

International Baccalaureate Diploma

What is an International Baccalaureate Diploma?

The International Baccalaureate Diploma is a pre-university diploma, utilizing international standards, based on an integrated curriculum, infused with *globalism*. The diploma is an “international admissions credential.” It is offered in 2300 schools, in 141 countries. There are approximately 870 schools in the United States offering the IB Diploma. Canada has 141 schools qualified to offer the curriculum. Schools that adopt International Baccalaureate are public, private, magnet, comprehensive, international, redesigned.

The program is a rigorous course of studies, leading to examinations in six academic areas, which meet the needs of highly motivated secondary school students. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.

Special Features of IB

- 1) ***Theory of Knowledge (TOK)*** is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the International Baccalaureate educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- 2) ***Creativity, Activity, Service*** is known by its acronym ***CAS*** and is a fundamental part of the diploma curriculum. 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 program. Participation in community service activities that relate to students' interests encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.
- 3) ***Extended Essay***: Diploma candidates are required to undertake original research and write an academic research essay of up to 4,000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at the university level. Students are expected to write their essay in a subject that they are currently enrolled in or choose an interdisciplinary approach.

- 4) The grading system used by the International Baccalaureate Organization is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the International Baccalaureate Organization's international assessment strategy.

Frequently Asked Questions

What is the International Baccalaureate Program?

The International Baccalaureate (IB) Program is an internationally recognized curriculum that offers grade 11 and grade 12 students an opportunity to earn the IB diploma. To earn the IB diploma, students complete and test in six IB subjects; write an extended essay of independent research guided by a faculty mentor; meet seven learning objectives for creative, action, and service activities (CAS); and participate in a critical thinking course called Theory of Knowledge. This advanced, comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.

I've never heard of the International Baccalaureate before. Is it an organization?

The International Baccalaureate Program is governed by the International Baccalaureate Organization in Geneva, Switzerland and administered by the International Baccalaureate Curriculum and Assessment Center in Cardiff, Wales . The organization originated over thirty years ago in Europe as an effort by international schools to assure quality educational standards for students, regardless of where they lived. Today, the organization uses the talents of educators around the world to continuously update curriculum, train teachers, assess student work, and evaluate the program.

The IB sounds like a great deal of work. What are the advantages of taking an IB curriculum?

There are numerous advantages to taking the IB curriculum. First, the IB curriculum was originally designed for the children of international diplomats to insure a cohesive and comprehensive education for students, no matter where they lived in the world. Today, that goal is still at the forefront of the IB mission. Students who complete this program are preparing not only for success in college, but for success in life. Students gain a broader world view; follow in-depth approaches to the academic disciplines; and develop time management, problem-solving, research, and organizational skills that will remain with

them long after the IB experience is over. CAS activities provide opportunities for student involvement in the larger community beyond classroom walls. An additional benefit is that student work is assessed over a two-year period using internationally accepted performance standards. Student achievement is assessed in a variety of ways: on examinations that are developed and scored by international examiners; on oral language demonstrations in both the student's native language and a modern second language; and on science laboratory notebooks, art portfolios, computer science dossiers, essays, and other projects. These activities all count for a percentage of the student's final score in each subject and allow the classroom teacher to have input to the student's scores, rather than relying upon a one-chance, high-stakes examination. The IB Program also allows for student and school flexibility in choosing areas of academic interest for student research.

Which high schools in Kansas offer the IB Diploma Program?

In addition to Campus High School, the following schools offer the IB program: Shawnee Mission East, Shawnee Mission Northwest, Shawnee Mission North, Sumner Academy in Kansas City, KS, Hutchinson High School, Wichita East High School, and Topeka Washburn-Rural High School.

Are all International Baccalaureate programs/schools alike?

All certified IB diploma schools share certain features - they must provide the necessary range of subjects to allow students to complete the IB diploma, they must offer appropriately demanding coursework to prepare students adequately for IB exams and other assessments, and they must maintain a staff of trained IB teachers. These similarities among IB schools make it easier for a student to move from one state or country to another. However, there are many courses available within the IB, and each individual school chooses how many and which ones to offer. Most IB schools in the US offer the subjects which fulfill their respective state and local graduation requirements, and as many elective subjects as their student enrollment will permit.

Will I be required to take an entrance examination to qualify for the IB program?

No. Students are accepted into the program if they meet the district guidelines. It is the goal of Campus High School to provide any student who chooses to participate the opportunity to enroll in the IB Diploma Programme. However, to succeed in IB, students must be dedicated learners. It is vital that a certain level of commitment is established prior to entering the program. Students and parents/guardians must agree to the Campus High School IB Diploma Programme Admissions Policy.

How do I enroll in the IB?

Students planning to pursue the full IB Diploma need to meet with the IB coordinator in addition to making this known to their guidance counselor. We encourage one or both parents or a guardian to be present for the IB conference. The ideal time for a student to meet with the IB coordinator is during the second half of grade 8 or grade 9; students who do not live in the Haysville school district must complete the out of district application available in the counseling center.

Since IB courses do not officially begin until grade 11, when do transfer students come to Campus?

Transfer students may come at the beginning of grade 9, grade 10 or grade 11. Because the first two years of high school are spent taking mostly honors or AP classes (no classes with IB designations - there are no official "PRE-IB" courses sanctioned by the IB organization), students can take these courses at any other high school. Some students may choose to begin their high school experience at Campus while others wait to transfer directly into the IB program when grade 11 begins. However, an important consideration is that once high school begins it becomes very hard to leave and start over in a new school - making friends, joining sports teams, clubs and other organizations makes most students prefer to stay where they are.

Are IB teachers specially trained?

Yes. IB teachers start out by attending training seminars offered through the IB North America offices. Following that, they periodically receive updates and notification of curriculum changes from the IB Curriculum Center. (All IB teachers have a say in curriculum decisions about IB courses.)

IB teachers at Campus will have two additional ways of staying current with their subject and colleagues: there is a Programme Resource Center connecting them with IB teachers and examiners around the world in their subject area, and we have an active regional network of IB schools in the Midwest states. This regional network provides opportunities for teachers to meet on a regular basis and assists them in communicating with one another electronically.

I have heard that most IB courses are "weighted." What does this mean?

In recognition of the added difficulty and work involved in IB and AP courses, CHS awards an additional grade point to the student's GPA upon successful completion of a "weighted" course. All IB courses are weighted in their final year and many in grade 11 as

well. Please check with the IB coordinator or guidance counselor about the weighting of specific classes.

Can I take AP classes and AP exams in addition to the IB program?

Yes. Both AP courses and IB courses are offered at Campus HS. IB students may take several AP exams (often in grades 9-10, prior to the start of the IB program) as well as the six IB exams.

What are the differences between AP and IB courses/exams?

The difficulty level of AP and IB courses does not differ significantly; both are academically demanding and require motivation and commitment on the part of the student. Many teachers who have taught both AP and IB feel that the AP examination requires students to memorize and recall a large number of specific facts; IB assessments require students to understand broad concepts, analyze information, answer a question or solve a given problem by applying necessary or appropriate information, address an issue or problem never before encountered.

Some notable differences between IB and AP include the following:

- There is much interconnection between IB subjects, and teachers are asked frequently to work and plan collaboratively. AP courses usually stand alone, and do not rely on input from other subject areas.
 - Most IB courses are two-year classes, with the exam taken at the end of the second year. AP courses are single-year classes.
 - There are two levels of mastery available in IB courses and assessments (HL or SL); there is a single AP test available for most subjects. (Two levels of difficulty are available in AP Calculus - the 'AB' test and the 'BC' test.)
 - The content of some courses differ, reflecting the international nature of the IB and the US-based approach of the AP.
 - The format of the respective examinations is different. IB exams are largely essay-based, while most AP tests combine multiple-choice questions with an essay section.
 - IB teachers have some input into each student's test score by means of the Internal Assessment portion of the course, usually about 20% of the final mark. This teacher input is moderated, to ensure that the same standards apply worldwide. AP students' scores are determined by the AP exam alone.
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Can I pay to take an IB Exam if I am not a student in the IB diploma program?

No. The IB requires that a student be enrolled in an IB school and in an IB class in order to register for an IB exam.

What is the difference between higher level and standard level tests?

A minimum of 150 classroom hours is necessary to take a Standard Level (SL) exam and a minimum of 240 hours to take a Higher Level (HL) exam. Therefore, high level exams can only be taken senior year and the student must have studied the subject consecutively during junior and senior year.

Do American colleges "favor" either the IB or the AP?

No. Colleges realize that students normally attend a high school offering one program or the other (often both) and that a good score on either exam is a likely indicator of success in college. However, prior to the 1990's the IB was relatively rare in US public schools, so some smaller US colleges may not be as familiar with it as they are with the AP. This issue has largely disappeared among competitive universities and is diminishing rapidly nationwide now that more and more high schools offer the IB. Most universities publish their recognition policies on their websites.

Do I get college credit for taking an IB subject?

Not automatically. Any credit or advanced standing awarded by a college or university is dependent upon a number of factors. The obvious first considerations are the policies of the specific college/university the student has decided to attend and the score the student has received on the IB exam(s). Other determinations include the IB subjects/examinations that were taken, the level of the examinations, the student's college major, etc. The best way to find out which colleges/universities give college credit is to go to that school's website and search for "International Baccalaureate" or contact the school's admissions office. At the end of the IB program, students can request that a transcript of their IB scores are sent to the school of their choice.

Is there any advantage to taking IB courses if I plan to attend college or university within the US? On the other hand, can I begin college abroad without the IB Diploma?

American colleges and universities certainly look for students who have taken academically rigorous courses in high school in preparation for doing college work. Both

IB and AP courses provide more challenging experiences and are necessary for consideration by top universities. To answer the second part of this question, if a student has not completed the IB diploma, foreign universities in general do not recognize a US high school diploma alone as adequate for admission. They often require an additional year or two of academic preparation before accepting an American student.

What is CAS?

CAS is the acronym for Creativity / Action / Service - the extra-curricular component of the IB diploma. At the outset of the junior year, each diploma candidate will design an individual plan that includes opportunities for personal enrichment (Creativity), physical activity (Action) and reaching out to others less fortunate in the community and/or around the world (Service.) As part of its commitment to life-long learning, the IB feels these activities are important in the development of the whole person and has included CAS as part of the diploma to ensure that you challenge yourself in ways other than your academic endeavors.

Once I begin the IB Diploma, can I record the sports, clubs and service activities I already do as my CAS activities, or do I have to do additional things?

Nearly all extracurricular activities you are already involved in will count toward meeting your CAS objectives. Remember, too, that many activities outside of school - such as those in scouting or with church youth groups - are ideal as well. Please check with the CAS coordinator for more details.

How do IB courses compare to other high school courses?

IB courses are more challenging and fast-paced. They are aimed at highly motivated students who seek extra challenge and involvement in their education beyond the classroom. IB courses generally require preparation by the student on an individual basis, requiring him/her to manage time and be responsible for completing assignments on his/her own. Class time may be devoted to discussion, projects, etc. instead of worksheets or book work.

What preparation does my child need in order to succeed in an IB Program?

Because IB courses offer a high degree of challenge, students should, above all, be highly motivated learners. To participate in the IB diploma program, students should take the most challenging math strand they can and begin a second language as soon as possible. In

addition, students should complete graduation requirements such as health, P.E. and computer applications early in their high school program. Honors or enriched level classes in grade 9 and grade 10 grades provide solid academic training for the IB. Students need to develop good reading and writing skills and good study habits early in their schooling. See the Recommended Course Sequence document for more information regarding the courses students should enroll in at Campus High School throughout grades 9-12 in order to successfully complete the IB program.

Why should I encourage my child to take IB courses?

Students who succeed in the IB Program do better than many other groups of students in university level work. Two studies carried out in the 1980s indicated that IB students maintained higher grade point averages at universities and earned higher average SAT scores than students who had not attended IB schools. Clearly, the knowledge and skills obtained in an IB Program prepare students to succeed in higher education. (As an IB staff, we have seen this to be true with our IB alumni.) Furthermore, university admissions officials expect students to take the most challenging courses of which they are capable in high school. Also, students who take IB courses learn to see the world from a variety of perspectives, to examine different points of view, and to see themselves as part of the world community.

What is Theory of Knowledge?

IB diploma students take Theory of Knowledge, a course that encourages students to make connections among the academic disciplines and to examine knowledge, perception, and language as they relate to those disciplines.

How and when do IB students test in their subjects?

IB diploma candidates test in three to four of their subjects at the higher level (HL) and two to three of their subjects at the standard level (SL). Formal examinations are administered in May of the senior year. HL tests are longer and more challenging than subsidiary level tests; these are most often the tests which may qualify for college credit, although some colleges offer credit for SL tests as well. All examinations are administered by the IB staff at Campus High School, which is responsible for ensuring that IB standards for testing conditions are met. Exams are generally administered off-campus at a location that allows for an optimal testing environment.

What scores must a student earn in order to gain the IB Diploma?

Diploma candidates must earn a total of 24 points on their six IB examinations. Bonus points may be awarded for a “good” or “excellent” Extended Essay, and for “good” or “excellent” Theory of Knowledge work. A score of 4 is considered to be a passing score on an IB exam. The highest score possible on an IB exam is a 7.

How much will IB examinations cost?

Currently, IB fees are a one-time of approximately \$700.00 for the entire program. When fees are totaled, they are comparable to the fees for AP exams on a per test average. Campus students will pay half of this fee, \$175 during the junior year and \$175 in the senior year. Students taking part in the federal free/reduced lunch program should see the IB Coordinator for more information about reduced or waived IB examination fees. No one is denied the opportunity to participate in the IB program because of limited funds.

Does my child have to take an IB course in order to take an IB exam?

Yes. The IB is a curriculum that provides for ongoing assessment throughout the two-year program. Because a percentage of the exam score is based on those assessments, the student cannot just sit for an exam without having taken the course.

How can I help my child prepare for IB courses?

Students who plan to take IB courses should begin their preparation early (ideally, the decision should be made when enrolling in grade 9 so that your student can enroll in advanced and honors courses in high school). Encourage students to develop and practice good study habits and to work on time management skills. Proficiency in a second language is necessary so language classes should begin early. Maintaining a serious attitude toward learning, developing independence, and encouraging self-motivation are all important factors in student success at any level.

How can I be sure the courses my child is taking are preparing him/her for IB courses?

Schools that belong to the IB organization must undergo a rigorous selection process. They constantly scrutinize and evaluate their own programs in order to be certain that they measure up to IB standards. Each year, the International Baccalaureate Assessment Center provides schools with feedback about student and teacher performance that helps schools to evaluate their strengths and weaknesses in each subject. The IB organization also carries

out periodic reevaluations of member schools and provides ongoing teacher training. IB schools want their programs to succeed, and that happens when students succeed. Campus High School's courses have been vetted by the IB organization.

When does the International Baccalaureate Program officially begin?

The IB Diploma program officially begins in the fall semester of grade 11.

What courses should my student take in grades 9 or 10?

Students should enroll in the most challenging courses available during freshman and sophomore year. This should include Honors English, Honors Biology, AP World History and possibly a second language (Spanish preferably).

Can my child participate in athletics and other extracurricular activities while enrolled in the IB Program?

Yes. In fact, students are encouraged to have an active and balanced high school program. Students who are actively involved in their school's extracurricular programs will be filling components of CAS, but other activities outside of school can also be used for CAS. Most IB students are actively involved in sports, clubs, student council, work outside of school, etc.

Since IB is a fairly small program, will my child be segregated from the rest of the school?

No. IB students will be in IB-exclusive classes for two to three hours of the day. A few IB courses are open to students outside of the program. IB English Language and Literature, for example, is open to all students taking Honors English in grade 11. The rest of the day, IB students will take elective courses with their peers.

Why should my child participate in the IB Program?

The IB Diploma is the most prestigious high school diploma in the world. It is the only diploma recognized internationally. More than 400 colleges and universities in the United States provide admission, scholarships, and advanced placement opportunities for IB students.

IB Diploma Programme Advantages

- Internationally recognized
- Global standards -- not only local, state or national standards
- Challenging and exciting classes focusing on writing, thinking and communicating
- Rigorous and comprehensive education based on international perspectives
- Head start on college through Theory of Knowledge course and classes based on inquiry and research
- Recognition and development of the potential of each student
- Opportunities to participate in a traditional high school experience with extra-curricular activities
- Community involvement through business and education partnerships and participation, and a commitment to community and human welfare
- Attend a high school with over 50 years of excellence and tradition
- Utilize a high school media center that is a combined facility with the public library and has a collection that consists of over 65,000 materials in a variety of formats
- High standards of teaching required by the IB programme
- Increased likelihood of admission to the world's best colleges and universities
- Possibility of advanced placement in college courses
- Possibility of academic scholarships or college credit
- High expectations for students and development of full academic potential in all areas of study, including standardized testing
- Ability to compete with the best scholars in the world

Course Descriptions for CHS IB Classes

Group 1: Language A1 (Native Language)

IB Language A1 English Language and Literature HL (ALL STUDENTS)

Grades 11-12

Prerequisite: Honors English 10 (preferred) or English 10 with B or higher

IB English Language and Literature prepares students to take the International Baccalaureate Language A examinations. Course content includes in-depth study of works chosen from the appropriate IB list of texts and authors and written analyses of these works in addition to other oral assignments. The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption (media). The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the cultural development and use of the English language, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

Group 2: Language B (second language)

IB Spanish SL

Grades 11-12

Prerequisite: Spanish II (with teacher recommendation)

In this course, students will continue to build and strengthen the language skills they acquired in previous years of Spanish. Through the balanced use of listening, reading, speaking and writing activities, students will broaden their vocabulary, grammar and knowledge of Hispanic cultures. Students will focus on Social Relations, Global Issues, Media and Communication, Customs and Traditions, and Cultural Diversity to: communicate in Spanish, demonstrate an understanding of Hispanic cultures, reinforce and further their knowledge of other disciplines through the study of Spanish, develop insight into the nature of language and culture and participate in Spanish-speaking communities outside the classroom. The rigorous curriculum will provide students the skills needed to take the International Baccalaureate Exam.

IB Spanish or French ab initio SL

Grades 11-12

Prerequisite: None

The Language Ab Initio class is a two-year course that provides students with an introduction to conversational Spanish or French skills in the areas of listening, speaking, reading, and writing. Beginning to intermediate grammar is studied and applied through a variety of interactive activities. The course provides the student with the opportunity to develop basic proficiency in the Spanish or French language and culture, providing the base for further study in where students will complete the Ab initio SL examination.

Group 3: Individuals and Societies

IB 20th Century History of the Americas HL (ALL STUDENTS)

Grades 11-12

Prerequisite: AP World History and/or AP US History

History of the Americas aims to promote a strong understanding of important historical events of the 20 Century through the perspectives of the United States and Canada; more specifically the emergence of the Americas in global affairs, the 2nd World War, and the Cold War. In addition to course work, students will conduct an extensive research project which will require them to develop a plan of investigation, evaluate and analyze a diverse selection of sources and compose a summary of their conclusions.

IB Business and Management HL

Grades 11-12

Prerequisite: Previous Business courses (YEK preferred)

In addition to the five modules taught in the SL course, the HL course studies the topic of business strategy. The business strategy topic is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. The purpose of the business strategy topic is not to add extra content to the business and management course, but to collect together business ideas, concepts and techniques, which will develop the skills that allow an informed decision to be made about the future direction of an organization. The type of thinking encouraged by this approach will provide a bridge between the Diploma Programme business and management course and higher education or employment.

Group 4: Experimental Sciences

IB Physics SL

Grade 11-12

Prerequisite: Honors Chemistry (preferred) or Chemistry and Algebra II (required)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Theories are not always directly derived from observations but often need to be created. These acts of creation can be compared to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory cannot be quantified. A general or concise statement about how nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

IB Sports, Exercise and Health Science SL/HL

Grade 11-12

Prerequisite: Honors Biology (preferred) or Biology

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

Group 5: Mathematics

IB Mathematics: Analysis and Approaches SL

Grades 11-12

Prerequisite: Algebra II

Recommended: Pair with IB Physics SL

The IB analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent upon a deep understanding of mathematics. The focus in this course is on developing mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Math: A & A has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

IB Mathematics: Applications and Interpretations SL

Grade 11-12

Prerequisite: Geometry or Algebra II

This course is designed for students who do not plan to major in science or math related fields in college. However, this is still a rigorous course designed to build confidence and encourage an appreciation of math. The Applications and Interpretations course recognizes the increasing role that mathematics plays in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically, and interpret the conclusions or generalizations.

Group 6: The Arts

IB Visual Arts SL

Grade 11 and 12

Prerequisite: Intro to Art and one other art elective

IB SL Art is an option to study art, art history, art production, art as a reflection of culture, the creative process, workbook development, and art exhibition. Students will use directed and self-directed study of the visual arts with an independent study of focus. Students should be highly motivated and able to work independently.

IB Visual Arts HL

Grades 11-12

Prerequisite: Multiple art electives and approval of teacher

IB Visual Art HL is a two-year course that will cover art history, art production, art as a reflection of culture, the creative process, workbook development, and art exhibition. Students will use studio time for self-directed independent study of focus. Students should be highly motivated and able to work independently.

CORE:

IB Theory of Knowledge

Grades 11-12

Prerequisite: none

The Theory of Knowledge course is designed to help students develop a cohesive approach to learning. It is primarily a course about knowing and examining how we can claim to know what we know. Through critical thinking and inquiry, students will be able to make sense of the material they learn in other classes as well as the vast amount of information they encounter in the world. The course brings together all areas of academics while also encouraging appreciation of all cultures, as well as, analyzes cultural shifts—like moving from the industrial age to the information age—and the implications of those shifts. The intention of this course is not to change ideas or beliefs but rather to consider the way individuals and groups arrive at those ideas and beliefs and justify them through the application of the knowledge framework.