



EVERYTHING YOU WANTED TO KNOW ABOUT:

The International Baccalaureate Diploma Program Allen D. Nease High School

The mission of Allen D. Nease High School is to inspire all students to be globally minded and socially responsible life-long learners by providing a rigorous and differentiated curriculum in a safe and nurturing environment.

What is the International Baccalaureate (IB) Diploma Program?

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that IB Diploma Program students learn to know and understand.

The IB Diploma Program is an academically challenging and balanced program of education with final examinations that prepares students for success at university and life beyond. The program is taught over two years and has gained recognition and respect from the world's leading universities.

Since the late 1960s, the program has:

- provided a package of education that balances **subject breadth and depth**, and considers the **nature of knowledge** across disciplines through the unique theory of knowledge course;
- encouraged **international-mindedness** in IB students, starting with a foundation in their own language and culture;
- developed a **positive attitude to learning** that prepares students for university education;
- gained a reputation for its **rigorous external assessment** with published global standards, making this a qualification welcomed by universities worldwide;
- emphasized the development of the **whole student** – physically, intellectually, emotionally and ethically.

Nease IB Program At-a-Glance

The primary objective of the IB program is to provide a world-class education that prepares students with the intellectual, social, and critical perspectives necessary for college and beyond. The rigorous curriculum, the original research requirement, and the service component are designed to produce well-rounded and well-educated citizens who can read and think critically, write persuasively, speak articulately, and manage extremely demanding schedules.

Nease IB students manage to balance a challenging academic program with service, athletic, creative and leadership activities, and are consistently recognized for their energy and enthusiasm.

Missy Kennedy, IB Coordinator
2023-2024

ALLEN D. NEASE IB FACTS & FIGURES

- Established in 1996
- 1 of 83 IB Programs in Florida
- 1,744 Nease IB graduates
- 398 (9-12 grade) IB Students (16% of student body)

Last 3 years:

- 30 National Merit Finalists
- 65 National AP Scholars

Last 5 years:

- 95% of IB students earned the IB Diploma (International Avg. = 79%)
- 94% of IB exams passed

Class of 2023 Highlights:

- 16 National Merit Finalists
- 27 National AP Scholars
- 93% earned IB Diploma
- 94% of IB exams passed
- Avg. Points Earned: 31 points
- Avg. SAT Score: 1400 (RW 700, M 700)
- Avg. ACT Score: 30 composite
- Avg. GPA 4.35 (weighted)
- AP Tests Passed: 92%
- Accepted to over 99 colleges; attending 23 different

Class of 2024 Highlights:

- 5 National Merit Semi-Finalists
- 15 National Merit Commended

Stay tuned to our Nease IB website for more announcements...

Contact: Missy.kennedy@stjohns.k12.fl.us
(904) 547-8309

OUR STUDENTS HAVE VERY DIVERSE BACKGROUNDS

49% OF PARENTS & 54% GRANDPARENTS ARE
ORIGINALLY FROM FOREIGN COUNTRIES.

17% OF OUR STUDENTS HAVE LIVED OVERSEAS.

Students begin with admission into the Nease Pre-IB program in 9th and 10th grade. Admission is highly competitive drawing from the entire county.

Nease offers an extensive IB curriculum including advanced placement (AP) classes, with IB students taking a number of AP classes both as a part of the IB program and as electives.

IB students are involved in almost every sport, performing arts program, career academy, club, and honor organization at Nease.

Service is a distinct part of an IB student's calendar.



- Motivated
- Desire to Learn
- Sense of Humor
- Passionate
- Well-Rounded
- Focused
- Hard worker
- Multi-tasker
- Dedicated
- Sense of Responsibility
- Desire to Succeed
- Manages Time Well
- Organized
- Open-minded
- Strong in all subjects

Admittance into the Nease Pre-IB Program

Missy Kennedy, IB Coordinator
2023-2024

Contact: Missy.kennedy@stjohns.k12.fl.us
(904) 547-8309

IB Student Involvement & Leadership

NJROTC & Student Council

Sports & Spirit:

Baseball, Basketball, Cheerleading, Cross Country, Dance, Football, Golf, Lacrosse, Marathon High, Soccer, Softball, Swimming, Tennis, Track & Field, Volleyball, Wrestling

Performing Arts:

Band (Marching & Symphonic), Choir, Drama, Field & Winter Guard, Indoor Percussion, Miss Nease, Musical Theater

Communications:

Happenstance Literary Magazine, Vertical Newspaper, Wired TV, Yearbook, Talking Hands

Service:

Blessings in a Backpack, Interact, Arts in Motion, ARK, PUSH, One World, Panthers for Pets

Academic:

Botball, Future Problem Solvers, High-Q, Model UN, Communications & Engineering Career Academies, Math Team, Debate, Odyssey of the Mind, DECA

Political:

Young Democrats, Young Republicans

Honor Societies:

English Honor Society, French Honor Society, Mu Alpha Theta (Math), National Art Honor Society, National Hispanic Honor Society, National Honor Society, Quill & Scroll (Journalism), Science National Honor Society, Tri M (Music), Rho Kappa (Soc. Studies)

Step 1 - You must apply through student's HAC account by **January 31, 2024** on the St. Johns County School District Academy website at <http://academies.stjohns.k12.fl.us/registration>.

Step 2 –IB applicants must print out the **teacher recommendation form** (IB/AICE Teacher Recommendation) and distribute to the **four core academic teachers: Math, Science, Social Studies and Language Arts**. Teachers will be responsible for mailing (interoffice mail if in SJCSJ) these forms to Missy Kennedy by January 31 (please give teachers at least 1 week to complete and send).

Course Progression:

Updated 11/17/2023

Allen D. Nease High School- International Baccalaureate (IB) Course Sequence 2024-2025

IB Curriculum Area	Grade 9	Grade 10	Grade 11	Grade 12
Group 1- English	Pre-IB English 1	AP English Language (Pre-IB)	AP English Literature (IB)	IB English 4
Group 2 – World Language Spanish High school WL courses taken in middle school may count as high school elective credits.	Pre-IB Spanish 1 or Pre-IB Spanish 2	Pre-IB Spanish 2 or IB Spanish 3	IB Spanish 3 or IB Spanish 4 (SL)	IB Spanish 4
Group 3 – History	AP World History (Pre-IB)	Pre-IB Government & AP Government	AP U.S. History (IB)	IB History of America
Group 4 – Science High school science courses taken in middle school count as high school science credits. Students will take the same science over a two-year period in 11 th and 12 th grade.	Pre-IB Biology or Pre-IB Chemistry	Pre-IB Chemistry or Pre-IB Physics	AP Biology (IB) or AP Chemistry (IB) or AP Physics B (IB)	IB Biology 3 or IB Chemistry 3 or IB Physics 3
Group 5 - Mathematics High school math courses taken in middle school count as high school math credits.	Geometry Honors (Pre-IB) or Algebra 2 Honors (Pre-IB) (if Geometry in middle school)	Algebra 2 Honors or Prob./Stat. Honors or AP Statistics and AP Pre-Calculus (Pre-IB)	IB Apps. & Interpretation 1 or IB Analysis & Approaches 1 or AP Calculus AB (IB)	IB Apps. & Interpretation 2 (SL) IB Apps. & Interpretation 3 (HL) or IB Analysis & Approaches 2 (SL) or IB Analysis & Approaches 3 (HL)
Group 6 – Elective Some group 6 subject courses are completed during 11 th grade. Some courses have required pre-requisites, and some continue into 12 th grade. **Junior Year Group 6 subjects are offered based upon availability and number of students. It is important students list more than one option on their course request sheet.	Students who might be interested in the following group 6 subjects should take the appropriate electives as pre-requisites: <u>Possible Pre-requisites for</u> IB Visual Art: Pre-IB Art 1 IB Film Studies: Theatre, Cinema, & Film Production IB Psychology: None IB Computer Sci or IB Digital Society: Foundations of Programming H and/or Robotics Honors IB Business Mgn: Business & Entre. Principles Honors IB Science: Anatomy/Phys Honors (Need 2 electives)	Students who might be interested in the following group 6 subjects should take the appropriate electives as pre-requisites: <u>Possible Pre-requisites for</u> IB Visual Art: AP Art History or Pre-IB Art 2 IB Film Studies: Film 3 Honors IB Psychology: AP Psychology IB Computer Sci or IB Digital Society: AP Comp Science Principles IB Business Mgn: Accounting Apps H IB Science: Pre-IB Physics (Need 2 electives)	**Students <u>must</u> select 1 of the following: IB Visual Art 2 IB Film Studies 2 IB Psychology 2 IB Digital Society 2 AP Computer Science A (IB) IB Business Management 2 IB 2 nd Science (Group 4)	The following group 6 subjects <u>must</u> be taken over a two-year period: (11 th & 12 th) IB Visual Art 3 (SL & HL) IB Digital Society 3 (SL & HL) IB Computer Science 3 (SL & HL) IB Business Mgn 3 (SL & HL) IB 2 nd Science (SL & HL) The following group 6 subjects have the <u>option</u> to continue studying at the higher level: IB Psychology 3 (HL) IB Film Studies 3 (HL)
TOK			TOK 1	TOK 2
Other Requirements			CAS Experience & Extended Essay	

** This is a **typical** IB student progression. Individual circumstances should be addressed with the IB Coordinator. Algebra 1 Honors is a pre-requisite for entry into the program.**

** All courses on the progression are Nease Pre-IB courses, not directly associated with IBO, and are used as preparatory and clustered courses for students matriculating to the IB Program in Grade 11 & 12.**

Entering the IB Diploma Program (11th grade)

At the end of a student's sophomore year, the student will be invited to apply for continuance in the IB Diploma program. The following items will be reviewed and awarded a maximum of 10 points:

- Maturity/ Discipline
- Commitment to the IB Program
- Meets Deadlines
- Attendance
- Testing Performance
- Dedication to Learning
- Grades
- Works Well with Others
- Writing Ability
- Oral Communication

To earn the IB Diploma:

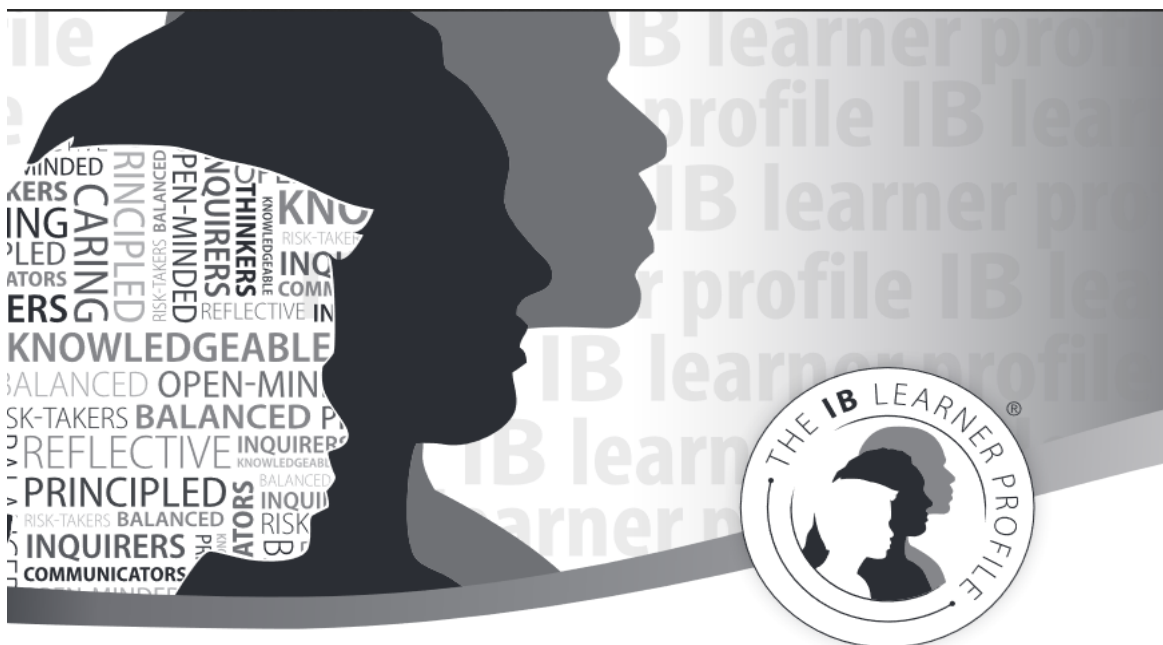
- The candidate must earn at least 24 points or more.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (if you take 4 HL subjects, the three highest grades count).
- 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).

Other Requirements to earn the IB Diploma:

- CAS requirement has been met.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Important Points to Consider:

- The candidate has taken an exam in each IB Group area. (6 exams total over Junior and Senior Year)
- The candidate may choose exams taken in Junior year to count towards your IB Diploma.
- As a Junior, the candidate can only register for no more than 2 SL exams.
- The candidate must register for 3 HL exams your Senior Year. You may take up to 4 HL exams.



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.

IB Learners strive to be:

Inquirers

IB learners 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.

Knowledgeable

IB learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

IB learners 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.

Principled

IB learners 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.

Open-minded

IB learners 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

IB learners 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 in the lives of others and to the environment.

Risk-takers

IB learners 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.

Balanced

IB learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

IB learners 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.

The 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 programs of international education and rigorous assessment.

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

IB Assessment & Recognition

Internal and External Assessment

- Student work is assessed by both **outside examiners** as well as the **students' own teachers**. All assessment undergoes **careful moderation** to ensure that a common, international standard is applied to the work of students around the world.
- Students who succeed in earning the **IB diploma** will at the same time meet the local high school's graduation requirements and also receive the local high school diploma.
- The IB diploma is recognized by colleges and universities around the world as a **university entry credential**. Among North American colleges and universities, the IB diploma is recognized as a **superior education**, preparing students to succeed at post-secondary institutions.

IB Diploma Curriculum

The IB Diploma Program emphasizes trans-disciplinary learning and requires students to study courses across six disciplines.

Group 1: Language & Literature

Group 2: Language Acquisition

Group 3: Individuals & Societies

Group 4: Experimental Sciences

Group 5: Mathematics

Group 6: Arts or Elective

3 Unique Core Elements:

- **The Extended Essay:** A 4,000-word essay, supported by original research, on a subject of the student's choice.
- **Theory of Knowledge (TOK):** An interdisciplinary course that challenges students to question the basis of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. It challenges students to question the bases of knowledge and to reflect critically on how they know what they believe to be the facts or the truth.
- **Creativity, Action and Service (CAS):** The CAS component encourages students to share their energy and special talents with others through experiential learning. It raises students' awareness of community needs and builds confidence in their ability to bring about change.

Comparison of the IB Program to Advanced Placement (AP) & Dual Enrollment (DE):

International Baccalaureate	Advanced Placement	Dual Enrollment
<ul style="list-style-type: none"> • International Standard of excellence • Comprehensive curriculum of college level courses • Encourages academically talented and highly motivated students • Diploma based on educational philosophy <p><u>COURSES AND EXAMS</u></p> <ul style="list-style-type: none"> • Six exams in six areas required for IB diploma • Students <u>must be</u> enrolled in an authorized school • Overall subject scores include teacher assessments and external assessments graded by educators throughout the world <p><u>SCOPE</u></p> <ul style="list-style-type: none"> • Exams based on broad general understanding of concepts and fundamental themes • Exam questions emphasize essay writing, and include multiple choice. • Oral assessments in primary language and world language • Policies are determined by international educators 	<ul style="list-style-type: none"> • National standard of excellence • College level courses • Encourages academically talented students • Diploma based on four courses from three academic areas <p><u>COURSES AND EXAMS</u></p> <ul style="list-style-type: none"> • Students generally take AP exams only in areas of personal strength • Students do not have to be enrolled in an authorized AP school • One exam by subject graded externally by College Board testing service in the U.S. <p><u>SCOPE</u></p> <ul style="list-style-type: none"> • Exams based on specific course content • Emphasis on multiple choice • Oral exams in world languages • Policies are determined by national educators 	<ul style="list-style-type: none"> • Individual College Standards • College Courses • Encourages academically talented students • Can earn AA degree while still enrolled in high school <p><u>COURSES AND EXAMS</u></p> <ul style="list-style-type: none"> • Courses are the start of a student's college transcript • No standardized exam given at the conclusion of the course • Students can take DE courses either on or off high school campus, dependent upon HS <p><u>SCOPE</u></p> <ul style="list-style-type: none"> • Credit is based on student's class grade. • For out-of-state and private schools students will need to inquire where DE credits will transfer. • Policies are determined by state legislator.

What Colleges are Saying about the IB Program:

"One of the advantages of an IB curriculum is its structure and quality. It's a coordinated program, well established, well known, and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

Christoph Guttentag, Director of Undergraduate Admission,
Duke University

"For many years we here at CMC have considered the Full IB Diploma to be the "Gold Standard." We automatically consider that curriculum to be the most rigorous possible. It just doesn't get any tougher. Unlike an AP program in which students can pick and choose which AP courses to take, sometimes based on playing to their strengths and avoiding their weaknesses, the full IB diploma is consistent, coherent, rigorous, and takes two full years to complete. It takes a tremendous amount of intellectual effort and academic commitment."

Richard Vos, Vice President-Dean of Admissions,
Claremont McKenna College

What Colleges are Saying about the IB Program:

"The best predictor of academic success is previous academic performance. Students who elect and satisfy the standards of a rigorous and demanding program in high school are the ones best suited to benefit from the intellectual environment at a university. A transcript that reveals a student's enrollment in IB courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges. Further, a successful IB student will enroll with some advantages over students who have taken less intensive programs. The educational sophistication that students develop through an experience in an IB program will serve them well at institutions that attract serious students. Other advantages include an increased self-confidence that comes from classroom experience with college-level academic material, a sharing of intellectual activities with the best students of the school, better time management, more experience with independent study. Of course, the fact the IB is a world examination with nearly universal recognition can mean additional benefits for the internationally oriented young scholar."

Clifford Siogren, Formerly of the University of Michigan

"Highly selective colleges and universities are looking for students who take the most challenging courses available to them. The IB program is notable not just for the rigor of its individual classes, but for the thoughtful integration of the entire program. Students who complete the IB diploma are the kind of smart, intellectually curious, and creative students who excel at the top universities."

Brandon Clarke, Former Admissions Director, Stanford University
Duke University

"The IB is a first-rate program, one we are familiar with, and it prepares students well for a university like ours."

Fred Hargadon, Director of Undergraduate Admissions,
Princeton University

Some of the Many Colleges and Universities the last 5 Graduating Classes are Attending:

Auburn University	Florida Atlantic University	Princeton University	University of Michigan
Boston University	Florida Institute of Technology	Purdue University	UNC at Chapel Hill
Brown University	Florida International University	Rice University	University of North Florida
Cal Poly State University	Florida State University	Rollins College	University of Notre Dame
Case Western Reserve Univ.	George Washington University	Rutgers University	University of Oklahoma
Catholic University of America	Georgetown University	Savannah College of Art & Design	University of Pennsylvania
Clemson University	Georgia Institute of Technology	Sewanee: University of the South	University of South Carolina
Colgate University	Harvard University	Southern Methodist University	University of South Florida
College of Charleston	Hofstra University	Stetson University	University of Southern California
College of William and Mary	Johns Hopkins University	Tulane University	University of Texas at Austin
Columbia University	Lafayette College	United States Naval Academy	University of Virginia
Cornell University	Loyola University Chicago	Universidad de Navarra	Vanderbilt University
Dartmouth College	Mass. Institute Of Technology	University of Alabama	Virginia Tech
Davidson College	McGill University	University of Central Florida	Wake Forest University
Duke University	Mercer University	University of Chicago	Washington & Lee University
Emory University	New College of Florida	University of Florida	Washington Univ. in St. Louis
Embry-Riddle Aero. University	Northeastern University	University of Massachusetts	Yale University
Flagler College	Northwestern University	University of Miami	

Missy Kennedy, IB Coordinator
2023-2024

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Studies in Language and Literature (Group 1)
(New Curriculum 2021)

English A: Literature	SL	HL
Paper 1 (Literary Analysis)	35%	35%
Paper 2 (Comparative Essay)	35%	25%
Essay (from Coursework)	N/A	20%
IA Oral (External)	30%	20%

Language Acquisition (Group 2)
(New curriculum in 2020)

Spanish B	SL	HL
Paper 1 Productive skills	25%	25%
Paper 2 Receptive skills	50%	50%
IA Oral Assessment	25%	25%
Ab Initio	SL	
Paper 1 Productive Skills	25%	
Paper 2 Receptive Skills	50%	
IA Oral Assessment	25%	

Individuals and Societies (Group 3)
(New curriculum in 2020)

History of America	SL	HL
Paper 1 (Prescribed subjects)	30%	20%
Paper 2 (WH topics)	45%	25%
Paper 3 (Regional Paper)	N/A	35%
IA Essay (Historical Investigation)	25%	20%

Experimental Sciences (Group 4)
(New Curriculum 2025)

Biology	SL	HL
Paper 1 (MCQ)	36%	36%
Paper 2	44%	44%
IA Labs and Group 4 project	20%	20%
Chemistry	SL	HL
Paper 1 (MCQ)	36%	36%
Paper 2	44%	44%
IA Labs and Group 4 project	20%	20%
Physics	SL	HL
Paper 1 (MCQ)	36%	36%
Paper 2	44%	44%
IA Labs and Group 4 project	20%	20%

Diploma Program CORE

Theory of Knowledge
(required Exhibition and Essay on prescribed title)
(3 additional points possible)

Creativity, Activity, Service (CAS)
(meet 7 learning outcomes/spans 18 months)

Extended Essay (EE)
(4,000 word independent research)

Mathematics (Group 5)
(New Curriculum in 2021)

Mathematics: A & A	SL	HL
Paper 1 (no calculator)	40%	30%
Paper 2	40%	30%
Paper 3	N/A	20%
IA Mathematical Exploration	20%	20%
Mathematics: A & I	SL	HL
Paper 1	40%	30%
Paper 2	40%	30%
Paper 3	N/A	20%
IA Mathematical Exploration	20%	20%

Arts and Electives (Group 6)

<u>Visual Arts</u>	SL	HL	<u>Film</u>	SL	HL
Comparative Study	20%	20%	Textual Analysis	30%	20%
Process Portfolio	40%	40%	Comparative Study	30%	20%
IA Exhibition	40%	40%	Film Portfolio	40%	25%
			Collaborative Project	N/A	35%
<u>Psychology</u>	SL	HL	<u>Computer Science</u>	SL	HL
Paper 1	50%	30%	Paper 1	45%	40%
Paper 2	30%	30%	Paper 2	25%	20%
Paper 3	N/A	20%	Paper 3	N/A	20%
IA (Experimental Study)	20%	20%	IA: Solution	30%	20%
<u>Business Management</u>	SL	HL	<u>Digital Society</u>	SL	HL
Paper 1	35%	25%	Paper 1	40%	35%
Paper 2	35%	30%	Paper 2	30%	20%
Paper 3	N/A	25%	Paper 3	N/A	25%
IA Research Project	30%	20%	Inquiry Project	30%	20%

**Assessments of the
IB Program at
Nease High School**

DP: 24 Total Points Needed
CAS Completed
EE Submitted and Passed