

# CIC IB MYP/DP handbook



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# 1.0 welcome to the IB MYP/DP at CIC

Colegio Internacional de Caracas offers the International Baccalaureate Middle Years Program (IB MYP) to students from Grades 6 to 10. Upon completion of the IB MYP, CIC offers the International Baccalaureate Diploma Programme (IB DP) to students in Grades 11 and 12 in addition to a standard USA-accredited diploma. The IB is a world-renowned educational secondary school program that is open to students at CIC regardless of previous experience and is an extension of CIC's Mission and ESLR's to provide an ambitious global education.

All students participate in the MYP upon enrollment in Grades 6 to 10. Students may elect to participate in Grades 11 and 12 in one of three ways: as an IB DP diploma candidate; as an IB DP course candidate; or as a non-examination student. Specific to CIC, students in the IBDP will experience approaches to learning that flow from the school's Middle Years Programme (Grades 6-10).

## 1.1 CIC mission, vision, and expected schoolwide learning results (ESLR's)

### **mission**

To provide excellence in a PN-12 English-speaking environment, and fully prepare each student to prosper in a borderless and innovation-based world.

### **vision**

To become Venezuela's most aspirational PN-12 learning environment.

# expected school-wide learning results (ESLR's)

An ESLR is what each student should know, understand and be able to do upon leaving CIC, or by the time the student completes the planned program. A CIC student is a(n)...

## **Effective Communicators Who:**

- Read, write, speak, view, and present, and listen effectively and correctly in English.
- Reflect and critically evaluate oral, written, and visual information.
- Understand, follow, and give directions.
- Communicate clearly and appropriately for various outcomes, cultures, and points of view.
- Collaborate and communicate with honesty and integrity.

## **Life-long Reflective Learners Who:**

- Think about their own thinking.
- Recognize and develop strengths and talents.
- Assess and improve weaknesses and limitations.
- Take an active role in their own learning process.
- Work independently and self directed.

## **Socially Responsible Global Citizens Who:**

- Demonstrate knowledge and awareness of social problems and their implications in both, their own and global communities.
- Participate actively and contribute responsibly in projects that improve the community.
- Respect cultural diversity via collaboration and self and community advocacy.
- Identify and address environmental concerns that affect communities around the world are globally responsible citizens through self-awareness, empathy, and understanding.

## **Critical Thinkers and Problem Solvers Who:**

- Demonstrate intellectual curiosity and independent as well as collaborative learning.
- Demonstrate the ability to use reasoning skills combined with ethical and/or moral values to solve complex problems.
- Utilize technology appropriately to gain information and solve problems.
- Apply knowledge and skills to new situations.
- Make sense of problems and persevere in solving them.

# 1.2 international baccalaureate organization (IBO) policy statement.

The IBO provides one of the world's most desired diploma programmes for students and CIC has partnered with IBO to provide this course of study to Venezuelan-based students. The IBO supports high quality programmes of education which support development of knowledgeable and inquiring students, professional development that supports effective educators and collaborative professional learning communities, and manages a worldwide network of highly respected and collaborating international schools. Within the IB Diploma Programme, the IBO stresses that students students:

- Think independently and drive one's own learning.
- Earn acceptance to the highest ranking universities around the world.
- Become more culturally aware, and develop a second language, and
- Engage with people in an increasingly globalized, rapidly changing world  
([www.ibo.org](http://www.ibo.org))

# 1.3 learner profile

The International Baccalaureate Organization believes that students in their programs should exhibit specific characteristics as a student, learner, and citizens. These characteristics are commonly described as the IB Learner Profile and consist of the following:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

## 2.0 admissions overview

All students enrolled at CIC in Grades 6 to 10 participate in the MYP.

All students enrolled at CIC in Grades 11 and 12, and who are in good standing are eligible to participate in the IB DP. It is recommended that most students participate in the full IBDP, but the decision for which path to take is made through consultation with the student, his or her parents, teachers, the Counselor, the IB DP Coordinator, and the school administration. Once enrolled in the IBDP, students must consistently produce grades that will assure graduation success, as well as exhibit a strong degree of educational motivation.

IB DP students take a range of course options that include Standard Level (SL) and Higher Level (HL) classes where HL courses generally reflect the student's area of special interest. SL courses complement HL courses but do not usually require the same degree of specialized knowledge and understanding. Three additional mandatory program elements are Theory of Knowledge, the Extended Essay, and participation in the CAS Program. All IBDP students participate in these three program elements (see below).

CIC-graduation students follow courses that roughly equate to a SL course, though these courses are differentiated to their individual needs. They must also complete a reduced number of CAS requirements.

## 2.1 complaints procedures relating to the IB MYP/DP programs

In case there are complaints against the school's IB program(s), or appeals against IB programme decisions taken by the school or concerns that procedures are available to all students the following procedure should be followed:

- In the first instance, the concern should be addressed to the IB MYP/DP Coordinator.
- If the matter is not resolved, the complaint should then be addressed to the Superintendent.
- If the matter is still not resolved, the complaint should then be addressed to the Board of Governors.

## 3.0 transfer students

All new students enrolled at CIC in Grades 6 to 10 automatically participate in the MYP.

CIC encourages students from other high schools to enroll in the CIC IB Diploma Programme. Upon application, a team of CIC educators will meet to discuss the student's credentials and the IB DP Coordinator and Counselor will meet with the student and family to discuss a plan of action. Transfer students begin coursework after a final plan has been agreed by all parties. Enrollment is dependent upon a range of factors that include motivation, historical academic success and enrollment date. All transfer enrollments are reviewed on a case-by-case basis. Grade 12 transfers may be accommodated, though they face distinct requirements.

## 4.0 DP college credit

Due to the academic strength and reputation the IB DP possesses, it is possible that a student graduating from CIC's IB Diploma Programme may earn college credits while in high school. This outcome depends on each college's policies regarding the student's performance in examinations related to the diploma programme, as well as the specific courses in which the student enrolls along with earned grades. The CIC College Counselor can guide families who are seeking more information about this topic. Successful completion of the IB DP includes procurement of the CIC USA-accredited high school diploma.

## 5.0 CIC DP course options

The IB Diploma Programme includes a range of obligations in order to receive the approved IB DP high school diploma or certificate(s). At CIC, IB Grade 11 and 12 course options are segmented into six (6) distinct subject groups or categories and within these distinctions, courses are offered that can meet a student's college or professional interests.

- Group 1: Studies in Language and Literature.
- Group 2: Language Acquisition.
- Group 3: Individuals and Societies.
- Group 4: Experimental Sciences.

- Group 5: Mathematics.
- Group 6: The Arts.

Each year, CIC confirms courses that best meet the needs and desires of our students as a college-preparatory institution. It is typical that the following course are approved each year:

- **Group 1:** SL/HL Language and Literature English, and Language and Literature Spanish
- **Group 2:** SL/HL French and Spanish Ab Initio, English, French and Spanish Language B
- **Group 3:** SL/HL History of the Americas and SL/HL Business Management
- **Group 4:** SL/HL Chemistry, SL/HL Biology, SL Physics
- **Group 5:** SL/HL Mathematics Applications and Interpretation
- **Group 6:** SL/HL Visual Arts.

## 6.0 core policies

The IB MYP/DP operates within the general school experience at CIC. Students follow established guidelines and meet responsibilities that transcend any specific program, including the IB MYP/DP. IB MYP/DP students are expected to adhere to these and other core school policies during their enrollment at CIC.

### 6.1 language policy

Detailed information can be located in our Language Policy Handbook found [here](#).

### 6.2 academic honesty

Detailed information can be located in our Academic Honesty Policy Handbook found [here](#).

### 6.3 academic inclusion

Detailed information can be located in our Academy Inclusion Policy Handbook found [here](#).



## 6.4 assessments

Students are assessed regularly during their experience at CIC, and these assessments use subject-based (or, in the MYP, interdisciplinary) criteria. In addition to class-specific tests, projects, and other assessments, each IB MYP/DP subject has specific expectations that must be completed as per the subject guide. Assessments are bound by both IB guidelines as well as the expectations stated in the CIC Assessment Policy Handbook.

CIC-graduation students receive differentiated assessment in a mixture of the following ways:

- Differentiated tasks
- Modified assessment criteria
- Differentiated tasks and modified assessment criteria

## 6.5 payments for IB DP exams

All expenses related to the IB Diploma and IB certificates are paid directly by the student to the IBO through the CIC Business Office. Parents bear the full cost of these expenses and must abide by the IBO and CIC rules regarding reimbursements.

# 7.0 core requirements for the MYP: community and service, personal project

### **Community and Service**

The expectations and requirements of community service are laid out in the online form sent out by the Community Service Coordinator. The expectations for community service are differentiated by Grade level and run through the year. Students are expected to be completed in late May.

### **The Personal Project**

It is an expectation of CIC that all MYP5 students complete the Personal Project. More information on how the Personal Project is organized can be found at:

<https://sites.google.com/d/1rcIWSbP0jZow4DQImDzOAKM5Bz3xFFN1/p/15nEZhjnVj1XZmDS2Xws841gff13jB9oW/edit>

There is a Personal Project Coordinator who is in charge of all matters related to the Personal Project, including the work of the supervisors and the progress of all the students. He/she reports to the MYP Coordinator who is also available to support as necessary.

The Personal Project **deadlines** are as follows:

**Mid May 2021:** Students receive induction into the Personal Project process. They decide on a provisional title and links to the global context. They draft their initial ideas with the personal project coordinator. Students are given the name of their supervisor. They write their first process journal report with their supervisor and begin entering other material in their process journal.

**Late May:** Students meet with supervisor and agree aims and research for the summer.

**Mid August:** New students receive material that the returning students had over the summer. The returning students hand in all their materials to their supervisor.

**Mid October:** The student is expected to have completed six journal entries, 25% of the product and 25% of the report completed. The parts of the report completed must include: an introduction that identifies and explains the topic based on personal interest; a clear, achievable, challenging goal; a focus of a global context for the project; and a set of specifications (objectives or targets) that will later be used to evaluate the project's outcome/product.

**Mid November:** Eight journal entries, 50% of product and 50% of the report completed. In detail this means: following the PP template to lay out work correctly, applying information and research to take action/solve the problem/make decisions/create solutions and/or develop understandings linked to the project's goal.

**Mid January 2023:** Ten journal entries, 75% of product and 75% of the report completed. In detail this means: following the PP template to lay out your work correctly, applying information and research to take action/solve the problem/make decisions/create solutions and/or develop understandings linked to the project's goal.

**Mid February:** Complete first draft of the report, the completed product and twelve journal entries due, not including appendices and bibliography or reference list). In detail this includes applying more techniques; a conclusion with evaluation of the outcome/product

against the earlier criteria/expectations for success, a reflection on how completing the project has extended knowledge and understanding of the topic, reflection on the focus global context, reflection on development as a learner, a complete MLA bibliography, any appendices (if necessary).

**Early March:** Complete second draft of project, the completed product and at least fourteen journal entries due. Feedback comments from PP Coordinator, in conjunction with the supervisor, giving suggested redrafts, in addition to supervisor comments.

**Mid March:** Personal project deadline.

**Late March 2023:** The date for the personal project exhibition for parents, Grade 9 students and the general school community.

**Early April 2023:** FINAL DEADLINE. Internal evaluation/moderation.

The allocation of supervisors to students:

1. Students choose the names of six teachers that they would like to have as supervisors in rank order.
2. The Personal Project Coordinator and MYP Coordinator select the teacher (from the six) that is the match with that student in terms of personality, motivation, organization, etcetera.

## 7.1 core DP requirements: theory of knowledge, extended essay, and CAS

In addition to coursework in the six subject groups all IB DP students participate in three supplemental activities in order to receive credit. These three activities have very specific requirements, and are considered fundamental and non-negotiable to obtaining the IB DP at CIC.

CIC-graduation students have a CAS expectation but do not have to do the Extended Essay. TOK is optional for them.

## **Theory of Knowledge**

Theory of Knowledge, or TOK, is a class that explores how we understand and what we know. The course seeks to integrate learning in all subjects to encourage a deeper self-reflection about what is being learned and why. Successful completion of this course includes a final research paper and presentation. This course spans both years in the IB DP.

## **Extended Essay**

The Extended Essay is a 4,000 word research paper that spans both years in the IB DP and seeks to refine the student's research skills and provide an avenue for in-depth study of a topic of personal interest. Students work with an advisor to develop all phases of a comprehensive research paper.

The Extended Essay **deadlines** are as follows:

**February:** Discuss focus for the EE/Choose subject area and supervisor

**Early March:** Begin research/Begin to collect sources/begin to compile bibliography.

**Mid March:** Decide on topic, choose working thesis, continue collection of sources and compilation of bibliography

**Mid April:** Detailed outline, draft writing, 1,000 words completed

**Late May:** 2,000 words completed

**August:** First day back, polished draft completed

**September/October:** Revising drafts, editing, fine-tuning

**Early November:** Completed EE

The allocation of supervisors to students:

1. Students choose the subject area where they wish to do their Extended Essay.
2. Students work out a title with a supervisor available in that area.
3. The supervisor/student combinations are confirmed by the DP Coordinator in consultation with students and teachers of their chosen area.

Mandatory reflections: These are completed on writable PDF forms sent out by the DP Coordinator. Both the supervisor and student complete their relevant sections which are stored in the student's folder.

### **Creativity, Activity, and Service**

Creativity, Activity, and Service or CAS, is a required program that assures all CIC students participate actively in the school and local communities as a student and a citizen. Students work with the CAS coordinator to log hours in meaningful community service projects and activities. Full diploma students are required to log 150 hours over the course of two years while non-diploma students are required to log 75 hours.

## **8.0 IB DP predicted grades**

Teachers deliver a monthly report to the DP Coordinator during Grade 12 in the form of a predicted grade, based on what the teacher feels would be the student's final grade given their effort level and output. Most months, beginning September, teachers report this predicted grade to assure each student is on track to earn the diploma or certificate. Students with concerning grades may be required to attend a meeting with or without parents to assess progress moving forward.

## **8.1 IB DP mock exams**

In each class, in March of the senior year, each IB DP or IB Certificate student will experience a testing situation that mimics that of IB Final examinations. Seniors will spend approximately a week experiencing examinations in all of his or her classes and from there, all tests are assessed against what knowledge is needed for final exams. The time spent in classes between Mock Exams and Finals utilize these tests to help students prepare for their final examinations. Mock exams serve as 100% of Semester 2 final exam grades for IB DP students.

## **8.2 IB DP final examinations and results**

Final examinations take place for all IB classes for which the student is enrolled and fees are paid. Each exam follows a very specific IB DP protocol and each outcome represents a significant percentage of the student's final grade in that subject. Early each spring, the exam schedule is shared with all IBDP students. Procedures to obtain results are shared with families before the end of the student's senior year. In July, the IBO shares results with families.

## **9.0 university acceptance**

CIC is a college preparatory high school and expects 100% of each graduating class to attend college or university either in Venezuela or internationally. CIC maintains a college counseling department and counselors to assist students apply to and obtain acceptance into high-quality institutions. CIC believes that participation in the IB DP improves each student's chances at obtaining acceptance into the best-possible post-secondary institutions and that students following the IB DP will be better prepared for university life.

## **9.1 college counselor support**

The College Counselor and the Counseling Department provide a range of services that impact the IB DP as well as college admissions. It is expected that all IB DP students actively engage in regular meetings with the college counselor as a means to maintain appropriate effort and outcomes, and to plan effectively for life beyond the IB DP.

# 10.0 student participation statement

As CIC is a college-preparatory institution and expects all students to attend ambitious colleges and universities, it is expected that all IB DP students exhibit strong educational and moral standing. All students are expected to participate fully in all aspects of school and the IB diploma, as well as remain motivated as a student. CIC reserves the right to take any IB DP student out of the school statistics if their progress indicates that he or she may be unsuccessful in the IB DP.