



Elgin High School Gifted and Talented/ International Baccalaureate Academy Handbook



An Introduction to the EHS Gifted and Talented/International Baccalaureate Academy

About the Academy:

From its foundation in 1997 as part of a district-wide initiative to meet the needs and interests of the students, the Gifted and Talented Academy at Elgin High School is one of five academies offered at the high school level. The Gifted and Talented Academy is dedicated to providing a rigorous, innovative, meaningful academic environment to challenge the intellectual and creative abilities of gifted and talented students. Students will be provided with a broad spectrum of opportunities to extend and enrich the classroom curriculum through guest speakers, theater, summer programming, and field trips during the school year to enliven the classroom experience. Students will be prepared to face challenges and make choices that will meet the complexities of today's world, support a life-long commitment to learning and encourage them to make use of their potential.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AND ELGIN HIGH SCHOOL

Beginning in 2008, a group of Gifted Academy educators at Elgin High School began exploring the idea of bringing the International Baccalaureate (IB) Diploma Program (DP) to the students of the Elgin High School Gifted and Talented Academy. Over the years, this exploration evolved into a school-wide effort to see Elgin High School become one of the few schools in Illinois to become an authorized International Baccalaureate World School. 2023 marked the successful conclusion of the Candidacy phase and Elgin High School is an Authorized International Baccalaureate World School offering the IB Diploma Programme.

The Academy/IB program is designed to uphold the highest standards of intellectual growth and enrichment for academically talented students. The EHS Academy is designed to prepare adept and curious students for the rigors of academic work through a freshman and sophomore curriculum which is founded in accelerated and Advanced Placement coursework which will prepare them for the rigors of the IB Diploma Programme. With the foundation for college-level coursework laid as freshmen and sophomores via the AP program, EHS Academy students enter the International Baccalaureate Programme as juniors. The end result of this course sequence is that students will have immersed themselves in the two most challenging high school curricula that are recognized worldwide: AP and IB.

Elgin High School is proud to count itself among the few IB World Schools in Illinois outside of Chicago Public Schools, and the only one in the Northwest Suburbs. There are approximately 5,000 schools in the world which are authorized to offer IB programming in more than 15 countries.

The International Baccalaureate Organization(IBO) is a non-profit organization founded in 1968 at the behest of European diplomats seeking an education for their children that was consistently rigorous and relevant as they traveled the world for work. The result of this need was the International Baccalaureate Programme. The IB Diploma Programme serves students in their junior and senior years with an academically challenging and well-rounded academic study designed to foster academic content knowledge and maturity. IB Diploma Programme graduates are recognized world-wide as well-rounded students who are capable communicators, critical thinkers, and who possess a global perspective.

The IB Diploma Programme (IB DP) Learner Profile and its Approaches to Teaching and Learning (ATL)



The IB DP is centered in the Learner Profile developed by the IBO. The Learner Profile is a set of learning characteristics and outcomes designed for fostering a 21st century education. These ideas are a guide for teachers, students, and schools to provide unity in fostering the development of all students across these areas.

The IB Learner Profile states students should be:

Inquirers - Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. Actively enjoy learning and this learning will be sustained throughout life.

Knowledgeable - Explore concepts, ideas and issues that have local and global significance. Acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Willing to work in collaboration with others.

Principled - Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. Take responsibility for actions and the consequences that accompany them.

Open-Minded - Understand and appreciate personal culture and personal history, open to the perspectives, values and traditions of other individuals and communities. Seek and evaluate a range of points of view, and willing to grow from the experience.

Caring - Show empathy, compassion, and respect toward the needs and feelings of others. Have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-Takers - Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. Brave and articulate in defending beliefs.

Balanced - Understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for the self and others.

Reflective - Give thoughtful consideration to personal learning and experience. Able to assess and understand personal strengths and limitations in order to support personal learning and development.

A video and more information regarding the Learner Profile can be found here:

<https://www.ibo.org/en/benefits/learner-profile>

Approaches to Teaching and Learning

Deliberate attitudes, skills, and strategies that are infused throughout IB teaching and learning environments.

Thinking Skills - The ability to engage in creative and critical thinking

Communication Skills - The ability to read, write and use language to communicate and gather information

Social Skills - The ability to collaborate

Self-Management Skills - The ability to personally set and meet expectations and reflect on personal progress

Research Skills - The ability to find, evaluate, and effectively use credible information and media to facilitate being a life-long learner

Approaches to learning (ATL)

Learning how to learn
Support students to become self regulated learners
Complement the learner profile, knowledge, conceptual understanding and inquiry

Support students' sense of agency

Integral part of an IB education

For more information visit ww.ibo.org

Sheeza A.K.

Source: [Sheeza Ali Facebook](#)

Pre-IB Academy Program at EHS

The first two years (9th and 10th grade) in the Academy program at Elgin High School will prepare the students for the rigors of the International Baccalaureate coursework. The program for these two years was developed locally as the foundational courses of the EHS Gifted and Talented Academy (the first name of the academy at EHS) and the courses still serve as the foundation for the most academically challenging coursework preparing students for success in the Diploma Programme.

The students in the Academy grades 9 and 10 cohort are together in their core courses(English, Math, Science, and Social Studies). Teachers have received professional development in Gifted and Talented Education and/or IB Training which allows for teachers to integrate the characteristics of the IB Learner Profile and the Approaches to Teaching and Learning into their lessons and classroom culture.

EHS Academy Course Sequence Grades 9 and 10

Course Groups	9th Grade	10th Grade
IB Group 1(Language Arts)	Gifted World Literature**	Gifted American Literature**
IB Group 2 (World Language)*	Choice of Spanish, French, Japanese, or German	Choice of Spanish, French, Japanese, or German
IB Group 3 (Social Science)	AP Human Geography** or AP World History**	AP United States History**
IB Group 4 (Science)	Gifted Scientific Inquiry**	AP Biology**
IB Group 5 (Mathematics)	Math** placement according to student readiness - may require summer courses to be prepared for upper level math in the future	Honors Algebra 2**, Honors Precalculus**, or AP Statistics**
IB Group 6 (The Arts)	Elective Options are available	Elective Options are available
State Graduation Requirement	PE(full year)	PE(1 semester) Health(1 semester)

* Students do not have to take a language in 9th or 10th grade, but in 11th grade students would most likely be prepared to take the ab initio language acquisition course unless the student can demonstrate language proficiency which would make them eligible for a language acquisition course beyond the ab initio.

**These courses are required Academy courses and cannot be substituted. Math placement is dependent on student readiness.

Gifted and Talented Academy

Freshman Year

Overview

During 9th grade, all Gifted and Talented Academy students will take the following courses in the program:

Gifted World Literature

AP Human Geography or AP World History

Honors Geometry or Honors Algebra 2*

Gifted Scientific Inquiry.

These courses are scheduled as a cohort of students so that the students all have the same core of Freshman teachers to allow for a collaboration of the students on projects, but also for the teachers to hold the students to the same expectations and norms, coordinate major projects and exams, and work with the sophomore, junior, and senior teachers to vertically articulate the curriculum from one year to the next.

External Exam taken at the end of 9th grade:

AP Human Geography (eligible for college credit with a score of 3 or better, max 5)

*Students are placed in math courses according to readiness, so there may be students who are accelerated beyond the Honors Algebra 2 course as a result of their math placement from elementary through middle school. Those students will be placed in their appropriate math course even if it is beyond the current listed courses. Students who are not in at least Honors Geometry or Honors Algebra 2 in the freshman year may need to take a summer school math course to be prepared for the rigors and requirements of the IB Mathematics course.

Gifted and Talented Academy

Sophomore Year

Overview

In 10th grade, all Gifted and Talented Academy students will take the following courses: Gifted Sophomore American Literature; AP United States History; Honors Algebra 2, Honors Pre-Calculus, or AP Statistics; and AP Biology.

Exams taken at the end of 10th grade:

AP United States History (eligible for college credit with a score of 3 or better, max 5)

AP Biology (eligible for college credit with a score of 3 or better, max 5)

* Students intending to be prepared to complete the Full IB Diploma need to enroll in Honors Algebra 2, Honors Pre-Calculus, or AP Statistics as their sophomore year mathematics class. Any questions, consult your High School Counselor.

Student Expectations and Academic Honesty

We at Elgin High School and The IBO hold academic honesty in the highest regard. To that end, the Academy program at EHS is committed to upholding the Academic Honesty expectations of the IB for all four years of the Academy Program. In order to help students become acclimated to the expectations we will help students understand what Academic Honesty is and how to demonstrate an adherence to the tenets of the IB Academic Honesty expectations in the first two years of the program.

The IB specifically states that Academic Honesty is concerned with “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.”¹

They specify that “[c]ategories of “academic misconduct” in the IB are:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. This includes the use of Artificial Intelligence(AI) to generate work. Any work product generated by AI and not by the student must be cited as such or the student is guilty of plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.²

What does this mean for Students?

Essentials:

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.

¹ Academic Honesty in the Diploma Programme Flyer https://resources.ibo.org/data/g_0_malpr_sup_1601_1_e.pdf

² Academic Honesty in the Diploma Programme Flyer https://resources.ibo.org/data/g_0_malpr_sup_1601_1_e.pdf
Inspiration and information for this document came from the Homewood-Flossmoor Pre-IB/IB Handbook as well as the Proviso Mathematics and Science Academy Pre-IB/IB program overview

- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

IB Statement Regarding the Use of Artificial Intelligence

“The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.”³

In Short:

- Artificial Intelligence tools are available for students to use but they must use them appropriately.
- If any material in any document produced by a student uses any information obtained through the use of AI, it must receive a proper and complete citation.
- Students must learn to acknowledge when they are accessing and using ideas that are not their own, and give proper credit.
- If students do not provide these citations the work has been plagiarized and will require disciplinary action by the school, and potentially by the IBO.

³ Glanville, Matt. “Statement from the IB about ChatGPT and artificial intelligence in assessment and education.” 06 June 2023, IBO.org
<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/> Accessed 15 September 2023.

Inspiration and information for this document came from the Homewood-Flossmoor Pre-IB/IB Handbook as well as the Proviso Mathematics and Science Academy Pre-IB/IB program overview

IB Diploma Programme Curriculum Framework

The IB Curriculum Framework consists of 6 groups with courses in each offered at either the Standard Level (SL) or Higher Level (HL). Students seeking the Full Diploma must take a minimum of 3 HL courses (maximum 4) during their coursework.

In addition to earning their Elgin High School Diploma, students participating in the IB Diploma Programme have the opportunity to earn an IB Diploma after successful completion of all IB required Diploma Coursework, IB Diploma Core (EE, CAS, TOK) and successful completion of exams.

The successful completion of IB Diploma Coursework for a **“Full Diploma”** student consists of taking courses in all six groups (or two group 3 courses to replace group 6), must complete the Theory of Knowledge (TOK) course, complete an Extended Essay (EE), and complete the Creativity, Activity, Service (CAS) outside the school day.

EHS Academy Diploma Programme students are not required to seek the Full Diploma, they **must enroll in 2 IB courses** of their choosing in order **to maintain their Academy status** while also enrolling in the academy core classes of Math, Science, Language Arts, and Social Studies (see sample course selection tables for options).

Academy non-Diploma-seeking students who earn successful scores on end of course exams will be awarded a “Certificate of Mastery” which is recognized by colleges and universities around the world for college credit.

The option to take an IB course of student interest is also open to any Elgin High School student who would like to challenge themselves; to be a certificate student one does not have to be an Academy student.

EHS Academy

IB Diploma and Certificate Course Pathways Grades 11 and 12

*All IB courses, unless otherwise noted, are a two year curriculum. Students must complete both year 1 and year 2 of a course in order to sit for exams and be eligible for college credit. This applies to both Full Diploma Candidate Students and Course Certificate Students.

IB Full Diploma - Traditional Path to completion -

must take at least 3, but no more than 4, courses at the HL level

Course Groups	11th Grade	12th Grade
IB Group 1 (Language Arts)	English A: Literature HL 1***	English A: Literature HL 2***
IB Group 2 (World Language)	Spanish ab initio SL 1 or French ab initio SL or French B SL or HL 1 or Spanish B SL or HL 1	Spanish ab initio 2 SL or French ab initio 2 SL or French B SL 2 or Spanish B SL or HL 2
IB Group 3 (Social Science)	Global Politics HL 1 or Cultural and Social Anthropology SL 1 or Environmental Systems and Societies SL 1	Global Politics HL 2 or Cultural and Social Anthropology SL 2 or Environmental Systems and Societies SL 2
IB Group 4 (Science)	Chemistry HL 1 or Physics SL or HL 1	Chemistry HL 2 or Physics SL or HL 2
IB Group 5 (Mathematics)	Analysis and Approaches SL 1	Analysis and Approaches SL 2
IB Group 6 (The Arts)	Music SL 1 or Visual Arts [in Spanish] SL 1	Music SL 2 or Visual Arts [in Spanish] SL 2
State Graduation Requirement	Independent PE (full year) 1st semester AP US Government and Politics**	Independent PE (full year)* 2nd semester AP Macroeconomics**
Full Diploma Students Only	2nd Semester TOK CAS EE	1st Semester TOK CAS EE

*Eligible for an exemption with a grade of B or better junior year.

**Full DP students can opt to take Civics and Economics at the regular level due to the intensity of their schedules.

***This course is a Required Academy IB Course and may not be substituted.

EHS Academy

IB Diploma and Certificate Course Pathways Grades 11 and 12

Academy IB Course Certificate Option - MUST take at least 2 IB courses to maintain Academy status

Course Groups	11th Grade	12th Grade
IB Group 1 (Language Arts)	English A: Literature HL 1***	English A: Literature HL 2***
IB Group 2 (World Language)	Spanish ab initio SL 1 French B SL 1 Spanish B SL/ HL 1 Japanese German Non IB Spanish 3 AP Spanish Lit AP Spanish Lang Non IB French Dual Credit Spanish	Spanish ab initio SL 1 French B SL 1 Spanish B SL/ HL 1 Japanese German Non IB Spanish 4 AP Spanish Lit AP Spanish Lang Non IB French Dual Credit Spanish
IB Group 3 (Social Science)	Global Politics HL 1 Cultural and Social Anthropology SL 1 Environmental Systems and Societies SL 1 AP Social Studies Course of Choice	Global Politics HL 2 Cultural and Social Anthropology SL 2 Environmental Systems and Societies SL 2 AP US Gov - 1 semester; AP Macro - 1 semester
IB Group 4 (Science)	Chemistry HL 1 Physics SL or HL 1 Environmental Systems and Societies SL 1 Non IB Honors/AP Science course	Chemistry HL 2 Physics SL or HL 2 Environmental Systems and Societies SL 2 Non IB Honors/AP Science course
IB Group 5 (Mathematics)	Analysis and Approaches HL 1 Honors/AP Math class of choice Dual Credit Math	Analysis and Approaches HL 2 Honors/AP Math class of choice Dual Credit Math
IB Group 6 (The Arts)	Music SL 1 Visual Arts [in Spanish] 1 Elective of Choice	Music SL 2 Visual Arts [in Spanish] 2 Elective of Choice
State Graduation Requirement	PE(full year)	PE (full year)

***This course is a Required Academy IB Course and may not be substituted.

Academy IB Diploma Programme Year 1

Junior Year

Overview

Students who have successfully completed the first two years of the Gifted and Talented Academy program will continue on to the IB Diploma Programme in Junior year. Students can choose to be a full Diploma Student or they can elect to enroll in at least 1 IB course and fulfill honors or AP level courses across the 4 core content areas (Math, Language Arts, Science, Social Studies) to maintain their Academy status. In the full Diploma Programme, students must take IB courses in groups 1-6 in order to be eligible to receive the IB Diploma in addition to their EHS Diploma upon graduation. In the course of their two years of IB Diploma coursework, students must take 3 or 4 Higher Level(HL) courses and 3 Standard Level(SL) courses to be eligible for the Diploma. Students must also complete all required course components and end of course exams with a composite score of 24 or better to earn the IB Diploma.

External Exams taken at the end of 11th grade:

AP US Government and Politics (for Full Diploma students taking AP)

AP Exams corresponding to AP Courses Student is enrolled in, if not a full Diploma Student

AP Exams of student choosing if student has done self-study

Academy IB Diploma Programme Year 2

Senior Year

Overview

Students who have successfully completed the three prior years of the Gifted and Talented Academy program will continue on to the IB Diploma Programme in Senior year. If students are not full Diploma Students, they can elect to enroll in at least 1 IB course and fulfill honors or AP level courses across the 4 core content areas (Math, Language Arts, Science, Social Studies) to maintain their Academy status. In the full Diploma Programme, students must take IB courses in groups 1-6 in order to be eligible to receive the IB Diploma in addition to their EHS Diploma upon graduation. In the course of their two years of IB Diploma coursework, students must take 3 or 4 Higher Level(HL) courses and 3 Standard Level(SL) courses to be eligible for the Diploma. Students must also complete all required course components and end of course exams with a composite score of 24 or better to earn the IB Diploma.

External Exams taken at the end of 12th grade:

AP US Government and Politics and AP Macroeconomics (for students not in the full Diploma programme)

AP Macroeconomics only (for Full Diploma students enrolled in this course)

End of Course Exams for each IB course student is enrolled in

AP Exams corresponding to AP Courses Student is enrolled in, if not a full Diploma Student

AP Exams of student choosing if student has done self-study

IB Core Requirements⁴

Theory of Knowledge(TOK)

Theory of Knowledge (TOK) is a course that asks students to explore and contemplate the essence of knowledge. TOK asks students to examine how individuals acquire and assert their knowledge through diverse avenues of understanding and the various forms of knowledge that exist. TOK allows students to investigate personal beliefs and foster a deeper awareness of their assumptions through thought-provoking inquiries in order to allow students the opportunity to explore the richness and significance of differing cultural perspectives. The outcome of the course is an exhibition and a 1,600 word essay.

Extended Essay (EE)

During their junior year, IB-Diploma-seeking students begin their Extended Essay (EE) and Creativity, Action, and Service (CAS) requirements. Through their TOK course, students receive instruction in the independent research required to conduct a thorough, in-depth study of an EE question, which each student develops in regards to their personal interest in one of 22 Diploma Programme subjects. For approximately one year, from November of their junior year through mid-November of their senior year, the students research and write their 4,000-word Extended Essay. In addition to receiving instruction from their TOK teacher, the students work one-on-one with an EE-trained faculty member who supervises the process.

Community, Activity, Service (CAS)

According to the IB website, the purpose of CAS is to embark IB-Diploma seeking students on “a challenging and enjoyable personal journey of self-discovery.” CAS provides a counterbalance to academic studies by engaging students in creative endeavors, physical activity, and community service. Elgin High School’s CAS supervisor assists students with developing and implementing their personal CAS programs. Students are expected to be involved in CAS activities throughout their two years in the IB Diploma Programme and to reflect on their experiences, in writing, on a regular basis.

In order to earn the full IB Diploma, students must take the end of course exams for every course they are enrolled in. The only course which does not have an end of course exam is **TOK and Visual Art SL(taught in Spanish)**. The end of course exams are moderated by external examiners while the Internal Assessments for each course are scored by the teachers and moderated by outside examiners for consistency of grading and teaching practices across the globe. External exams are sent directly to moderators around the globe and not scored by the teacher. The end of course exam scores awarded are on a scale from 1(lowest) to 7(highest). Students can also be awarded up to 3 points for their combined assessed results on the Theory of Knowledge and Extended Essay.

⁴ Homewood Flossmoor High IB Prep Academy and IB Diploma Programme Handbook: School Four Year Overview

Inspiration and information for this document came from the Homewood-Flossmoor Pre-IB/IB Handbook as well as the Proviso Mathematics and Science Academy Pre-IB/IB program overview

IB Course Group	Courses Available
Group 1 Studies in Language and Literature	IB English A: Literature HL*** IB Spanish A: Literature SL(anticipated fall of 2024)
Group 2 Language Acquisition	Spanish ab initio SL French ab initio SL (anticipated Fall 2024) French B SL or HL Spanish B SL or HL
Groups 3 Individuals and Societies (can take 2 in this group and not a Group 6)	Global Politics HL Cultural and Social Anthropology SL Environmental Systems and Societies SL
Group 4 Sciences	Chemistry HL Physics SL Environmental Systems and Societies SL
Group 5 Mathematics	Analysis and Approaches SL
Group 6 The Arts	Music SL 1 Visual Arts SL [in Spanish]
IB Core	Theory of Knowledge Extended Essay Creativity, Activity, Service

***This course is a Required Academy IB Course and may not be substituted.