



Welcome to the IB Diploma Program at WL
Julie Cantor, IB DP Coordinator



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@WLHSIBProgram

IB Mission



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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

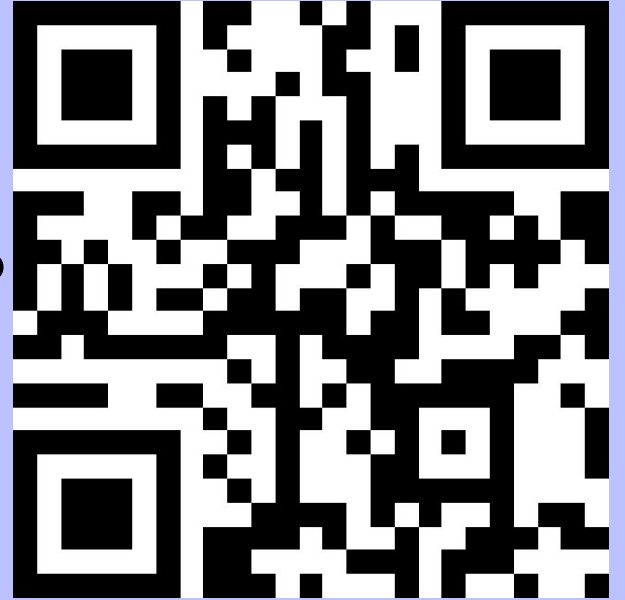
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

AnswerGarden

When you read the IB Mission
what one word jumps out at you?

- One word!
- Up to 20 characters



<https://tinyurl.com/IBmission1>

IB Mission

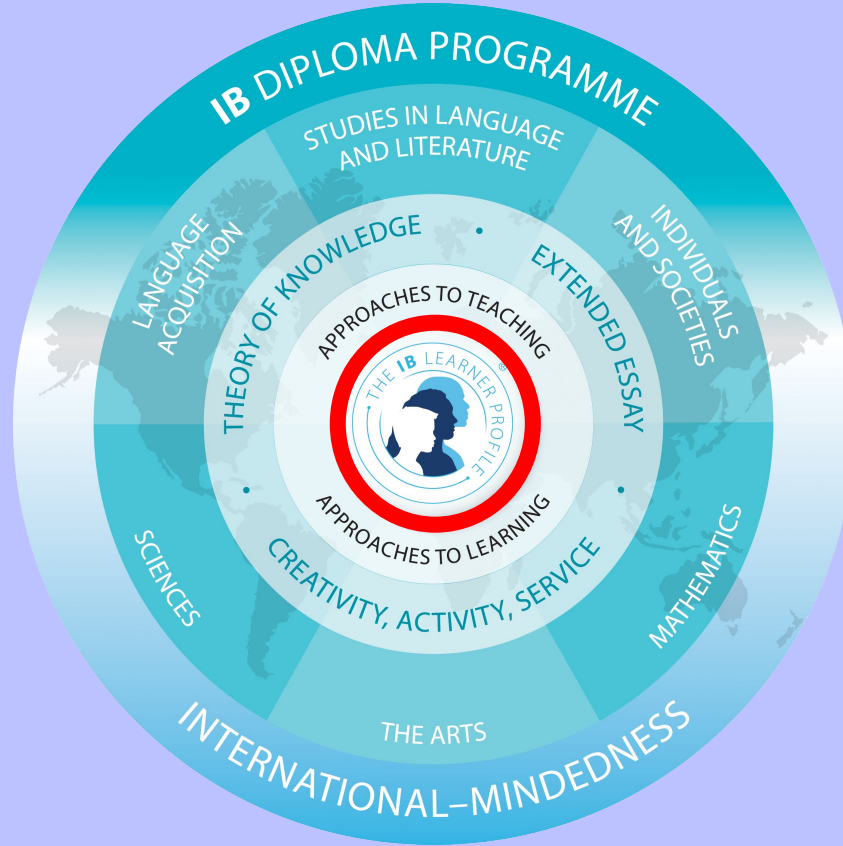


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What does the IB Diploma Programme curriculum include?



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Learner Profile Traits



**Mission
statement in
action**



- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Balanced**
- **Risk-takers**
- **Reflective**

What does the IB Diploma Programme curriculum include?



International-Mindedness

From “[What is an IB Education?](#)” May 2017



“While the research shows that definitions of international-mindedness vary from school to school, all the definitions used centre around the idea that being internationally-minded means: ‘reaching out’ in how we interact with others; and ‘reaching in’ to understand ourselves in relation to others.”

<https://www.ibo.org/research/outcomes-research/continuum-studies/the-international-mindedness-journey-school-practices-for-developing-an-d-assessing-international-mindedness-across-the-ib-continuum-2017/>

What does the IB Diploma Programme curriculum include?

Six subject courses



What does the IB Diploma Program curriculum include?

Six subject courses



Core requirements

The IB Core

WHY IS THERE A CORE?

- To give us a common language across all classrooms at W-L
- Reminds us that the focus is on the child/the individual
- Clarifies what is at the heart of IB



The Core Components



Extended Essay (EE)

Theory of Knowledge (TOK)

Creativity, Activity, Service (CAS)

EE

Extended Essay



- Student choice
- Topic from subject course
- 4000 independent research essay
- IB Grade: A-E
- Combines with TOK to contribute up to 3 points toward IB Diploma score

EE Coordinator - Mr. David Peters

EE - Recent Research Questions

- What effect does a warm-up have on the performance of a runner?
- How does the education of Black students at an HBCU develop their sense of belonging and identity within society and their own communities?
- What is the relationship between the angle of attack of a frisbee throw and the distance travelled?
- How does bicycle geometry affect the ergonomic impact of the bicycle?
- To what extent is gentrification in the DC metro area harmful to its citizens?



TOK

Theory of Knowledge



- Reflect on the nature of knowledge
- Consider how we know what we claim to know
- Combines with EE to contribute up to 3 points toward IB Diploma score
- IB Grade: A-E

Current IB Core teachers

- Mr. Ali Akkache
- Ms. Andrea Cordero
- Mr. David Peters
- Mr. Matt Przydzial
- Ms. Rosa Reyes

CAS

Creativity, Activity, Service



- Handbook
- Experiences outside of classroom
- More than extra curriculars
- Learner outcomes
- Reflection
- Pass/fail
- Requirements either met or not met

CAS Coordinator - Ms. Elizabeth Burgos



Remainder of tonight's program

- Experience IB at WL
- IB Visual Arts Exhibition - Little Theater
- IB CAS Demonstration - Main hallway
 - Questions in CAS Handbook
 - Talk to seniors (CAS, EE, TOK, IB in general)
 - View experiences
 - Ask questions!!





Questions to consider



1. Focus on one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?
2. Focus on one activity. What difficulties did you encounter and how did you overcome them?
3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
4. Of the seven CAS learner outcomes, which one did you feel was the greatest challenge for you and why?
5. Ethics as an area of knowledge is primarily concerned with how we determine what is the right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?



Questions to consider



6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
7. Discuss your CAS project: in what way(s) was this project a new role for you?
8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?
9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS activity?
10. In what ways did CAS experiences clarify or change your sense of what is important.



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