

San Clemente High School

IB Diploma Handbook

2025-26



The International Baccalaureate Mission Statement

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.

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Capistrano Unified School District

Excellence in Education

San Clemente High School

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Fall 2025

Dear Anticipated International Baccalaureate® Diploma Candidate,

The International Baccalaureate was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation designed to ensure a cohesive, comprehensive education for students no matter where they lived in the world. The IB Program continues to grow throughout the United States and at San Clemente High School. As the popularity of the program increases, more colleges and universities award credit for IB exams, and more students earn additional admissions points for “rigor of curriculum” when they apply to some colleges and universities.

The IB Diploma is a valuable and rigorous path, a path that develops critical thinking abilities and time management skills. According to David Conley, author of *College Knowledge*, IB Diploma Candidates are the most successful group in college. Before declaring your IB Diploma Candidacy, please consider the following important points.

(1) Because the IB Diploma is issued by an international organization and because it is an additional diploma representing the completion of the most rigorous program SCHS can offer students, it is a **high honor**. View it as you would a hard-earned achievement or award. Many colleges in the USA provide preferential admittance to those students who have high GPA's, test scores, AND are committed to the IB Diploma Program. However, you should be earning the diploma for its own merit, not just because you think it will gain you admittance into a college. **Ultimately, the IB Diploma is for those individuals who love learning.** (Of course, if you are planning on attending an overseas university now or in the future, the IB Diploma is a great benefit.)

(2) The IB Diploma is the **most rigorous diploma offered in American high schools**—a private school education at public school prices! It offers students a top-notch, challenging curriculum, prepares students for the rigors of college, encourages students to gain a broader world view, provides students with counseling services, helps students develop time management and organizational skills, gives students who desire to apply to elite universities the best possible profile, provides students the opportunity to gain college credit for high school work, and prepares students for the ACT and SAT standardized tests by virtue of the content covered. Student achievement is assessed in a variety of ways: examinations, oral reports, lab notebooks, historical investigations, essays, and other projects. All of these activities account for a student's final assessment score in any given subject. Because of the IB Program's academic intensity, students naturally form close alliances and friendships.

(3) **The UCs offer 30 units of credit if a student earns the IB Diploma with 30 points or more.** This is equivalent to one year of college. UC schools also offer credit for individual Higher Level exams. However, the credit awarded is entirely up to the individual university. Additionally, UC schools will offer AP credit in areas that do not overlap IB exam scores. CSU campuses are working to form policies similar to that of the UC's.

(4) The most competitive UC schools (as well as highly selective universities) review applications comprehensively, which includes an assessment of the rigor of courses a student enrolls in at the high school and a student's class rank. ***The IB Diploma is a “valued added” component for the UCs in their comprehensive review process. The CSU schools do not do this.*** The UC and CSU schools cap their GPA at 8 semesters of Honors/AP/IB classes. Consider this information when you are deciding which universities you want to attend.

(5) IB graduates often report that they are ***more than prepared when they enter the university***, allowing them to excel in their classes and experience more from college (e.g. double majors, internships, research projects, study abroad, lighter academic loads, higher grades, etc.). One of the major experiences that IB graduates state as being beneficial is the Extended Essay, the senior IB project. The process of writing a 3,500- 4,000 word paper provides IB Diploma Candidates with knowledge about how to compose a college research paper and places them at an advantage in college over many students who do not know how to write a lengthy, cohesive, well-organized paper.

(6) From years of experience, we know that ***students fare best in the IB Program if it matches their goals***. An IB Diploma Candidate must have a full complement of high-level academic skills in a number of diverse disciplines, must fully understand the demands of the program and, above all, must be motivated. There are times where the homework load can be two to four hours per night. Students may find their egos somewhat challenged if they do not receive straight “A's.” Very few students will achieve this feat over the two years of the IB Diploma. ***Although being successful in the IB Diploma certainly increases one's chances of admission into a university, the IB Program does not guarantee admission or scholarships.*** For highly competitive universities, students must maintain high GPA's, score well on standardized tests, show commitment to a select group of activities, demonstrate effective leadership skills, AND actively communicate with the universities they want to attend. Additionally, students must meet all of these criteria in a manner that distinguishes them from other applicants.

(7) ***Consider the IB Certificate as an alternative to the IB Diploma.*** Sometimes a student struggles with one or more subject areas in the IB Diploma Program but demonstrates high achievement in the other subject areas. In that case, the student may choose to become a Certificate rather than a Diploma Candidate in IB HL courses. A Certificate student will not receive an IB Diploma. Rather, the student will receive certificates indicating the score for each test taken in IB HL classes.

The IB Diploma is designed to benefit you in every dimension of your personality—physical, spiritual, emotional, social, cultural, and mental. However, it is not for every student. Remember to evaluate your personal goals to determine if the IB Diploma is right for you. We look forward to working with you this year and next. If you or your parents should have any concerns or questions about the IB Program, please contact us, and we will be glad to assist you.



Sincerely,

Caroline Dutton and Marc Popovich
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San Clemente High School International Baccalaureate Diploma

Course Sequence & Curriculum Guide updated 8/25

Subject Groups	9	10	<i>IBDP: 11</i>	<i>IBDP: 12</i>
Subject 1: Language A	Honors English 1	Honors English 2	IB/AP Lang & Comp	IB Literature HL
Subject 2: Language Acquisition	French I, II Spanish I, II, III, IV	French II, III Spanish II, III, IV, SL	French III, IB SL Spanish III, IV, SL, AP	IB French SL, HL IB Spanish SL, HL
Subject 3: Individuals & Societies	*Honors World History (Optional)	AP European Hist AP Art History *VPA	IB/AP US History	IB Global Politics HL
Subject 4: Sciences	Biology Honors Biology	Chemistry Honors Chemistry	AP Biology (to do IB Bio) IB/AP Enviro Sci SL IB Marine Sci SL IB Design Tech SL	IB Biology HL IB/AP Enviro Sci SL IB Marine Sci SL IB Design Tech SL, HL
Subject 5: Mathematics				
Option 1:	Algebra 1 (Geometry in summer)	Algebra 2	Precalculus	Topics in Calculus (IB Math AA SL Exam)
Option 2:	Geometry	Honors Alg 2/Trig	Honors Precalc	IB/AP Calc AB (IB Math AA SL Exam)
Option 3:	Honors Alg 2/Trig	Honors Precalc	IB/AP Calc AB (IB Math AA SL Exam)	IB/AP Calc BC (IB Math AA SL or HL Exam)
6th Subject: *scan for IB info 	PE or Sport *scan for guidance 	PE or Sport	IB Psych SL (6th period only) IB Film SL *VPA IB/AP Vis. Arts SL * IB Music SL *VPA IB Theater SL * IB 2 nd Science SL IB 2 nd Language SL	IB Psych SL/HL *HL Psych must take AP Psych or HAnat 1st (offered 6th period) IB Film SL, HL *VPA IB Vis. Arts SL, HL * IB Music SL, HL * IB Theater SL *VPA IB 2 nd Science SL IB 2 nd Language SL

The Diploma Program CORE Requirements

CAS (Creativity/Activity/Service) Real, purposeful activities to meet the 7 Learning Outcomes	11th: CAS Experiences & Project *See the handbook	12th: CAS Experiences & Project *See the handbook
ToK (Theory of Knowledge course) Reflects on how we claim to know what we know in the 5 Areas of Knowledge through the 12 Key Concepts.	11th: Meets Mon 4-5:45 pm * ToK Exhibition in March (900-word paper and presentation)	12th: Meets Mon 4-5:45 pm * ToK Essay in February (1600-word essay on prescribed title)
EE (Extended Essay) An independent essay on a self-selected subject, guided by a faculty supervisor	11th: Proposal of EE topic and selection of supervisor. Work with the supervisor and draft during the senior year.	12th: *Final EE due in Feb. (4000-word maximum research paper).

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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*Based on IB research - www.ibo.org/research

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San Clemente High School Standards Policy

International Baccalaureate Program 2025-26

The International Baccalaureate Program is a comprehensive educational curriculum designed for academically motivated students. When a student successfully completes the requisites of the IB Diploma Program, s/he earns an additional diploma representing the standards set by the International Baccalaureate Organization. In order to meet the demands of the program, it is necessary for students and parents/guardians to agree to the following:

1. **Demonstrate responsible and mature behavior by adhering to the terms outlined in the CUSD Academic Integrity policy described in the SCHS Student Handbook.**
 - A. Dishonesty, including cheating, lying, or forgery, will be treated seriously, resulting in the possible termination of a student from the IB Diploma Program.
 - B. Suspension or expulsion from school for any reason may result in the withdrawal of a student from the IB Diploma Program.
2. **Maintain Regular Attendance**
 - A. Because there is a correlation between attendance and school success, and because attendance reflects responsible and mature behavior, regular attendance is an absolute necessity to remain an IB Diploma Candidate. Excessive absences (10 or more absences per semester) from one or more classes may result in termination from the IB Diploma Program.
3. **Maintain at Least a 3.0 Academic GPA**
 - A. If a student's academic average falls below a 3.0 GPA on any semester report card, the IB Counselor will meet with the student to try to help her/him find ways to improve. If the student's grades continue to fall below a 3.0 GPA in the IB curriculum, a student will be dismissed from the IB Diploma Program.
 - B. **A "D" or an "F" for any final course grade may result in dismissal from the IB Diploma Program.**
4. **Complete all requisites of the IB Program.**
 - A. Actively participate in three programs covering **Creativity, Activity and Service (CAS)** over the course of the junior and senior year. Complete a CAS Portfolio that documents CAS activities and a CAS project.
 - B. Actively participate in the **Theory of Knowledge** class and complete the assignments for that course: informal journals, one oral presentation, and one essay of 1600 words. In addition, write an **Extended Essay** of 4000 words under the guidance of a faculty supervisor.
 - C. Complete and pay for six individual exams, three at Higher Level and three at Standard Level (English, history, math, science, world language, and an area of choice). **Students must sit for all papers in each exam and complete all assessments (internal and external) for each course. If a student fails to complete any part of the IB Diploma exams or assessments, IB will not award a Diploma. Consequently, the student's name will be removed from the list of SCHS IB Diploma Candidates, prohibiting the student from wearing a red robe at graduation.**

I understand the requirements of the IB Diploma Program and accept the standards as outlined in this San Clemente High School Standards Policy document.

Student (print name)

Date

Signature

Parent/Guardian (print name)

Date

Signature



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Creativity, Activity, and Service (CAS)

What does CAS stand for?

CREATIVITY

Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.

ACTIVITY

Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.

SERVICE

Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.

Creativity, activity, and service (CAS) is at the heart of the IB Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity, and service.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities toward each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development.



CAS Learning Outcomes

1. Identify own strengths and develop areas for growth.

Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

2. Demonstrate that challenges have been undertaken, developing new skills in the process.

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.

3. Demonstrate how to initiate and plan a CAS experience.

Students articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. Show commitment to and perseverance in CAS experiences.

Students demonstrate regular involvement and active engagement in CAS.

5. Demonstrate the skills and recognize the benefits of working collaboratively.

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6. Demonstrate engagement with issues of global significance.

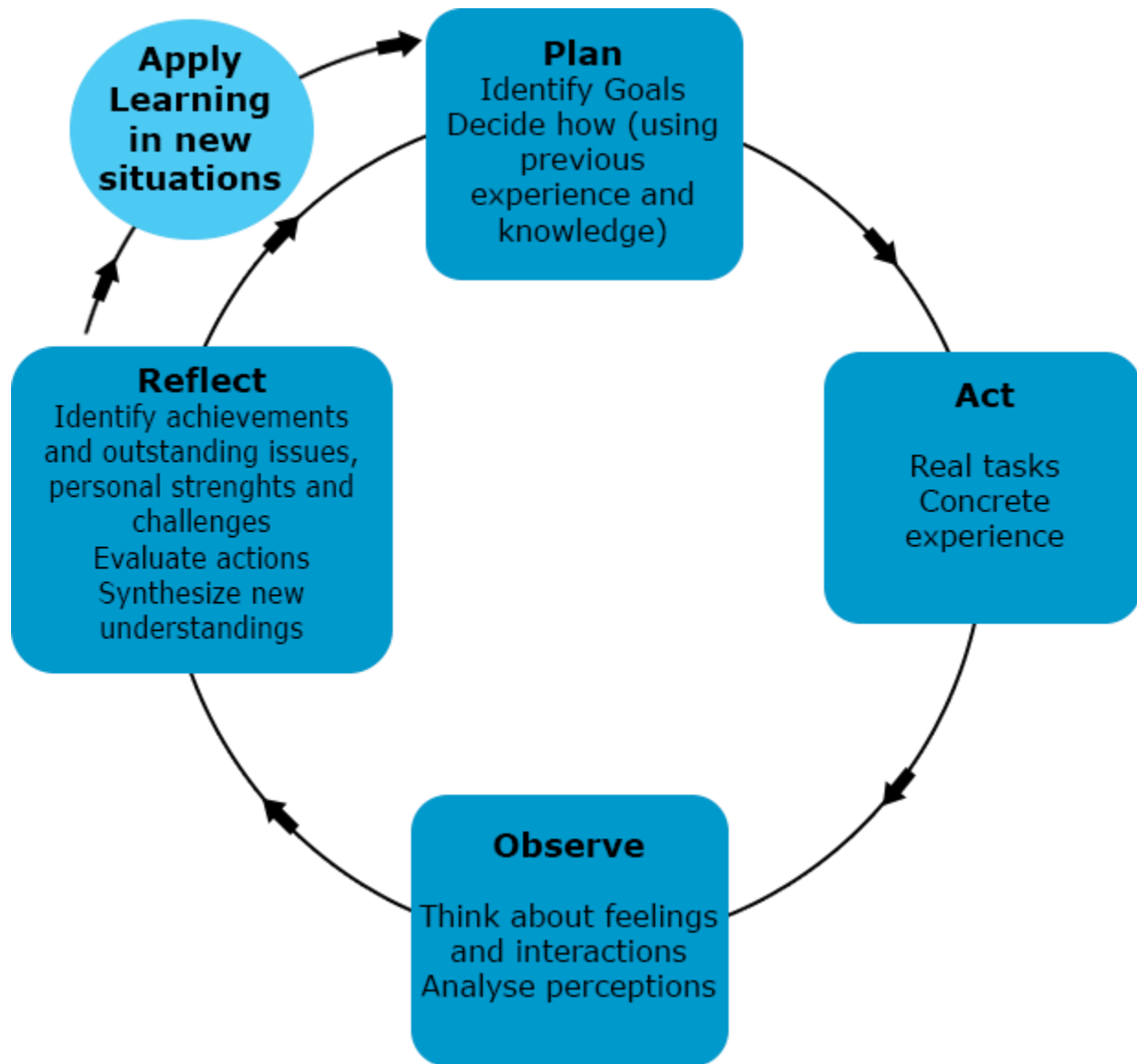
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

7. Recognize and consider the ethics of choices and actions.

Students show awareness of the consequences of choice and actions in planning and carrying out CAS experiences.



The Five Stages of CAS





CAS Project Guidelines



A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration with a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, **OR** combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

The Responsibility of the CAS Student

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishment within their CAS programme
- communicate with the CAS advisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

Reflection, Recording and the CAS Portfolio

Reflection is central to building a deep and rich experience in CAS. The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills and attributes
- identify strengths and areas for development
- gain a great understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situation
- generate and receive constructive feedback
- develop the ongoing habit of thought, reflective practice.

The fundamentals are simple. Of any experience, it is appropriate to ask the following questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- How did I feel?
- What did I perceive?

- What did I think of the activity?
- What did the activity mean to me?
- What was the value of the activity?
- What did I learn from the activity and how did this learning (for example, a change of perspective) might apply more widely?

If this experience is service, you might also want to consider ethical questions such as:

- What is service? Am I trying to help or empower people with service?
- What obligation do I have to the person who is being served?
- What do I do if the person does not want my service?
- Why is service to my family not considered service?
- How do I finish a service relationship?

Kinds of Reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. Student reflection may be expressed through a journal, a poem, a comic strip, a dramatic performance, a letter, a photograph, a song, a video, a dance or other form of expression. These reflections are included in the CAS portfolio as evidence of addressing the seven CAS learning outcomes.

CAS Portfolio

All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used by students to plan, reflect on, and demonstrate evidence of their CAS program. The CAS portfolio includes:

-
- Introductory questionnaire
 - Preliminary CAS Log
 - Intermediary CAS Log
 - Mid-Point Reflections on Experiences
 - CAS Project
 - Final CAS Log
 - Final Reflection on CAS Program
 - Evidence (three to four pieces of evidence for each strand and for the CAS Project)
-

A Final Word

The beauty of the CAS program is that it is an individual experience designed by you, for you. Yes, CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your experiences. It's about becoming an active member of life and learning who you are. We hope you enjoy the journey and are here to help guide and advise you through the CAS adventure.

We look forward to the conversations, photographs, art, song, dance, laughter and tears of your CAS experience and are privileged to be a part of the process.

San Clemente High School IB Diploma Program

CASimplified

CAS Strands

Creativity:	Exploring and extending ideas leading to an original or interpretative product or performance
Activity:	Physical exertion contributing to a healthy lifestyle
Service:	Collaborative and reciprocal engagement with the community in response to an authentic need

Responsibilities of the Student

- Complete CAS experiences weekly for 18 months with a balance between the 3 strands of Creativity, Activity, and Service.
- Meet the 7 Learning Outcomes.
- Develop the attributes of the IB Learner Profile.
- Connect a CAS experience to something the student is learning in the classroom (this is called Service Learning).
- Complete a Project with at least 1 other student that lasts at least 1 month.
- Incorporate 5 different IPARD stages for any CAS experience that is Service Learning, a Project, or a series of experiences.
- REFLECT. Reflection is ever-present throughout CAS, but reflection on outcomes and personal learning is required.
- Demonstrate one of your CAS experiences publicly.
- ENJOY and CELEBRATE that you have made a difference in the world!

Learning Outcomes

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

Stages: IPARD

1. Investigate
2. Prepare
3. Act
4. Reflect
5. Demonstrate

Reflection

- Describe what happened.
- Express feelings.
- Generate ideas.
- Ask questions.

Projects

A CAS Project is a collaborative (2 or more students), series of sequential CAS experiences, engaging students in 1 or more of the CAS strands of Creativity, Activity, and Service. CAS students must be involved in at least 1 CAS Project during their CAS program. All CAS Projects should use the CAS IPARD stages. A CAS Project can address any single strand of CAS, or combine 2 or all 3 strands. Students must meet 1 or more Learning Outcomes through the CAS Project. The CAS Project must last a minimum of 1 month from planning to completion.

Service Learning

Service learning is the development and application of knowledge and skills towards meeting an identified community need. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

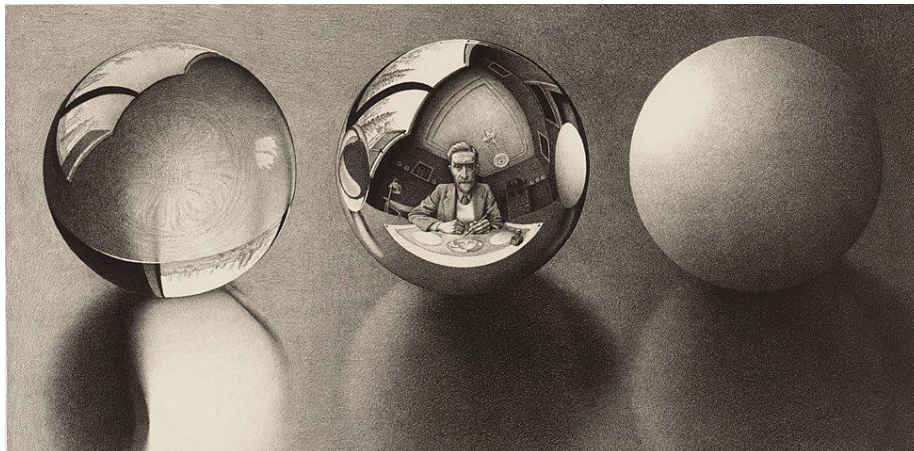
CAS Introduction Questionnaire

1. To date, what is one of your greatest accomplishments? Has this achievement changed your life? What did you learn about yourself or others?
 2. Name a person you have always admired. What qualities does this person have that you do not?
 3. What particular talents, skills, interest or hobbies do you have? How can you create personal challenges in these areas?
 4. What do you do to stay physically active? What goals do you have for personal fitness?
 5. Name one skill you have wanted to develop in your life but that you have not. Why is this skill important to you?
 6. What do you see as a need in your school or community? In what ways could you meet that particular need?
 7. What can you identify as a local issue that also has global implications? Explain.
 8. Why do you think CAS is a vital component of the IB Diploma?
 9. Anything you would like to add regarding CAS. (Optional)
-

Questions to Ponder

Before starting an activity or project ask yourself the following questions:

- What activity/program/project will I do and where did I do it?
- What do I hope to learn?
- How successful can I be in this activity/program/project?
- What difficulties might I encounter and how might I overcome them?
- What can I learn about myself? What can I learn about other people?
- What abilities, attitudes and values can I develop?
- Can anyone help me with my activity/program/project? With whom will I interact?
- How does this activity benefit other people or institutions?
- How can I apply what I learn to other situations?



Theory of Knowledge (TOK)



Theory of Knowledge plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an **oral presentation** and a **1600 word essay**. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

TOK meets Monday from 4:00-6:00 both junior and senior year.

The Extended Essay

The Extended Essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The Extended Essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent, and appropriate manner.

Aims

The aims of the Extended Essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigor
- develop research, thinking, self-management and communication skills
- reflect of what has been learned throughout the research and writing process.

Through the research process for the Extended Essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Overview of the Extended Essay Process

Students are supported throughout the process of researching and writing the Extended Essay, with advice and guidance from a supervisor who is a teacher at the school.

<i>The Research Process</i>
1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. <i>Formulate a well-focused research question.</i>
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay which may change as the research develops.
7. Carry out the research

How is the Extended Essay assessed?

Assessment Criteria	Description
Focus and Method	The topic, the research question and the methodology are clearly stated.
Knowledge and Understanding	The research related to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical Thinking	Critical-thinking skills have been used to analyze and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

WHAT MAKES IB PROGRAMMES UNIQUE?

International

Our commitment to international education starts with a belief that the only way to appreciate someone else's culture is first to be confident in your own.

The international-mindedness that permeates our programmes is about more than simply learning a second language. For example, in biology, students might learn about the typhoid bacteria but also its impact on life expectancy in a developing country. Students learning about the history of their town or region might look at the broader context, of history and the effects of certain global events, and how these impact on their local environment.

Independent

The IB and its programmes are unique in many ways. We are a not-for-profit organization, which means that there are no shareholders and any surplus income is reinvested in our work. We are independent of political and commercial interests. We operate in 143 countries, frequently working alongside national educational systems. Most schools, for example, offer the DP alongside other courses whereas the PYP and MYP are flexible enough to



incorporate national curriculum requirements.

Research-based

Like the world it seeks to improve through education, the IB never stands still. Our programmes and curricula evolve and undergo regular review to ensure we are delivering the best possible education for IB students. Our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

Innovative and creative educators from many different cultures play a critical role in the development of each programme. The programmes represent good practice from around the world, and the curriculum review process involves practising teachers, examiners and education experts.

We are flexible enough to be able to respond to new research and pedagogical studies and engage with expert analysis where appropriate. For example, the IB Career related Programme, our newest qualification, is designed to provide a flexible learning framework to meet the needs of students and the local

community as well as the world beyond.

Widely Recognized

Our programmes are challenging. Universities and future employers recognize the depth and breadth of the rigorous work undertaken by IB students. As a result there are many literate scientists, numerate artists, and sociologists able to communicate in more than one language among IB graduates. In spite of this breadth, the depth of subject study is not sacrificed. Universities also welcome the creativity, activity and service (CAS) requirement, alongside the 4,000 word extended essay component in the DP that demands research, analysis and in-depth study to prepare students for work at university level.

Research by and with universities in Australia, Canada, the United Kingdom and the United States has demonstrated that IB students are well prepared for university. Almost 2,000 of the best universities around the world list their IB admission policies on our web site at <http://www.ibo.org>.

Of course results are important, and we are proud of our programmes and of our students, but the IB experience is much more than that: it's not just a way to learn, it's a way of life.

Facts & Figures: The Diploma Programme Around the World



13 million*
DP graduates
140+ countries

*as of May 2015



In a recent DP study at the University of Oregon's Honors College,

89%
of DP students recommended that other students participate in the DP.³ (p.5)

sample size: 18 students



Alumni of the Diploma Programme attend top-ranking universities, studies find.¹

DP students not only do well academically while in high school, but also go on to perform well at the university level.²



79% of DP graduates in China attended universities in the US, UK, Hong Kong, Singapore and Canada.⁴

DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from four-year institutions at much higher rates than the national average.**

95%
of DP cohort

60% national cohort

enrollment at four-year institutions (public and private)



79%
of DP cohort

39% national cohort

average graduation rate at four-year institutions (public and private)



A+ University admissions officials say the DP is the best qualification for developing students' non-academic skills and preparing them for further education and careers.⁵

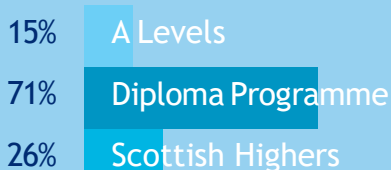
Encouraging independent inquiry



Developing workplace skills



Nurturing an open mind



Developing self-management skills



Developing global awareness and connectivity



International-mindedness means having the opportunity to have doors opened in other countries and widely renowned universities.⁷

(DP student, p.38).



A recent study among DP schools in Australia, China and India found that international-mindedness can be categorized as a tool for individual gain, an orientation towards shared understanding and a way to push boundaries for change.

DP alumni report the IB has profound, long-lasting effects on students' lives. It helps them **develop critical thinking, analytical and writing skills and a broader world view**. In addition, they point out that they earned advanced credits for university.⁶



1. <http://ibo.org/globalassets/publications/ib-research/dp/chinasummaryinenglishweb.pdf>
http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/mexicodpresearchsummary_e.pdf
<http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ibstudentsstudyingatukhighereducationinstitutionshowdotheyfare2011.pdf>

2. <http://ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-brief-en.pdf>

3. <http://www.ibo.org/globalassets/publications/ib-research/dp/collegereadinesssummaryeng.pdf>

*Updated 8/25

Group 1: IB English A	1-7
Group 2: IB Language B	1-7
Group 3: IB Social Studies	1-7
Group 4: IB Science	1-7
Group 5: IB Math	1-7
Group 6: IB Arts or IB Elective	1-7

At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.*

Theory of Knowledge (TOK)	A-E
Extended Essay (EE)	A-E

See matrix below for how TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.

Creativity-Activity-Service (CAS)

CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)

Key Reminders:

HL – “Higher Level”

SL – “Standard Level”

Points & Conditions Necessary to Successfully Earn the IB Diploma

- An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and the Extended Essay.
(Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit an assessment component.)
- CAS requirements must be met.
- Student must have a score of D or higher in *both* Theory of Knowledge and the Extended Essay (no E score).
- Student must earn *at least* 24 total points.
(45 total pts. possible – 42 from IB subjects + 3 from TOK/EE, see matrix below)
 - The student must earn a total of *at least* 12 points in HL subjects (for candidates who register for four HL subjects, the three highest HL grades will count toward this total).
 - Students who take 3 HL and 3 SL subjects must earn *at least* 9 points total in the SL classes.
 - Students who take 4 HL and 2 SL subjects must earn *at least* 5 points total in the SL classes.
- The student must earn a 2 or higher in all subjects (no scores of 1).
 - There may be no more than *two* scores of 2, overall.
 - There may be no more than *three* scores of 3 or lower, overall.

The above requirements relate to the official scores the student earns from IB (not the letter grades the student earns in their IB classes at SCHS). These requirements are set by IB, not the California Department of Education or SCHS. IB Scores and IB Diploma results are available to students in early July after their senior year.

TOK/Extended Essay Point Matrix

		Theory of knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Diploma will not be awarded

Changes from the previous matrix

B + C combination now results in 2 points being earned (previously 1 point)

A + E combination now results in zero points and represents a failing condition

Courtesy of Lisa Renard, IB DP Coordinator, MVHS - March 12, 2014 (modified by A. Collins, OLGC – June 8, 2016)