

JOHN F. KENNEDY HIGH SCHOOL



IB DIPLOMA PROGRAM



EXTENDED ESSAY POLICY

TAKE
COMMAND
OF YOUR FUTURE!



JOHN F. KENNEDY HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM



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JOHN F. KENNEDY HIGH SCHOOL MISSION STATEMENT:

Our mission at John F. Kennedy High School is to challenge all students to realize their full intellectual, emotional, and physical potential in an ever-changing 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.

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.

INTRODUCTION:

The following pages contain information and guidance concerning John F. Kennedy High School’s International Baccalaureate Diploma Program Extended Essay Policy. We want to ensure that students, teachers, parents, and staff understand the process of completing the extended essay at John F. Kennedy High School. This document also provides guidance concerning how the extended essay supervisors are chosen.

TIMELINE:

Month / Year	Focus	People Involved
September / Year 1	<ul style="list-style-type: none"> In the Theory of Knowledge class, students will identify their favorite subject area(s), or the subject area(s) they feel are their strongest 	<ul style="list-style-type: none"> Theory of Knowledge teacher Year 1 students
October / Year 1	<ul style="list-style-type: none"> In the Theory of Knowledge class, students will review all expectations for the extended essay In the Theory of Knowledge class, students will review the subject specific guidelines for the EE in small groups (based on self-identified subject interest) Students will make an initial selection of a subject area 	<ul style="list-style-type: none"> Theory of Knowledge teacher / Extended essay coordinator Year 1 students
November / Year 1	<ul style="list-style-type: none"> In the Theory of Knowledge class, students will review the assessment criteria (both the general and the subject specific guidelines) 	<ul style="list-style-type: none"> Theory of Knowledge teacher / Extended essay coordinator Year 1 students
December / Year 1	<ul style="list-style-type: none"> In the Theory of Knowledge class, students will read and analyze example extended essays within their chosen subject area 	<ul style="list-style-type: none"> Theory of Knowledge teacher / Extended essay coordinator Year 1 students



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Month / Year	Focus	People Involved
January / Year 1	<ul style="list-style-type: none"> • In the Theory of Knowledge class, students will identify a topic for research within their subject area • The teacher librarian will present to all students about the resources available at the school library, how to conduct proper research, and teach lessons on avoiding malpractice situations 	<ul style="list-style-type: none"> • Theory of Knowledge teacher / Extended essay coordinator • Year 1 students • Teacher librarian
February / Year 1	<ul style="list-style-type: none"> • In the Theory of Knowledge class, students will take a field trip to the Denver Public Library to learn about resources • In the Theory of Knowledge class, students will receive further instruction about correctly using MLA documentation • The extended essay coordinator will present to all faculty about the extended essay 	<ul style="list-style-type: none"> • Theory of Knowledge teacher / Extended essay coordinator • Year 1 students • Denver Public Library research staff • John F. Kennedy High School faculty
March / Year 1	<ul style="list-style-type: none"> • In the Theory of Knowledge class, students will work through the Extended Essay Writing Handbook to create a first draft of the research question • Students will select an extended essay supervisor • In the Theory of Knowledge class, students will be given time to conduct research • The extended essay coordinator will meet with all selected supervisors to explain about the process and responsibilities 	<ul style="list-style-type: none"> • Theory of Knowledge teacher / Extended essay coordinator • Year 1 students • Extended essay supervisors
April / Year 1	<ul style="list-style-type: none"> • In the Theory of Knowledge class, students will work with their chosen supervisor to revise their research question • In the Theory of Knowledge class, students will be given time to conduct research 	<ul style="list-style-type: none"> • Theory of Knowledge teacher / Extended essay coordinator • Year 1 students • Extended essay supervisors



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Month / Year	Focus	People Involved
May-June / Year 1	<ul style="list-style-type: none"> The students will work with their chosen supervisor to create a detailed outline for their extended essay In the Theory of Knowledge class, students will be given time to conduct research 	<ul style="list-style-type: none"> Theory of Knowledge teacher / Extended essay coordinator Year 1 students Extended essay supervisors
June-August / Year 1	<ul style="list-style-type: none"> Students will work independently on the first draft of their extended essay 	<ul style="list-style-type: none"> Year 1 students
August / Year 2	<ul style="list-style-type: none"> Students must show the extended essay coordinator their first draft Students work in small groups to conduct peer reviews of their first draft Students seek outside input (other teachers, parents, etc) concerning their first draft 	<ul style="list-style-type: none"> Extended essay coordinator Year 2 students Outside experts
September-October / Year 2	<ul style="list-style-type: none"> Students meet with their supervisors to clarify questions raised from peer reviews 	<ul style="list-style-type: none"> Year 2 students Extended essay supervisors
November / Year 2	<ul style="list-style-type: none"> The second draft of the extended essay must be turned into the extended essay coordinator The coordinator will give the essays to the appropriate supervisors for review Supervisors will read and comment on the draft essays 	<ul style="list-style-type: none"> Year 2 students Extended essay supervisors Extended essay coordinator
December / Year 2	<ul style="list-style-type: none"> Students will meet with their supervisors to review their draft essays 	<ul style="list-style-type: none"> Year 2 students Extended essay supervisors
January / Year 2	<ul style="list-style-type: none"> The final draft of the extended essay must be turned into the extended essay coordinator Supervisors will read the final draft of the essays 	<ul style="list-style-type: none"> Year 2 students Extended essay supervisors Extended essay coordinator



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Month / Year	Focus	People Involved
February / Year 2	<ul style="list-style-type: none"> Students will meet with their supervisors to conduct the Viva Voce 	<ul style="list-style-type: none"> Year 2 students Extended essay supervisors
March / Year 2	<ul style="list-style-type: none"> Supervisors will complete cover sheets and submit essays to the IB Diploma Program coordinator 	<ul style="list-style-type: none"> Extended essay supervisors IB Diploma Program coordinator

PROCESS FOR CHOOSING SUPERVISOR:

The IB Diploma Program students are able to select from any of the faculty members at John F. Kennedy High School who specialize in the subject area chosen by the student. Teachers are able to opt out of supervising at all, or supervising any individual student. Otherwise, teachers agree to act as a supervisor on a first-come, first served basis. No teacher has more than four students to work with through the extended essay process.