



Engaging the mind. Engaging the world.

***International Baccalaureate  
Diploma Programme  
Guide for Students and Parents  
2009-2010***



**Desert Academy**  
**313 Camino Alire • Santa Fe, NM 87501**  
p 505.992.8284 • f 505.992.8270

## CONTENTS

---

Introduction	3
The Diploma Programme at Desert Academy	5
Academic Components of the IB Programme	6
The Core of the Hexagon	11
Extended Essay Timeline	14
Academic Honesty	15
Levels of Participation in the IB Programme	16
Student Selection Procedure and Timeline	17
Fees	19
Timeline for Anticipated and Diploma Years	20
Library Resources	21

---

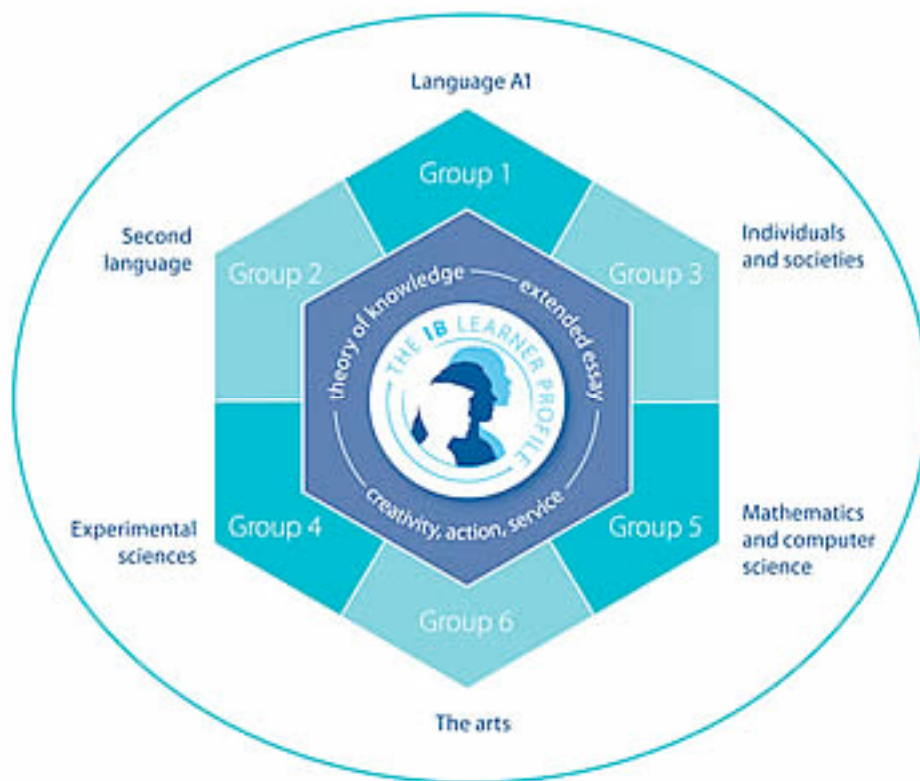
## INTRODUCTION

---

The International Baccalaureate Diploma Programme at Desert Academy provides students with the opportunity to participate in a challenging, internationally recognized curriculum based in a mission and educational philosophy that mirrors Desert's own commitment to valuing the individual, teaching the whole student, and privileging inquiry and process over absolutes and products.

Desert is one of over 2,500 schools in more than 130 countries that offer at least one of the three levels of the IB program. The Diploma Programme is for students in the 11<sup>th</sup> and 12<sup>th</sup> grades, and offers a rigorous and balanced curriculum that is recognized by colleges and universities around the world as the best secondary school curriculum available.

The International Baccalaureate Organization illustrates this curriculum as a hexagon:



Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—Extended Essay, Theory of Knowledge and Creativity, Action, Service—are compulsory and are central to the philosophy of the Diploma Programme.

IB’s assessments adhere to international standards and are broadly recognized by universities around the world. Students are assessed both internally, by their teachers here, and externally, by examiners in a wide variety of countries. Rather than creating a standard assessment criteria by subjecting students to long multiple choice exams in which there is only one correct choice for each question, IB has created an internationally standardized set of rubrics for assessment that emphasize a process of thought as well as critical thinking and problem solving skills, not just the memorization of right answers.

The grades students receive toward their IB Diploma are made up of the grades they earn for Internal Assessments (which are moderated by the IBO), the grades they earn on their externally assessed exams (called “papers” and mostly taken at the end of their Senior, or “Diploma” year), the grades they earn for both their Extended Essay and in their Theory of Knowledge class, and the completion of their CAS requirements. All of these combined determine whether or not a student receives the Diploma. You may read about the specific point requirements for receiving a Diploma in the “General Regulations” document at the end of this guide.

It is important to emphasize that the IB Diploma Programme is not meant as a “gifted” program. The most important factors in determining success in the Diploma Programme are motivation, and a love of learning and challenge. The most successful student in the Diploma Programme is a student with an intellectual curiosity, who sees learning as an end in itself, and who has a genuine desire to effect positive change in his or her local and global communities.

University admissions departments recognize that the successful completion of the IB Diploma Programme indicates a student’s high level of preparation for college coursework, and is an accurate predictor of a student’s success in college. Many universities accept IB students at a higher rate than the general population, and certain schools give college credit for the completion of IB courses in high school.

## THE DIPLOMA PROGRAMME AT DESERT ACADEMY

---

In 2005, Desert Academy, with the support of its Board of Trustees, faculty, staff and parents, made the decision to pursue authorization as an IB World School. The strong affinity between both the missions and the educational philosophies of Desert and IB made the decision to adopt the program a natural choice. Desert Academy underwent a rigorous application and authorization process over the next three years in order to offer the Diploma Programme, including a self-study, the completion of an extensive application document, and a multi-day comprehensive site visit by representatives of IB.

The IB Diploma Programme provides Desert with a number of tools for further implementing its mission and philosophy in the classroom, as well as giving students and faculty access to a broader community of learners with whom to share practices, information, and experiences.

Desert Academy is unusual among the nearly 650 secondary schools in the US offering the Diploma Programme in that the majority of these schools are large, public institutions. They often adopt the Diploma Programme because they are looking to gain the benefit of the holistic, student-centered education provided by the IB curriculum and that is normally found smaller schools.

We have the benefit of actually *being* a small school that has provided holistic, individualized, and student-centered education from our founding. This, in addition to making the transition to offering the Diploma Programme very smooth, has allowed us to avoid creating a “school within a school” which is the case with many larger IB schools. Our Diploma Programme courses are inclusive, providing all students with the opportunity to participate on one of several levels. In addition, all Desert students, regardless of their course choices, are taught using methods, content, and a philosophy similar to those in Diploma Programme courses, and all students must fulfill the same CAS requirements expected of full Diploma Candidates. The emphasis on inclusion within the Diploma Programme allows for a free exchange of ideas and information, and this enriches our IB Programme in particular and the Desert Academy community in general

In addition to the various support systems available to students at Desert Academy, the Diploma Programme Coordinator, Colin Pierce, is the primary contact for students pursuing the full Diploma. The Coordinator acts as advisor for Diploma Candidates, answers all Diploma Programme related questions, communicates directly with the IB offices on behalf of parents and students, coordinates internal and external assessments with the IBO, and oversees student progress through the Programme. Because keeping on top of all the requirements for the Diploma Programme can occasionally be overwhelming for students, Desert Academy also provides stress management workshops and individual meetings for Diploma Candidates through the counseling office.

## ACADEMIC COMPONENTS OF THE IB PROGRAMME

---

Students take classes in each of 6 subject areas. Below you will find descriptions of these subject areas as well as course descriptions for the IB classes offered at Desert:

### GROUP 1 – PRIMARY LANGUAGE

*Language A1 is the study of literature in a student's first language, including the study of selections of world literature. The range of texts studied in language A1 courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.*

#### DESERT COURSES:

##### English HL

The Junior Year of IB English focuses on Spanish language works from South America and include pieces from Borges, Marquez, Allende, and Esquivel. This unit addresses postcolonial issues, with a specific emphasis on the relationship between the body politic and the individual body. Also, two novels (one in English, one in translation) and a memoir (English) are included. Each of these explores the convergences/divergences between fictional and autobiographical articulations of memory.

The Senior Year of IB English includes a survey of 19th century English literature and a genre focus on drama. Authors studied include Dickens, Conrad, Oscar Wilde, Shakespeare, Tom Stoppard, Tennessee Williams, and Athol Fugard. The historical context from which the works emerged is also covered.

### GROUP 2 – SECOND LANGUAGE

*The aim of Group 2 subjects is to promote an understanding of another culture through the study of a second language. A large range of modern languages are available plus two classical languages (Latin and classical Greek). The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes.*

#### DESERT COURSES:

Spanish SL (2 year course)

French SL (2 year course)

Chinese *ab initio* (2 years course)

Desert Academy's Language B program integrates the examination and application of linguistic structures and variations with in-depth cultural and historical study using authentic, target-language print and digital media as well as interaction with native speakers. Emphasis is on the understanding of and fluency in global languages, with special attention to the myriad differences amongst their speakers' varied cultures and communities. Film, literature and news media are used to explore and discuss themes of enduring relevance and importance both locally, to speakers of these languages, as well as globally.

*Ab initio* is a course format offered by IB in order to accommodate languages such as Mandarin Chinese, that pose special challenges to fluency for speakers of western languages such as English.

### **GROUP 3 – INDIVIDUALS AND SOCIETIES**

*Studying any one of the subjects in Group 3 provides for the development of a critical appreciation of human experience and behavior, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions.*

*In addition, each subject is designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.*

#### **DESERT COURSES:**

##### History of Europe HL (2 year course)

The Junior Year of IB History focuses on the impact of the Dual Revolutions (French and Industrial) on Europe and Russia. The emerging states of Italy and Germany, as well as the developments under Alexander in Russia are studied based upon the ideological, economic, military and political reverberations from England and France.

The Senior Year of IB History begins with a detailed study of the causes and outcomes of WWI. The fallout of Versailles is explored through the competing paradigms of the U.S. and the emergent U.S.S.R. A study of WWII sets the stage for our close scrutiny of the Cold War. Finally, students gain an orientation to the world they've inherited with a unit on developments in the Middle East.

## **GROUP 4 – EXPERIMENTAL SCIENCES**

*Group 4 subjects contain a body of knowledge together with scientific methods and techniques which students are required to learn and apply. In their application of scientific methods, students develop an ability to analyze, evaluate, and synthesize scientific information.*

*A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary: students analyze a topic or problem that can be investigated in each of the science disciplines offered by the school. It is also an opportunity for students to explore scientific solutions to global questions.*

### **DESERT COURSES:**

#### **Biology SL (2 year course)**

In this course we study four themes: The structure and function of the biological world in all levels of complexity, The concept of Universality vs. Diversity from the molecular level to the ecological level, Equilibrium within systems, and Evolution as it can be regarded as change leading to diversity within constraints. These themes unify the various topics that make up the core syllabus. Examples of topics include (but are not limited to) Cells, Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology with a special emphasis on diet, nutrition and exercise. The main textbooks that we use include Campbell's Biology and Hole's Anatomy and Physiology. In Diploma Programme Biology, students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject. Lab activities are required as part of the class and students are asked to spend time outside of class hours to complete them.

## **GROUP 5 - MATHEMATICS AND COMPUTER SCIENCE**

*Group 5 subjects serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations. The aims of these courses are to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking, and employ and refine their powers of abstraction and generalization.*

*Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.*

### **DESERT COURSES:**

#### **Math SL (2 year course)**

The course covers advanced algebra concepts (arithmetic & geometric sequences/series, logarithms, exponents, etc.), functions and equations, circular

functions and trigonometry, matrices, vectors, statistics, probability, and calculus. In addition, students need to complete four portfolio projects, which cover mathematical investigations and mathematical modeling. The portfolio topics are introduced by the teacher and require 10 + hours of work outside of the classroom.

#### Math Studies SL (1 year course)

The Mathematical Studies course has a hands-on and exploratory nature, and is intended for students who do not anticipate needing mathematics in their studies in college. The course covers a range of topics, from sets to statistics to trigonometry, and is organized so that students will get the maximum amount of useful knowledge without much of its more abstract underpinnings.

### **GROUP 6 – THE ARTS**

*The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into relevant genres. Through studio work and more traditional academic study, students gain insight into both the practice and the history of the particular medium that they are working in*

*The assessment of these subjects reflects an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world. In particular, there is no indication of a western-oriented bias.*

#### DESERT COURSES:

##### Visual Arts HL (2 year course)

Through the ongoing use of a research workbook, students will continually reflect on their development as artists as well as explore and experiment with a variety of materials and ideas. Students will engage in a critical inquiry and examination of art from various cultures that will lay the foundation for an understanding and appreciation of art from a multicultural perspective. Working in selected media, studio work will emerge as a result of thoughtful exploration of self, community and the greater world at large. The studio disciplines will include Vocabulary and Media Introduction, Artist Biography Studies, Stylistic Explorations, Subject Matter Studies, Creative and Technical Development, Cultural Studies and Art Analysis

##### Theater Arts HL (2 year course)

The IB Theatre program at Desert Academy seeks to develop theatre practitioners who are well versed in all aspects of theatre including history, writing, production and performance. This course of study promotes both individual and team work as the participants gain an understanding of self and learn to express their creative ideas with confidence. Students explore and research significant periods in theatre history from Egypt, Greece and Rome, to Shakespeare and Moliere, to Becket and O’Neil. A natural outgrowth of these studies is critical analysis of plays and

performances from these periods. Students also develop their own theatre pieces representing certain styles or historical periods.

Theatre is, by its nature, an international art form. The rich cultural heritage of our own community, with its roots in Native American, Mexican and Spanish culture, is used to enhance the course and ensure that this is a global experience. This course provides a foundation for the participants to determine their own voice in the theatre. Students learn that playwrights and actors and all who work with them, have a responsibility to express the ideas and concerns of their times, that theatre is the heart and the voice of any and all societies.

## THE CORE OF THE HEXAGON

---

The three elements at the core of the hexagon provide opportunities for students to explore and express their individual voices in a variety of settings. They also provide a hub for interdisciplinary exploration and reflection on the ways that each element of the Diploma Programme interacts with and speaks to the others.

### **THEORY OF KNOWLEDGE**

The Theory of Knowledge course is one of the central elements of the Diploma Programme. The course encourages critical thinking about knowledge itself. At its core are questions like these: "What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having, knowledge? How do I know what I know?" The course, which is taken the second semester of the student's junior year and the first semester of the senior year, is divided into two sections: Ways of Knowing and Areas of Knowledge.

### **EXTENDED ESSAY**

The Extended Essay is a requirement for the IB Diploma. It is a 4,000 word research paper on a topic of each student's choosing. The essay topic must fall within one of the following IB approved subjects.

Biology	Film	Philosophy
Business and management	Geography	Physics
Chemistry	History	Politics
Computer science	Human rights	Psychology
Dance	Information technology in a	Social and cultural
Design technology	global society	anthropology
Economics	Mathematics	Theatre
Environmental systems and societies	Music	Visual arts
	Peace and conflict studies	World religions

Students may also write their Extended Essay based on the literature of their first language, or on the language, culture and society, and/or literature of countries in which their second language is spoken (EE must be written in the second language for this option).

The Extended Essay is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

While students are not required to write their Extended Essay in a subject that they are currently taking, it is strongly recommended that students have high-level classroom experience in the subject. The model for the Extended Essay is an academic journal article in the discipline being studied, and as such, students must be careful to write using the specialized language, methodology, structure, and style of their selected discipline. According to several former IB examiners, the majority of unsuccessful Extended Essays are unsuccessful because they have been miscategorized, which illustrates just how important the choice of subject is. It is also important for students to recognize that the term “research” means something entirely different from one subject to another. In History, for instance, it generally refers to the collection and exploration of primary and secondary resources, whereas in the Experimental Sciences and Psychology, it generally means the design and execution of an experiment with accompanying data collection and analysis.

Students are expected to spend approximately 40 hours on the research for and writing of the Extended Essay. Extended Essay Supervisors are expected to spend no more than 3 to 5 hours advising students on their papers. Supervisors will give broad feedback and direction in the research and writing of the paper, but WILL NOT edit or “red pen” the papers.

Candidates will begin writing their Extended Essay in the winter of their Junior year. Progress of the extended essay will be monitored by the Extended Essay Coordinator, their individual Extended Essay Supervisors, and through the Theory of Knowledge class.

## **CAS**

CAS is an integral portion of the IB Diploma Program. The goal of CAS is for students to gain meaningful life experiences alongside their academic program by participating in creative, active, and service oriented activities. The activities chosen by students should be purposeful as well as a personal challenge. Possible CAS activities include, but are not limited to, music lessons, dance classes, joining a sports team, rock climbing, volunteering at a local elementary school.

The three facets of the CAS component can be defined as follows:

- Creativity: arts and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle or complementing academic work elsewhere in the Diploma Programme.
- Service: unpaid and voluntary, an exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

While an activity that fits one of the descriptions above does count as a CAS activity, the best CAS activities combine all the elements of CAS. Students should try, for example, to think of ways to incorporate creativity into their service and action or service into the creative and active elements of their lives.

Reflection is another essential element of CAS activities. Reflection begins before the activity even starts, with students formulating written learning goals for their activity. It continues with written reflections on the experience of each individual activity and how it relates to other CAS activities as well as to their academic courses. Reflection gives the students' activities a context as well as a way to understand the impact of the learning and service that is taking place through them. It is important that students seek out new learning through their CAS activities, even if it is through an activity that they have done all their lives. An avid dancer, for example, may count his or her dance practice or performance as a CAS activity, but the learning goals and reflection on this activity should emphasize what new learning they took away from the practice or performance.

Students are ultimately responsible for generating their own CAS activities, but they have access to our CAS coordinator, Stephanie Binkley, who can help brainstorm opportunities with the students, and direct them toward community resources. Desert students have initiated and participated in an ever-growing list of CAS activities both locally and internationally, including an interdisciplinary project working with the United Way, after-school tutoring at Agua Fria Elementary School, volunteering with Habitat for Humanity, putting on art exhibitions with the SITE Santa Fe Young Curators program, working with Assistance Dogs of the West after school and during the summer, and organizing a school-wide ongoing relationship with an international service organization that recently resulted in a trip to the Dominican Republic to help build schools over spring break.

## EXTENDED ESSAY TIMELINE

---

The Extended Essay is a 4,000 word research paper written on a topic chosen by each Diploma Candidate as a requirement for the IB Diploma. Students should show evidence of progress according to the following schedule:

### **Junior Year**

20 November	Selection of approved subject area
4 December	Selection of initial topic and assignment of faculty supervisor.
15 January	Turn in formal Research Proposal with focus or narrow topic, and a research question
24 February	Outline completed and preliminary thesis
26 March	Collection of research including note taking and possible sources for an eventual bibliography
15 May	Revision of topic, if necessary research question, thesis statement, and a detailed outline that will lead to the actual writing of the first draft, evidence of extensive reading and analyzing

*Students will use the summer months to review, revise and complete a first draft.*

### **Senior Year**

20 August	Extended Essay workshop for candidates and advisors to examine the draft and assessment rubrics.
15 September	Working draft completed
15 October	Edited draft with works cited page and bibliography
10 November	Final draft submitted to advisor and IB Coordinator
1 December	Candidate presents three (3) copies of final draft along with Supervising Teacher Reports and Student Cover Sheets

## ACADEMIC HONESTY

---

Practicing academic honesty is essential not only as an outgrowth of the values of integrity and respect that are emphasized at Desert Academy, but also because of the broader consequences of academic malpractice for Diploma Candidates both within Desert and through the IBO.

From the “General Regulations”:

*The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.*

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate’s own.*
- b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.*
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.*
- d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).*

The failure to practice academic honesty reflects a profound misunderstanding of the values and philosophy of Desert Academy and of the International Baccalaureate Organization, as well as a confusion about the goals of education. IB students suspected of malpractice will be subject not only to the policies in place at Desert (see the Student Handbook for details), but they will also be reported to the IBO, which will then conduct an investigation into the suspected malpractice. This investigation may result in a student’s disqualification as a candidate for Diploma.

## LEVELS OF PARTICIPATION IN THE IB PROGRAMME

---

Because the IB curriculum is such a natural compliment to and outgrowth of Desert's own philosophy and mission, we want to ensure that each student has the opportunity to participate in the Diploma Programme in one way or another.

### **THE FULL DIPLOMA**

Full Diploma students are students who have chosen to participate in the full Diploma Programme consisting of classes taken in each of six prescribed subject areas as well as the Theory of Knowledge course, completing CAS requirements, and completing the Extended Essay. Full Diploma students will be given priority in filling IB classes.

### **CERTIFICATES**

Certificate students are students who have chosen to take between one and several IB courses, but not to participate in the full Diploma Programme. At the end of each IB course, certificate students will take the IB exam for a certificate in that subject area in addition to the credit received for taking the class here at Desert.

## STUDENT SELECTION PROCEDURE AND TIMELINE

---

There are two components of the IB student application process: a statement of intent and the mutual interview.

Statement of Intent – In the Spring semester of their sophomore year, students wishing to join the Diploma Programme write a one page statement of intent. This statement should answer the question “why do you want to be a part of the IB Diploma Programme?” Students are encouraged to be honest and creative in their responses. The purpose of this statement is both to give us a written account of the students’ intent and motivation, and to give the students the opportunity to reflect on paper about their readiness to meet the challenges of the Programme.

The Mutual Interview – The mutual interview is designed to give students a chance to ask us about the Diploma Programme and have their concerns addressed, as well as to give us a chance to get a deeper sense of the student’s readiness and motivation. Students schedule their interviews as soon as they submit their Letter of Intent, and they should come prepared with specific questions. We, for our part, have our own specific questions based on each student’s statement of intent.

### **PREREQUISITES**

In order to be considered for the full Diploma Programme students must have completed several academic prerequisites. By the fall of their junior year, students wishing to become full diploma candidates must have completed Algebra II and three years of a foreign language (with the exception of Chinese) in order to enter the programme. Exceptions will be granted on a case-by-case basis.

Students with below a 3.0 GPA who are interested in entering the Diploma Programme will be asked to raise their GPA by 0.5 or up to a 3.0 (whichever is closer) before they can participate. While in the Diploma Programme, students are required to maintain a minimum 3.0 GPA. If a student’s GPA drops below 3.0 during the course of the programme, we will meet with the student to reevaluate his or her candidacy for the IB diploma.

## **STUDENT SELECTION TIMELINE**

February 17	Students receive course registration packets, and must indicate the IB courses that they want to take.
February 26	Course registration materials due to Amy Miller, Statement of Intent due to Colin Pierce. Students will sign up for a mutual interview when they hand in their Statements of Intent.
February 26-March 5	Mutual Interviews
March 22	Letters sent to Diploma Candidate students

## FEES

---

While Desert Academy absorbs all general program fees for the IB Diploma Programme (which amount to about \$1,200 per student) the following exam and resource fees will be charged for Diploma Candidates:

Student Registration Fee	\$129
Subject Fee <i>(typically x 6 exams)</i>	\$88 per exam taken
Processing Fees <i>(typically x 6 exams)</i>	\$9 per exam taken
St. John's Library Fee	\$20 per year

---

<b>Estimated Yearly Cost*</b>	<b>\$375.50</b>
-------------------------------	-----------------

Although a Diploma Candidate will take the majority of his or her exams in the Senior year, Desert Academy distributes the fees evenly across the two years.

In the event that a student decides to withdraw as a Diploma Candidate, he or she must withdraw before November 15<sup>th</sup> of the exam year in order to qualify for reimbursement of exam fees. Unforeseen and adverse circumstances will be handled on a case by case basis.

*\*The Estimated Yearly Cost does not include late registration fees, retake fees, or other fees associated with special circumstances. If these additional fees become applicable, you will be notified.*

## TIMELINE FOR ANTICIPATED AND DIPLOMA YEARS

---

### ANTICIPATED (JUNIOR) YEAR

<b>AUGUST</b>	<b>Diploma Candidate Orientation</b> – At Desert Academy
<b>SEPTEMBER</b>	<b>CAS</b> – Preliminary meetings scheduled <b>Library Resource Orientation</b> – at St John’s, College of Santa Fe, and Public Libraries
<b>NOVEMBER</b>	<b>Candidates register for anticipated year exams (if any).</b> Students must withdraw before Nov. 15 <sup>th</sup> in order to qualify for a refund of exam fees <b>Extended Essay</b> - Orientation
<b>DECEMBER</b>	<b>Extended Essay</b> - Selection of Faculty Advisor & Topic Area
<b>JANUARY</b>	<b>Extended Essay</b> – Formal Research Proposal due <b>Theory of Knowledge</b> – Course begins
<b>FEBRUARY</b>	<b>Extended Essay</b> – Outline completed with preliminary thesis.
<b>MARCH</b>	<b>Extended Essay</b> – Research materials collected <b>CAS</b> – All completed materials from the first year turned in
<b>MAY</b>	<b>Extended Essay</b> – Revision of topic due <b>EXAMS</b> – For 1 year courses

### DIPLOMA (SENIOR) YEAR

<b>AUGUST</b>	<b>Extended Essay</b> – Workshop with first drafts
<b>SEPTEMBER</b>	<b>Extended Essay</b> – Working draft completed <b>CAS</b> – Proposal form submitted
<b>OCTOBER</b>	<b>Extended Essay</b> – Edited draft w/ citations due
<b>NOVEMBER</b>	<b>Extended Essay</b> – Final draft submitted <b>Candidates register for all remaining exams</b> – Students must withdraw before Nov. 15 <sup>th</sup> in order to qualify for a refund of exam fees
<b>DECEMBER</b>	<b>Extended Essay</b> – Final Draft due to Supervisors <b>Theory of Knowledge</b> – Course ends
<b>FEBRUARY</b>	<b>Extended Essay</b> – Cover sheets completed and sent to examiners <b>English HL</b> - World literature paper sent to examiners
<b>MARCH</b>	<b>All Courses</b> – All internal assessment projects/materials completed and collected by the Diploma Programme Coordinator <b>CAS</b> - All completed materials from the second year turned in
<b>APRIL</b>	<b>All Courses</b> , Preparation for Exams
<b>MAY</b>	<b>EXAMS</b> – For all 2 year courses

## LIBRARY RESOURCES

---

In addition to the resource collection that we are currently developing here at Desert Academy, and the collection and online databases of the Santa Fe Public Library, IB students will also have access to the St. John's College library :

### St. John's College Meem Library

The Meem Library houses some 65,000 volumes. It specializes in ancient and modern classics of European literature, philosophy, science, and mathematics both in the original language and in translation. The Library also provides newspapers and periodicals, audio-visual materials, a music collection of several thousand recordings and scores, multiple copies of seminar readings, and other smaller collections.

Students will also have access to the Meem's electronic research databases. Students will be given an orientation tour of the Meem, and they will be able to access its collections individually during the library's hours of operation.