

Home of the Blue Devils

# PAHOKEE MIDDLE HIGH SCHOOL



## IB Diploma Programme Handbook 2022 & Beyond

Ms. Ayako Hasegawa:  
IB COORDINATOR – HIGH SCHOOL CAMPUS



## Table of Contents

Pahokee Middle High School Mission Statement	2
IB Learner Profile	3
IB Learner Profile in Spanish	4
Definition of Terms & Abbreviations	5
PMHS Diploma Programme Admission Policy	6
The IB Diploma at PMHS	7
Additional IB Diploma Requirements	7
Diploma Programme Course Pathway at PMHS	8
Course Selection Sheet	9
IB Diploma Programme Model at PMHS	10
Awarding of IB Diploma	11
Overview of the Two-Year Calendar	13
DP Internal Deadlines for IA/EA submission	14
Frequently Asked Questions	15
Resources and Contact Information	18



# **The International Baccalaureate Diploma Programme at Pahokee Middle High School**

## **Our Mission Statement:**

Pahokee Middle High International Baccalaureate World School is dedicated to the intellectual advancement and achieving of principled and caring students, who can effectively meet the challenges of a multicultural and global community.

## **IB Mission Statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Should you have any questions, please contact the IB Coordinator, Ms. Hasegawa, at [ayako.hasegawa@palmbeachschools.org](mailto:ayako.hasegawa@palmbeachschools.org).



## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

### REFLECTIVE

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

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





## Perfil de la comunidad de aprendizaje del IB

El objetivo fundamental de los programas del IB es formar personas con mentalidad internacional que, conscientes de la condición que las une como seres humanos y de la responsabilidad que comparten de velar por el planeta, contribuyan a crear un mundo mejor y más pacífico.

**Como miembros de la comunidad de aprendizaje del IB nos esforzamos por ser:**

### INDAGADORES

Desarrollan su curiosidad natural. Adquieren las habilidades necesarias para indagar y realizar investigaciones, y demuestran autonomía en su aprendizaje. Disfrutan aprendiendo y mantendrán estas ansias de aprender durante el resto de su vida.

### INFORMADOS E INSTRUIDOS

Exploran conceptos, ideas y cuestiones de importancia local y mundial y, al hacerlo, adquieren conocimientos y profundizan su comprensión de una amplia y equilibrada gama de disciplinas.

### PENSADORES

Aplican, por propia iniciativa, sus habilidades intelectuales de manera crítica y creativa para reconocer y abordar problemas complejos, y para tomar decisiones razonadas y éticas.

### BUENOS COMUNICADORES

Comprenden y expresan ideas e información con confianza y creatividad en diversas lenguas, lenguajes y formas de comunicación. Están bien dispuestos a colaborar con otros y lo hacen de forma eficaz.

### ÍNTEGROS

Actúan con integridad y honradez, poseen un profundo sentido de la equidad, la justicia y el respeto por la dignidad de las personas, los grupos y las comunidades. Asumen la responsabilidad de sus propios actos y las consecuencias derivadas de ellos.

### DE MENTALIDAD ABIERTA

Entienden y aprecian su propia cultura e historia personal, y están abiertos a las perspectivas, valores y tradiciones de otras personas y comunidades. Están habituados a buscar y considerar distintos puntos de vista y dispuestos a aprender de la experiencia.

### SOLIDARIOS

Muestran empatía, sensibilidad y respeto por las necesidades y sentimientos de los demás. Se comprometen personalmente a ayudar a los demás y actúan con el propósito de influir positivamente en la vida de las personas y el medio ambiente.

### AUDACES

Abordan situaciones desconocidas e inciertas con sensatez y determinación y su espíritu independiente les permite explorar nuevos roles, ideas y estrategias. Defienden aquello en lo que creen con elocuencia y valor.

### EQUILIBRADOS

Entienden la importancia del equilibrio físico, mental y emocional para lograr el bienestar personal propio y el de los demás.

### REFLEXIVOS

Evalúan detenidamente su propio aprendizaje y experiencias. Son capaces de reconocer y comprender sus cualidades y limitaciones para, de este modo, contribuir a su aprendizaje y desarrollo personal.





## Definition of Terms and Abbreviations in the IB Diploma Program

**CAS** – Creativity, Activity, Service: real, purposeful activities, with significant outcomes

- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- two years of reflection on outcomes and personal learning.

**Diploma Candidate** – Student who is taking the full IB Program in junior and senior years and is also completing the CAS, EE, and TOK components. Upon satisfactory completion of the IB Diploma Program, an IB Diploma will be issued by IB.

**Diploma Course Candidate** – Student who is taking one or more IB courses in Junior and/or Senior years. Diploma Course Candidates earn certificates for each IB Course they complete.

**EE** – Extended Essay: A 4,000-word independent research paper submitted by full Diploma Candidates during the senior year. Students formulate an argument, use research to support that argument and reach a conclusion.

**HL** – Higher Level: Designates a course that is 240 hours or 2 years in length: taken junior and senior years.

**SL** - Standard Level: Designates a course that is no less than 150 hours in length. All SL courses are offered over two years except for IB Biology and IB Physics since they include double period classes every other day.

**IA** - Internal Assessment: Evaluative work (presentations, oral interviews, papers, etc.) that is assigned and scored by the IB teachers using IBO's scoring criteria. The IA is then externally moderated (scored) by external examiners.

**IBO** - International Baccalaureate Organization: IB Organization as a whole, which includes offices in Geneva, Switzerland, Maryland, Vancouver, Cardiff, and various regional offices. Visit the web site for more information: [www.ibo.org](http://www.ibo.org)

**EA** – Extremal Assessment: Work sent to examiners and moderators of the IB Organization to be evaluated. Work is sent to examiners in over 100 different countries. IB exams (known as papers) are graded this way.

**TOK** - Theory of Knowledge: A required course for Diploma Candidates. Students explore the basis for knowledge.

# PMHS Diploma Programme Admission Policy

All students are eligible and encouraged to enroll in the DP at PMHS as long as they meet the following criteria:

- Obtain at least a level 3 on all FSA and EOC tests \*\*
- Have an unweighted GPA of at least 3.0
- Have passed Algebra 1 and Geometry
- Have a clean record of level 2 discipline referrals
- Have completed the MYP Personal Project in 10th grade (for students coming from an MYP school)

In addition, Pahokee High School DP candidates must fulfill the following expectations required by the IBO:

- Respect towards themselves and others
- Commitment to an academically demanding program
- Openness to diversity
- Appreciation of an international education
- Open-mindedness
- Participation in school activities

*\*\* Students who do not obtain a reading proficiency score of at least a 3 on the English FSA and/or Math EOC are required by the district to take an Intensive Reading and/or Intensive Math class as they wait to retake the assessments. This interferes with the DP course of study when they have to take the TOK course. However, because we want more participation in the DP, those students can still enroll in the full DP while taking the Intensive Reading class for the first semester of DP year 1 (since they take TOK second semester of year 1 and first semester of year 2). Before the end of the first semester, they retake the FSA and if they pass, they stay in the DP.*

There are two ways to participate in the Diploma Program at Pahokee High School. Students may either opt for the Diploma Program or for individual subject certificates, as described below:

## **Students in the full IB Diploma course of study will:**

- Participate in and complete six IB courses
  - At least three Higher Level courses
  - At least two Standard Level courses Complete
- Complete all Theory of Knowledge (TOK) requirements
- Submit an original Extended Essay, which must be:
  - Within a subject offered at Pahokee HS
  - No more than 4,000 words
  - Involve an approximately 40-hour time commitment
- Complete a Creativity, Activity, Service (CAS) plan including:
  - At least 150 hours over two years
  - Reflections on CAS activities

## **Diploma course students:**

- will take the courses for which they wish to obtain the certificates
- are not required to complete the EE, TOK or CAS requirement



## The IB Diploma at PHS

*Students who pursue an IB Diploma must complete courses in the six subject areas or groups. Students take one course (3- 4 HL and 2- 3 SL) in each subject group in addition to the core requirements of TOK, EE, and CAS.*

A MINIMUM OF 24 TOTAL DIPLOMA POINTS DERIVED FROM SCORES IN:

- Group 1 – English Language & Literature
- Group 2 – Spanish B
- Group 3 – History
- Group 4 – Biology
- Group 5 – Math Applications & Interpretations
- Group 6 – Visual Arts *or* Social and Cultural Anthropology

*\*At least three of the above courses from the six groups must be Higher Level (HL).*

### Additional Diploma Requirements

Theory of Knowledge (TOK) earns a letter grade. Extended Essay (Independent Study), and Creativity, Activity, Service (CAS) will be independently completed. No school credit is earned towards the EE and CAS except in regard to earning the IB Diploma as stated above. PMHS uses the platform ManageBac for all DP Core components.

#### Theory of Knowledge

Theory of Knowledge (TOK) is a unique course offered during junior and senior years. Students reflect critically and explore the ways in which different disciplines search for truth. TOK helps students to analyze and integrate knowledge they have already gained to new areas of interaction. The essential question that reflects the TOK course throughout the two years is “What do I mean when I say, ‘I know’?” In TOK, students examine this question in the varying contexts of understanding areas of knowledge (e.g. the arts, science, history) through emotion, reason, perception, and language. TOK is externally assessed (one essay of 1200-1600 words written on a prescribed title). Students make individual oral presentations, as an IA, and complete a self- evaluation report.

#### Extended Essay

The Extended Essay (EE) is an independent research paper that students begin during their junior year. The work is supervised by a teacher-mentor and details and deadlines are provided by the EE Coordinator. An EE should be at most 4,000 words in length and require approximately 40 hours of independent research. It is externally assessed according to a set of general and specific criteria. The EE Coordinator will provide more detailed information and guidelines to students.

For more information, please refer to the PMHS Extended Essay Handbook.

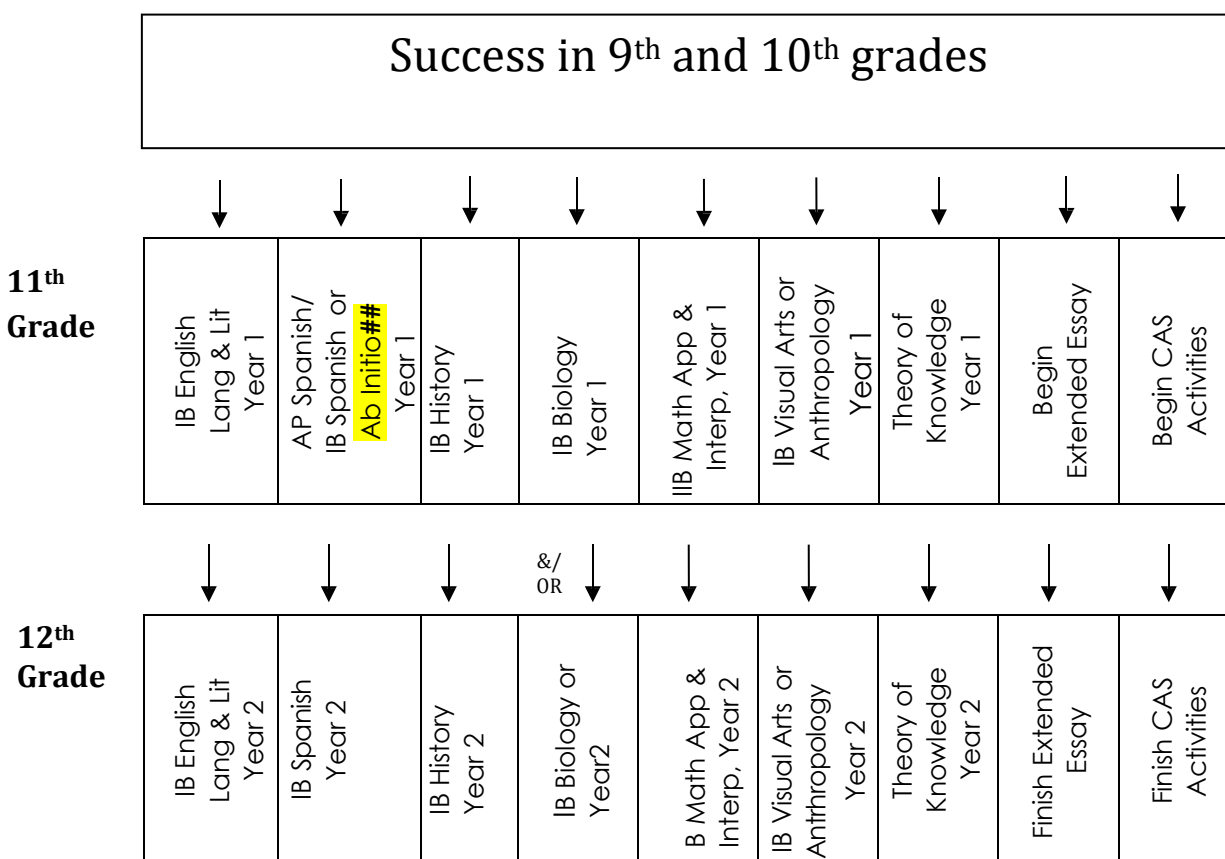


## Creativity, Activity, Service

Creativity, Activity, Service (CAS) involves those learning experiences beyond the classroom under the general headings of Creativity (e.g. engagement in the arts, designing and implementing service projects, etc.), Activity (e.g. participation in athletics, dance, expeditions, etc.) and Service (community and social service). Students typically are involved in two to three hours of CAS activities per week for junior and senior years. The CAS Coordinator will work with students to understand and complete the reporting and self-evaluation of their CAS experiences.

For more information, please refer to the PMHS CAS Handbook.

## Diploma Programme Course Pathway at PMHS



## Spanish ab initio is for those students who did not take any Spanish courses previously (9-10 grades). It is an SL only course.

## Course Selection Sheet

<b>Group 1</b>	English Language and Literature (HL only)
<b>Group 2</b>	Spanish B Or Spanish ab initio (SL only)
<b>Group 3</b>	History
<b>Group 4</b>	Biology
<b>Group 5</b>	Math Applications and Interpretations (SL only)
<b>Group 6</b>	Visual Arts Or Social and Cultural Anthropology

Make your selection from the above list

<b>At least Three Higher Level Courses</b>	<b>At least Two Standard Level Courses</b>
<i>English Language and Literature</i>	<i>Math Applications and Interpretations</i>

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

Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# IB Diploma Programme Model at PMHS

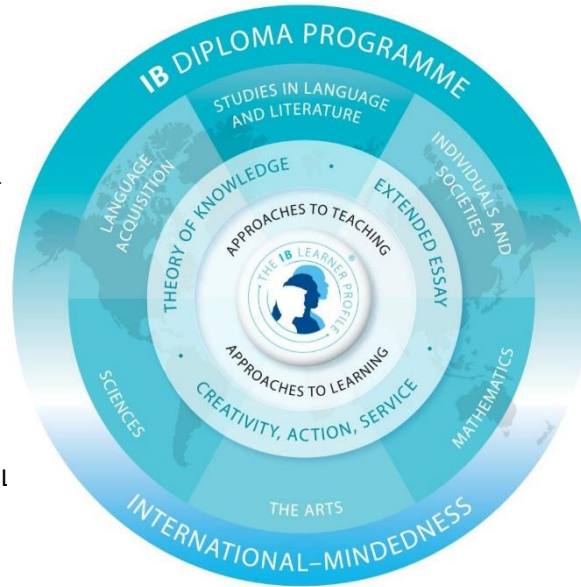
**Group 1:**  
English Language & Literature HL

**Group 2:**  
Spanish B SL/HL  
or  
Spanish ab initio SL

**Group 3:**  
History SL/HL

**Group 4:**  
Biology SL/HL  
or  
SEH Science SL/HL

**Group 5:**  
Math Applications &  
Interpretations SL



**Group 6:**  
Visual Arts SL/HL

**IB Core:**

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service

## Awarding of the IB Diploma

### Subject Scores

Each course in the six subject groups is graded on the following scale:

- 7 = Excellent
- 6 = Very Good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very Poor

The IB Diploma is awarded to a student whose total score, including any bonus points (see EE and TOK below) reaches or exceeds 24 and satisfies the following (*from General regulations: Diploma Programme, 2019*):

### Article 13: Award of the IB Diploma

- 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee

## TOK and Extended Essay Scores

Using the performance levels obtained in TOK and EE, a maximum of three (3) additional diploma points can be awarded for a student's combined performance as explained in this matrix:

### *Bonus points matrix*

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

- A grade N on either requirement is considered failing condition
- Attaining a grade E in either the EE and TOK is considered an automatic failure, and no diploma will be awarded.



## Overview of the Two-Year Calendar\*

	<b>Junior Year</b>	<b>Senior Year</b>
September	<ul style="list-style-type: none"> <li>• Introduction to CAS</li> </ul>	<ul style="list-style-type: none"> <li>• EE First draft due</li> <li>• EE second reflection due*</li> </ul>
October	<ul style="list-style-type: none"> <li>• Introduction to EE</li> </ul>	<ul style="list-style-type: none"> <li>• EE Annotated Bibliography due</li> </ul>
November	<ul style="list-style-type: none"> <li>• Submit EE proposal to supervisor</li> <li>• EE first reflection due*</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with CAS supervisor to review progress</li> </ul>
December	<ul style="list-style-type: none"> <li>• HL and SL selection of courses</li> <li>• Initiate research for EE</li> <li>• PMHS Midterm exams</li> </ul>	<ul style="list-style-type: none"> <li>• Group 1 IA- orals</li> <li>• PMHS midterm exams</li> </ul>
January	<ul style="list-style-type: none"> <li>• Meet with CAS supervisor to review progress</li> </ul>	<ul style="list-style-type: none"> <li>• EE Final draft due to supervisor</li> <li>• Group 2 IA - orals</li> <li>• Group 1 HL essay due</li> </ul>
February	<ul style="list-style-type: none"> <li>• Submit EE outline to supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• EE Viva voce &amp; final reflection*</li> <li>• Group 3 IA due</li> <li>• TOK essay due</li> </ul>
March	<ul style="list-style-type: none"> <li>• Group 5 IA due</li> <li>• Conduct research for EE and work on first draft – Meet with supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Group 4 IA due</li> <li>• Group 5 IA due</li> <li>• Anthropology IA due</li> </ul>
April	<ul style="list-style-type: none"> <li>• Group 5 IA samples upload to eCoursework</li> <li>• Meet with CAS supervisor to review progress</li> <li>• Group 1 HL essay due</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts IA Exhibitions</li> <li>• Visual Arts examinations upload to eCoursework</li> <li>• IA samples upload to eCoursework</li> </ul>
May	<ul style="list-style-type: none"> <li>• Group 5 examinations (SL)</li> <li>• Meet with EE supervisor to develop plan for the summer</li> <li>• Meet with CAS supervisor to review progress and develop plan for the summer</li> </ul>	<ul style="list-style-type: none"> <li>• IB examinations</li> <li>• Graduation Ceremony</li> </ul>

*\*This schedule is meant as an overview. Students must check with their IB teachers to confirm requirements and deadlines for each course.*

## PMHS – DP Internal Deadlines for Students

	Final products due to your teachers/supervisors on ManageBac:	eCoursework submission dates (for teacher authentication)
<b>Extended Essay</b>	<b>January 31</b>	March 1-5 (Coordinator will upload all EEs from ManageBac)
<b>Theory of Knowledge:</b> EA – Essay + TK/PPF form	<b>February 5</b>	Upload by March 5
IA – Exhibition forms	<b>February 5</b>	Coordinator will upload selected forms for moderation
<b>English A Language &amp; Literature:</b> IA – Oral recordings	<b>January 5</b>	Teacher will upload selected samples for moderation March 5
EA – HL essay	<b>Last week of December</b>	Upload by March 5
<b>Spanish B:</b> IA – Oral Recordings	<b>Last week of January</b>	Teacher will upload selected samples for moderation
<b>History:</b> IA – Commentary	<b>February 28</b>	Students selected for moderation upload by April 5
<b>Sports, Exercise &amp; Health Science:</b> IA – Investigation Report	<b>March 10</b>	Students selected for moderation upload by April 5
<b>Math Applications &amp; Interpretations:</b> IA – Mathematical Exploration	<b>March 20</b>	Students selected for moderation upload by April 5
<b>Visual Arts:</b> IA – Exhibition	<b>April 15</b>	Students selected for moderation upload by April 15
EA – Comparative Study EA – Process Portfolio	<b>April 20</b> <b>April 20</b>	Upload by April 25 Upload by April 25

**\*\*\* Dates are subject to change**

## Frequently Asked Questions

### 1. What are the other requirements for an IB Diploma besides taking IB courses?

At the core of the IB Program are three central elements called Theory of Knowledge (TOK), Creativity-Action-Service (CAS), and an Extended Essay (EE). Students who seek to earn an IB Diploma must complete the requirements of these three parts of the IB Program.

### 2. What is Theory of Knowledge (TOK)?

TOK is a course that is open to Juniors and Seniors. It is an interdisciplinary course designed to help students question and understand *how* they know what they know. Students study how individuals from various disciplines view the world to develop their own ways of thinking. By stimulating critical reflection and analysis of knowledge and experience across disciplines, TOK seeks to bridge and unify the academic subjects, in essence, to help students make sense of school and the world. Diploma Candidates must take TOK in both junior and senior years.

### 3. What is Creativity-Activity-Service (CAS)?

CAS is an experiential learning component of the IB. Students seeking to earn an IB Diploma must complete a minimum of two years of reflections on ManageBac of participation over their junior and senior years. A wide variety of activities fulfill this requirement, including many extracurricular, community service, and athletic activities.

### 4. What is the Extended Essay (EE)?

The Extended Essay introduces students to the demands and rewards of independent work. Emphasis is placed on engaging in personal research and communicating ideas effectively in order to write a 4,000-word essay (about 18 pages) in an area of personal interest to the student within a subject taught at Pahokee Middle High School. Each student seeking to earn an IB Diploma must write an extended essay over the course of his or her junior and senior years. A guide to the Extended Essay is available.

### 5. How do students get evaluated in the IB Program?

Students enrolled in IB courses still get grades from their classroom teachers, still take tests, do homework, complete projects, and take midterm exams—the same as any other student. In addition, students enrolled in IB courses take formal exams in May. Working in partnership with local teachers, the IB Organization works to ensure that students have ample opportunity to demonstrate what they know and are able to do. The IB Organization compiles information about students from their teachers, from work students do over the course of the year, and from the end-of-course exams given in May to determine a final score on a 1 to 7 scale. Diploma students need a total of at least 24 points to earn the full diploma.

### 6. What are the advantages of taking IB courses?

The major advantages include a challenging learning environment, excellent preparation for university-level studies, recognition of IB course work by college admissions officers,

the possibility of earning college credit or advanced standing, and the benefit of receiving a well-rounded, world-class, liberal arts education.

**7. What do students do if they find an IB class too challenging?**

Numerous support services are offered to help students gain confidence and learn the required skills to manage their work and responsibilities. Support services include conferences with teachers, individual counseling and guidance, peer tutoring, and various levels of academic support. Although IB classes are more challenging than standard classes, colleges recognize IB course-work, admire the rigor and challenge of the IB Program, and regard successful completion of an IB course as a credential of exceptional merit. Also IB course-work can lead to college credit. Given the right support, students should consider the advantages of staying in an IB class.

**8. How much homework will students have?**

The amount of homework varies in the IB Program. Students should expect about ten to twenty hours of homework every week. Approaches to Learning skills, such as time management is essential because homework often consists of long-term assignments and a great deal of reading and writing.

**9. What is the benefit of taking individual IB courses?**

While the IB Organization suggests that students attempt a full diploma, not all students will take the full IB course load leading to an IB Diploma. Some students may choose selected courses where they have particular interests or strengths. Students who satisfactorily complete an IB course will earn a certificate from IB, and the course will be noted on their permanent transcript, thus potentially earning them college credits.

**10. How widely accepted is the IB Diploma?**

The IB Diploma is an internationally accepted standard of excellence, accepted by universities and other institutions in over eighty countries. Besides global recognition, most schools to which Dobbs Ferry graduates have been admitted recognize the IB Program. The IB web site lists colleges and universities that grant credit, scholarships, and/or advanced standing for IB diplomas and certificates. When students are applying to universities, decisions about admissions will be partially based on their high school transcripts, not on whether they earn the Diploma. The most important factor in admissions will be the work in IB classes, not scores on the IB exams. However, IB exam scores will be important in decisions about placement and credit, so it is important to do well on IB exams, too.

**11. Will students still have to take a EOC Exam in an IB course?**

Yes. If an EOC Exam is normally given in the course related to the IB course, such as American History, then a student will also take the EOC Exam. To maximize student performance on both exams, teachers take into account EOC curriculum requirements as well as IB requirements when planning their courses.

**12. What are the main differences between the IB Program and the Advanced Placement (AP) Program?**

As a general rule, the IB and AP Programs are roughly equivalent in their academic rigor. However, there are some differences in the content and tests. Content differences vary by subject. In general, the IB Program is more comprehensive and focuses on multiple methods of assessment as opposed to AP courses where a student is evaluated by the results of a single end-of-course exam. Depending upon the course, special attention may be necessary to certain topics so that a student who completes the course will be prepared to take either or both exams.

**13. Will students who take an IB course have to take the exam?**

Yes. Students who are enrolled in an IB course will be expected to prepare for and take the exam at the end of the course or IB credit will not be granted.

**14. What happens if a student drops an IB course in the year of the May assessment?**

The student will be responsible for the subject fee and any applicable late fees. At this writing, the fee to drop a course by January 15<sup>th</sup> is \$277 and to drop it by April 15<sup>th</sup> is \$507





## Resources and Contact Information:

- International Baccalaureate Organization:  
<http://ibo.org>
- School Website:  
<https://pms.palmbeachschools.org/>
- Official School's Facebook Page:  
<https://www.facebook.com/pahokeebluedevils/>
- ManageBac address (approval required to sign up):  
<https://pahoke.managebac.com>
- Official Pahokee DP Twitter Account:  
@Pahokee\_IB
- School's Office Number:  
561-924-6400
- IB Coordinator's Number:  
561-924-0447