

IB Diploma Requirements

WHAT IS REQUIRED TO EARN AN IB DIPLOMA

All incoming eleventh graders who have successfully completed coursework in grade nine and ten, or at another school, are encouraged to commit to the two-year IB course of study. In addition to meeting proficiency in the required six subjects—through external and internal assessments—IB students submit a 4,000-word (about 8-pages) Extended Essay (EE), complete 150 hours of Creativity, Action, Service (CAS), and enroll in a 100-hour, two-year, interdisciplinary course: Theory of Knowledge (TOK). IB Diploma Candidates must plan their schedules carefully to complete the diploma and to fulfill New York State and Harrison High School graduation requirements. Students have the option of taking individual IB courses or working for an additional IB Diploma through the successful completion of requirements. The IB diagram on the following pages summarizes course offerings available to students.

Students who wish to work towards the full-IB Diploma are required to complete :

- ◆ **Success in six subjects¹** through internal and external assessment
 - ◆ A minimum of three High Level (HL) Courses²
 - ◆ A minimum of three Standard Level (SL) Courses²

If students take 4 HL courses, they would only need to take 2 SL Courses.

- ◆ **Extended Essay (EE)**
- ◆ **Creativity, Action, Service (CAS)**
- ◆ **Theory of Knowledge (TOK)**

IB full-diploma candidates take three (at most four) subjects at Higher Level and three (at fewest two) subjects at the Standard Level. Most IB courses are taught over a two-year period. The exceptions are SL courses that occur over a one-year period during 2013-2014:

Economics SL, Psychology SL, Environmental Science SL, and Math Studies SL.

¹ Students working to complete the IB Diploma Programme may substitute a course in the The Arts/Group 6 with an additional course in Groups 2, 3, 4, or 5. Success in the subject requires a minimum average score of 4 out of 7 on the respective exam (including internal and external scores in totality).

²Please review the IB Core Course Programme that follows on the next page. Students should be aware that several courses require a two-year commitment for completion.

IB PROGRAMME CORE DESCRIPTIONS

EXTENDED ESSAY (EE)

Students begin the EE during junior year and finish during senior year
Course No.: 297 Grades Offered: 11-12
Credit: 0.0 (IB Diploma Requirement)

This is a requirement for students working to earn an IB Diploma. All students research and write their EE independently, and can write on any topic and in any language they like (as long as it falls within the IB subject areas). Students usually write on topics that hold particular interest or reference to them, and the essay can be based on research or experiment. Additional information and guidelines will be provided to students and parents through orientation and conference with the IB Coordinator. Students will receive individual mentoring in this pursuit.

CREATIVITY, ACTION, SERVICE (CAS)

Students begin CAS during junior year and finish during senior year
Course No.: 298 Grades Offered: 11-12
Credit: 0.0 (IB Diploma Requirement)

This is a requirement for students working to earn an IB Diploma. CAS is an integral part of the IB Programme and is designed to help students develop new skills, interests, and understandings while providing service for others. CAS stresses the importance of experiential learning.

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

The main principles of the CAS program involve developing students into internationally-minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Students are encouraged to “think globally and act locally” and that “if they believe in something, they must not just think or talk or write, but must act.”

There are four criteria that must be met for each CAS activity:

1. Activities must be real and purposeful with significant outcomes.
2. Tasks must involve personal challenge and be achievable in scope.
3. Activities should involve thoughtful consideration: planning, reviewing progress, and reporting.
4. Students must reflect on outcomes of the activity and on personal learning and growth.

As part of the CAS requirement, students will complete approximately 150 hours engaged in CAS activity. The emphasis, however, is not on the accumulation of hours but on the reflection process that the student engages in before, during, and after the activity. Student reflections should involve critical thinking in evaluating the success of the activity against the original goals. At the conclusion of the Diploma Programme, a diploma candidate must convince a panel that he/she met the objectives of CAS to qualify for an IB Diploma. Additional information and guidelines will be provided to students and parents through orientation and conference with the IB and CAS Coordinators.

THEORY OF KNOWLEDGE (TOK)

Two-year course taken during both junior and senior year
Course No.: 299 (Yr 1) 302 (Yr 2) Grades Offered: 11-12
Credit: 0.5 (alternate day each year; 0.5 credit each year)

This is a requirement for students working to earn an IB Diploma. Students must be working towards the IB Diploma to enroll in the course. The Theory of Knowledge course is the central, interdisciplinary core around which the various subject areas of the International Baccalaureate Programme revolve. Students will explore knowledge systems of mathematics, human sciences, natural sciences, history, the arts, and ethics as understood through the lenses of emotion, reason, language and perception. Throughout the student’s experience in IB Programme classes, he or she is challenged to think globally and become a more independent learner. Toward that end, the TOK course will engage students in questioning and reflecting on various knowledge systems and their own roles within those systems as members of the global community.