick 1 of each)

JROTC (Design)

1801300 Army: Leadership Education & Training 1
Grade: 9-11 Length: FY Credit: 1.0 Prerequisite: none
The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided. Learning is assessed using a Common Final Exam (CFE).

1801310 Army: Leadership Education & Training 2
Grade: 10-12 Length: FY Credit: 1.0 Prerequisite: Army: Leadership Education & Training 1
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. Learning is assessed using a Common Final Exam (CFE).

Culinary (Design)

8800510 Culinary Arts 1
Grade: 9 Length: FY Credit: 1.0 Prerequisite: none
This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs. Learning is assessed using a Common Final Exam (CFE).

8800520 Culinary Arts 2

Grade: 10 Length: FY Credit: 1.0 Prerequisite: Culinary Arts 1

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. Learning is assessed using a Common Final Exam (CFE) and an Industry Certification Exam (ICE).

Digital Video (Design)

RTV0015K-L Digital Video K & L

Grade: 9-10 Length: FY Credit: 1.0 Prerequisite: none

The course content includes, but is not be limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing). Learning is assessed using a Common Final Exam (CFE) and an Industry Certification Exam (ICE).

Art (Art)

0114880 MYP Art 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

Art 1 will focus on technical skills and formal organization concepts. These primary concepts will be studied and then used to create expressive drawings or paintings. Students will solve design and technical problems using the artistic process: plan, create, revise, justify. In addition, students will develop their drawing and painting skills and be introduced to several media. Learning is assessed using a Common Final Exam (CFE).

0114890 MYP Art 2

Grade: 10-12 Length: FY Credit: 1.0 Prerequisite: Art 1

In this course, students continue to demonstrate their understanding of the artistic process, formal organization, and drawing and painting techniques. The students will also demonstrate the ability to interpret and evaluate complex works of art. Students are encouraged to experiment with subject matter as well as materials, and create artworks that reflect sensitivity, commitment, and an understanding of aesthetic considerations. Learning is assessed using a Common Final Exam (CFE).

Drama (Art)

0400405 MYP Drama 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

Introduction to Theatre Arts is a survey course that gives students an overview of theatre's influence on, and reflection of a variety of cultures and societies, both current and historical. Students will participate in activities; experiencing a range of skills used to create theatre productions. Activities include, but are not limited to: storytelling, pantomime, improvisation, acting, stagecraft, backstage safety, and history. Students will learn the value of interacting with a live audience, and gain an appreciation for both performance and technical aspects of productions. Learning is assessed using a Common Final Exam (CFE).

0400406 MYP Drama 2

Grade: 10-12 Length: FY Credit: 1.0 Prerequisite: none

Introduction to Theatre Arts is a survey course that gives students an overview of theatre's influence on, and reflection of a variety of cultures and societies, both current and historical. Students will participate in activities; experiencing a range of skills used to create theatre productions. Activities include, but are not limited to: storytelling, pantomime, improvisation, acting, stagecraft, backstage safety, and history. Students will learn the value of interacting with a live audience, and gain an appreciation for both performance and technical aspects of productions. Learning is assessed using a Common Final Exam (CFE).

Film (Art)

0107410 Film 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce films through the use of digital cameras and use editing software. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. Learning is assessed using a Common Final Exam (CFE).

0107420 Film 2

Grade: 10-12 Length: FY Credit: 1.0 Prerequisite: none

Students will further develop their film language to explore and develop concepts, terminology, techniques, and applications to create short films and documentaries. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students will create their own films. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials. Learning is assessed using a Common Final Exam (CFE)

Music (Art)

1302300 Band 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. Learning is assessed using a Common Final Exam (CFE).

1302310 Band 2

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: Band 1

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. Learning is assessed using a Common Final Exam (CFE).

1303300 Chorus 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. Learning is assessed using a Common Final Exam (CFE).

1303310 Chorus 2

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: Chorus 1

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. Learning is assessed using a Common Final Exam (CFE).

1302360 Orchestra 1

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: none

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Learning is assessed using a Common Final Exam (CFE).

1302370 Orchestra 2

Grade: 9-12 Length: FY Credit: 1.0 Prerequisite: Orchestra 1

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Learning is assessed using a Common Final Exam (CFE).

Personal Project

MYP Culminating Project



MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their

supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.

The personal project will be completed by 10th graders in the Middle Years Programme.

MYP Enrollment Contract



Jones High School International Baccalaureate World School MYP Magnet Enrollment Agreement



We are excited your family is joining the International Baccalaureate Middle Years Programme Magnet at Jones High Schools. Your child will be challenged both academically and personally. Our positive learning environment celebrates success and fosters learning from failures. MYP students learn to make connections between their studies and the real world to become well-rounded global citizens that can balance academic goals along with social, emotional and physical health. In order to reach their academic goals and successfully complete the challenging and rigorous International Baccalaureate Middle Years Programme, families joining the MYP Magnet must comply with the following requirements and expectations for students to remain enrolled:

Academic Performance:

- Maintain a grade of A, B or C for all courses on all Report Cards. Students earning a “D” or “F” on a Report Card will meet with the IB coordinator to write a SMART goal to improve the grade. Action steps included in the SMART goal may include planner checks, Skyward weekly checks, tutoring and/or a parent/student/teacher conference.
- At the end of semester one, earn a grade point average of 3.0 or higher. A semester grade of “D” or “F” may result in a student being placed on academic probation and a new SMART goal will be written with the student and his/her family. Students have one semester to show increased achievement in the “D” or “F” course and maintain achievement in other courses.
- At the end of the year, earn a grade point average of 3.0 or higher. A final grade at the end of the year of a “D” or “F” may result in exiting from the programme.
- Adhere to the OCPS IB Academic Integrity Policy. Any student found guilty of academic

Behavior and Conduct:

- Maintain conduct grades of S in all courses.
- Adhere to the Orange County Public Schools Code of Student Conduct. Violation of the Code of Student Conduct may result in probation.
- A referral will result in probation.
- Students with a Level III and or IV offense in the OCPS Code of Student Conduct may result in immediate exit from the programme.
- Students expelled from school will not be allowed to return to any Orange County Public School IB Programme.

Attendance and Tardy Policy:

- Regular attendance is required for academic success in the IB. Students with 5 or more unexcused absences in a month or in a 90 day period will be referred to the child study team for investigation. Students with 15 or more unexcused absences in a month or in a 90 day period, will be referred to the truant officer.
- Tardies are not acceptable in the IB. Students are expected to be on time to school and to class. Students with repeated excessive tardies will be

<p>malpractice will receive the consequences of the Academic Integrity Policy. On the fourth violation, students may be removed from the MYP.</p>	<p>placed on probation. Tardies to school due to late buses will not count against the student.</p>
<p>If a student has not shown sufficient progress or fails to meet requirements may be placed on probation as follows:</p> <ol style="list-style-type: none"> 1. Probation Conference- Students not meeting requirements will attend a conference with the IB coordinator and a parent/guardian. At this time, the student will be placed on probation. Conferences may occur in person, by phone, or virtually. 2. Exit Notification- If a student fails to meet the above listed criteria by the end of the end of the probation period, the student will be exited from the Programme. Parents will be notified by phone/virtually and in writing. Once a student is withdrawn, whether voluntarily or due to failure to meet agreement requirements, he/she cannot re-enroll in another OCPS IB Programme. All withdrawals are final and binding. 	
<p>We have read the IB MYP Magnet Enrollment Agreement and understand the requirements for continuing enrollment.</p> <p>Parent/Guardian's Name(s): _____ Signature(s): _____ Date: _____</p> <p>Student Name: _____ Signature: _____ Date: _____</p>	
<p><i>Resources: School Choice and Parental Options Miami-Dade County Public Schools Magnet Enrollment Agreement 2020. Orange County Public Schools Code of Conduct 2019-20. Developed April 24, 2020</i></p>	

10 Reasons



why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

1



Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2



Learn by doing and experiencing

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".

3



The MYP encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

5



Learn for understanding

Not just to memorize facts or topics and prepare for exams.

4



Explore global challenges

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

6



Train yourself to:

- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7



Subjects are not taught in isolation

You are encouraged to make connections between subjects.

8



It empowers you to develop your talents

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

10



It encourages international-mindedness

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

9



It prepares you for future education

Prepare yourself for the IB Diploma Programme or IB Career-related Certificate delivered by IB World Schools globally.



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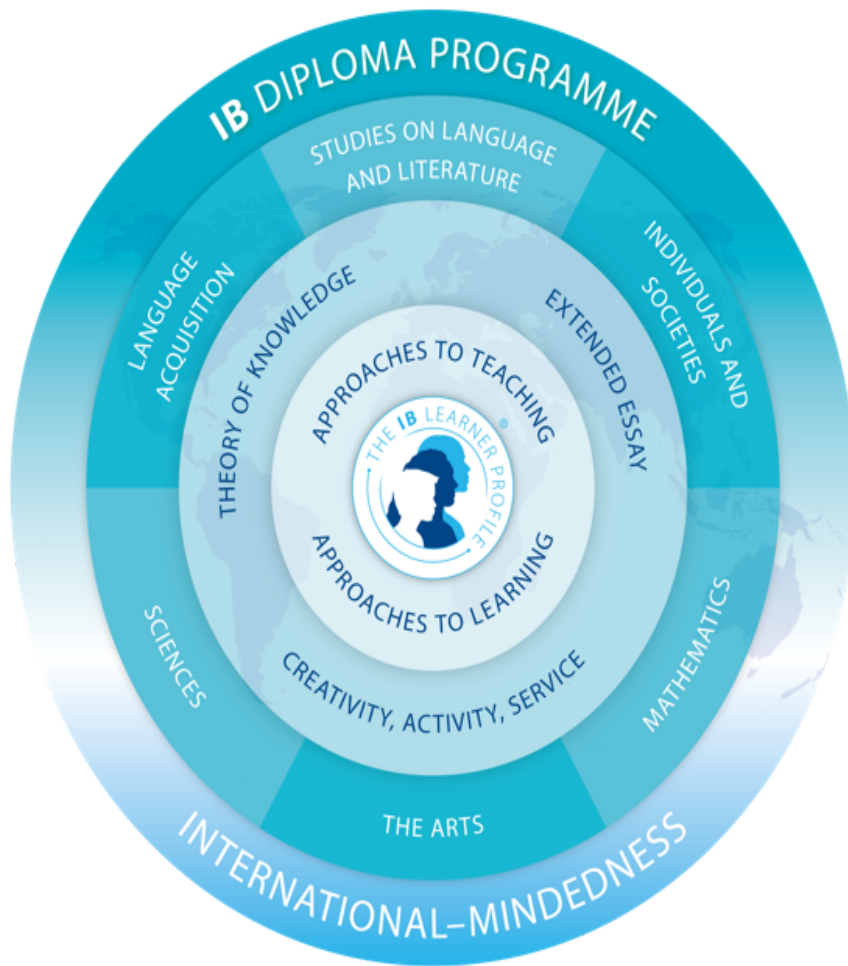
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Diploma Programme



As an authorized International Baccalaureate Diploma Programme (IB DP) students experience a rigorous liberal arts curriculum along with the opportunity to flourish physically, intellectually, emotionally and ethically. Students are able to explore subjects in depth and more broadly over the two-year period of their junior and senior years. Because IB Diploma students assume high levels of responsibility, they require additional family support and approval for any IB Diploma course and/or exam. Successful examinations can lead to advanced college placement and/or college credits, depending on the individual college's policy.

Students begin preparation for the IB Diploma Programme by taking IB MYP courses in grades 9 and 10. These courses help to develop and refine higher level thinking skills, writing

techniques and oral communications. Any student motivated to take stimulating classes is welcome to participate in the Jones IB Diploma Programme, either by taking the complete IB Diploma curriculum or by taking individual diploma level courses in an area of interest. Some accelerated courses are required for some IB Diploma level courses.




Full IB Diploma Candidates

IB Diploma students are required to select and test in one subject from each of the following subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts/electives. At least three exams, and no more than four, are taken at higher level (HL) and the others at standard level (SL). HL courses represent 240 teaching hours; SL courses cover 150 teaching hours. Examinations in these subject groups are offered in May of each year.

In addition to the six examination, full IB Diploma students are required to complete the following:

- Theory of Knowledge classes (TOK): TOK is an interdisciplinary requirement for full IB Diploma students intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. Students examine the grounds for the moral, political and aesthetic judgments that individuals must make in their daily lives.
- Creativity, Activity, Service experiences (CAS): The goal of the IB Diploma Programme is to educate the whole person, to help students become responsible and compassionate citizens. The CAS requirement encourages the IB Diploma candidate to share their energy and special talents with others outside of the school day.
- Extended Essay (EE): Each student has the opportunity to investigate a topic of special interest. The essay requirements for IB Diploma candidates acquaint them with the kind of independent research and writing skills expected in university study.

DP Course Progression

<h1>IB DP Courses</h1>		
	Junior Year	Senior Year
Group 1: Language and Literature (HL)	IB English III	IB English IV
Group 2: Language and Acquisition (SL)	IB French III or IB Spanish III	IB French IV or IB Spanish IV
Group 3: Individuals and Societies (HL)	IB History of the Americas	IB Contemporary History
Group 4: Sciences (HL or SL)	IB Biology, IB Chemistry or IB Physics	IB Biology, IB Chemistry or IB Physics
Group 5: Mathematics (SL)	Applications and Interpretations I	Applications and Interpretations II
Group 6: Arts (HL & SL)	Film, Music, Theatre, Visual Art, Sports Exercise Science	Film, Music, Theatre, Visual Art, Sports Exercise Science
7th Course	TOK I	TOK II

DP Course Descriptions

Group 1: Language and Literature (English)

1005850 IB English Language and Literature 1
Grade: 11 Length: FY Credits: 1.0 Subject: EN Prerequisite: English 2

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary and non-literary texts as well as media. Together, the three areas of exploration of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Learning is assessed using an Internal Oral Assessment.

1005855 IB English Language and Literature 2
Grade: 12 Length: FY Credits: 1.0 Subject: EN Prerequisite: English 3

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Learning is assessed through an IB exam (dependent upon IB decision regarding final class requirements).

1005856 IB English Language and Literature 3
Grade: 12 Length: FY Credits: 1.0 Subject: EN Prerequisite: English 3; Diploma Programme only

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Learning is assessed through an IB exam.

Group 2: Language Acquisition (Foreign Language)

0708825 IB French 3
Grade: 11-12 Length: FY Credits: 1.0 Area: FL Prerequisite: French 2

Students who have successfully mastered beginning French 1 and French 2 move to intermediate level study. They increase their ability to use and understand French as the language of instruction and communication in the classroom in French rather than English. French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. Learning is assessed using a Common Final Exam (CFE).

0708840 IB French 5
Grade: 11-12 Length: FY Credits: 1.0 Area: FL Prerequisite: IB French 3

French 5 expands the skills acquired by students in earlier French courses. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Interpretive writing is enhanced through compositions using correct language structures. French will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as a wide exposure to the international Francophone community. Learning is assessed using an IB exam.

0708825 IB Spanish 3

Grade: 11-12 Length: FY Credits: 1.0 Area: FL Prerequisite: Spanish 2

This course aims to develop the students' linguistic competence and intercultural understanding, it is focused on the application, speaking, reading, writing and listening skills acquired in previous Spanish courses. Written exercises and compositions reflect the variety of texts read and analyzed in the class. Students transition to a more independent and creative use of their language skills. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected pictures and readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

0708840 IB Spanish 5

Grade: 11-12 Length: FY Credits: 1.0 Area: FL Prerequisite: IB Spanish 3

This course focuses on the creative application of language skills in the analysis of authentic texts, as well as in the exploration of related themes through other sources such as film, websites, magazines and music. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on cultural topics, current events, and personal experiences. Reading selections include magazine articles, adaptations of short stories and plays, and surveys of target language. Interpretive writing is enhanced through compositions using correct language structures. Students' written and oral production will be assessed using IB Diploma Program criteria. This course will be taught primarily in Spanish and students will be expected to use the language when communicating. Learning is assessed using an IB exam.

Group 3: Individuals and Societies (History)

2100800 IB History of the Americas

Grade: 11 Length: FY Credits: 1.0 Area: AH Prerequisite: none

This course is a comparative, in-depth study of the Western Hemisphere, centered on US and Latin American History. Students will examine events from pre-colonial societies to modern day and from many different perspectives. Topics may include: European colonization, Independence Movements, slavery in the US vs. Latin America, US Civil War and Reconstruction, US Imperialism, the Mexican Revolution and Civil Rights movements within the Americas. This rigorous course calls for additional reading, writing and reflection. Document analysis, research, historiography, discussion, presentations and writing will be stressed as students investigate history from diverse perspectives. This course will prepare students to take the IB history exam and the end of students' senior year. Learning is assessed using a Common Final Exam (CFE) and/or the US History EOC.

2109805 IB Contemporary History

Grade: 12 Length: FY Credits: 1.0 Area: EL Prerequisite: IB HOA; Diploma Programme only

Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. Learning is assessed through an IB exam.

Group 4: Sciences

2000805 IB Biology 1

Grade: 11 Length: FY Credits: 1.0 Subject: BI Prerequisite: none

The focus of IB Biology 1 is to create citizens of the world who understand universal human values. IB Biology is a two year course that encompasses the coursework and laboratory experiences that will prepare students for the IB Biology examination. The course includes the following core topics: 1) Cells, 2) Chemistry of Life 3) Genetics, 4) Ecology & Evolution, 5) Human Health & Physiology. Learning is assessed using a Common Final Exam (CFE).

2000810 IB Biology 2

Grade: 11 Length: FY Credits: 1.0 Subject: BI Prerequisite: Biology

The focus of IB Biology SL is to create citizens of the world who understand universal human values. IB Biology SL is a two year course that encompasses the coursework and laboratory experiences that will prepare students for the IB Biology SL examination. The course includes the following core topics: 1) Cells, 2) Chemistry of Life 3) Genetics, 4) Ecology & Evolution, 5) Human Health & Physiology. Learning is assessed through an IB exam.

2003805 IB Chemistry 1

Grade: 11 Length: FY Credits: 1.0 Subject: EQ Prerequisite: Chemistry

This course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry. Learning is assessed through an IB exam.

2003810 IB Chemistry 2

Grade: 12 Length: FY Credits: 1.0 Subject: EQ Prerequisite: IB Chemistry 1

This course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry. Learning is assessed through an IB exam.

2003840 IB Physics 1

Grades: 11-12 Length: FY Credits: 1.0 Area: EQ Prerequisite: Algebra 2

This course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics. Learning is assessed using a Common Final Exam (CFE).

2003845 IB Physics 2

Grade: 12 Length: FY Credits: 1.0 Area: EQ Prerequisite: IB Physics 1

This course is the study of theories associated with physical phenomena governing the relationships of matter and energy. Students will build on topics from Accelerated Physics in greater depth and cover extended topics from the IB subject guide, including Nuclear and Particle Physics and Energy Production. The lab experience is an integral and required part of this course, focusing on research, data collection and mathematical analysis. Learning is assessed through an IB exam.

2001820 IB Sports Exercise Health Science I

Grade: 11 Length: FY Credits: 1.0 Area: EQ Prerequisite: MYP Biology 1

This course is the study of the disciplines of anatomy and physiology, biomechanics, psychology, and nutrition. This course offers a deeper understanding of issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. The lab experience is an integral and required part of this course, focusing on research, data collection and mathematical analysis. Learning is assessed through an IB exam.

2001835 IB Sports Exercise Health Science III

Grade: 11 Length: FY Credits: 1.0 Area: EQ Prerequisite: IB Sports Exercise Health Science I

This course is the study of the disciplines of anatomy and physiology, biomechanics, psychology, and nutrition. This course offers a deeper understanding of further anatomy, the endocrine system, fatigue, friction and drag, skill acquisition and analysis genetics and athletic performance, as well as exercise and immunity. The lab experience is an integral and required part of this course, focusing on research, data collection and mathematical analysis. Learning is assessed through an IB exam.

Group 5: Mathematics

1209300 IB Mathematics: Applications & Interpretation 1

Grades: 11-12 Length: FY Credits: 1.0 Subject: MA Prerequisite: Algebra 2

This two year course emphasises the applied nature of mathematics and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. Students will explore how mathematics is relevant in other subjects that they may be studying concurrently. By working through contextual problems, they will learn to think logically, extract relevant information, make conclusions and communicate solutions clearly. Students will be expected to solve problems that lend themselves to a variety of approaches, and multi-stepped solutions. Students will also develop problem solving approaches of their own. Learning is assessed using a Common Final Exam (CFE).

1209305 IB Mathematics: Applications & Interpretation 2

Grade: 12 Length: FY Credits: 1.0 Subject: MA Prerequisite: IB Math Appl & Inter Year 1

This two year course emphasises the applied nature of mathematics and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. Students will explore how mathematics is relevant in other subjects that they may be studying concurrently. By working through contextual problems, they will learn to think logically, extract relevant information, make conclusions and communicate solutions clearly. Students will be expected to solve problems that lend themselves to a variety of approaches, and multi-stepped solutions. Students will also develop problem solving approaches of their own. Learning is assessed through an IB exam.

1201325 IB Mathematics: Analysis & Approaches 1

Grade: 11 Length: FY Credits: 1.0 Subject: MA Prerequisite: Pre-Calculus

In this course, students will explore topics in probability and statistics as well as differential and integral calculus. The class prepares highly motivated students for further work in IB and college mathematics, and requires mature study habits. Students will prepare for testing at the IB Standard Level or IB Higher Level the following year in Math Analysis and Approaches 2. Students are required to use graphing calculators. Learning is assessed using a Common Final Exam (CFE).

1201330 IB Mathematics: Analysis & Approaches 2

Grade: 12 Length: FY Credits: 1.0 Subject: MA Prerequisite: IB Math Analysis & Approaches Year 1

In this course students will study three-dimensional vector geometry, probability, differential equations, applications and techniques of integration, and infinite series. Special emphasis is placed on reasoning, justification and proof. The class prepares highly motivated students for further work in college mathematics and requires mature study habits. Students will test at the IB Standard Level or IB Higher Level. Students are required to use graphing calculators. Learning is assessed through an IB exam.

Group 6: Arts

0107470 IB Film Studies 1

Grade: 11-12 Length: FY Credit: 1.0 Prerequisites: none

The IB film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. Students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students will develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. Students will have the opportunity to take the IB Diploma Exam as part of this class. Learning is assessed using a Common Final Exam (CFE).

0107470 IB Film Studies 2

Grade: 12 Length: FY Credit: 1.0 Prerequisites: IB Film Studies 1

This course is a continuation of the topics covered in IB DP Film Studies 1. Students continue the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. Additionally, students in this course collaboratively produce a film. Learning is assessed using an IB exam.

0114815 IB Visual Arts 1

Grade: 11-12 Length: FY Credit: 1.0 Prerequisite: none

IB Visual Arts is a rigorous two-year course, which coincides with the International Baccalaureate examination. The exam includes a comparative study (20%), process portfolio (40%), and exhibition (40%). Students enrolled in this course will: 1) investigate past, present and emerging forms of visual arts and engage in producing, appreciating, and evaluating these 2) develop an understanding of visual arts from a local, national and international perspective 3) build confidence in responding visually and creatively to personal and cultural experiences 4) develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement 5) take responsibility for the direction of their learning through the acquisition of effective working practices. Learning is assessed using a Common Final Exam (CFE).

0114825 IB Visual Arts 2

Grade: 12 Length: FY Credit: 1.0 Prerequisite: IB Visual Arts 1

IB Visual Arts is a rigorous two-year course, which coincides with the International Baccalaureate examination. The exam includes a comparative study (20%), process portfolio (40%), and exhibition (40%). Students enrolled in this course will: 1) investigate past, present and emerging forms of visual arts and engage in producing, appreciating, and evaluating these 2) develop an understanding of visual arts from a local, national and international perspective 3) build confidence in responding visually and creatively to personal and cultural experiences 4) develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement 5) take responsibility for the direction of their learning through the acquisition of effective working practices. Learning is assessed using an IB exam.

0400810 IB Theatre 1

Grade: 11-12 Length: FY Credit: 1.0 Prerequisite: none

Introduction to Theatre Arts is a survey course that gives students an overview of theatre's influence on, and reflection of a variety of cultures and societies, both current and historical. Students will participate in activities; experiencing a range of skills used to create theatre productions. Activities include, but are not limited to: storytelling, pantomime, improvisation, acting, stagecraft, backstage safety, and history. Students will learn the value of interacting with a live audience, and gain an appreciation for both performance and technical aspects of productions. Learning is assessed using a Common Final Exam (CFE).

0400820 IB Theatre 2

Grade: 11-12 Length: FY Credit: 1.0 Prerequisite: IB Theatre 1

Introduction to Theatre Arts is a survey course that gives students an overview of theatre's influence on, and reflection of a variety of cultures and societies, both current and historical. Students will participate in activities; experiencing a range of skills used to create theatre productions. Activities include, but are not limited to: storytelling, pantomime, improvisation, acting, stagecraft, backstage safety, and history. Students will learn the value of interacting with a live audience, and gain an appreciation for both performance and technical aspects of productions. Learning is assessed using an IB exam.

1300816 IB Music 1

Grade: 11 Length: FY Credit: 1.0 Prerequisite: Diploma Programme only

Students will practice and perform symphonic music written for band. A study of rudiments, style, harmony, marching and history of music will also be incorporated into the class. Students will be required to participate in after school performances and practices, such as parades, concerts, pep band performances and sectionals. Students have the possibility of earning a weighted honors point for this class if they complete an application with the instructor and satisfy all the requirements. Information regarding this process will be presented in the class. Learning is assessed using a Common Final Exam (CFE).

1300818 IB Music 2

Grade: 12 Length: FY Credit: 1.0 Prerequisite: IB Music 1 & Diploma Programme only

Students will practice and perform symphonic music written for the band. A study of rudiments, style, harmony, marching and history of music will also be incorporated into the class. Students will be required to participate in after school performances and practices, such as parades, concerts, pep band performances and sectionals. Students have the possibility of earning a weighted honors point for this class if they complete an application with the instructor and satisfy all the requirements. Information regarding this process will be presented in the class. Learning is assessed using an IB exam.

Core: Theory of Knowledge

0900800 Theory of Knowledge 1

Grade: 11 Length: FY Credits: 1.0 Area: EL Prerequisite: Diploma Programme only

The objective of Theory of Knowledge 1 is to assess theories of how people acquire and use knowledge. The course asks students to examine questions such as: What can be known? How can what is known be learned and organized? Methods for organizing and systematizing knowledge in mathematics, science, literature, social studies and history are discovered and compared. Students will explore the role of knowledge in developing values and making value judgments. Learning is assessed using a Common Final Exam (CFE).

0900810 Theory of Knowledge 2

Grade: 12 Length: FY Credits: 1.0 Area: EL Prerequisite: Diploma Programme only

As a continuation of Theory of Knowledge 1, the objective of the course is to assess theories of how people acquire and use knowledge. The course asks students to examine questions such as: What can be known? How can what is known be learned and organized? Methods for organizing and systematizing knowledge in history, human sciences, natural sciences, mathematics, and arts are discovered and compared. Students will explore the role of knowledge in developing values and making value judgments. Learning is assessed using an IB Exhibition and Essay.

Earning the IB Diploma

All assessment components for each of the six subjects and the additional Diploma components must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided ALL of the following requirements have been met:

1. CAS requirements met.
2. The candidate has earned at least 24 points out of the total possible 45 points..
3. There are no "N" grades or "E" grades for TOK, EE or for a contributing subject.
4. There are no "1" grades for any subject/level.

5. There are at most two “2” grades earned (HL or SL)
6. There are at most three “3” or lower grades earned (HL or SL).
7. The candidate earns at least 12 points on HL subjects (or the highest three HL grades for those who have 4 HL courses).
8. The candidate earns at least 9 points on SL subjects (candidates who register for two SL subjects must earn at least 5 points).

Benefits of the IB Programmes

- Students experience college-level classes with support appropriate for high school students.
- Studies reveal that participation in advanced classes, including IB courses, improves ACT/SAT scores and achievement in college.
- Students who participate in IB have a higher rate of admission to elite universities and graduate in 4 years at higher rates from college institutions.
- Students earn college credit for each course passed and automatically earn Bright Futures when earning their IB Diploma.
- IB courses use multiple assessments to measure student mastery (internal assessments and multiple examinations).
- IB courses promote critical thinking, inquiry, and communication skills, global awareness, and teamwork—all key components for success in college and in a competitive job market.
- IB teaches students to balance their coursework, participation in extracurricular activities, and performing service in their community.

DP Enrollment Agreement

 <p style="margin: 0;">Jones High School International Baccalaureate World School DP Enrollment Agreement</p> 
<p>We are excited your family is joining the International Baccalaureate Diploma Programme at Jones High Schools. Your child will be challenged both academically and personally. Our positive learning environment celebrates success and fosters learning from failures. DP students learn to make connections between their studies and the real world to become well-rounded global citizens that can balance academic goals along with social, emotional and physical health. In order to reach their academic goals and successfully complete the challenging and rigorous International Baccalaureate Diploma Programme, families joining the DP must comply with the following requirements and expectations for students to remain enrolled:</p>

<p>Academic Performance:</p> <ul style="list-style-type: none"> ● Maintain a grade of A, B or C for all courses on all Report Cards. Students earning a “D” or “F” on a Report Card will meet with the IB coordinator to write a SMART goal to improve the grade. Action steps included in the SMART goal may include planner checks, Skyward weekly checks, tutoring and/or a parent/student/teacher conference. ● At the end of semester one, earn a grade point average of 3.0 or higher. A semester grade of “D” or “F” may result in a student being placed on academic probation and a new SMART goal will be written with the student and his/her family. Students have one semester to show increased achievement in the “D” or “F” course and maintain achievement in other courses. ● At the end of the year, earn a grade point average of 3.0 or higher. A final grade at the end of the year of a “D” or “F” may result in exiting from the programme. ● Adhere to the OCPS IB Academic Integrity Policy. Any student found guilty of academic malpractice will receive the consequences of the Academic Integrity Policy. On the fourth violation, students may be removed from the DP will be held to all Florida Graduation Requirements. ● DP students are required to complete all IAs, EAs, TOK, CAS and Extended Essay to be eligible for graduation. Failure to meet the deadlines on time and/or to successfully complete these IB Assessments, will result in students being held to all Florida Graduation Requirements and repayment of the IB registration fees of \$120 per subject. 	<p>Behavior and Conduct:</p> <ul style="list-style-type: none"> ● Maintain conduct grades of S in all courses. ● Adhere to the Orange County Public Schools Code of Student Conduct. Violation of the Code of Student Conduct may result in probation. ● A referral will result in probation. ● Students with a Level III and or IV offense in the OCPS Code of Student Conduct may result in immediate exit from the programme. ● Students expelled from school will not be allowed to return to any Orange County Public School IB Programme. <p>Attendance and Tardy Policy:</p> <ul style="list-style-type: none"> ● Regular attendance is required for academic success in the IB. Students with 5 or more unexcused absences in a month or in a 90 day period will be referred to the child study team for investigation. Students with 15 or more unexcused absences in a month or in a 90 day period, will be referred to the truant officer. ● Tardies are not acceptable in the IB. Students are expected to be on time to school and to class. Students with repeated excessive tardies will be placed on probation. Tardies to school due to late buses will not count against the student. ● Attendance is required at all IB examinations. IB does not allow make-up examinations. Students that fail to arrive on time and successfully complete all IB examinations will not participate in the Jones Graduation Ceremony, will be responsible for meeting all Florida Graduation Requirements, and will need to repay the \$120 subject registration fee per course.
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If a student has not shown sufficient progress or fails to meet requirements may be placed on probation as follows:

1. Probation Conference- Students not meeting requirements will attend a conference with the IB coordinator and a parent/guardian. At this time, the student will be placed on probation. Conferences may occur in person, by phone, or virtually.
2. Exit Notification- If a student fails to meet the above listed criteria by the end of the end of the probation period, the student will be exited from the Programme. Parents will be notified by phone/virtually and in writing. Once a student is withdrawn, whether voluntarily or due to failure to meet agreement

requirements, he/she cannot re-enroll in another OCPS IB Programme. All withdrawals are final and binding.
We have read the IB DP Enrollment Agreement and understand the requirements for continuing enrollment.
Parent/Guardian's Name(s): _____ Signature(s): _____ Date: _____
Student Name: _____ Signature: _____ Date: _____
<i>Resources: School Choice and Parental Options Miami-Dade County Public Schools Magnet Enrollment Agreement 2020. Orange County Public Schools Code of Conduct 2019-20. Developed April 24, 2020</i>

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.

