

MYP & IB DIPLOMA PROGRAMS: COURSE DESCRIPTIONS

The IB Middle Years Program (MYP) courses follow the North Carolina Standard Course of Study and Grade Level Competencies. In addition, objectives are prescribed for all MYP subjects in the official MYP curriculum guides. The MYP educational approach embraces yet transcends traditional school subjects. While requiring a thorough study of the various disciplines, the accent is on how the eight subjects are interrelated. The eight academic subjects include: mathematics, arts, language A (English), language B (foreign language), social studies, technology, physical education, and sciences.

The MYP presents subject learning through five unique lenses known as the Areas of Interaction. These are Approaches to Learning, Community and Service, Health and Social Education, Environment, and *Homo faber* ("Man the Maker"). Students are responsible for a personal project which culminates their years in the Middle Years Program.

Students who plan to continue to the IB diploma program in 11th grade should enroll in at least six MYP courses in **both** grades 9 & 10. Students must meet the final objectives in all eight subject groups. The arts and technology are imbedded in all 10th grade MYP courses.

Community Service

For MYP students, education does not stop in the classroom. The MYP program develops well-rounded students, academically and socially, and embraces the notion that students gain by giving. Ninth graders are required to complete a minimum of 35 hours of community service per year. Tenth graders are required to complete a minimum of 40 hours of community service.

The Personal Project

Students complete the personal project in grade 10; it is the product of the students' own initiative and creativity. The personal project must reflect a personal understanding of the areas of interaction and the application of skills acquired through approaches to learning. It involves planning, research and a high degree of personal reflection.

IB Course Descriptions (grades 11 & 12)

In order to enter the IB Diploma Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Geometry; Algebra II or Algebra II/Trig; Biology; Chemistry and/or Physics; World History; Civics and Economics; and Level III of French, German, Latin, or Spanish.

Students in grades 11 - 12 must complete a minimum of three IB courses and all required community service hours. Students earning the IB Diploma must successfully complete examinations in six (6) courses as well as Theory of Knowledge, the Extended Essay, and 150 hours of Creativity, Action and Service.

Diploma candidates must select one subject from each of the six groups listed below. At least three, and not more than four, are taken at higher level (HL), the others at standard level (SL). HL courses represent at least two years of study, SL courses at least one year.

Required areas of study include:

Group 1- Language A1 (best language)

Group 2- Language B (foreign or classical language)

Group 3- Individuals and Society

Group 4- Experimental Sciences

Group 5- Mathematics

Group 6- The Arts (or, a second choice from Group 2, 3, or 4)

IB Standard Level vs Higher Level Courses

IB courses are offered at two levels: Standard Level and Higher Level. Standard Level courses require one year of instruction time whereas Higher Level courses require two years of instruction time. Diploma students are required to take at least three and not more than four courses at Higher Level and the others at Standard Level. Students who don't plan to pursue the IB diploma Studies students may take **either** Standard or Higher Level Courses with no restrictions except the 3 course minimum rule. By choosing among the various AP, IB Standard Level, and IB Higher Level courses, students can explore some subjects in more depth while maintaining a broad program of study. IB Biology, IB Chemistry, IB Physics and the Arts are listed as two-year courses for both Standard and Higher Levels. These classes are mixed- SL & HL. Standard Level students benefit from the Higher Level curriculum yet have the option to choose the Standard Level exam after two years.

Additional IB Diploma Requirements

The core of the IB diploma model consists of the Theory of Knowledge (TOK) course, the extended essay, and CAS (creativity, action, and service). The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives. The Extended Essay, with a prescribed limit of 4,000 words, offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at tertiary level. Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena.

Assessment

Each academic subject is graded on a scale of 1 to 7. The award of IB diploma requires that the student has (1) scored a minimum total of 24 points, (2) completed satisfactorily his/her subject courses, (3) completed satisfactorily his/her Theory of Knowledge course, (4) completed satisfactorily his/her CAS activities and (5) completed satisfactorily his/her Extended Essay. The Theory of Knowledge and Extended Essay grades are combined to yield 0 to 3 bonus points. A student's total score is obtained as a sum of all subject grades and bonus points. The maximum total score is thus 45 points.

GROUP 1 (Best Language; English in US)

A language and literature course in the student's native or best language including the study of selections from World Literature.

*Offered at only the **HL** (higher level) at Myers Park

*Promotes an appreciation of literature and a knowledge of a student's own culture along with that of other societies

*Designed to develop students' powers of expression, both in oral and written communication

*Emphasizes skills involved in writing and speaking in a variety of styles and situations

*Students read several texts grouped by themes or genres chosen from a broad list of prescribed authors and works representing different literary styles and genres in the target language, as well as literature from other languages and cultures read in translation

*Assessment is done through both oral and written examinations focusing on the students':

(1) Individual language skills

(2) Ability to critically analyze and comment upon both familiar and unfamiliar texts

(3) Ability to express a personal and independent response to literature

Assessment – HL (Higher Level)

*Two written examination papers

*World Literature – 2 written papers of 1000-1500 words each

*Two compulsory oral activities internally assessed and externally moderated.

GROUP 2 (Foreign Language and Classical Languages)

Classical

*We offer Latin at the **SL** (standard level)

*Both are subject to the same Classical Languages requirements

*Introduction to the language, literature and culture of ancient Rome

*Development & cultural achievements of ancient Roman society

*Linguistic skills are at the heart of the course

*Surviving texts are studied in the original language & additional texts are set for study in translation, but the foundation of the course remains the acquisition of language skills

Assessment – SL (standard level)

*two examination papers externally assessed

Foreign

*Offered at both **HL** (higher level) and **SL** (standard level) in French, German and Spanish

*Designed for foreign language learners and focuses principally on the interaction between speakers and writers of the target language

*The aim of the course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes

*Allows students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken

*The skills of listening, speaking, reading and writing are equally emphasized, and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher

*Prior to enrolling in a Language B course, it is assumed students have studied the target language for three years

Assessment – HL (higher level)

*Two examination papers externally assessed

*Two oral activities internally assessed by the teacher and externally moderated

Assessment – SL (standard level)

*Two examination papers externally assessed

*Two oral activities internally assessed by the teacher and externally moderated

GROUP 3 (Individuals and Societies)

HISTORY

*Offered only at the **HL** (higher level) at Myers Park

*Designed to promote: The acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times; a better understanding of the present through an understanding of the past; an appreciation of the historical dimension of the human condition; an ability to use and communicate historical knowledge and understanding; and a lasting interest in history.

*Content: all students study a selection of the following topics in twentieth century world history: Causes, practices and effects of war; nationalist and independence movements; decolonization and challenges facing new states; the rise and rule of single-party states; the establishment and work of international organizations; the Cold War; the state and its relationship with religion and with minorities.

*History HL students also study of one of the following regions in-depth:

Africa; the Americas (the U.S., Canada and Latin America); East and South East Asia and Oceania; Europe (including Russia/USSR); or South Asia and the Middle East (including North Africa). Myers Park students study the Americas.

Assessment – HL (higher level)

*Three written examination papers externally assessed

*Historical Investigation (1500 – 2000 words) internally assessed by the teacher and externally moderated by the IBO

ECONOMICS

*Offered only **SL** (standard level) at Myers Park

*Designed to develop within the student: Disciplined economic reasoning skills; an ability to apply tools of economic analysis to situations and data, and to explain the findings clearly; an understanding of how individuals and societies organize themselves in the pursuit of economic objectives; an ability to evaluate economic theories, concepts, situations and data in a way which is considered, rational and unprejudiced; international perspectives which feature a tolerance and understanding of the diversity of economic realities in which individual and societies

*Four compulsory parts of the syllabus covering both macro and micro economics: (1) resource allocation; (2) national income analysis; (3) international trade; and (4) economic growth and development

Assessment – SL (standard level)

*Two written examination papers externally assessed

*Portfolio of five extracts each between 350-450 words internally assessed by the teacher and externally moderated by the IBO

INFORMATION TECHNOLOGY in a GLOBAL SOCIETY (ITGS)

*Offered at the **SL** (Standard Level) and **HL** (Higher Level)

*Examines the interaction between information, technology and society

*Designed to help students: Develop an understanding of the advantages and disadvantages of new technologies as methods of expanding our knowledge of the world at the local and global level; promote an understanding of the social significance of information technology for individuals, communities and organizations; analyze and evaluate the ethical considerations arising from the widespread use of information technology at the local and global level; recognize that people can hold diverse opinions about the impact of information technology on individuals and societies.

Assessment – HL (Higher Level)

*Three written examination papers externally assessed

* Portfolio and extension-Students must produce:

- three pieces of written work on social and ethical issues based on three different areas of impact, each 800–1,000 words
- an extension to one of the portfolio pieces, 800–1,000 words.

Assessment – SL (Standard Level)

*Two written examination papers externally assessed

*Project- An IT solution to a problem set in a social context. Students must produce:

- a **product** developed through the integration of IT skills
- a written **report** (2,000–2,500 words)
- a **log book**.

PHILOSOPHY

*Offered only at **SL** (standard level) at Myers Park

*Designed to enable students to:

- (1) Develop an intellectually independent and creative way of thinking
- (2) Relate their philosophical understanding to other disciplines, and to personal and civic life
- (3) Formulate arguments in a rational and logical way
- (4) Examine critically their own experience and ideological and cultural biases
- (5) Become aware of the plurality of philosophical traditions
- (6) Develop a way of thinking that draws on personal reflection and a knowledge of philosophical traditions

Assessment – SL (standard level)

*Two written examination papers externally assessed

*Two philosophical exercises (1200 words each) internally assessed by the teacher and externally moderated by the IBO

PSYCHOLOGY

*Offered at both the **HL** (higher level) and **SL** (standard level)

*The course is divided into four parts:

(1) Perspectives: biological; cognitive; learning; and humanistic.

(2) Options: comparative psychology; cultural psychology; dysfunctional behavior; health psychology; life span psychology; psychodynamic psychology; social psychology

(3) Research methodology

(4) Experimental study

* Students at the **HL** must study **two** of the options and at the **SL one** of the options

Assessment – HL (higher level)

* Three written examination papers externally assessed

* Experimental Study (25 hours) internally assessed by the teacher and externally moderated by the IBO

Assessment – SL (standard level)

* Two written examination papers externally assessed

* Experimental Study (15 hours) internally assessed by the teacher and externally moderated by the IBO

IB Business & Management 1 & 2

Offered at both the **HL** (higher level) and **SL** (standard level)

Business and management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The courses are designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. However, a fundamental feature of the course is the concept of synergy. In its technical sense, it is a concept that means an organization should seek an overall return greater than the sum of its parts. Applied to the Business and Management courses, it necessitates a style of teaching and learning based on integrating and linking the various modules to give students, by the end of the course, a holistic overview.

Other characteristics of the Business and Management courses are that teaching and learning should include the application of tools and techniques of analysis to enhance the understanding of complex business activities. Students should also appreciate the ethical concerns and issues of social responsibility in the business environment. Finally, students should be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This should enable students to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

Assessment – SL (Standard Level)

*Two written examination papers

*Written Assignment, 1000–1500 words, to be internally assessed by the teacher and externally moderated by the IBO. The Written Assignment must demonstrate the application of tools, techniques and theory to a real business situation or problem.

Assessment – HL (Higher Level)

*Two written examination papers

*Research Project- Proposal 200–300 words and Written Report 1800–2000 words, total 2000–2300 words, to be internally assessed by the teacher and externally moderated by the IBO.

GROUP 4 (Experimental Sciences)

BIOLOGY

*Offered at both the **HL** (higher level) and **SL** (standard level)

*The Biology program consists of study in five core topics:

(1) Cells, (2) The chemistry of life, (3) Genetics, (4) Ecology and evolution, (5) Human health and physiology

*Biology **HL** students must complete **additional study in eight topics**:

(1) Nucleic acids and proteins, (2) Cell respiration and photosynthesis, (3) Genetics, (4) Human reproduction (5) Defense against infectious disease, (6) Nerves, muscles and movement, (7) Excretion, (8) Plant science

*Optional course topics at **both levels HL and SL** include:

(1) Evolution, (2) Neurobiology and behavior, (3) Applied plant and animal science, (4) Ecology and conservation

* Further options for **SL** (standard level): (1) Diet and human nutrition, (2) Physiology of exercise. (3) Cells and energy

*Further options for **HL** (higher level): Further human physiology

***SL (standard level) candidates are required to study any two options with a duration each of 15 hours. HL (higher level) candidates are required to study any two options with a duration each of 22 hours.*

Assessment – HL (higher level)

*Three written examination papers externally assessed

*Practical/laboratory Investigations internally assessed by the teacher and externally moderated by the IBO

*Group IV Project - multidisciplinary

Assessment – SL (standard level)

*Same as above

ENVIRONMENTAL SYSTEMS

*Offered at the **SL** (standard level) only

*Designed to provide students with a coherent perspective on the environment that is essentially scientific and above all enables them to adopt an informed and responsible stance on the wide range of environmental issues.

*The core of Environmental Systems consists of study of five broad topics:

(1) Systems and models, (2) The ecosystem, (3) Global cycles and physical systems, (4) Human population and carrying capacity

*Options for **SL** (standard level): (1) Analyzing ecosystems, (2) Impacts of resource exploitation, (3) Conservation and biodiversity, (4) Pollution management.

Assessment – SL (standard level)

*Three written examination papers externally assessed

*Practical/laboratory Investigations internally assessed by the teacher and externally moderated by the IBO.

*Group IV Project – multidisciplinary

CHEMISTRY

*Offered at both the **HL** (higher level) and **SL** (standard level)

* The core of the Chemistry program consists of study in eleven topics: (1) Stoichiometry, (2) Atomic theory, (3) Periodicity, (4) Bonding, (5) States of matter, (6) Energetics, (7) Kinetics, (8) Equilibrium, (9) Acids and bases (10) Oxidation and reduction, (11) Organic chemistry

*Addition **HL** (higher level) topics: (1) Atomic theory, (2) Periodicity, (3) Bonding, (4) Energetics, (5) Kinetics, (6) Equilibrium, (7) Acids and Bases, (8) Oxidation and reduction, (9) Organic chemistry

*Options for **both HL** (higher level) and **SL** (standard level): (1) Medicines and drugs, (2) Human biochemistry, (3) Environmental chemistry, (4) Chemical industries, (5) Fuels and energy

*Further options for **HL** (higher level): (1) Modern analytical chemistry, (2) Further organic chemistry

*Further options for **SL** (standard level): Higher physical organic

** *HL (higher level) candidates are required to study any two options with a duration each of 22 hours – SL the same but with a duration of 15 hours.*

Assessment – HL (higher level)

*Three written examination papers externally assessed

*Practical/laboratory Investigations internally assessed by the teacher and externally moderated by the IBO.

* Group IV Project - multidisciplinary

Assessment – SL (standard level)

*Same as above

PHYSICS

*Offered at both the **HL** (higher level) and **SL** (standard level)

*Designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature.

*The core of Physics consists of study in six topics: (1) Physics and physical measurement, (2) Mechanics, (3) Thermal physics, (4) Waves, (5) Electricity and magnetism, (6) Atomic and nuclear physics

*Additional **HL** (higher level) topics: (1) Measurement and uncertainties, (2) Mechanics, (3) Thermal physics wave phenomenon, (4) Electromagnetism, (5) Quantum physics and nuclear physics

*Options for **both HL** (higher level) and **SL** (standard level): (1) Biomedical physics, (2) The history and development of physics, (3) Astrophysics, (4) Relativity, (5) Optics

* Options for **SL** (standard level): (1) Mechanics extension,(2) Quantum physics and nuclear physics, (3) Energy extension

***SL (standard level) candidates are required to study any two options with a duration each of 15 hours. HL (higher level) candidates are required to study any two options with a duration each of 22 hours.*

Assessment – HL (higher level)

*Three written examination papers externally assessed

*Practical/laboratory Investigations internally assessed by the teacher and externally moderated by the IBO.

*Group IV Project - multidisciplinary

Assessment – SL (standard level)

*Same as above

GROUP 5 (Mathematics)

MATHEMATICS HIGHER LEVEL

*Offered at the **HL** (higher level) only

*Designed for students who will continue to study mathematics or engineering at university, and for students who have a good background and genuine interest in mathematics and who enjoy meeting its challenges and problems.

**Before entering the course, students should have a strong understanding of arithmetic, algebra, geometry, trigonometry, and statistics.*

*All students must study eight core topics: (1) Number and algebra, (2) Functions and equations,(3) Circular functions and trigonometry, (4) Vector geometry, (5) Matrices and transformations, (6) Statistics,(7) Probability, (8) Calculus

*Options: Students also must complete one of the following five options: (1) Statistics, (2) Sets, relations and groups, (3) Discreet mathematics, (4) Analysis and approximation, (5) Euclidean geometry and conic sections

Assessment – HL (higher level)

*Two written examination papers externally assessed

*Portfolio – three assignments internally assessed by the teacher and externally moderated by the IBO.

Must represent the following three activities: (1) Mathematical investigation, (2) Extended closed problem solving,(3) Mathematical modeling

MATHEMATICAL METHODS

*Offered at the **SL** (standard level) only

*Designed to provide students who will continue to study mathematics at university with a background of mathematical thought and a reasonable level of technical ability.

**Before entering the course, students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics.*

* The core of Mathematical Methods consists of study in six topics: (1) Number and algebra, (2) Functions and equations (3) Circular functions in trigonometry, (4) Vector geometry, (5) Statistics and probability,(6) Calculus

*Options - Students must complete one of three optional topics in: (1) Statistical methods, (2) Further calculus,(3) Further geometry

Assessment – SL (standard level)

- * Two written examination papers externally assessed
- Portfolio – three assignments internally assessed by the teacher and externally moderated by the IBO. Must represent the following three activities: (1) Mathematical investigation, (2) Extended closed-problem solving, (3) Mathematical modeling

MATHEMATICAL STUDIES

*Offered at the **SL** (standard level) only

*Designed to provide a realistic mathematics course for students with varied backgrounds and abilities who may not study mathematics at university. The course develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations.

*The Mathematical Studies core consists of study in six topics: (1) Number and algebra, (2) Sets and logic, (3) Geometry and trigonometry, (4) Statistics and probability, (5) Functions, (6) Financial mathematics

*Options - Students must also study one of three optional topics: (1) Matrices and graph theory, (2) Further statistics and probability, (3) Introductory differential calculus.

Assessment – SL (standard level)

*Two written examination papers externally assessed

*Project – an individual piece of work involving the collection and/or generation of data, and the analysis and evaluation of that data, internally assessed by the teacher and externally moderated by the IBO.

COMPUTER SCIENCE

*Offered at both the **HL** (higher level) and **SL** (standard level).

*Explores the principles underlying problem solving using computers, and the operation of computer systems.

* At both levels, students also study the social significance of computer systems. The SL course is designed to provide the foundations for an introduction to computer science by building the structure and design of sound, problem-solving methods. The HL course expands on this process and studies more in depth problems and algorithmic designs.

*Common Core (HL and SL students): (1) Software Development, (2) Computing system fundamentals, (3) Computing systems and society

*Additional **HL** material (HL students only): (1) Computer mathematics and logic, (2) Advanced data structures and algorithms, (3) Further system fundamentals, (4) System life cycle, (5) File organization

Assessment – HL (higher level)

*Two written examination papers externally assessed

*Program Dossier internally assessed by the teacher and externally moderated by the IBO.

Assessment – SL (standard level)

*Same as above

GROUP 6 (The Arts)

VISUAL ARTS

*Offered at both the **HL** (higher level) and **SL** (standard level); Designed to:

(1) Provide students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art

(2) Exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms

(3) Promote visual and contextual knowledge of art from various cultures

(4) Enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts

*Core Elements - **HL and SL**- (1) Introduction to art concepts, criticism and analysis, (2)

Acquisition of studio technical and media skills, (3) Relation of art to sociocultural and historical contexts

***Higher Level (HL)** – 2 compulsory parts: *designed for the specialist visual arts student, with creative and imaginative abilities, who may pursue the visual arts at university or college level.*

(1) Part A – Studio Work: Practical exploration and artistic production

(2) Part B – Research Workbooks: Independent critical research and analysis, visual and written, in more than one culture

• **Standard Level (SL)** – 2 compulsory parts:

(1) Option A (SLA) - *designed for the visual arts student with creative and imaginative abilities.*

Part A – Studio Work: • Practical exploration and artistic production

Part B – Research Workbooks: Independent critical research and analysis, visual and written, in more than one culture

(2) Option B (SLB) – *designed for the student whose interest in art is mainly critical, cultural and historical*

Part A – Studio Work: Practical exploration of artistic techniques

Part B – Research Workbooks: Independent critical research and analysis, visual and written in more than one culture

Visual Arts Assessment – General

• Consists of an evaluation of each candidate's body of work as a whole.

• Both the finished products, and the processes of artistic research and development, are assessed.

Assessment – HL (higher level)

*External Assessment: Part A Studio Work - Exhibition and Interview; Assessed by a visiting IBO examiner

*Internal Assessment: Part B – Research Workbooks internally assessed by the teacher and externally moderated by the IBO.

Assessment – SL Standard Level Option A (SLA)

*Same as above

Assessment – SL Standard Level Option B (SLB)

*External Assessment: Part B – Research Workbooks and Interview; Assessed by a visiting IBO examiner

*Internal Assessment: Part A – Studio Work internally assessed by the teacher and externally moderated by the IBO

THEATRE ARTS

*Offered at both the **HL** (higher level) and **SL** (standard level)

*Designed to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures.

* A student will be expected to demonstrate:

(1) A knowledge of the major developments and techniques in the theatrical history of more than one culture (2) An ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively (3) An understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism (4) An ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques (5) The acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts (6) An understanding of the processes of theatrical production (7) An ability to research imaginatively, selectively and with persistence

***Higher Level** – 5 compulsory parts: (1) Performance Skills, (2) World Theatre Studies, (3) Practical Play Analysis (4) Theatre Production, (5) Individual Project

***Standard Level** – 4 compulsory parts: (1) Performance Skills, (2) World Theatre Studies, (3) Practical Play Analysis (4) Theatre Production

Assessment – HL (higher level)

* **External Assessment:**

(1) Research Commission : Presentation of a study based on World Theatre Studies (2500 words) (2) Practical Play Analysis: Oral presentation (20-30 minutes) of a directorial approach to a play prescribed by the IBO

***Internal Assessment:** These components to be internally assessed by the teacher and externally moderated by the IBO.

(1) Performance Skills and Theatre Production: Participation in practical classwork and Theatre Production (2) Portfolio and Individual Project

Assessment – SL (standard level)

*Same as above without the Individual Project

Other IB Diploma Requirements

Theory of Knowledge (aka TOK)

In this interdisciplinary course, students dig deeper into the foundations of knowledge, comparing and contrasting the various ways of knowing (i.e., scientific, mathematical, linguistic, artistic, religious).

They are challenged to think about their thinking, learn about their learning, question the basis of knowledge, be aware of subjective and ideological biases, and develop a personal code of thought based on evidence and reason. Students must make one or more individual and/or small group oral presentations to the class during the course, complete a self-evaluation report and submit for external assessment an essay (1200-1600 words) on any one of the ten titles prescribed by the IBO for each examination session. There is no IB exam.

Creativity, Action and Service (aka CAS)

CAS stands for **Creativity, Action, and Service**, and is a required component of the International Baccalaureate Program for all diploma students. The purpose of CAS is to involve students in learning experiences outside the classroom. Students are required to actively participate in 150 hours of CAS activities over the two years of the program. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school environment. The IB goal of educating the whole person and fostering a more compassionate and active citizenry comes alive in an immediate way when students reach beyond themselves and their books.

An Extended Essay (approximately 4,000 words)

Diploma candidates have the opportunity to investigate a topic of special interest. The essay requirement acquaints students with the kind of independent research and writing skills expected by universities. Students devote a total of about 40 hours of private study and writing time to the essay. It may be written in one of 60 subjects, including many languages. The essay permits students to **deepen** their programs of study, for example by selecting a topic in one of their higher level (HL) courses. Or, they might add **breadth** to their academic experience by electing to write in a subject not included in their program choices.