**M2019 Overview and Timeline**

Early in April of their Junior year, students attend a seminar that provides them an overview of the Extended Essay. Items discussed involve:

* What is the EE?
* What is the purpose?
* What are the IB expectations?
* How is the EE assessed?

Students are also provided access to a supervisor created website created to help all students and supervisors navigate the EE process. This site includes video lessons, planning guides, and specific lessons that focus on various elements of the EE such as The Requirements, Research, Writing a Bibliography, Formulating a Research Question, and other important topics. Each lesson is to be completed on a specific schedule.

Students consider their subject areas and topics. Once selected, students contact faculty members, that are subject area experts, and request them as the EE supervisor. Once a supervisor is selected/assigned, all stakeholders review the lesson content and view the created video lessons involving the formulation of the research question. Students go through the refinement process before they begin the deep dive into researching their EE topics.

Each step along the way, students complete the various lesson tasks. In order for the supervisors to see their students’ progress, students will compile their work in a Google Document. Supervisors can check in on the student, make comments, ask questions, and sign off for each completed task. This helps tighten the communication between student and supervisor, especially when time and geographical issues prevent face to face meetings. Supervisors having access to student work ensures that engagement throughout the process is constant—which is documented in the RPPF paperwork.

When students return back from summer break, the refinement process takes place. Students submit their rough drafts, and receive feedback on their work. Students revise their work, addressing the issues identified in the feedback. Upon completion, students submit their final version of the EE. To complete the process, students and supervisors complete the Viva Voce as well as both roles submitting their reflections in the RPPF document.

By April 11, all stakeholders are provided a timeline of expected actions to be completed by the students throughout the EE process. Those dates include:

April 11 Class Lesson: What Is the EE?

Navigate to the SEHS EE website

Watch EE Overview—All Stakeholders

Start Unit 1 Introduction Unit (one lesson per day)

April 19 EE Overview Screencast published and made available to all stakeholders

April 23 Obtain an EE faculty advisor

Finished Unit 1 and all assignments

Start Unit 2 Beginning the Process (one lesson every other day)

Video Lesson and Lesson Content: Choosing your subject/topic

Video Lesson and Lesson Content: Formulating a Research Question

Video Lesson and Lesson Content: Undertaking Your Initial Research

April 30 Bibliography with five scholarly sources pertaining to topic

May 1 Students submit Gdoc documentation to supervisors; supervisors review student progress

May 2 Faculty Inservice Training on EE

May 7 Bibliography with 10 scholarly sources pertaining to topic

May 14 Annotated Bibliography with 15 scholarly sources pertaining to topic

Video Lesson: Pre-Summer check

Essay Plan written and submitted

First Major Reflection for RPPF completed

June 15 EE Introduction completed

July 15 EE Body completed

August 10 EE Conclusion completed; Second Major Reflection for RPPF completed

August 13 Submit a complete draft of the essay to the SBC, to be reviewed by the supervisor

August 31 Submit essay to Turnitin.com; Students view Rough Draft Feedback Video Lesson

September 15 Supervisors will have met with each student providing feedback to inform final revisions

November 1 Revised final draft is completed and submitted to the SBC; Third Major Reflection for RPPF completed

January 1 All Viva Voce sessions have been completed and RPPF finalized for submission.