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 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 experiences. 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.
The IB Middle Years Programme

The MYP is a unique approach, relevant for today's global society, designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

Curriculum

The curriculum consists of eight subject groups aimed at helping students develop their personal understanding and their emerging sense of self and responsibility to their community. Students will study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and design. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

*MYP teachers organize the curriculum with appropriate attention to:*

- Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.

- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

- Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

- Service as action, through community service. Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program.

- Language and identity – The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world. MYP students are required to learn at least two languages (language of instruction and an additional language). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
Assessment

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers set assessment tasks that are assessed internally within the school. The IB also mandates external moderation of the personal project. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Quality assurance and professional development

Any school wishing to offer the Middle Years Programme must attain and maintain IB World School status through a rigorous evaluative process. The requirements for authorization are the same for all schools and is designed to ensure schools are well prepared to implement the program successfully. Teams from the organization visit authorized schools from time to time in order to support an ongoing process of review and development using standards and practices that apply to all IB World Schools.

The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation; however, it is a challenging program that demands the best from both motivated students and teachers; therefore, schools have access to extensive IB professional development for teachers and administrators and commit to ongoing professional development.
**Four Year IB Progression Plan**

**Grade 9 (MYP)**
- MYP English I or AICE General Paper
- MYP Language Acquisition - Spanish or French
- MYP World History or AP World History
- MYP Biology
- MYP Algebra I, MYP Geometry, MYP Algebra II, or MYP Pre-Calculus
- MYP Design Technology
- Elective of Choice

**Grade 10 (MYP)**
- AP Literature or AICE Literature
- MYP Language Acquisition - Spanish or French
- AP Human Geography, AP Art History, AP Psychology, AP US Government/AP Macroeconomics, or AP US History
- MYP Chemistry or AICE Chemistry
- MYP Geometry, MYP Algebra II, MYP Pre-Calculus, AP Statistics, or AP Calculus AB
- MYP Arts: Speech, Photography, Art or Music
- MYP Yoga or Pilates
- Elective of Choice

**Grade 11 (DP/CP)**
- IB English III/AP Language and Composition
- IB Language Acquisition-Spanish(IB or AP) or French(IB or AP)
- IB History/AP US History
- IB/AP Biology, IB/AICE Chemistry, IB/AP Physics, IB Computer Science, IB Sports Exercise and Health Science, or IB Marine Science
- AP Calculus AB or BC, IB Math Studies, IB Pre-Calculus or IB Calculus
- Sixth Area: IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography, IB Science of Choice, IB Film, IB Music, or IB Visual Arts
- Elective semester 1/ Theory of Knowledge- semester 2
  - **Architectural Drafting, Construction, Criminal Justice, Culinary Arts, Pre-Medical Academy, Photography, Early Childhood Academy, TV Production, Digital Design**
  - **Personal Professional Skills**
  - **IB Language Development**

**Grade 12 (DP/CP)**
- IB Language A: Literature HL or SL
- IB Language Acquisition- Spanish SL or French SL
- IB History, IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography
- IB Biology HL or SL, IB Chemistry HL or SL, IB Physics HL or SL, IB Computer Science, IB Sports Exercise and Health Science, or IB Marine Science
- IB Mathematics HL, IB Math Studies SL or IB Calculus SL
- Sixth Area: IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography, IB Science of Choice, IB Film, IB Music, or IB Visual Arts
- Theory of Knowledge- semester 1/ Elective semester 2
  - **Architectural Drafting, Construction, Criminal Justice, Culinary Arts, Pre-Medical Academy, Photography, Early Childhood Academy, TV Production, Digital Design**
  - **Personal Professional Skills**
  - **IB Language Development**
Advanced Placement Courses Available to IB Students

AP Literature and Composition
AP Language and Composition
AP Spanish Language and Culture
AP French Language and Culture
AP Biology
AP Environmental Science
AP Physics 1
AP Physics 2
AP World History
AP Human Geography
AP United States History
AP US Government and Politics

AP Comparative Government
AP Microeconomics
AP Macroeconomics
AP Computer Science Principles
AP Computer Science A
AP Calculus AB
AP Calculus BC
AP Statistics
AP Studio Art
AP Art History
AP Psychology

AICE Course Offered to IB Students

AICE General Paper
AICE Literature
AICE Chemistry
AICE Marine Science
AICE Mathematics
Welcome Letter from the Language and Literature Department

Dear Parents,

The International Baccalaureate English teachers ask that you consider carefully the Language and Literature courses for the next several years. This is an international program, and IB mandates much of its content. Therefore, many of the works of a traditional high school English survey course are not included. Instead, the world literature component draws texts from various countries and by various authors. In every case the work is examined for its literary value and its contribution to its own culture as well as our own. All works are essential in building the proper foundation for the International Baccalaureate curriculum.

At all levels, it is essential that you and your student feel comfortable reading works by these and other authors. This curriculum is commensurate with a college level program, and the works under study are for mature college bound students. Some of the works contain material dealing with sensitive issues such as morality, religion, sexuality, etc. The Language and Literature curriculum at Atlantic offers no substitute titles or authors. Thus, in order for students to succeed in their Language and Literature courses, they must read and discuss these specific works as pieces of literature.

Sincerely,
The IB MYP and Diploma English Department
Language and Literature
Language and Literature Selections

**Year 4 MYP (9th grade): MYP English I or AICE General Paper**

Brave New World, Aldous Huxley  
Frankenstein, Mary Shelley  
Like Water for Chocolate, Laura Esquivel  
The Odyssey, Homer  
Thousand Splendid Suns, Khaled Hosseini  
A survey of poetry non-fiction selections

**Year 5 MYP (10th grade): AP Literature or *AICE Literature**

Jane Eyre, Charlotte Bronté  
Oedipus the King, Sophocles  
The Adventures of Huckleberry Finn, Mark Twain  
The Great Gatsby, F. Scott Fitzgerald  
King Lear, Shakespeare  
The Awakening, Kate Chopin  
A Raisin In the Sun, Lorraine Hansberry  
A selection of accompanying poetry  
Short Story Selections by Gabriel Garcia Marquez  
*Sweet Bird of Youth by Tennessee Williams  
*Twelfth Night, William Shakespeare  
*All My sons by Arthur Miller  
*Selected poems of Robert Frost  
*Drama selection - TBA

**Years 1 & 2 DP (11th and 12th grades)**

The Sailor who fell from Grace with the Sea, Yukio Mishima  
Woman at Point Zero, Nawal El Saadawi  
Three Tragedies, Garcia- Lorca  
The Scarlet Letter, Nathaniel Hawthorne  
Hamlet, William Shakespeare  
Three, Annie Dillard or Pilgrim at Tinker Creek, Annie Dillard  
Chronicle of a Death Foretold, Gabriel Garcia - Marquez  
Their Eyes Were Watching God, Zora Neale-Hurston  
Ethan Frome, Edith Wharton  
The Sun Also Rises, Ernest Hemingway  
50 Essays: A Portable Anthology 3RD Edition - Samuel Cohen  
The poetry of Carol Ann Duffy, Walt Whitman, Seamus Heaney, and Edgar Allan Poe
Welcome Letter from the Language Acquisition Department

Dear Parents:

During the course of your child's world language study in Atlantic High School's International Baccalaureate Language Acquisition program, he or she may have the occasion to view one or more of the following films either in whole or in part. Since the IB curriculum stresses the use of authentic documents, excerpts and realia, these films are an integral part of the curriculum and are useful in discussion and in reinforcing cultural and literary aspects of the course.

Most of the films are of a documentary or biographical nature, or correlate specifically to a text series. A few of the films originally intended for cinematic viewing may contain brief nudity, violence or coarse language, however, we feel that these scenes do not detract from the film's intrinsic value and validity in this course of study.

It is important that you consider the following list of titles. If you oppose your child's viewing a particular film listed, please indicate so in a written statement prior to the beginning of the school year.

Sincerely,
The IB Language Acquisition Department
Language Acquisition Spanish/French
### French Language Video Selections

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Director/Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean de Florette/Manon des Sources</td>
<td>Molière</td>
</tr>
<tr>
<td>Indochine</td>
<td>Les Choristes</td>
</tr>
<tr>
<td>Au Revoir les Enfants</td>
<td>Astérix aux Jeux Olympiques</td>
</tr>
<tr>
<td>Cyrano de Bergérad Les Yamakaz</td>
<td>La Gloire de mon Père</td>
</tr>
<tr>
<td>La Gloire de mon Père</td>
<td>Le Château de ma Mère</td>
</tr>
<tr>
<td>Les Triplettes de Belleville</td>
<td>Le Retour de Martin Guerre</td>
</tr>
<tr>
<td>Le Compte de Monte Cristo Ma Vie en Rose</td>
<td></td>
</tr>
<tr>
<td>Extra! Chez Mimi (United Streaming)</td>
<td>Ma Vie en Rose</td>
</tr>
<tr>
<td>The Standard Deviants French review</td>
<td>La vie en rose</td>
</tr>
<tr>
<td>Jean de Florette</td>
<td>Persepolis</td>
</tr>
<tr>
<td>Manon des Sources</td>
<td>Entre les murs</td>
</tr>
<tr>
<td>Molière</td>
<td>Assorted French music videos (YouTube)</td>
</tr>
<tr>
<td>Indochine</td>
<td>Assorted French podcasts (<a href="http://www.podcastfrancaisfacile.com">www.podcastfrancaisfacile.com</a>)</td>
</tr>
</tbody>
</table>

### Spanish Language Video Selections

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Director/Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorful Mexico Spanish al la carte</td>
<td>Maricela</td>
</tr>
<tr>
<td>Disney in Spanish Sweet 15</td>
<td>End of the Spear</td>
</tr>
<tr>
<td>Like Aladin</td>
<td>My Family Selena</td>
</tr>
<tr>
<td>La Bella y La Bestia</td>
<td>La Bamba</td>
</tr>
<tr>
<td>El Rey Leon Arturo Sandoval Capt fr</td>
<td>Castille Ants</td>
</tr>
<tr>
<td>Buscando Nemo</td>
<td>Pirates of the Caribbean</td>
</tr>
<tr>
<td>Toy Story</td>
<td>Juan DeMarco</td>
</tr>
<tr>
<td>Man of La Mancha</td>
<td>Under the Same Moon</td>
</tr>
<tr>
<td>Biographical Series</td>
<td>Castro, Franco, Roberto Clemente, Gloria Estefan, etc.</td>
</tr>
<tr>
<td>Historical Series</td>
<td>Incas, Easter Island, Nazca Lines, Spain, Costa Rica, Puerto Rico</td>
</tr>
<tr>
<td>The Official Story</td>
<td>Destinos Series Carmen (Flamenco)</td>
</tr>
<tr>
<td>Women on the Verge</td>
<td>The Milagro Beanfield Wars Missing</td>
</tr>
<tr>
<td>In the time of Butterflies</td>
<td>Medicine Man Volver</td>
</tr>
<tr>
<td>Like Water for Chocolate</td>
<td>La Familia Perez</td>
</tr>
<tr>
<td>The Buried Mirror</td>
<td>Series El Norte</td>
</tr>
<tr>
<td>The Mission</td>
<td>Isabel Allende Romero</td>
</tr>
<tr>
<td>Real Women Have Curves</td>
<td>Motorcycle Diaries</td>
</tr>
<tr>
<td>Maria Full of Grace</td>
<td>Letters from the Park</td>
</tr>
<tr>
<td>Apocalypto</td>
<td>Dirty Dancing: Havana Nights</td>
</tr>
<tr>
<td>Pan’s Labyrinth</td>
<td>Evita</td>
</tr>
<tr>
<td>Salvador</td>
<td></td>
</tr>
</tbody>
</table>

10 IBMYP
Language Acquisition: Spanish/French Contract

“The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.” (ibo.org)

The IB philosophy indicates that students should study a language with which they have no prior experience.

I have received information regarding the guidelines set for world language study in the IB Programme, and I will be enrolled in a world language that I plan to study for a minimum of four years. I hereby declare that I can NOT be classified in any of the following categories, and therefore, will not be excluded from the study of the language in which I have enrolled.

- I am a bilingual student, equally proficient in both English and Spanish/French.
- I am a student who is more proficient in English than in Spanish/French, but Spanish/French is spoken in my home making me orally competent in this language, although deficient in writing/grammar skills.
- I have lived in a country where the target language is spoken, and I am therefore beyond the novice world language learner stage, although I am not considered a native speaker of the target language.
- I have been educated at a school whose working language is Spanish/French, and although not my native language, I have surpassed the novice world language learner stage of the target language.
Honor Policy

The International Baccalaureate (IB) World School Programme at Atlantic Community High School is an optional course of study to which students have been invited, and in which they have chosen to participate. A fundamental principle of the International Baccalaureate is academic integrity that fosters an academic climate of fair competition. As a community of educators, we, the faculty of the IB World School at Atlantic, are opposed to the acts of malfeasance because

- Every student in the IB Programme has the right to pursue an education free from the problems caused by any form of intellectual dishonesty.
- Every student in the IB Programme chooses to participate partly because of the higher academic and honor standards demanded of IB World School students.
- Any student may choose to leave the IB Programme at any time he feels he will no longer be able to meet these standards.
- Malfeasance misrepresents achievement and causes grades to be inflated.
- Malfeasance causes teachers to overestimate the effectiveness of instructional activities depriving students of necessary additional instructional support.

Malfeasance is any attempt to gain an unfair advantage in any assessment task and usually covers four violations:

- Cheating implies intent to deceive. It includes all actions, devices, and/or deceptions involved in committing the act. Examples include, but are not limited to, utilizing crib notes/ cheat sheets on an exam and/or copying answers from another student’s exam or assessment.
- Plagiarism is representing the words or ideas of someone else as your own. Examples include, but are not limited to failing to properly cite direct quotes and failing to give credit for someone else’s ideas.
- Collusion is the act of working together on an academic undertaking for which a student in individually responsible. Examples include, but are not limited to sharing information in labs, projects and homework activities which are to be done individually.
- Academic Dishonesty includes any other act not specifically covered above that compromises the integrity of a student or the administration of an IB World School Programme. Violations are reported to the IB coordinator whose options include:
  - Dismissal from all IB World School Programmes
  - Parent conference and discipline referral
  - Student conference and review of expectations
  - Dismissal of all allegations
Academic Contract

The mission of the faculty and staff of the International Baccalaureate Programme at Atlantic Community High School is to provide support for candidates to build a strong academic record. The candidate has voluntarily chosen to participate in an accelerated academic curriculum as designed and implemented by Atlantic Community High School, an authorized International Baccalaureate World School offering the Middle Years, Career-related and full-Diploma Programmes. The candidate is responsible for ensuring that the objectives of the chosen academic plan are understood, and that the following standards are being achieved:

IB candidates must maintain a minimum core academic average (CAA) in each of the four years of the program. The core academic average (CAA) is computed using the unweighted letter grades in the core subjects of Language and Literature, Language Acquisition, Individuals and Societies, Sciences and Mathematics.

IB MYP candidates in 9th grade must earn a minimum CAA of 2.4 by the end of each quarter and semester and a 2.6 CAA by the end of 2nd semester in order to continue with the MYP in 10th grade. Subsequently, MYP 10th grade students must earn a minimum core academic average of 2.6 by the end of each quarter and semester and understand they must reach and maintain a 2.6 CAA by the end of the 2nd semester in order to enter the Diploma Programme. Additionally, IB MYP candidates agree to complete all MYP requirements including 75 hours of Community Service and earn a passing score on the Personal Project.

IB MYP candidates who seek the Career-related Programme (CP) certificate must reach their respective career program’s entry level requirements and Core Academic Average by the end of 10th grade in order to proceed with the IBCP their junior year and maintain those standards throughout. The core academic average and program requirements are:

- Drafting (pre-architecture), Construction, Digital Design, Photography, TV Production, and Culinary: 2.6 CAA
- Criminal Justice: 2.6 CAA and pass a Background Check (4-year program-begins freshman year)
- Medical Sciences: 3.0 CAA and pass a Drug Test (3-year program-begins freshman or sophomore year)
- Early Childhood Development: 2.6 CAA, pass a Background Check, and complete 480 Community Service Hours

IBCP students must fulfill all requirements of the CP (above) including 50 hours of Service Learning, 50 hours of Language Development and a passing grade on the Reflective Project.

IB Diploma candidates, grades 11 and 12, must maintain a minimum core academic average of 2.6 for each nine-weeks and each semester in IB Diploma courses.

International Baccalaureate Programme candidates must also meet the Palm Beach County school district attendance standard of no more than 10 absences per semester, as well as earn all attempted credits in order to maintain their IB candidacy.

Candidates who fail to meet the above minimum core academic average and credit requirements, conduct and attendance standards, or who choose not to complete the requirements for the International Baccalaureate Programme will be reassigned to their SAC area high school program.

Appeals to any exiting decisions may be made in writing to the IB coordinator.

We, the undersigned, understand and agree to abide by the Atlantic Community High School International Baccalaureate academic contract as presented above for the duration of participation in the IB Programme.
Contact Information:

The Palm Beach County School Board website: http://www.palmbeachschools.org

**Bus information will be found on this site about two weeks prior to the start of school.**

Atlantic High School website: http://www.atlantichighschool.org/

IB office (IBO) @ 561-243-1531; FAX 561-243-1534

- David Youngman, IB World School Coordinator & Assistant Principal
- Jean Parlamento, IB Middle Years Programme Coordinator
- Carlos Acosta, IB Career-related Programme (IBCP) Coordinator
- Leslie Andreula, IB Programme Counselor
- Kelly Bruce, IB Programme Counselor
- Anna Bell, IB World School Secretary

Andrea Smith-Thomas, ACHS Athletic/Activities Director @ 561-243-1507; FAX 561-243-1536

Susan Rodriguez, ESE Coordinator @ 561-266-0986; FAX 561-266-0973
IB Summer School:

The courses which incoming freshmen may take for advancement are:

❖ Geometry MYP (1206810) must do first & second semester
❖ Algebra II MYP (1200395) must do first & second semester

First Semester dates:
Week 1: June 10-13  Monday - Thursday
Week 2: June 17-20  Monday - Thursday
Week 3: June 24-27  Monday – Thursday

Second Semester dates:
Week 4: July 1-3  Monday-Wednesday
Week 5: July 8-11  Monday - Thursday
Week 6: July 15-18  Monday – Thursday

- Hours are 7:30 am - 2:30 pm.
- Students may only miss ONE day per semester.
- If a student misses an additional day, he/she will not receive credit for the course.
- Students must provide their own transportation, as buses are not available.
- The cafeteria will provide free breakfast and lunch to all students. Students may also choose to bring their lunch.
- Registration forms for summer school are posted on school website
**Change of Commitment:**

Should you decide to attend school somewhere else after submitting a schedule request for Atlantic’s IB program, please be sure to notify your middle school of your decision PRIOR to July 31, 2019 or notify Atlantic AFTER August 1, 2019.

**ACHS Orientation:**

There will be an ACHS-wide freshman orientation on Thursday, August 8, 2019. Specific information will be mailed home.

**Community Service:**

Students must earn 75 hours of community service by the end of their 10th grade year. They can start earning hours towards the requirement starting June 1, 2019. Students need to obtain a letterhead from the organization they worked for they includes: their name, dates of service, number of hours of service, and an ink signature by the supervisor. Deadlines of community service are as follows: 25 hours due April of freshman year, 50 hours due September of sophomore year, 75 hours due April of sophomore year.

**Advanced Placement Art History:**

- An excellent elective companion course for AP World History is AP Art History.
- Earn college credit and valuable experience for SAT and ACT
- No studio work
- Discover, appreciate, and acquire knowledge of art history through the ages, from the Paleolithic era to the present
9th Grade Orientation Checklist

Please print and bring with you to orientation on 4/16/19.

STUDENT NAME _________________________________ STUDENT NUMBER _______________________
CURRENT MIDDLE SCHOOL _______________________
STUDENT E-MAIL (print) ________________________________
PARENT E-MAIL (print) ________________________________

PLEASE TURN IN THE FOLLOWING FORMS BEFORE YOU LEAVE
(WE WOULD APPRECIATE RECEIVING THEM IN THIS ORDER AS WELL)

___ SIGNATURE PAGE (from packet)
___ MYP CHOICE CONTRACT (emailed to you)
___ EOC FORM (if applicable, from packet)
___ SUMMER SCHOOL REGISTRATION (if attending)
___ COPY OF EP/IEP/504 Plan (if applicable)
___ LAVENDER COURSE SELECTION SHEET (to be provided at orientation)

STUDENTS FROM A PRIVATE SCHOOL OR PUBLIC SCHOOL OUTSIDE
OF PALM BEACH COUNTY MUST ALSO HAVE:

___ COPY OF BIRTH CERTIFICATE OR PASSPORT
___ 2 PROOFS OF ADDRESS DATED PRIOR TO 30 DAYS OF REGISTRATION SHOWING PARENT/GUARDIAN
NAME AND CURRENT MAILING ADDRESS (i.e. utility bill)
___ PROOF OF PHYSICAL (DH3040) ORIGINAL (both sides completed)
___ IMMUNIZATION RECORD UP TO DATE (DH680) BLUE OR WHITE FORM/ORIGINAL
___ STUDENT REGISTRATION FORM --- SIGNED BY PARENT (available on school website)
Signature Page

Please print and bring with you to orientation on 4/16/19.

TO: IBO @ Atlantic Community High School
FROM: __________________________________ (student printed name)
______________________________ (parent/guardian printed name)

Having reviewed the orientation information as presented on the following topics:

- Language and Literature curriculum and requirements (English)
- Language Acquisition curriculum and requirements (French or Spanish)
- Honor Policy
- Academic Contract
- EOC Form

We hereby sign to acknowledge our intent to comply with all the requirements and agreements of the IB Programme as offered at Atlantic Community High School this _________ day of April, 2019.

______________________________    ______________________________
Student Signature                  Parent/Guardian Signature
**EOC Testing Form**

If applicable, please print and bring with you to orientation on 4/16/19. This must be submitted with course selection form for ALL incoming students from private, charter, and out of county schools AND students who took EOC virtual school courses.

***NOT APPLICABLE for PBC Public School students who took these courses in school.***

Student Name: _________________________________  
PBC Student # (if known): _________________

Please fill in information for ALL of the courses listed below you have completed or plan to complete before August of 2019, either at school or on virtual school.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of School (put FLVS if taken online)</th>
<th>EOC completed (Y/N). If yes, where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required for graduation

The information provided above is correct. I understand if I marked N for Algebra I, I will take the EOC at Atlantic High in either September or October, as this is a graduation requirement. The Geometry EOC is required for FLVS students as 30% of the final grade. If the course was taken elsewhere, this EOC is required only if the student wants to attain the Scholar Designation on his/her high school diploma.

____________________________  
Student: Print Name  
Student Signature

____________________________  
Parent: Print Name  
Parent Signature
Summer Reading Assignment

Welcome, New 9th Graders!

In this packet, you will find the assignments for Persepolis. Please complete this work using black or dark blue ink. This packet will be collected the first day of school in the fall of 2019.

Persepolis will be assessed in the following ways:

- **Persepolis Notes** allow you to take quick notes so you’re ready for our Socratic Seminars; Create a page (or pages) called Persepolis Notes and when you read, write notes about what you feel, think, notice, wonder, are surprised about, understand, can connect to something you have read or know already, etc.
- **Pages 4-5: Annotations**
- **Pages 6-8: Reading Comprehension Questions**
- **Pages 9-10: 4 Quote Analyses** are to give you a space to critically analyze the text on a deeper level.

In-Class:

- **Reading Test** first week of school.
- **Other possible activities: Socratic Seminar, writing, others determined by individual teachers.**

We do encourage reading with friends and supporting each other with comprehension. HOWEVER, DO NOT HAVE THE SAME QUOTE ANALYSES AS YOUR FRIENDS OR IT COULD BE GROUNDS FOR FAILING AND SUSPENSION. ☺

If you have any questions about this packet or Persepolis, please send an e-mail and you will get a response within the week.

Have a fun summer!
Review the following terms to see how to read and write about a graphic novel.

**Text**

- **Speech balloons:** These enclose dialogue and come from a specific speaker's mouth.
- **Thought bubbles:** Dots or bubbles form the balloon to show a character's internal thoughts.
- **Captions:** Closed rectangles at the top or bottom of the panel giving background information.

**Layout**

- **Panel:** one box containing a combination of image and text in endless variety
- **Frame:** the lines and borders that contain the panels
- **Gutter:** the space between framed panels
- **Graphic weight:** a term that describes the way some images draw the eye more than others, creating a definite focus using color and/or heavy, light or patterned shading.
For these next 2 pages, make notes in the margins on important events, people, places, etc. You should read it first and then come back to it after you read the novel to add connections to the novel—what impacted the events, what was evident, etc.

*Marjane's travels from Iran to Austria

**Past Leaders of Iran**

**Reza Khan**
- Military commander
- Ruled from 1920s -1940s
- Introduced many economic and social reforms
  - Women
  - Education
  - Divorce
- Replaced many Islamic laws with Western ones.
- Brought "law and order, discipline, central authority, and modern amenities"
- Easily influenced by the West.

**Reza Shah**
- Son of Reza Khan
- Took over Iran during WWII
- Led a brutal, oppressive, corrupt government.
- Became an ally of the U.S.
- Disregarded religion and supported modernization.
- Gave women many reforms that upset conservative Muslims.

**Ruhollah Khomeini**
- Preached that Muslims should reject the West, create an Islamic country and reject the Shah.
- 1963: The Shah sent the Ayatollah Khomeini into exile for his opposition.
- 1978: Riots broke out against the Shah.
- 1979: Shah fled Iran
MAJOR MOMENTS IN HISTORY

**Main Reasons for Iranian Revolution (1978-1979)**
- Shah was a puppet for the West and didn’t support Iranians or Islam.
- The Shah manipulated people and intimidated others with his secret police.
  - Example: His police set fire to a movie theater and locked the people inside to prevent them from leaving.
- Some wanted a return to a more religious, Islamic state.

- The LONGEST 20th century war (18 years)
- Triggers: religious, economic, territorial beliefs

- Khomenei takes control and instates a religious Islamic state, a theocracy.
- Installed officers called the Guardians of the Revolution who brought little freedom to Iranians.
- Any opponents were tortured and killed.
- Makes hijab (veil) mandatory for all women in public spaces.
# Persepolis by Marjane Satrapi

**Reading Comprehension Questions**

Directions: Answer these reading comprehension questions to make sure you understand the main events that are happening. Add to your notes page (from page 1) any answers you feel are important to record there, as they will be used in a possible Socratic Seminar or essay.

**Part 1: The Story of a Childhood**

<table>
<thead>
<tr>
<th>Summarize each chapter</th>
<th>Answer the reading comprehension questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Veil</td>
<td>How does Marji’s family influence her thinking? What is their background and beliefs?</td>
</tr>
<tr>
<td>The Bicycle</td>
<td>Why is this chapter entitled “the bicycle?”</td>
</tr>
<tr>
<td>The Water Cell</td>
<td>Why does Marji love the king, and why don’t her parents?</td>
</tr>
<tr>
<td>Persepolis</td>
<td>According to Marji’s grandmother, what kind of ruler is the Shah?</td>
</tr>
<tr>
<td>The Letter</td>
<td>Why does Mehri’s boyfriend stop seeing her? Why did Marji feel shame about it?</td>
</tr>
<tr>
<td>The Part</td>
<td>What happens in schools after the Shah leaves? <em>effigy: picture/symbolic representation</em></td>
</tr>
<tr>
<td>47-61</td>
<td><strong>Summarize each chapter</strong></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>The Heroes</td>
<td>What messages about justice is Persepolis receiving from her family and community?</td>
</tr>
<tr>
<td></td>
<td><em>proletariat-the working class</em></td>
</tr>
<tr>
<td>62–79</td>
<td><strong>The Sheep</strong></td>
</tr>
<tr>
<td></td>
<td>Describe the new government. What is their foundation? What is the double meaning of this chapter title, “the sheep”?</td>
</tr>
<tr>
<td>80-102</td>
<td><strong>The F-14’s</strong></td>
</tr>
<tr>
<td></td>
<td>What problem did the war cause in everyday life for Iranian citizens?</td>
</tr>
<tr>
<td></td>
<td><em>refinery=oil refinery, source of oil</em></td>
</tr>
<tr>
<td>80-102</td>
<td><strong>The Key</strong></td>
</tr>
<tr>
<td>Summarize each chapter</td>
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<tr>
<td>------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>The Wine</td>
<td>Why do parties continue at Marji's house, even though they are illegal?</td>
</tr>
<tr>
<td>The Cigarette</td>
<td>Why does the war continue?</td>
</tr>
<tr>
<td>The Passport</td>
<td>Marji’s uncle has a heart attack out of a fear of grenades going off, but what really kills him?</td>
</tr>
<tr>
<td>Kim Wilde</td>
<td>Why does Marji continue to wear forbidden clothing?</td>
</tr>
<tr>
<td>The Shabbat</td>
<td>What happened to the Baba-Levy's?</td>
</tr>
<tr>
<td>The Dowry</td>
<td>Why do Marji’s parents send her to Austria?</td>
</tr>
</tbody>
</table>
Quote Analysis (PG. 1-61)

Select a quote from these chapters and complete the following.

<table>
<thead>
<tr>
<th>Page #</th>
<th>Panel #</th>
<th>Panel description and/or any quoted text:</th>
</tr>
</thead>
</table>

**CONTEXT** (2 sentences minimum) – give a complete summary of what is happening at this point in the story / summarize plot

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

**ANALYSIS** (see below (sentence stems) for set-up and example)—4 sentences minimum) - Determine which aspect (text, graphic weight, figures) is the most interesting to analyze and explain the significance or focus on a particular literary element (symbolism, characterization, theme, etc.) to analyze.

____________________________________________________________________________________________________

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**CONNECTION** (2 sentences minimum) - Explain how the panel is significant to a bigger meaning in the chapter/novel.

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**ANALYSIS - Sentence stems to use when analyzing the graphic novel**

1) In panel ____, the character/situation is portrayed as _______________ through the author's use of _______________.

2) The use of the element _______________ in panel ________ suggests ________________.

3) The purpose of the element in panel ____________ is to _________________.

**Analysis Example:** In panel one, the author uses (puts next to each other) heavy graphic weight and light graphic weight. The women in support of the veil are represented by the heavy graphic weight, while the protesters are drawn in the light graphic weight. Satropi uses this element to suggest that one side has a negative feeling (the veil) and the other side has a positive feeling (freedom). The author's bias towards freedom is seen because of the light graphic weight she gives to the people demonstrating against the veil.
## Quote Analysis 2 (PG. 62-153)

<table>
<thead>
<tr>
<th>Page #</th>
<th>Panel #</th>
<th>Panel description and/or any quoted text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

### CONTEXT
(2 sentences minimum) – give a complete summary of what is happening at this point in the story / summarize plot

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### ANALYSIS
(4 sentences minimum) - Determine which aspect (text, graphic weight, figures) is the most interesting to analyze and explain the significance or focus on a particular literary element (symbolism, characterization, theme, etc.) to analyze.

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### CONNECTION
(2 sentences minimum) - Explain how the panel is significant to a bigger meaning in the chapter/novel.

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**ANALYSIS - Sentence stems to use when analyzing the graphic novel**

4) In panel ____, the character/situation is portrayed as ________________ through the author’s use of [elements].
5) The use of the element __________ in panel ______ suggests ______________.
6) The purpose of the element in panel __________ is to ________________.

**Analysis Example:** In panel one, the author uses (puts next to each other) **heavy graphic weight** and **light graphic weight**. The women in support of the veil are represented by the heavy graphic weight, while the protesters are drawn in the light graphic weight. Satropi uses this element to suggest that one side has a negative feeling (the veil) and the other side has a positive feeling (freedom). The author’s bias towards freedom is seen because of the light graphic weight she gives to the people demonstrating against the veil.
<table>
<thead>
<tr>
<th>Criterion A: Analyzing</th>
<th>7-8</th>
<th>5-6</th>
<th>3-4</th>
<th>1-2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</td>
<td>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</td>
<td>i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
<td>i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>ii. perceptively analyses the effects of the creator’s choices on an audience</td>
<td>ii. competently analyses the effects of the creator’s choices on an audience</td>
<td>ii. provides adequate analysis of the effects of the creator’s choices on an audience</td>
<td>iii. makes insufficient analysis of the effects of a creator’s choices on an audience</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</td>
<td>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</td>
<td>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</td>
<td>iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>Criterion B: Organizing</td>
<td>1. makes sophisticated use of organizational structures that serve the context and intention effectively</td>
<td>2. makes competent use of organizational structures that serve the context and intention</td>
<td>3. makes adequate use of organizational structures that serve the context and intention</td>
<td>4. makes minimal use of organizational structures through which these may not always serve the context and intention</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>i. organizes text, opinions, use of evidence</td>
<td>ii. organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</td>
<td>iii. makes excellent use of referencing and formatting tools to create an effective presentation style</td>
<td>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>Criterion C: Producing Text</td>
<td>1. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</td>
<td>2. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</td>
<td>3. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</td>
<td>4. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>Write text with insight and relevant details</td>
<td>1. produces texts that demonstrate a considerable degree of personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</td>
<td>2. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</td>
<td>3. makes some thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</td>
<td>4. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>Criterion D: Using Language</td>
<td>1. uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>2. uses a varied range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>3. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>4. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>Use grammar, vocabulary, syntax, etc</td>
<td>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>ii. uses a varied range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>iii. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>iv. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>i. writes and speaks in a consistently appropriate register and style that serve the context and intention</td>
<td>ii. writes and speaks in a register and style that serve the context and intention</td>
<td>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</td>
<td>iv. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>ii. uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
<td>ii. writes and speaks in a register and style that serve the context and intention</td>
<td>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</td>
<td>iv. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</td>
<td>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</td>
<td>iv. demonstrates limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</td>
<td>v. makes some use of appropriate non-verbal communication techniques</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
</tbody>
</table>