

## 2 IB Program Requirements

### Middle Years (9<sup>th</sup> & 10<sup>th</sup> Grade) Program - MYP

DCHS became certified by the International Baccalaureate Organization as a Middle Years IB school in 2011. The Middle Years Program for 9<sup>th</sup> and 10<sup>th</sup> grade participants prepares them for the rigor of the IB courses.

Students in these grades must take courses in the five core IB subject areas—English, Math, Social Studies, Language Acquisition and Science. Various IB methodology and evaluation criteria are used in these classes to prepare students for future IB coursework. Many of these classes are honor level courses attended by both IB and non-IB students.

During the Middle Years Program, students should also supplement the core MYP classes with other courses needed to fulfill DCCHS graduation requirements. Generally these would be PE courses and any courses needed for elective credits.

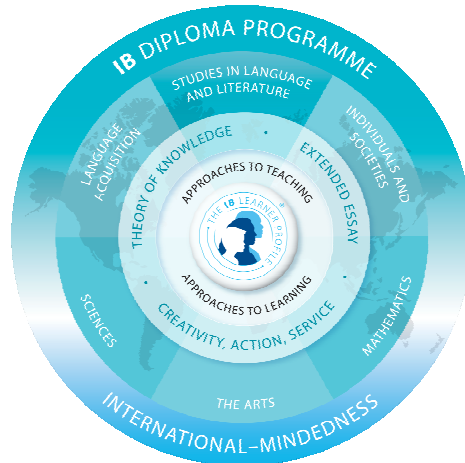
*It is imperative that Middle Years Program students become familiar with the IB curriculum choices available in the junior/senior years. Many course sequences require certain prerequisites that need to be completed prior to junior year. Students should refer to the DCCHS IB Curriculum Guide for DCCHS credit requirements, IB course sequences and prerequisites, and a worksheet to assist in planning students' schedules.*

### IB Diploma Program

The IB Diploma Program is a two-year course of study undertaken during the junior and senior years. During this time, students must take IB courses from each of 5 core subject groups and an IB elective, and pass an examination at the end of each subject course sequence. Three additional requirements must be completed in order to receive an IB Diploma. These are a Theory of Knowledge course, Creativity/Action/Service (CAS) extracurricular requirements and an Extended Essay.

The **IB core curriculum** consists of courses in each of 5 subject groups and a sixth subject elective. The six subject groups are:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Society
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts



Courses are offered at the High Level (HL), Standard Level (SL) or both. Higher level subjects require intensive, in-depth study over two years, and generally reflect a student's areas of interest and academic strength. Standard level subjects are less demanding but still on par with introductory level college courses. They generally require one year of study.

Students must take at least three, and not more than four, of the six subjects at the High Level, and the others at Standard Level. Students may complete up to two standard level subjects as juniors, and take up to two SL exams in May of their junior year.

**Theory of Knowledge (TOK)** is an interdisciplinary course intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The aim of TOK is to encourage a philosophical outlook and promote clarity of thought and good judgment.

The TOK course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. The course explores various cultural traditions and perspectives, and encourages students to think about the strength and limitations of different ways of "knowing." Various systems of knowledge are also explored: mathematics, natural sciences, human sciences and history.

TOK is a two-semester course offered at night, taken in the spring of the junior year and the fall of the senior year. One formal essay and one oral presentation are submitted by each student.

The **Extended Essay** gives a student an opportunity to explore an academic topic in depth, resulting in an independent research paper of 3500-4000 words. The essay allows the student to become acquainted with the kind of independent research and writing skills expected at the university level.

The essay is written outside the classroom on a student's own time. Students begin the process in the middle of the junior year, with selection of a subject area and advisor. Students generally should expect to complete a first draft during the summer between junior and senior years. Completed essays are submitted by fall of the senior year.

The subject of the essay is chosen by the student, and may be any topic in one of several subject areas within the IB curriculum. The topic within the subject area should be interesting and challenging to the student, limited in scope to allow an in-depth analysis, and have data for analysis and/or require research. Once the topic is chosen, students must narrow the focus by formulating a specific research question.

Students must select a DCHS staff member to serve as a research advisor. Note that individual teachers will rarely supervise more than three candidates, so the selection of an advisor should be made as soon as the student decides upon the subject area of his/her paper. The advisor does not have to be an IB teacher.

A student should first determine the subject area he/she wishes to pursue, then choose an advisor who is a teacher in that subject area. The student should then discuss possible topics of interest with the advisor, who will help him/her refine the scope of the topic, suggest possible resources, and provide guidance during research and writing.

The **CAS (Creativity, Action and Service)** requirement helps to fulfill the IB goal of educating the whole person and fostering responsible, compassionate citizens in local, national and international contexts. It emphasizes the importance of life outside the world of scholarship. The CAS component encourages students to share their energy and special talents with others. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people. Students are encouraged towards group and team activities, and undertaking new roles.

For the CAS requirement, students must participate in 150 hours of extracurricular activities, as a combination of creative, action and community service endeavors.

... "Creativity" can be interpreted as imaginatively as possible to include the widest range of arts and other activities, and to include creativity in designing and carrying out service projects.

... "Action" may include physical activities, both team and individual, and may include carrying out creative and service projects.

... "Service" does not mean exclusively social service, but can include environmental and international projects. Service projects, rather than one-time activities, are encouraged.

The IBO directs schools to interpret CAS activities broadly. However, restrictions on allowable activities include that they must NOT (1) be performed for payment, (2) be for any class that is already part of the DCHS curriculum, and (3) be projects for profit-making organizations. All activities should be approved in advance with the IB Coordinators.

The hourly CAS requirement must take place between the end of the student's sophomore year (after the last day of school) and the end of February of the senior year. Each student is provided a CAS Logbook to document his/her activities and reflect on how he/she has personally developed from them. Students maintain these logbooks throughout their two-year experience, submitting them periodically for review.

## **International Aspect of the Program**

The international aspects of the program begin with an international curriculum. The IB curriculum is consistent around the world, insisting on continued interaction with international themes as well as diverse values and perspectives. The expectations for all students are consistent and are based on an identification of the skills and the perspectives that translate to success in the most competitive educational environments worldwide.

All subjects, from dance and literature to mathematics and science, contain elements in their curriculum that insist on critical evaluation and understanding. This is the dual layer of internationalism. On one level we expose students to works and perspectives that have been generated around the world. Then we require them to use the skills that bind us together, the skills of reasoning and thinking. This enables students to cultivate an international and moral perspective of knowledge, understanding and the world.

## **IB Program Costs**

The only fees required for the IB program are those for taking the year-end IB exams. These are due in early October of the year the exams are taken, and are non-refundable. A student taking the full diploma program (6 exams) will be required to pay fees totaling approximately \$750, payable during the junior and senior years.

These fees also cover any costs related to the Theory of Knowledge course and the Extended Essay.