

IB WORLD SCHOOL MISSION STATEMENT

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informal participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

THE IB LEARNER PROFILE

We hope that students who participate in IB programs develop to become:

- Inquirers:** Who acquire the skills necessary to conduct purposeful, constructive research.
- Thinkers:** Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- Communicators:** Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- Risk-takers:** Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
- Knowledgeable:** Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
- Principled:** Who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
- Caring:** Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
- Open-minded:** Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.
- Well-balanced:** Who understand the importance of physical and mental balance and personal well-being.
- Reflective:** Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner

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WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT

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Dear Students and Parents:

Welcome to West Morris Regional High School District's 18th year of the International Baccalaureate Program (IB). The IB program engages students in the rigorous and broad-based pre-collegiate curriculum during the junior and senior years. This program maintains the strengths of a liberal arts curriculum and incorporates the best educational practices of several different countries. In addition to the required course work in six core subject areas, all diploma students complete an interdisciplinary course called Theory of Knowledge, write an Extended Essay with original research and participate in 150 hours of CAS (creativity, action, service). All students are encouraged to participate in the IB program as certificate candidates.

The International Baccalaureate Organization (IBO), established in 1968, is a chartered foundation based in Geneva, Switzerland. As of Feb 2017 there are 4,583 IB world schools in over 150 different countries. Of those schools, 1,777 are now located in the United States. Initially, the program set out to create a "common curriculum and university entry credential for students moving from one country to another." The original vision emphasized "critical thinking, intercultural understanding and exposure to a variety of points of view."

Today, IB emphasizes 5 key concepts with each individual course throughout the program.

- Concurrency of learning (*6 varied subjects over 2 years + TOK*)
- Internationalism
- Academic Integrity
- Breadth and Depth of Study
- Education of the Whole Person

We have created this guide to assist you in learning about and planning your four-year program at your home school (West Morris Central or West Morris Mendham). Please call on us to answer any other questions you may have.

Sincerely,

Debbie Gonzalez, IB Coordinator
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Mr. Steve Ryan
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PART I: PROGRAM INFORMATION

International Baccalaureate Faculty West Morris Central High School

Administrators in Charge Steve Ryan; Mrs. Ann Meagher
IB Coordinator Debbie Gonzalez
Director of Guidance Matt Ferreri

Group 1 - English

Diploma Program Joseph Geddes, Debbie Gonzalez, David Crews,
Amelia Wright, David Crews, Gaelan Johnson, Michele Pastore,

Group 2 - World Languages

Diploma Program Barbara Salmon (S), Karen Czinkota (S), Tamara Wubbenhorst(F),
Cherry Jiang(M)

Group 3 - Individuals and Societies

History Diploma Michael Walsh
Psychology Diploma Erin Feltmann, Victoria Hallett
Economics Diploma Michael Walsh
Business and Management Chris DelPreore

Group 4 - Experimental Sciences

Physics Diploma Danielle Kayal, Jennifer Hedden
Biology Diploma Kevin Staine
Chemistry Diploma Jeffrey May
Env. Systems Diploma Talissa Nahass
Sports, Exercise, Health Sciences George Schroepfer
Design Technology Kevin Smedley
Computer Science Art Herzog

Group 5 - Mathematics

Math HL Tara White
Math SL Sarah Kaeli
Math Studies SL (Discrete) Megan Wendt
IB Pre-Calculus Eleni Cameron, Chris Marold, Lara Carlson,
IB Algebra 2 Poonam Gahlawat, Chris Marold, Lara Carlson

Group Six Subjects

Music Diploma Mark Stingle
Art Diploma Harmony Dougher, Amy Evans
Theater Arts Jeff Hogan

Theory of Knowledge

Debbie Gonzalez, Joe Geddes, Melissa Stern

CAS Coordination

Christopher Kling, Danielle Kayal

Media Specialist

Mary Beth Davis

Guidance Counselors

Joseph Cusack, Matthew Ferreri, Lorraine Gleason, Janice Higgins,
Megan Schaefer, Kara Losik, Shanna Donnelly

International Baccalaureate Faculty

West Morris Mendham High School

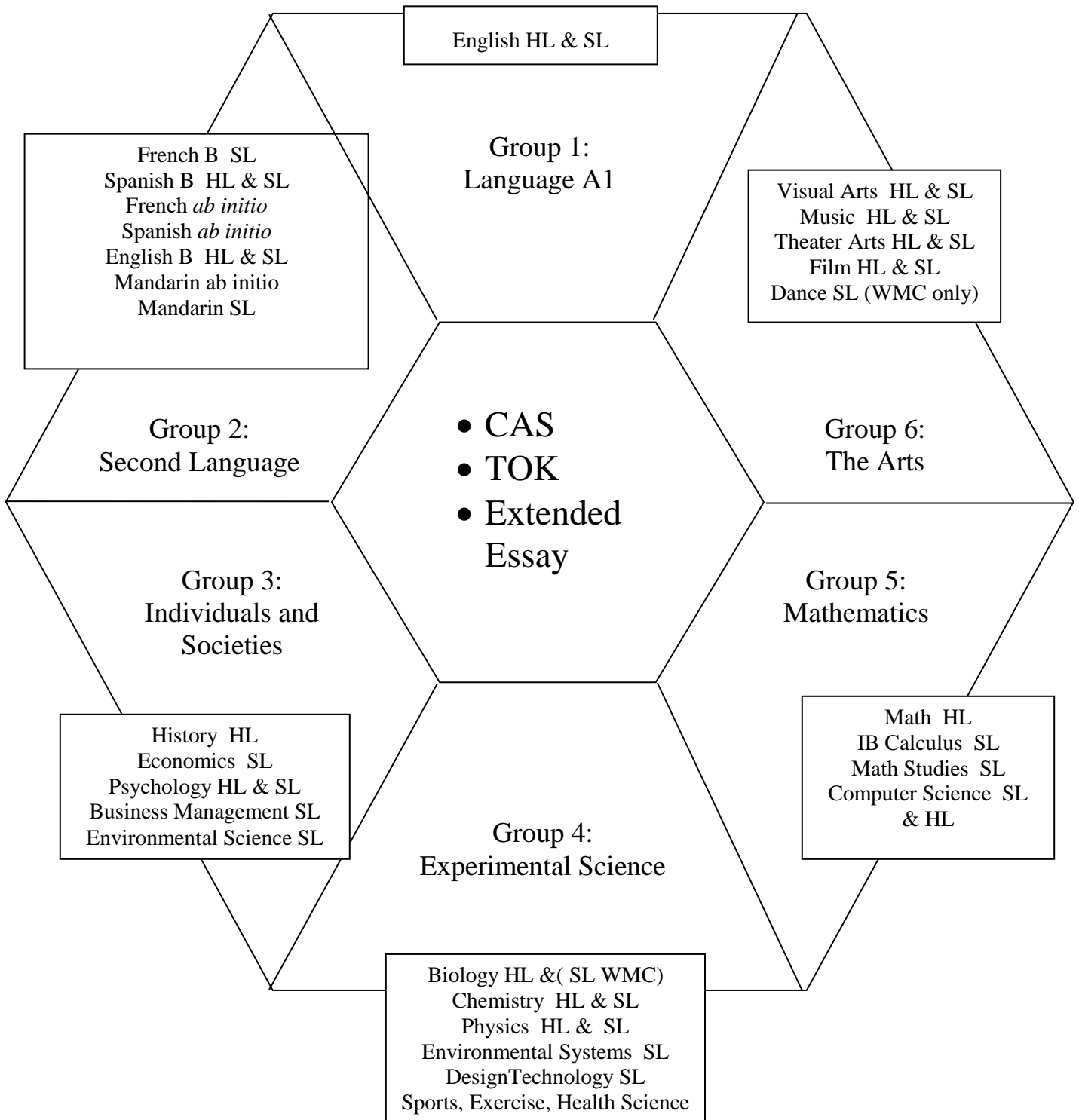
Administrator in Charge	Michael Matyas, Robert Beers
IB Coordinator	Timothy Rymer
Director of Guidance	Dr. Mariana P. Marchese
Group 1-English	
<i>Diploma Program</i>	Adrienne Griffin, Dr. Kathleen Kremins
<i>Pre-IB</i>	Dorothy Palme, Molly Oehrlein, Deborah Karczewski (Drama) Kim Helsel, Deborah Karczewski, Douglas Kirk Molly Oehrlein, Laura Pelizzoni, Peter Moccia
Group 2-World Languages	
<i>Diploma Program</i>	Joy Burdette(S), Barbara Dunnick(S), Gloria Zalacain(S), Tammy Wubbenhorst(F), Fran Gavin(L), Maria Genova(F)
<i>Pre-IB</i>	Monica Neil(S), Fran Gavin (L), Tamara Wubbenhorst(F) Rosa Hernandez(S)
Group 3-Individuals and Societies	
<i>History Diploma</i>	Eric Heditsch, Michael Stewart, Lindsay Weber, Chris Zegar
<i>History Pre-IB</i>	Robert Kertesz, Russell Raffay, Steven Santucci Chris Zegar, Rebecca Baker
<i>Psychology Diploma</i>	Jennifer Brown
<i>Economics Diploma</i>	Russell Raffay
Group 4-Experimental Science	
<i>Physics Diploma</i>	Vincent Yanetti
<i>Physics Pre-IB</i>	David Quinn
<i>Biology Diploma</i>	Harry Bullock
<i>Biology Pre-IB</i>	Harry Bullock, Nicole Pavlin, Fran Mino
<i>Chemistry Diploma</i>	Dr. Bruce DeBona
<i>Chemistry Pre-IB</i>	Dr. Bruce DeBona, Michael Scoblete, Deborah Hardiman
<i>Environmental Systems</i>	Bruce Taterka
Group 5- Mathematics	
<i>Math HL</i>	Robert Acker,
<i>Math SL</i>	Mary Francis
<i>Math Studies SL</i>	Shira Brown,
<i>Pre-IB/Algebra 2</i>	Shira Brown
<i>Pre-IB Geometry</i>	Kristie Prokop, Mary Francis
<i>Pre-Calculus IB</i>	Robert Acker,
<i>Computer Science</i>	Mark Lahey
<i>Further Math</i>	
Group Six Subjects	
<i>Music Diploma</i>	Patricia Danner, Timothy Beadle, Mary Daly
<i>Art Diploma</i>	Harry Douglas, Mike Wolf, Shannon Harris
<i>Business & Management</i>	Brenda Derogatis
Theory of Knowledge/ Extended Essays	Bruce Taterka, Fran Gavin, Molly Oehrlein
CAS Coordination	, Kathleen Tucky
Media Specialist	Mary Beth Davies
Guidance Counselors	John McGoldrick, , Richard Kumpf, Melissa Lees, Susan Kobin, Hillary Klimowicz , Kara Angelastro

GLOSSARY OF TERMS

EE	Extended Essay	A 4000 word independent research paper submitted by full diploma students during the senior year. Students formulate an argument, use research to support that argument and reach a conclusion.
SL	Standard Level	Designates a course that is 150 hours or generally one year in length: taken junior or senior year.
HL	Higher Level	Designates a course that is 240 hours or 2 years in length: taken junior <u>and</u> senior year.
CAS	Creativity Action Service	Students must attain at least 150 hours among the 3 categories- Creativity, Action, and Service- during the course of 2 years.
IBO	International Baccalaureate Organization	IB Organization as a whole, which includes offices in Geneva, Switzerland, Cardiff, Wales and various regional offices
TOK	Theory of Knowledge	A required course for diploma and partial diploma candidates. Students explore the bases for knowledge and judgment.
<i>Ab initio</i>		Foreign language course of study for students who are unable to complete the usual 4 years of study.
Internal Assessment		Evaluative work (presentations, oral interviews, papers, etc.) assigned and scored by the high school IB teachers using IBO's scoring criteria. The IA is then externally moderated by IBO.
External Assessment		Work sent to examiners and moderators of the IB Organization to be evaluated. Work is sent to examiners in over 100 different countries. IB exams (papers) are graded this way.

WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT IB PROGRAM COURSES

Students wishing to take the full diploma must ensure that they take six subjects, one from each of the groups 1-5, and either one from group six, or a third language, or an additional selection from either groups 3 or 4. At least three and at most four of those subjects taken must be at the HL level, with the remaining 3 or 2 (respectively) taken at the SL. NOTE: Computer Science can only be taken as an extra math subject.



GENERAL QUESTIONS ABOUT THE IB PROGRAM

Why participate in the IB program?

While the IB program is a rigorous pre-collegiate curriculum, it also challenges students to think about global issues, cultural assumptions and our place in the world community. When taken in its entirety the program requires a broad focus in many areas, both academic and non-academic. Students move beyond the classroom, become involved in service in their community and work creatively. Through TOK students are challenged to think about what knowledge means in the various disciplines. Ideally, these elements converge through the experience of designing and executing an individual research question or project in the Extended Essay.

Students who best succeed in the program have a strong commitment to the ideals of the mission statement, and a genuine enthusiasm about learning as well as sincere curiosity about other cultures and the world around them.

What are the elements of an IB class?

All IB classes stem from a curriculum designed and revised every 5 years by the International Baccalaureate Organization in Cardiff, Wales. Teachers are trained by IB in a particular area of expertise and then design a curriculum that meets the needs of WMRHSD students, the state of New Jersey and the IBO standards.

All IB classes have some form of internal assessment (IA); these are activities assessed by the classroom teacher using IB rubrics and assessment standards and then externally moderated (samples of student work may be sent off to IB faculty around the world to be re-graded and to ensure equality in grading standards). All marks are criterion-referenced.

Finally, IB classes terminate in exams (referred to as papers) during the month of May that are written by the student and externally assessed. Students' marks from these exams become available in July. IB Diploma students are required to take exams in six subject areas. Non-diploma candidates in IB classes are strongly encouraged to sit for exams.

WHAT IS THEORY OF KNOWLEDGE?

Focus: The focus in the IB Theory of Knowledge course is to examine **what we know** in the various fields of knowledge and **how we know it**.

Rationale: The subjects that we study in our high school careers are, perhaps of necessity, compartmentalized – History, Sciences, Mathematics, Foreign Language, Literature, etc. It is rare that students can view these disciplines under any larger perspective. This is essentially the aim of the Theory of Knowledge course - to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formations of knowledge, and noting the strengths and limitations in the various approaches to knowledge.

What Theory of Knowledge is Not: TOK is not an epistemology course, per se, although by necessity it deals heavily with epistemological elements. The course is not just a history of the philosophy of knowledge or the philosophy of the mind, and specific philosophers are important only for the problems they raise and the solutions they offer. It is not solely a course in logic or “critical thinking,” though it touches on logic as an element of logic formation and justification in the first two marking periods, and by its nature constitutes critical thinking. It is not a course that promotes relativism over absolutism, for it approaches both of these positions with a critical eye to their strengths and weaknesses. Nor is it a course that sets out to change someone’s mind about moral, aesthetic, or religious issues.

AIMS of the Theory of Knowledge course:

- to consider what it means to know something
- to consider the relationship between knowledge and the world
- to consider the strengths and limitations of different ways of knowing

OBJECTIVES of the Theory of Knowledge course:

- to relate subjects to each other and to personal knowledge and experience
- to understand and appreciate the importance of inquiry as a basis for knowledge
- to recognize the biases inherent in each discipline
- to apply recognized criteria to evaluate issues and questions from varying viewpoints
- to appreciate the relationship of knowledge to culture

TOPICS of the Theory of Knowledge course include:

- comparing four ways of thinking: analytical, empirical, moral, aesthetic
- understanding the roles of language and logical argument in knowledge
- examining different knowledge systems: mathematics, natural sciences, human sciences, history
- examining value judgment, bias, and culture across disciplines

TWO WAYS TO PARTICIPATE IN THE IB PROGRAM

Option A: The Diploma Program

- Participate in and complete internal/external assessments for six IB courses:
 - 3 (or not more than 4) Higher Level courses
 - 3 (or 2) Standard Level courses
- Complete Theory of Knowledge (TOK)
- Submit an original Extended Essay, an in-depth study of a limited topic chosen by the student and supervised by the mentor
 - within a subject no more than 4,000 words
 - approximately 40 hours
- Complete a Creativity, Action, Service (CAS) Plan
 - at least 150 hours divided among the categories completed over 2 years

Testing Requirements

- Diploma students must test in all courses except the Theory of Knowledge
- To Earn the Diploma, students must receive either a total of 24 points with each HL score at least 3 or higher and HL subject scores totaling 12 or more points, and pass both TOK assessments and Extended Essay. If a 2 is scored on an HL or less than 12 points total in HLs or one of either EE or ToK is a F, then a total score of 28 is required. Students may also earn up to 3 extra points for their Extended Essay and TOK marks. Failure to complete the EE and TOK requirements or elementary scores in these assessments will lead to the failure to earn the diploma.

Eligibility

- All students may begin this program if they meet the grade 9 and 10 pre-requisites

Option B: Individual Subject Certificates

All students are invited to participate in IB classes. A non-diploma student participating in an IB class completes all internal and external assessments for that course. Therefore, it is strongly suggested that student should sit for the IB exam. Students who choose to take exams and pass will receive certificates from IBO in a given subject, and may choose to apply for college credit or advanced standing as available.

PART II: PLANNING AN IB DIPLOMA

WEST MORRIS CENTRAL HIGH SCHOOL IB FULL DIPLOMA OFFERINGS

Students wishing to take the full diploma must ensure that they take one subject from each group and that they have three subjects at HL and three at SL (unless they are taking 4 HLs and 2 SLs). For their sixth subject, in addition to the courses offered in Group 6, they may also do a third language or a second course from Groups 3 or 4 or computer science from Group 5.

GROUP 1: Language A1

English HL and SL

GROUP 2: Second Language

English B HL and SL

French B SL

Spanish B HL and SL

French *ab initio*

Spanish *ab initio*

Mandarin *ab initio*

GROUP 3: Individuals and Society

History HL

Economics SL

Psychology HL and SL

Business and Management SL

Environmental Systems SL

GROUP 4: Experimental Sciences

Biology HL and SL

Chemistry HL(dependent on enrollment) and SL

Physics HL and SL

Environmental Systems and Society SL

Design Technology SL

Computer Science HL and SL

Sports, Exercise and Health Science SL

GROUP 5: Mathematics and Computer Science

Math HL

Math SL

Math Studies SL

GROUP 6: The Arts

Visual Arts HL and SL

Music HL (with teacher approval) and SL

Theater Arts HL and SL

WEST MORRIS MENDHAM HIGH SCHOOL
IB FULL DIPLOMA OFFERINGS

Students wishing to take the full diploma must ensure that they take one subject from each group and that they have three subjects at HL and three at SL (unless they are taking 4 HLs and 2 SLs). For their sixth subject, in addition to the courses offered in Group 6, they may also do a third language or a second course from Groups 3 or 4, or computer science from Group 5.

GROUP 1: Language A1

English HL and SL

GROUP 2: Second Language

English B

French B HL and SL

Latin SL

Spanish B HL and SL

French *ab initio*

Spanish *ab initio*

GROUP 3: Individuals and Society

History HL and SL

Economics SL

Psychology HL and SL

GROUP 4: Experimental Sciences

Biology HL and SL

Chemistry HL and SL

Physics HL and SL

Environmental Systems SL

Design Technology SL

GROUP 5: Mathematics and Computer Science

Math HL

Math Methods SL

Math Studies SL

Computer Science SL

Further Math SL

GROUP 6: The Arts

Visual Arts HL and SL

Music HL and SL

Theater Arts HL and SL

GENERAL OVERVIEW OF THE TWO-YEAR CALENDAR

This is a general calendar to help you plan. Dates are subject to change!

	Junior	Senior
September	<ul style="list-style-type: none"> • Enter IB deadlines in Calendar • Sept 30 - CAS Proposals due • Introduction to the Extended Essay Process 	<ul style="list-style-type: none"> • Enter IB deadlines in Planner/Home Calendar • EE Abstract due • 100 CAS Hours
October	<ul style="list-style-type: none"> • Oct 15 - Registration for Jr. Assessments with IBO • Oct. 30 – Select EE topic and submit EE advisor contract • Fees for exams are due 	<ul style="list-style-type: none"> • Oct 15 - Check registration with IBO • Fees for exams are due
November	<ul style="list-style-type: none"> • November 5 - Exam Registration finalized 	<ul style="list-style-type: none"> • Nov. 5 – Exam Registration verified • EE Revision Draft (4000)
December	<ul style="list-style-type: none"> • Continue to research for EE 	<ul style="list-style-type: none"> • EE Final Draft (Turnitin.com)
January	<ul style="list-style-type: none"> • 60 CAS hours due Field trip to Rutgers University for the EE	<ul style="list-style-type: none"> • EE Final Draft sent to IBO • Second draft of ToK paper
February	Preliminary Bibliography for EE is due	<ul style="list-style-type: none"> • TOK Presentation; • Extended Essay viva voce
March	<ul style="list-style-type: none"> • Research for EE must be checked with mentor English Internal Oral Presentation	<ul style="list-style-type: none"> • TOK Essay is uploaded • Final CAS Evaluations and Reflections due • EE is uploaded • English Written Assignment is uploaded • World Language Written Assignment is uploaded
April	Internal Assessment finished in all classes*	<ul style="list-style-type: none"> • Final CAS Report due • Internal Assessment completed in all classes
May	<ul style="list-style-type: none"> • SL Exams (up to 2) • 90 CAS hours due • English Oral Commentary 	<ul style="list-style-type: none"> • IB Exams
June	<ul style="list-style-type: none"> • Final Exams • Full draft for EE 	<ul style="list-style-type: none"> • Final Exams • Graduation
July-August	<ul style="list-style-type: none"> • IB exam scores available online • Complete full draft of EE (4000 words) 	<ul style="list-style-type: none"> • IB exam scores available online

Internal Assessments are assignments done in class using IB grading rubrics; these are part of the final score along with the exam. Dates for these activities will vary slightly from year to year. IAs may include: TOK Essay, TOK Oral, History Paper, English Orals, English World Literature Papers, Foreign Language Orals, Science Lab Notebook, Group VI Project, Math Portfolio and Project, Art Design Notebook, Computer Science Notebook, Psychology Project, Music Performance and Composition Work, and Economics Portfolio, Theater Arts

FOUR-YEAR PLANNING

A decision to complete the IB diploma is a huge commitment and will be a great accomplishment. Students and families need to appreciate that this can limit opportunities to participate in other elective offerings such as Public Speaking, Journalism, Political Science, Legal Systems, Technology and Design, etc.

- ALL assessment work **MUST BE COMPLETED DURING THE JUNIOR AND SENIOR YEARS**. Students may not test prior to the Junior year and may only take two SL exams in the Junior year.
- Work completed during the junior year alone **CANNOT BE COUNTED TOWARD A HIGHER LEVEL (HL) EXAM!**
- All IB courses must be taken at the home school. Off campus studies cannot be given IB credit unless they are IB online courses. Self-taught courses must be approved by the IBO.
- Exam dates and times are fixed by the IBO and cannot be altered. Students should note that end of the year competitions, sports events, trips and family obligations often conflict with the exam schedule. IBO does not permit any changes to the exam schedule.

Full Diploma Planning Checklist

Use this checklist after you have completed the 4-year planning sheet.

- Do you have 3 (and no more than 4) HL classes?
- Do you have 3 (or 2) SL classes?
- Have you met graduation requirements for Health, PE, US History and Fine and Prac. Arts?
- Have you scheduled TOK in Junior and Senior years?
- Have you planned for an IB elective and made sure you have the prerequisites?
- Check HL/SL sequences. Course sequences that end junior year will **ALWAYS** be SL. HL means a class sequence is taken both junior and senior years.

OVERVIEW OF COURSE OFFERINGS

Group 1 – Language A1 (Best Language)

Language A1 – HL & SL

All IB students are expected to study their own language; it is assumed that for most students that language will be English. If the student's best language is any other language, a student may follow the self-taught option at Standard Level. Any student taking their mother tongue as Language A1 must also take English A1, A2, or B as their other language.

Skills

Study of literature is the main focus of this course. The course promotes the clear presentation of ideas, arguments, or responses which are assessed both orally and in written form. Students engage in detailed critical examination of texts and, as appropriate for an international education, they have the opportunity to explore the literature of different cultures.

Content

Part One: World Literature HL and SL - 3 works:

Students focus on three books in translation, chosen from an extensive list of works originally written in a language other than the A1 language.

Part Two: Texts for Detailed Study HL - 4 works and SL – 2 works:

The IB provides a list from which these works are chosen.

Part Three: Groups of Works HL - 4 works and SL - 3 works:

The IB groups the works of certain authors by genre, one genre being chosen for study by the school. One work in this group will be chosen from the World Literature list.

Part Four: School's Free Choice HL - 4 works and SL - 3 works:

This component includes works from the prescribed list plus one work from the list of World Literature.

Assessment

Part One: Assessment will be through the external evaluation of two essays at HL and one at SL, worth 20% of the final grade.

Part Two and Four: There will be two internally assessed and externally moderated oral components - an oral presentation on a student-chosen topic and a formal oral commentary on a selected passage - which form 30% of the final grade.

Part Three: Assessment will be by externally written examination worth 50% of the final grade. Paper 1 is a commentary and Paper 2 is a comparative essay.

Prerequisites

English 1 Honors/Pre-IB or faculty recommendation from Advanced

English 2 Honors/Pre-IB or faculty recommendation from Advanced

English 3 Honors/Pre-IB or faculty recommendation

Self-Taught Languages A1 SL

This is for students who wish to take their best language/mother tongue as Language A1, but for whom a teacher cannot be found. Please note this option is only available at SL.

All A1 self-taught students have an internal supervisor to monitor their progress and give guidance.

Group 2 - Language B (HL & SL), Ab initio (SL only), Classical Languages - Second Language

Language B

These are offered as foreign languages at HL and SL (French, and Spanish) and just SL (Latin, WMM only). Prior knowledge of the language is essential; this is not a beginner's course. Emphasis is put on communicative competence. The overall aims of the course are: to promote the ability to cope with the language demands of day-to-day transactional and social contacts; to provide students with an efficient tool for the study of other subjects in the target language; and to help students gain insight into how users of other languages think.

Skills

Aural comprehension, oral expression, reading comprehension, and written expression

Content

To expand these skills, lessons are conducted almost exclusively in the target language. A variety of authentic material is used (films, videos, newspapers, literature); Language B, however, is not literature-based although certain texts intended to expand students' cultural awareness will be studied.

Assessment

Oral (30%) and written (70%) examinations are based on themes and topics, which have been covered in the course.

Prerequisites

French, , Spanish, or Latin honors/pre-IB 1, 2, 3, and 4

Language Ab initio

The Ab Initio course is for students who have never studied the language and can be taken as a second or third language. It is primarily designed for students coming from a school with a different language background. It is also for those students who wish to expand their repertoire of foreign languages. Ab Initio is offered in French, and Spanish.

Assessment

Oral (30%) and written (70%) examinations are based on themes and topics, which have been covered during the course.

Prerequisites

This course is designed for students with no previous experience of the language and takes absolute beginners to a level of communicative competence during the course.

Classical Languages - Latin SL

Latin provides an introduction to the language, literature and culture of ancient Rome. It focuses on the development and cultural achievements of ancient Roman society. Linguistic skills are at the heart of the course. Surviving texts are studied in the original language and additional texts are utilized for the study of translation, but the foundation of the course remains the acquisition of language skills.

Assessment

Two examination papers are externally assessed. In addition, there is an activity internally assessed by the teacher and externally moderated worth 20%. Students have a choice of a 1000 word Research Dossier; 10 minute oral presentation in the target language; or a 200 word composition translating English into Latin.

Prerequisites

Latin 1 and Latin 2

Group 3 - Individuals And Society

History HL and SL

The learning of facts and dates is only the first step in history at the IB level, although a detailed familiarity with events is essential for what comes after the first step. The IB History student must also understand the ideas and philosophies behind modern historical developments. The main goal is to gain insight into why things have happened and to reach conclusions based on wide and informed reading.

Content

The two-year history component covers the period 1890-1990 from both the United States (11th grade) and European (12th) grade perspectives. The 11th grade course focuses on 20th century world history topics. The specific topics of study include the causes, practices and effects of war, the Cold War, Peace Keeping and to a lesser extent the rise of single-party states. The 12th grade course is a regional study of the major events and developments of European history in 20th century topics.

Skills

The way in which knowledge of the subject is built up and expressed is not by the simple question and answer approach, but through essay writing as well as debates and presentations in class. The development of skills in essay writing and oral presentation are vital aspects of the course. During the course the student also learns how to read and interpret historical sources, how history is actually studied and reported. Skills in using such sources, while being a separate and distinct part of the syllabus, are also the main means by which the skills and knowledge in the other parts are acquired.

Assessment

HL and SL assessments consist of externally assessed Written Examinations (75%) and an in-depth study on a 20th century topics, internally assessed by the teacher and externally moderated (25%).

Prerequisites

World History - Honors/pre-IB/ Advanced with recommendation

US History I - Honors/pre-IB/ Advanced with recommendation

US History II – Honors / IB / AP

Economics SL

Economics is a social science, closely related to other academic disciplines such as sociology and political science. History and mathematics also provide background material for the study of economics.

Content

Among the challenges common to all societies is the search for acceptable levels of economic well-being. Individuals, firms and governments must constantly make choices which will affect their economic well-being and that of society as a whole. How are such choices made and on what basis are their consequences to be analyzed? The questions “What?”, “How?”, and “For Whom?” are central to the field of economics. These should not be seen as abstract economic concepts which are confined to a classroom, but rather as contemporary real-world issues. Economics in the IB puts great emphasis on the issue of development in belief that the study of economics and economic development are part of the solution to these problems. At the root of economics as a discipline is the search for a better understanding of the workings of human society.

Skills

The aims of the IB Economics program are to develop in the candidate:

1. disciplines and skills of economic reasoning,
2. an ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly,
3. an understanding of how individuals, organizations, societies and regions organize themselves in the pursuit of economic objectives,
4. an ability to evaluate economic theories, concepts, situations and data in a way which is rational and unbiased,
5. international perspectives which feature a respect for and understanding of the interdependence and the diversity of economic realities in which individuals, organizations and societies function.

Assessment

Economics SL is assessed by an external examination which counts for 75% of the total score. Internal assessment consists of guided course work (25%), which is a portfolio of commentaries on contemporary economic issues (approx. 2000 words).

Prerequisites

Junior standing

Psychology HL and SL

Content

Students will evaluate and critique psychological research. They will study research design, research methods, major psychological approaches, and ethical issues related to psychological research and application. Students will undertake one major research study per year. The most salient goal of this course is to foster awareness of, and respect for, the psychological diversity of human beings with reference to biological, psychodynamic, behavioral, and cognitive influence on behavior. Psychology addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science. The differences in HL and SL are found in four main areas: number of required perspectives, research methodology, number of options the student must study, and the IA (experimental study).

Skills

The aims of the Psychology course at the Higher and Standard Level are to:

1. interpret and/or conduct psychological research to apply the resulting knowledge for the benefit of human beings,
2. ensure that ethical practices and responsibilities are implemented in psychological inquiry,
3. develop an understanding of the biological, social and cultural influences on human behavior,
4. develop an understanding of different theoretical processes that are used to interpret behavior, and to be aware of how these processes lead to the construction and evaluation of psychological theories,
5. develop an awareness of how applications of psychology in everyday life are derived from the psychological theories,
6. develop an appreciation of the eclectic nature of psychology,
7. understand and/or use diverse methods of psychological inquiry.
8. learn qualitative research methods (HL).

Assessment

SL students write two examination papers that are externally assessed. There is also an Experimental Study (15 hours) internally assessed by the teacher and externally moderated by the IBO.

HL students write three examination papers that are externally assessed. There is an Experimental Study (25 hours) internally assessed by the teachers and externally moderated by the IBO.

Prerequisites

Junior standing and/or Psychology SL

Business and Management SL

Business and Management is a rigorous and dynamic course that examines business decision making processes and how these decisions impact on and are affected by internal and external environments. Students will develop an understanding of business theory, as well as an ability to apply business principles, practices and skills using actual case studies.

Content Topics explored in IB Business and Management provide a broader understanding of business and its impact on our everyday lives. The topics include: business organization and environment, human resources, accounts and finance, marketing, and operations management. The global world of business is emphasized as the nature of business, management, marketing, finance, operations, and human resources are studied. Students will apply their knowledge and understanding to simulations and case studies making extensive use of internet resources and an interactive/online text.

Skills

Upon completion of the course, students will be able to:

1. demonstrate knowledge of business terminology, concepts, principles, and theories
2. make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending solutions
3. analyze and evaluate business decisions using a variety of sources
4. evaluate business strategies and practices critically
5. apply skills and knowledge of subject to hypothetical and real situations
6. communicate ideas and information effectively and accurately using appropriate format/tools.
7. synthesize knowledge in order to develop a framework for business decision making.

Assessment

There are both internal and external assessments. The internal assessment is based on supporting documents about a real issue or problem facing a particular organization in the local area of the student's choice (max. 1500 words). It is internally assessed by the teacher and accounts for 25% of the total score. External assessments are based on a case study issued in advance and account for 75% of the total score.

Prerequisites

Junior or Senior standing

Group 4 - Experimental Sciences

In all studies of group 4 programs, students should become aware of the way in which scientists work and communicate with each other throughout the world. While, in practice, "the scientific method" may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses, through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses that distinguishes the sciences from other disciplines and characterizes each of the programs within Group 4.

Skills

It is the intention of all experimental sciences programs that students should be able to:

1. demonstrate an understanding of scientific facts and concepts, scientific methods/techniques, scientific terminology and methods of presenting scientific information,
2. apply and use scientific facts and concepts, scientific methods/techniques, and scientific terminology to communicate effectively as well as to apply and use appropriate methods to present scientific information,
3. construct, analyze, and evaluate hypotheses, research questions and predictions, scientific methods/techniques and procedures and scientific explanations,
4. demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving,
5. demonstrate the manipulative skills necessary to carry out scientific investigation with precision and safety.

Biology HL

Biology HL is a rigorous academic course that involves detailed study of living organisms and emphasizes experimentation in the biological field. The level and content of this course is set to provide sound preparation for college/university studies. Students attempting HL Biology should have a sound basis in science. A Biology SL (one year) student may sit for the exam in their junior or senior year.

Content

Major areas covered include the following: the biochemical basis of life, cells, genetics, ecology, human biology, classification and plant science. Two options must also be studied and these can be taken from Evolution, Neurobiology and Behavior, Applied Plant and Animal Science, or Ecology and Conservation.

Assessment

Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a Group 4 project (an investigation across various scientific disciplines) and

a variety of “hands-on” experiments to reinforce the theory. The overall contribution of internal assessment to the total mark will be 24%; the remaining 76% is assessed externally by examination.

Prerequisites

Biology and Chemistry

Chemistry HL and SL

Chemistry HL is a course which should be taken by those with a strong interest in chemistry and the requisite mathematical skills to succeed in a rigorous, broad, and in-depth program. Chemistry SL is a course designed for those who would like a broad understanding of chemistry but at a limited depth. A Chemistry SL student may sit for the exam in their junior or senior year.

Content

HL - Major areas of study include the following: atomic theory, structure and bonding, energy, equilibrium, kinetics, periodicity and carbon chemistry.

SL - Major areas of study include the following: stoichiometry, atomic theory, the periodic system, chemical bonding, states of matter, energy, kinetics, equilibrium, oxidation and reduction, carbon chemistry.

Both HL and SL students study two special topics (options) on practical applications of chemistry.

Assessment

Both HL and SL Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a group 4 project (a scientific investigation across all three disciplines) and a variety of “hands-on” experiments to reinforce the theory. The overall contribution of internal assessment to the total mark will be 24%; the remaining 76% is assessed externally by examination.

Prerequisites

Biology and Chemistry

Physics HL and SL

Physics HL is a course which should be taken by those with a strong interest in physics and the requisite mathematical skills to succeed in a rigorous, broad, and in-depth program. Physics SL is a course designed for those who would like a broad understanding of physics but at a limited depth. A Physics SL student may sit for the exam in their junior or senior year. Students attempting Physics HL should plan to take the Math SL or Math HL exam. Physics SL is taught together with the HL course, although not to the same depth as HL. Physics HL and SL **are two-year courses**.

Skills

Students gain an understanding of quantitative data analysis, including data gathering, mathematical and analysis skills, and in particular, an understanding of what it means to obtain a value and the confidence which one can associate with that value.

Content

Major areas of study will include the following: mechanics, including kinematics, dynamics and energy principles, thermal physics, molecular behavior, wave behavior, electricity and magnetism, atomic and nuclear physics and optics. Two option topics, such as astrophysics and the theory of

relativity, are studied at the end of the course. Approximately 35 practicals are done during the two years.

Assessment

Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a Group 4 project (across various scientific disciplines) and a variety of “hands-on” experiments to reinforce the theory. The overall contribution of internal assessment to the total mark will be 24%; the remaining 76% is assessed externally by examination.

Prerequisites

Biology, Chemistry, and Physics
Math SL or Math HL

Environmental Systems and Society SL

The prime intent of this course is to provide students with a coherent perspective on the environment, one that is essentially scientific and that enables them to adopt an informed and responsible stance on the wide range of pressing environmental issues that they will inevitably come to face. It is intended that students develop a profound understanding of the environment, rooted firmly in the underlying principles of science, rather than a purely journalistic appreciation of environmental issues. The course consequently acknowledges the value of empirical, quantitative and objective data in describing and analyzing environmental systems. **(This course may also be used as a group 3)**

Content

The core examines the fundamental structure and functioning of natural systems and the broad impact of human activities. A systems approach is applied to the study of natural ecosystems and an examination of “physical” systems of the atmosphere, hydrosphere and lithosphere. The options include analyzing ecosystems (compulsory) and one of the following: impacts of resource exploitation, conservation and biodiversity, and pollution management.

Assessment

Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a Group 4 project (a scientific investigation across various scientific disciplines) and a variety of “hands on” experiments to reinforce the theory. The overall contribution of internal assessment to the total mark will be 24%; the remaining 76% is assessed externally by examination.

Prerequisites

Biology, Chemistry or Physics

Group 5 - Mathematics

Every IB Diploma student must take a course in mathematics, and three different levels are offered to meet the needs of both specialist and non-specialist. Computer Science, while a Group 5 subject, may only be taken as an elective to satisfy Group 6 requirements.

Skills

Having followed any one of the three courses offered in Group 5, candidates will be expected to:

1. know and use mathematical concepts and principles,

2. read and interpret a given problem in appropriate mathematical terms,
3. organize and present information/data in tabular, graphical and/or diagrammatic forms,
4. know and use appropriate notation and terminology,
5. formulate a mathematical argument and communicate it clearly,
6. select and use appropriate mathematical techniques.,
7. understand the significance and reasonableness of results,
8. recognize patterns and structures in a variety of situations and draw inductive generalizations,
9. demonstrate an understanding of, and competence in, the practical applications of mathematics,
10. use appropriate technological devices as mathematical tools.

Mathematics HL

This course is designed for students who have a good background and have demonstrated ability in mathematics. Those who take it will most likely follow mathematical or scientific study in college/university. The general entrance requirements to this demanding course are: (a) excellent performance in 9th and 10th grade mathematics; and (b) enjoyment in solving mathematical problems.

Content

The list of topics studied includes a common core of algebra and trigonometry, functions and calculus, matrices and vectors, probability and statistics, plus a more detailed study of one mathematical area toward the end of the course.

Assessment

Assessment consists of an externally assessed examination (80%) and a portfolio of two pieces of work assigned by the teacher and completed by the candidate during the course (20%). The assignments must be based on different areas of the syllabus and represent the four activities: mathematical investigation; mathematical modeling; and mathematical research. The portfolio is internally assessed by the teacher and externally moderated by the IBO.

Prerequisites

IB Math Analysis, and AP Statistic, and teacher recommendation is strongly suggested

Mathematics SL

Mathematics SL is aimed at those who anticipate a need for a sound mathematical background in their future studies, such as, chemistry, economics, psychology and business administration. Math SL is a two faceted track achieved by taking either Math Analysis or Calculus AB. Students who have struggled through 9th and 10th grade mathematics are likely to find this course challenging.

Content

The syllabus for this course contains a core that is similar to, but less extensive than, that of the HL options. Here, too, one subject area will be studied to a greater depth after the core is completed.

Assessment

Assessment consists of an externally assessed examination (80%) and a portfolio of two pieces of work assigned by the teacher and completed by the candidate during the course (20%). The assignments must be based on different areas of the syllabus and represent the three activities: mathematical investigation; and mathematical modeling. The portfolio is internally assessed by the teacher and externally moderated by the IBO.

Prerequisites

Algebra 2 Honors/pre-IB, or Algebra 2 Adv. or Algebra 3/Trig. teacher recommendation is strongly suggested.

Mathematical Studies SL

This is designed for students whose main interests lie outside the field of mathematics and whose future courses of study will not require a high level of math.

Content

The core areas are number and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, and financial mathematics. Some of these will be familiar from previous work, others quite new. The approach will be more practical than theoretical.

Assessment

Assessment consists of an externally assessed examination (80%) and a project, an individual piece of work completed during the course involving the collection and/or generation of data, and the analysis and evaluation of that data (20%). Projects may take the form of mathematical modeling, investigations, applications, statistical surveys, etc. The project is internally assessed by the teacher and externally moderated by IBO.

Prerequisites

Algebra 2 and teacher recommendation is strongly suggested

Computer Science SL/HL

Computer Science may not be used to replace one of the three math options. It is to be studied as an elective for Group 6 or an extra Group 5.

Content

Computer science explores the principles underlying problem-solving using computers, and the operation of computer systems. Students also study the social significance of computer systems. The SL course is designed to provide the foundations for an introduction to computer science by building the structure and design of sound, problem-solving methods. The core material includes the following: software development, computing system fundamentals and computing systems and society.

Assessment

Two written examination papers externally assessed (65%)

Program Dossier internally assessed by the teacher and externally moderated by IBO (35%)

Prerequisites

Advanced level math courses and teacher recommendation is strongly suggested

Further Math SL (WMM only)

Further Math is taken as a free elective in addition to a Calculus course and is offered at the SL level only. The Further Math course can also be taken as an extra certificate for Diploma students or as an independent certificate in the Senior year.

Content

This a beautiful and well balanced course, highly regarded by top rated universities. It simply consists of all the option topics of the Math HL course. Interested and motivated students can easily obtain high scores in Further Math. A key component of the course is a heavy emphasis on proof.

Assessment

A portfolio of short tasks made up of the best tasks from class work counts as 20 %. Exam paper 1 counts for 25%, and paper 2 counts as 50% of the total score.

Prerequisites

Either the student has taken Calculus BC as a Junior or they may study Further Math concurrently with any Calculus course or AP Statistics.

Group 6 - Arts and Electives

Visual Arts, Theater Arts and Music are Group 6 choices. However, for a student who is not proficient in either art or music, they may choose a third language, economics, psychology, computer science or environmental systems as an elective to fill their Group 6 requirement.

Music HL and SL

Music is offered at the HL and SL level. It is designed to promote a greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music (SL), and for those who intend to continue their study of music (HL). Candidates are exposed to a broad spectrum of music, ranging from classical and Western traditions to that of other regions and culture. At both levels, the creative and practical aspects of music are evenly balanced with the theoretical or the academic. All students study musical perception and analysis and undertake studies of a wide range of musical genres and styles. All students participate in the creation of music through compositions, performance or both.

Content

HL - 3 compulsory parts: *This course is designed for the specialist music student with a background in musical performance and composition, who may pursue music?? at the university or conservatory level.*

- Musical Perception and Analysis
- Solo Performance: voice or instrument, one or more recitals
- Composition: three contrasting compositions

SL - 3 options:

Solo Performance Option (SLS) – 2 compulsory parts: *This course is designed for the student who has a background in musical performance.*

- Musical Perception and Analysis
- Solo Performance: voice or instrument, one or more recitals

Group Performance Option (SLG) – 2 compulsory parts: *This course is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles.*

- Musical Perception and Analysis
- Group performance: two or more public performances

Composition Option (SLC) – 2 compulsory parts: *This course is designed for the student who has a background in musical composition.*

- Musical Perception and Analysis
- Composition: two contrasting compositions

Note on Musical Perception and Analysis: *This part of the syllabus is common to all four programs and consists of:*

- Study of Prescribed Work
- Study of Musical Genres and Styles
- Musical Investigation

Assessment

HL - External Assessment (50%):

Listening Paper: 5 musical extracts and 5 compulsory questions based on the Musical Perception and analysis part of the syllabus

Musical Investigation: a written media script (2000 words) investigating the relationships between two musical genres

Internal Assessment (50%): these components will be internally assessed by the teacher and externally moderated by IBO.

Solo Performance: Presentation of one or more solo recitals (approx. 20 minutes)

Composition: Three contrasting compositions with recordings and a written statement (5-15 minutes total)

SL - External Assessment (50%): Same as the HL

Internal Assessment (50%): One of the following options, which will be internally assessed by the teacher and externally moderated by the IBO.

Solo Performance (SLS): Presentation of one or more solo recitals (approx. 15 min.)

Group Performance (SLG): Presentation of two public performance (15-30 minutes)

Composition (SLC): Two contrasting compositions (5-15 minutes total) with recordings and a written statement

Prerequisites

Interview by the music teachers is strongly suggested

Performance class participation

Music Theory (strongly recommended but not required)

Visual Arts HL and SL

This course will be suitable for students who are keen to explore and develop their own creative potential through any of the main media and techniques of the visual arts. The main prerequisites for this course are enthusiasm, commitment, and a willingness to become involved in practical and theoretical inquiry into aspects of the visual arts.

Content

The Studio course will include opportunities for structured learning and personal research of a more experimental nature; many art techniques and media will be used.

Skills

The purpose of the Research Workbook is to encourage adventurous and critical personal investigation. It will take the form of a working journal, containing both visual and verbal information, including records of exhibitions visited, consideration of the visual arts of other cultures and the historical context of artworks being studied, as well as references to the student's own studio practice.

Assessment

Assessment for the Studio course is through external evaluation of a final exhibition of the student's work produced during the two years; the students have individual interviews with the examiner to facilitate the process. Students will undertake Studio Work and a Research Workbook (RWB) during the course. HL students' work consists of 30% RWB and 70% Studio Work. SL students will be able to choose one aspect of the work as their main focus, although a certain amount of research will be expected to inform practical work and vice versa. Assessment of the RWB is both internal and external.

Prerequisites

Art 1, Art 2, and a portfolio review OR

Art 1, Art 2, Painting and Graphic Design and a portfolio review

Theater Arts

Content

The five major parts of the syllabus include the following: performance skills, world theater studies, practical play analysis, theater production, and the individual project for the HL students. Theater Arts is **not** an acting course. It involves the history of theater, analysis of playscripts and texts, ability to perform, and the knowledge of production.

Skills

1. understand the nature of theater.
2. understand theater by making it as well as studying it.
3. understand theater not only with their minds but also with their senses, bodies and emotions.
4. understand the forms theater takes in cultures other than their own.
5. understand themselves their society and their world better.

Assessments

External assessments: HL and SL feature the research commission and the practical play analysis.

Internal assessments: HL and SL involves performance skills and theater production as well as a portfolio. In addition HL students do an individual project.

Prerequisites

Drama I for SL and Drama 2/3 for HL

WEST MORRIS CENTRAL HIGH SCHOOL ♦ INTERNATIONAL BACCALAUREATE ♦ FOUR-YEAR PLAN

Group	IB Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Examination	
1	Lang A-World Lit	English 1 Honors Pre IB	English 2 Honors/Pre IB	English 3 IB/Honors	English 4 IB/AP	SL	HL
2	Language B (Modern Foreign Language)	Spanish 1 Advanced Spanish 2 Advanced Spanish 2 Honors/Pre IB French 1 Advanced/honors French 2 Honors/Pre IB Mandarin 1	Spanish 2 Advanced Spanish 3 Adv. Spanish 3 Honors/Pre IB French 2 Advanced/honors French 3 Honors/Pre IB Mandarin 2	Spanish 3 Honors Spanish 4 Advanced Spanish 4 IB/Honors Spanish 2 French 3 Honors French 4 IB/Honors French 2 Mandarin 3	Spanish 4 IB Spanish 5 Adv. Spanish 5 IB/AP Spanish 3 French 4 IB French 5 IB/AP French 3 Mandarin 4	SL SL SL Ab initio SL SL Ab Initio	HL HL SL
3	Individuals and Societies	US History I H or Av	US History II Hon /Pre IB	World History IB/AP Economics IB Psychology IB Psychology Business & Management Envi Systems IB	European History IB/AP IB Psychology Research Methods-Psych Bus. And Management Environmental Systems IB	SL SL SL SL	HL HL
4	Experimental Sciences	Biology Honors/Pre IB Bio Honors/Adv	Chemistry Honors/Pre IB/AP Chemistry Honors/Adv.	Biology SL IB Biology SL IB Chemistry IB SL Chemistry IB/AP Physics IB/AP Design Technology Env Science IB Computer Science SL Computer Science SL Sports, Exercise, Health Science	Biological HL IB Chemistry HL IB Physics Themes IB(2 yrs for either) Env. Science IB Computer Science HL	SL SL SL SL SL SL	HL HL HL HL HL
5	Math	Algebra 1 Adv Geometry Adv Geometry Honors/Pre IB Algebra 2 Honors/Pre IB	Geometry Adv Algebra 2 Honors/Pre IB/adv Algebra 2 Honors/Pre IB Pre-Calculus IB	Algebra 2 Adv/H Pre-Calc Adv Pre-Calculus IB Calculus BC	Math Studies Math Studies/IB Calculus Calculus IB(if BC Calc then HL) Math HL Options/Further math	ST SL SL SL	HL
6	The Arts and Electives	Elective	Elective	Junior IB Art(2 years) Theater Arts IB(2 years) Dance IB (2 years) Film IB (2 years) Music Theory Economics Psychology IB Computer Science IB Design Technology Business Management	Studio Art IB Theater Arts IB Dance IB Film IB Music IB Research Methods in Psych IB Computer Science IB Second Language Second Science	SL SL SL SL SL SL SL SL SL SL	HL HL HL HL HL HL HL HL
7	Central Elements			Theory of Knowledge Extended Essay CAS	Theory of Knowledge Extended Essay CAS	Essay/Oral Extra Curricular Participation	
8	District/State	Physical Education & Health	Physical Education & Driver Education	Physical Education & Health	Physical Education & Health		

WEST MORRIS CENTRAL HIGH SCHOOL ♦ INTERNATIONAL BACCALAUREATE ♦ FOUR-YEAR PLAN

Group	IB Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Examination	
1	Language A1 (World Literature)	English 1 Honors Pre IB	English 2 Honors/Pre IB	English 3 IB/Honors	English 4 IB/AP	SL	HL
2	Language B (Modern Foreign Language)	Spanish 1 Advanced Spanish 2 Honors/Pre IB French 1 Advanced French 2 Honors/Pre IB	Spanish 2 Honors Spanish 3 Honors/Pre IB French 2 Honors French 3 Honors/Pre IB	Spanish 3 Honors Spanish 4 IB/Honors Spanish 1 French 3 Honors French 4 IB/Honors French 1	Spanish 4 IB Spanish 5 IB/AP Spanish 2 French 4 IB French 5 IB/AP French 2	SL SL <i>Ab initio</i> SL SL <i>Ab initio</i>	HL HL
3	Individuals and Societies	World History Hon/Pre IB World History Hon/Pre IB	US History 1 Hon/Pre IB US History 1 Hon /Pre IB	US History II IB/AP US History II IB/AP Economics Psychology Business and Management	European History IB Economics Psychology IB Business and Management	SL SL SL SL	HL HL
4	Experimental Sciences	Biology Honors/Pre IB	Chemistry Honors/Pre IB	Biology IB/AP Chemistry IB/AP Physics IB/AP Environmental Sci IB Design Technology	Biological Themes IB Chemical Themes IB Physics IB/AP Environmental Science IB	SL SL SL SL	HL HL HL
5	Math Studies SL Math Studies SL Math SL Math HL Math HL	Algebra 1 Adv Geometry Adv Geometry Honors/Pre IB Geometry Honors/Pre IB Algebra 2 Honors/Pre IB	Geometry Adv Algebra 2 Honors/Pre IB Algebra 2 Honors/Pre IB Algebra 2 Honors/Pre IB Math Analysis IB	Algebra 2 Adv Algebra 3/Trig Adv Math Analysis IB Math Analysis IB Calculus BC	Discrete Mathematics Discrete Mathematics Calculus IB Calculus BC / AP Statistics AP Statistics	SL SL SL	HL HL
6	The Arts and Electives	Elective	Elective	Art Elective IB Drama IB Economics IB Psychology IB Music IB Computer Science IB Second Language/Latin Second Science	Art Design IB/AP Drama IB Economics IB Psychology IB Research Methods Psych IB Music IB Computer Science IB Further Math Second Language/Latin Second Science	SL SL SL SL SL SL SL SL SL	HL HL HL HL HL HL HL HL
7	Central Elements			Theory of Knowledge Extended Essay CAS	Theory of Knowledge Extended Essay CAS	Essay/Oral Presentation Argument Paper Extra Curricular Participation	
8	District/State Requirements	Physical Education & Health	Physical Education & Driver Education	Physical Education & Health	Physical Education & Health		

West Morris Regional High School District

IB Full Diploma Enrollment Form

Freshman Forecast

Print Neatly

Student Name: _____	Graduation Year: _____
Parent/Guardian: _____	Home Phone: _____
Street Address: _____	Cell Phone: _____
City, State, Zip _____	Work Phone: _____
Student e-mail: _____	Parent e-mail: _____

Directions: WRITE A CLASS IN EVERY BOX. Start by filling in your schedule across the freshman line, and then proceed down. In most cases the progression is logical. Use the sequences on the next page to help in certain subject areas. Remember that this is a planning tool for your IB Diploma Program. This form DOES NOT LOCK YOU IN to this schedule. You will be allowed to make changes later on, including changes that may affect your IB status. DO NOT LEAVE ANY BLANK BOXES.

Group	1 Language A1 (English)	2 Language B or Ab initio	3 Societies and Individuals	4 Experimental Sciences	5 Math	6 The Arts and Electives
Freshman						
Sophomore						
Junior						
Senior						
	HL	HL or SL	HL or SL	HL or SL	HL or SL	HL or SL

West Morris Regional High School District

IB Full Diploma Enrollment Form

Sophomore Forecast

Print Neatly

Student Name: _____	Graduation Year: _____
Parent/Guardian: _____	Home Phone: _____
Street Address: _____	Cell Phone: _____
City, State, Zip _____	Work Phone: _____
Student e-mail: _____	Parent e-mail: _____

Exams:

HL _____	SL _____
HL _____	SL _____
HL _____	SL _____
HL _____	

(if taking 2 SL and 4HL)

2 Year Forecast:

Junior Year	Group	Senior Year
	1	
	2	
	3	
	4	
	5	
	6	

Make sure you have included TOK both Junior and Senior year.

NOTES:

COST OF IB

Student Fees: All Students will now be required to pay a registration fee of \$100 in addition each area of assessment will be \$98. The total cost of the IB Diploma 2010 including the registration fee is now \$786. This includes all 6 areas of assessment and all components and also the grading of Theory of Knowledge CAS and Extended Essay assessments. The fees are due in Sept of the year assessing. The registration fee is a one time fee for Diploma Candidates.

Certificates also pay a registration fee of \$100 and then \$98 per assessment area. Each year of assessment the registration fee will be required. Only one registration fee will cover any assessments for the year. Thus if a student is getting 2 certificates, she will pay \$296; 1 certificate she will pay \$198. Certificate fees will be required to register in November. No registration will be made without payment.

Scholarship Funds

Scholarship assistance may be available for students for whom these costs pose an undue burden. Students should see the IB Coordinator for help in this process. We are committed to ensuring that all students have access to the IB program.

Explanation of Fees

All fees are paid directly to IB with the exception of a small processing fee that is used for international courier costs.

COLLEGES AND THE IB DIPLOMA

How are diploma points awarded?

Students will earn their IB diploma when they accrue 24-45 points. This includes a total of 12 points in HL subjects. If a student scores a 2 in an HL, the student must then total 28 points in order to receive the diploma. IB exams (papers) are marked on a scale of 1-7. Students take 6 exams. In addition, students may earn up to 3 points for combined work on the Extended Essay and in TOK. Every year 80% of students worldwide attempting the full diploma achieve it.

Some universities offer differing levels of recognition depending upon the number of diploma points earned. For instance, Rutgers accepts IB program credits for HL scores of 5, 6, & 7. Credit will be considered for scores of 4, but the dean or department head may require a syllabus before making a decision. At Princeton IB exams are accepted for HL courses: IB 7 = AP 5 and IB 6 = AP 4. The University of Rochester offers an IB scholarship with a possible maximum of \$15,000 a year granted for students achieving the IB diploma. The University of California system grants 20 semester credits to an IB Diploma score of 30 or above. Other universities grant a full year of academic standing. For example, McGill University in Montreal, Canada, grants a full year of academic standing for IB Diploma score of 32 or above.

How do colleges award credit?

Many colleges award credit for HL exams with a score of 5 or higher. Some colleges are beginning to award credit, or in some cases, advanced standing for SL courses as well. Ultimately, different colleges have different policies. The best way to get current information is to go to www.ibo.org and click on Universities and Governments, then University Diploma recognition and type in the school in question.

How do colleges consider IB in the admissions process?

Colleges report that they are interested in students who take the most challenging and rigorous curriculum available. Students presenting a transcript with IB courses cannot count on getting in to the school of their dreams; but they can be assured that their application will be given serious consideration.

The latest survey of a North American IB class (2002) indicated that with respect to almost every selective college, IB students had a higher rate of acceptance than the general applicant pool. The University of Pennsylvania, for example, accepts 22% of the general population of applicants, whereas 58% of IB Diploma candidate applicants are accepted.

How is IB different from AP (Advanced Placement)?

While both IB and AP offer a rigorous curriculum for highly motivated students, the IB program represents a comprehensive international standard of excellence while the AP represents the US national standard. AP exams have no external evaluation feedback loop, and students choose to take individual classes. Currently there is not a comprehensive AP program, and AP exams do not offer a diploma.

IB exams are scored 1-7; IB scores are based in part on graded class work (internal assessments) performed during the year. AP exams are scored 1-5.

Overall, IB is a holistic program, and although students receive college credit/advanced standing, the goals of the program are larger. IB students are asked to become “*critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life*” (IBO Mission Statement, 2005)

PART III: THE EXTENDED ESSAY

GENERAL INFORMATION

The extended essay provides diploma candidates with an opportunity to engage in independent research. “Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines.”

What are the requirements?

The essay must be 4000 words and be written in a specified IB subject area. Candidates select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research that reaches a conclusion. All essays must follow the IB Guidelines for formal presentation and must be written to meet the IB subject area and general criteria. The Extended Essay may not be duplicated by the student for other assessments submitted to IB, i.e., TOK paper, History internal assessment, etc.

When does the writing occur?

The writing and planning of the EE should take place gradually over the course of two years. The process will be worthwhile and gratifying if deadlines are followed.

What resources are available?

In addition to the in-school advisor, many students work with a mentor off-campus. Guidelines, scoring rubrics and examples of past EEs are available on reserve in the library (WMC / WMM) and in the IB Coordinator’s Office (WMM only). Because all essays require some amount of research, the librarian has IB training and is available to support students. Also, a university field trip to do research will occur sometime during the junior year.

How much work will the essay really be?

Students are encouraged to follow the IB guideline of 40 hours and to plan out blocks of time over the two-year period. The essay is an important part of the diploma; failure to submit an essay or elementary performance on both the EE and the TOK assessment is a failing condition for the diploma. Nonetheless, students must seek balance. The IB diploma program carries a heavy load in addition to other common non-IB commitments. Students should not focus solely or excessively on the EE to the detriment of all other areas.

SAMPLES OF RECENT EXTENDED ESSAY TITLES

- The Individual’s Struggle for Personal Expression Amidst Social Confinement in Katherine Mansfield’s Short Stories
- The Progress, Concerns, and Future of the Human Genome Project
- Dancing Through the Mind’s Work: Multiple Intelligence and Creativity
- Francis Drake’s Sea Rovers and Henry Morgan’s Buccaneers: English Privateers Impact on the Decline of the Spanish Empire
- The Use of the Grotesque in Situations of a Sexual Nature to Highlight the Dysfunctional Family in Gabriel Garcia Marquez’s One Hundred Years of Solitude and John Irving’s The World According to Garp

- Sex, Drugs, and Rock ‘n Roll: How Grunge and Bubblegum Pop Affected American Teens in the 1990’s
- Hybrid’s Superiority over Internal Combustion
- United States and France: Friends or Foes?
- The Role of the United Nations in the Middle East and its Relations with the United States: Changes from the Clinton Administration to the Bush Administration (1992 to Present)
- The Emergence of the King James Bible and the Shaping of English Language and Culture
- The Impact of Third World Sweatshops on the United States Economy
- The Federal Reserve Policy on Changing Interest Rates and Its Impact on United States Economic Sectors
- The Effect of Copyright Law Upon the Internet with Specific Regard to Collaborative Communities
- The 1953 CIA Coup in Iran and the Extent of Its Responsibility for the 1979 Iranian Revolution
- Investigation of the Consistency of the Practices of Stalin to the Socialist Ideology Outlined by Karl Marx
- The Influence of Protest Music During the Vietnam War on the 2004 Political Music Tours
- The Implementation of Customer Satisfaction Protocols in Walt Disney World Resort and Theme Parks
- The Critical Role of Color Theory/Psychology in Current Advertising and Design

EVALUATION OF THE EXTENDED ESSAY

The EE is evaluated on both general assessment criteria (~66%) and subject specific criteria (~34%). The subject specific criteria varies widely and students should not write an EE without thoroughly reading the criteria and having them in hand.

EXTENDED ESSAY GENERAL CRITERIA

Criterion A: Research Question

The extent to which the focus of the essay is expressed and specified. This need not be in the form of a question. An example of an alternative form is a hypothesis.

Criterion B: Approach to Research

The extent to which the essay appropriately addresses and develops the specific research question, including the collection of any relevant information.

Criterion C: Analysis and Interpretation

The extent to which relevant materials, sources, data and evidence are considered appropriately in the essay. Where the research question does not lend itself to systematic investigation in the context of an extended essay, the maximum level that can be awarded is 2 out of 4.

Criterion D: Argument and Evaluation

The extent to which the essay develops an argument relevant to the research question from the materials/information considered. Where the research question does not lend itself to systematic investigation in the context of an extended essay, the maximum level that can be awarded is a 2 out of 4.

Criterion E: Conclusion

The extent to which the essay incorporates a conclusion consistent with its argument, not necessarily in the form of a separate section.

Criterion F: Abstract

The adequacy of the formal abstract as a synopsis of the essay.

Criterion G: Formal Presentation

The layout, table of contents, references, bibliography, appendices, title, quotations, illustrations and organization, where appropriate.

Criterion H: Holistic Judgment

An overall assessment of qualities such as personal engagement, initiative, depth of understanding, insight, inventiveness and flair. Achievement levels 0, 1, 2, 3 or 4 will be determined by the examiner based on the extent to which these qualities are demonstrated in the essay. The supervisor's report may also be taken into account.

Selection of an appropriate subject area and formulation of a specific and limited question are extremely important. Past EE are available in the library along with the EE manual which is on reserve in the library; students need to consult the guidelines carefully. The points awarded for the EE are figured in conjunction with TOK. Failure to submit an essay is a failing condition. An excellent EE and TOK score can earn a student a maximum of 3 points on the total diploma score. A failure in either EE or TOK results in the need for 28 points and failure in both is a failing condition.

THEORY OF KNOWLEDGE

E X T R A C U R R I C U L U M		Excellent	Good	Satisfactory	Mediocre	Elementary	NS
	A	3	3	2	2	1/F	N
	B	3	2	1	1	F	N
	D	2	1	1	F	F	N
	D	2	1	0	F	F	N
	E	F	F	F	F	Failing Condition	N
	Not Submitted	N	N	N	N	N	N

EXTENDED ESSAY SUBJECTS

The following list of subjects is intended to give a brief overview of possible areas not to replace the EE handbook. Students should not make a final EE decision without consulting the full guidelines in the EE handbook. The EE handbook is on reserve in the library. Once a student has decided on a subject, a copy of the general guidelines and pertinent subject area guidelines will be given to the student.

Candidates must follow the guidelines for their particular subject. Each subject has different grading criteria. Failure to observe these criteria could lead to an unsuccessful essay.

1) Language A (First Language)

Intensively explore a literary topic, engage in personal critical judgement of literature, compare to established critical comment, voice views persuasively. There are two categories to choose from within Language A: an essay based entirely on literature in the first language or a comparison of a first language work with something written in another language (translated).

*A comparison of Aldous Huxley's **Brave New World** and George Orwell's **1984***

Clergymen in Jane Austen's novels

*Portraits of poverty in the 19th century: a comparison of **Nana** by Zola and **Little Dorrit** by Dickens*

2) Language B (Written in a Second Language)

Study of an issue related to language, or culture and society or literature, or a combination.

The Belgian press and bilingualism

3) Biology

Apply a range of skills while researching a topic of personal interest in biology.

*The ozone, UV radiation and its possible effect on the growth of *Lepidium sativum**

4) Business and Organization

Undertake in-depth study of an organizational activity. Undertake personal research and relate theory to the problems associated with an organization.

Comparing approaches in social responsibility in ABC and XYZ

5) Chemistry

Investigate a particular aspect of the materials of our environment – must be characterized by a particular chemical emphasis within a more general set of scientific criteria.

The analysis of the red dyes present in different brands of tomato ketchup by thin layer chromatography

6) Design Technology

Concerns the balance between familiarity with the behavior of materials and systems, the application of knowledge and skills, and the creativity and resourcefulness of people. Provides opportunity to explore the processes involved in the design and development of products or systems, and to make an assessment of their impact on individuals.

A study of how ergonomics can be used to improve the design of the telephone for physically impaired people

7) Economics

Undertake research in economics and exercise disciplined skills of economic reasoning and analysis in an area of particular interest.

Competition among gas stations in my area

Do interest rates affect investment decisions?

8) Environmental Systems

Explore questions in terrestrial, freshwater or marine environments. The characteristic nature of an essay in this subject will lie in the application of a systems approach to an environmental issue.

Lead pollution: impacts and control in Toronto

Impacts of Chernobyl on a Welsh dairy farm

9) History and History of the Islamic World

Undertake an in-depth study of a limited topic containing a valid historical question.

Explanation of the collapse of the Mayan civilization

The role of the Pan-African movement in the downfall of Kwame Nkrumah in 1966

10) Mathematics

Demonstrate an appreciation of any aspect of math:

- Applicability of math to solve real and abstract problems
- Beauty of math as in, for instance, geometry or fractal theory
- Elegance of math in the proving of theorems, as in number theory
- Origin and subsequent development of a branch of math over a period of time

Prime numbers in cryptography

11) Music

Undertake research into a topic of particular musical interest. Music is the primary source material. Particular pieces of music should be at the center of the essay. The candidate should strive for coherent verbal analysis and interpretation of the music in relation to the research question.

12) Peace and Conflict Studies

Undertake an in-depth study of a limited topic in this field. Obtain a syllabus before making this selection.

Maori non-violent struggles for their land

13) Philosophy

Undertake a philosophical investigation into a topic.

A study of the sense-datum theory

Doing versus being: language and reality in the Mimamsa school of Indian philosophy

14) Physics

Apply a range of skills while researching a topic of personal interest in the field of physics.

Wind power: a clean source of energy?

On blowing bubbles in liquid: effects of detergent on surface tension

15) Psychology

Study human experience and behavior; need at least an introductory understanding of the subject and its methodology.

Can cognitive development in children be accelerated?

16) Theatre Arts

Undertake research in a limited topic; it should involve imaginative, personal and critical evaluation combined with thorough and accurate research.

Contrasting female stereotypes in a selection of Brecht's plays

*A study of the effects of the use of fabrics and lighting in **The Tempest***

17) Visual Arts

Research a topic of particular interest in the arts.

Kasimir Malevich: a study of the perception of power

18) World Religions

Undertake an in-depth investigation into a limited topic within the field of world religions.

Is the Mormon Church Christian? Examination of Mormon baptism

The changing face of Buddhist worship: an exploration of worship in contemporary western orders

Other Key Points for the EE

- All essays must include an abstract or synopsis of the EE; the abstract will be 300 words or less.
- Appendices are not an essential section of the EE and examiners are not required to read them.
- Videotapes of supporting material are not permissible.
- Audiotapes are permissible, but not encouraged.
- Specimens may not be submitted but photographic evidence may be used instead.

MALPRACTICE/PLAGIARISM

“IBO defines malpractice as the attempt by a candidate to gain an unfair advantage in any assessment component. Collusion is when a candidate knowingly allows his or her work to be submitted for assessment by another candidate. Plagiarism is defined by the IBO as the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the candidate’s own. In order to avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail the words and/or ideas of another person. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the

extended essay and another assessment component of a subject contributing to the diploma” (VM)

PART IV: CAS: CREATIVITY, ACTION, SERVICE

Why do CAS?

Requiring students to learn and participate in the world outside of school, the CAS (Creativity, Action, Service) program is an essential part of the IB Diploma. IB deeply values compassionate thinking and strives to foster lifelong learners and responsible citizens of the world. CAS is about the education of the whole person and the three elements are interwoven in an effort to foster a spirit of open-mindedness, discovery and self-reliance.

What is CAS?

The CAS element of the IB Diploma places an emphasis on experiential learning that takes seriously the importance of life outside the classroom. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern, and the ability to work together. As the IB Program literature says, “the goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive when students reach beyond themselves and their books.” Because IB aims for balance, students are asked not just to do service to others but to nurture themselves as well – follow their passion for art and music, for instance.

In addition, CAS is a requirement for the Diploma and failure to meet the requirement will result in no diploma being awarded. A minimum of 150 hours during two years (i.e. 3 to 4 hours per week) should be distributed evenly among Creativity, Action, and Service.

- Creativity:** involves a wide range of arts and other activities as well as the creativity of the student to design, plan and carry out service projects.
- Action:** can include participation in expeditions, individual and team sports, physical training and physical activity
- Service:** involves community or social service for others. By definition, it must stress interaction with others. Service is relationship based; activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment.

In addition, CAS requires that students set and specify **personal goals** for their activities and then **reflect** upon their successes and learning from trying to meet these goals. Students will assemble a CAS Portfolio over their two years that will track their goals and hours and will include essays reflecting on their experiences.

For a specific example of a CAS project, check out the following website:
www.stmarykiwanis.org/ColoringBooks.html

Two West Morris Mendham 2005 IB students created a coloring book to help children at accident scenes or in hospital waiting rooms.

EXAMPLES OF CAS PROJECTS	
In the School Community:	
Coaching a softball team	Action, Service
Learn African Drumming	Creativity, Service
Learning to paint watercolor landscapes	Creativity
Organizing an ultimate Frisbee competitive sports team	Creativity, Action
Teaching the guitar to middle school students	Creativity, Service
Teaching young children to swim	Action, Service
In the Local Community:	
Animal caretaker for the Humane Society	Service
Clearing a beach of pollution and litter	Action, Service
Constructing houses for the homeless	Action, Service
Counselor at area camps	Service
Create a coloring book to teach young children	Creativity, Action, Service
Design and build an amphitheater for a park	Creativity, Action, Service
Feed senior citizens through Meals on Wheels	Service
Learning to scuba dive	Action
Organize food drive for the NJ Food Bank	Creative, Service
Organizing a "Walkathon" to raise funds for guide dogs	Creativity, Action, Service
Relay For Life	Action, Service
Serve food at the Morristown soup kitchen	Service
Teaching English to immigrant children	Creativity, Service
Trail development for the Morris County Parks System	Action, Service
Tutoring in area elementary or middle schools	Service
Volunteer coach at Mendham/Chester recreation depts.	Action, Service
Volunteer docent for the Morris Art Museum	Creativity, Service
In the International Context:	
Habitat for Humanity	Action, Service
Organize "Adopt-a-Minefield" Project	Creativity, Service
Organize concert for Tsunami Relief	Creativity, Service
Organizing student participation in Model UN	Creativity, Service
Raising funds for Amnesty International	Creativity, Service
Research assistant for the World Affairs Council	Creativity, Service
Volunteer for the International Red Cross	Service

What is *not* CAS:

As you plan your activities, please keep in mind the spirit of CAS. CAS is not taking place when students are in a passive role: IB wants you out and about being active in the community! The activity should be beneficial both to you AND the community; there should be an interaction. In general, IB does not want you to follow solitary pursuits; however, individual commitment to learning an art form is encouraged.

The following activities are not approved CAS activities:

- Any class, activity or project which is already part of the student's IB Diploma Program (note: The Landmine Project and Relay for Life may be counted for IB)
- Any activity for which the student receives personal financial reward
- Doing simple, tedious, repetitive work that does not vary (such as shelving library books)
- A passive pursuit such as visiting a museum, watching a movie, or observing a sports event
- All forms of duty and chores within the family
- Religious devotion and any activity that can be interpreted as proselytizing or advocating a particular religious position (note: community service sponsored by a religious organization is permitted if the activity is clearly secular or not religious, such as feeding the homeless or building new houses)
- Any activity in which there is no leader or responsible adult on site to evaluate and confirm student performance. Parents must not evaluate CAS or sign off on any CAS activities.

How do I know if it is CAS:

- Is the activity a new or expanded role for me?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

How does CAS work?

Your participation in CAS will be evaluated on the basis of a **CAS Portfolio** that will be developed over the two years. **The final deadline for completion of your CAS Portfolio is April 1st of your Senior Year.** The Portfolio will be maintained in the IB Office (WMM), and the CAS Coordinator's Office (WMC), and may be inspected by the regional IB office.

IB takes the student's need to cultivate non-academic pursuits very seriously and has developed performance criteria for the assessment of the CAS Portfolio. Your 2 years of CAS presented in your CAS Portfolio should demonstrate your achievement and growth in these areas, shown on the next page. As you plan your CAS activities, you should consider the criteria that IB values. Your choice of activities as well as your reflective essays will determine how successfully you meet this requirement.

While CAS is a "Pass-No Pass" requirement, it is assessed against these criteria. The student portfolio that does not meet these criteria will not pass, regardless of the number of hours of CAS the student has completed.

The elements of the IB Portfolio are to help you keep track of your progress, remember what you have done, and ensure that you are successful in your CAS endeavors. It's very easy to forget all your activities if you don't keep a current and accurate log. The CAS Portfolio of activities and reflections is also very helpful in developing successful college applications.

All necessary forms are included with this handbook and are also available in the IB Office (WMM), and the CAS Coordinator's Office (WMC),

ELEMENTS OF THE CAS PORTFOLIO

Element	Due Date
1. <i>The CAS Plan</i> – Propose what you plan to do	October 1, Junior & Senior Year
2. <i>The CAS Hours Log</i> – Keep track of what you are doing	Final: April 1 Senior Year
3. <i>The CAS Quarterly Report (no form; a reflection of 500 words or less)</i> – Tell us what you are doing	Last day of each MP
4. <i>The CAS Evaluation</i> – Supervisor evaluates your performance	At the completion of each activity
5. <i>The CAS Reflective Activity</i> – Reflect on your experience in an essay	Final: April 1 Senior Year

CAS PERFORMANCE CRITERIA

Criterion A: Personal Achievement

The student demonstrates:

The ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.

Criterion B: Personal Skills

The student demonstrates the abilities of:

Thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.

Criterion C: Personal Qualities

The student demonstrates:

Perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative

Criterion D: Interpersonal Qualities

The student demonstrates:

Adaptability, collaboration, empathy, respect, a sense of justice and fair play

Criterion E: Awareness of Global Issues

The student demonstrates:

An ethical approach of humanitarian and environmental issues to guide choices from a local, national, and international perspective.

THE CAS PORTFOLIO

1. The CAS Plan:

Students may begin working on CAS July 1 of the summer after their sophomore year. To begin, students must submit an **initial CAS plan** to the IB Coordinator wherein you describe your proposed strategy for completing CAS and indicate the specific activities you will undertake.

Your CAS plan should reflect your interests, strengths, and personality. Here's an opportunity to have **FUN with IB**; you should enjoy what you are doing. CAS should challenge you in new areas of learning, but you should choose activities that engage you and about which you feel passionate. You may pursue a variety of individual activities in each category or plan a longer project with other students that could include a mixture of creativity, action, and service.

Your plan should describe your proposed activities in detail. What are you going to do? When? Where? Who is the adult supervisor? How many hours do you plan to spend on the activity? What challenges do you foresee?

Your plan should very clearly articulate a **goal**: what do you plan to accomplish from this activity? Why are you doing this? What is your personal goal for yourself?

As you plan your CAS projects, keep the following in mind:

- Each activity or project must be supervised or overseen by an adult who is NOT a family member (such as a coach, sponsor, volunteer coordinator)
- Your activities must be evenly balanced between Creative, Action, and Service (~50 hours in each category). Many activities overlap or could fit within more than just one category. You cannot count the same hours twice, but, for instance, one project could have creativity, action, and service components to it.

There are two parts to the CAS Plan: Part 1 is a summary proposal of activities that you plan for your CAS Program. Then attach Part 2, a proposal in detail for EACH activity. The plan should add up to 150 hours. You may change your plan as often as you wish, but you must submit at least one plan each year on October 1st. **Hours will not be counted unless you have an approved proposal on file with the IB Office!** Remember, if you plan to count summer activities, you must have an approved proposal and plan on file **BEFORE** the summer!

Your CAS plan and proposal MUST be approved by the IB Office before you can begin counting hours. You may NOT count any activity that you have completed in advance of the approval. NOTE: This begins with the Class of 2008.

This requirement is to protect the student and make sure that students do not waste their time doing an unapproved activity. It is very much in your interest to get the proposals in as soon as possible!

2. The CAS Hours Log

To help you keep track of your activities, you are required to keep a **CAS Hours Log**. Complete the CAS hours log as you do your activities - the problems, successes, surprises and accomplishments. IB requires that you provide a complete accounting of your activities in CAS. Remember to keep the Log throughout your experience. This will be submitted as part of your Portfolio. The Hours Log will be very helpful later when you are completing your final reflection.

3. The CAS Quarterly Report

CAS hours are reported quarterly in a **quarterly progress report**. Hours **MUST** be reported in the quarter in which the activity takes place. In a narrative of two pages or less, briefly describe the activity. This requirement ensures that you actually report the hours as they occur and helps you keep you on track. It also helps the IB Office to gauge your progress.

Hours MUST be reported in the quarter in which the activity takes place. Hours performed but not logged during the quarter will NOT be given credit retroactively.

4. The CAS Evaluation

When you have completed an activity, submit an **evaluation report** to the adult who supervised the activity. **The adult must fax, email or mail the evaluation directly to the IB Office.** It is up to you to ensure that your Supervisor submits the evaluation properly. Remember to give your Supervisor a stamped envelope addressed to:

IB Office
c/o CAS Coordinator
West Morris Central High School
259 Bartley Road
Chester, NJ 07930
or fax to 908-879-2741
or e-mail klings@wmchs.org, or pollison@wmchs.org.

IB Office
c/o CAS Coordinator
West Morris Mendham High School
65 E. Main St.
Mendham, NJ 07945
or fax to 973-543-6739
or email ktucky@wmmhs.org or moehrlein@wmmhs.org.

Remember that if you are doing a community service project in a far off land in the summer, you **MUST** get the evaluation completed before you return home!

5. The CAS Reflective Essay

When you have completed your CAS activities, you are required to submit a typed **personal reflective essay** of at least 1000 words to the IB Office. This is the final piece of your Portfolio and will be the basis of your CAS assessment.

This essay should be formally and thoughtfully constructed. You may add photographs or drawings of your CAS projects to support your essay.

The purpose of the reflective essay is simply that – reflection. Sit back and think about the experience. Share with the reader your goals, your hopes, your fears, the mistakes, the great surprises, the laughter and the tears. What will you remember about the experience years and years from now?

Your complete portfolio will be assessed on the basis of Performance Criteria listed earlier. If you complete the Portfolio pieces along the timeline suggested, you will have no problems meeting the requirements. Students have difficulty when they ignore the timeline and the component parts of CAS. The final Portfolio should demonstrate your thoughtful approach to a meaningful project.

Your CAS Portfolio must be completed by April 1st of your Senior year. Late submissions will NOT be accepted.

In addition, there will be periodic **CAS check-in meetings** scheduled during the school year that will be held during lunch. These check-ins offer an opportunity to review your plans or proposals with the IB and CAS Coordinators, work on your Portfolio and troubleshoot any problems you may be having. You are required to attend a CAS check-in every quarter until you have completed your CAS requirement.

HOW TO FIND COMMUNITY SERVICE PROJECTS

Mendham High School Service Club offers a multitude of service opportunities.

West Morris Central High School Habitat for Humanity and Service Learning Clubs offer many service opportunities.

Volunteers of Morris County website - www.volunteermorris.org - is also a valuable resource.

**West Morris Regional High School District
International Baccalaureate**

CAS Project Plan: Part 1

Student Name _____ **Grade** _____ **E-Mail** _____

Name of Activity	Number of Hours:			Completion Date
	Creative	Active	Service	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Student Signature: _____

Parent Signature: _____

Date Submitted: _____

**West Morris Regional High School District
International Baccalaureate**

CAS Project Reflection Form

Student Name: _____ Date: _____

Name of Project: _____

Sponsoring Organization: _____

Hours you completed in each category: Creative _____ Action _____ Service _____

Attach a typed reflective essay of at least 500 words that reflects upon your experience for EACH activity or project. OR you may write a single essay of at least 1000 words that reflects upon your entire CAS experience. When composing your essay(s), you may consider these questions:

- Summarize what you did in this activity/project and how you interacted with others.
- Explain what you hoped to accomplish through this activity/project.
- How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?
- What did you learn about yourself and others through this activity/project? What abilities, attitudes, and values have you developed?
- Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- What might you do differently next time to improve?
- How can you apply what you have learned in other life situations?

Your signature below indicates that you have honestly and accurately described your activity and that you have completed the CAS Project as described:

Student Signature: _____ Date: _____

To be completed by the activity/project leader when appropriate:

Punctuality and Attendance: _____

Effort and Commitment: _____

Further Comments:

The Activity/Project was: (check the desired response)

Satisfactorily Completed _____ Not Satisfactorily Completed _____

Activity/Project Leader's Name: _____

Activity/Project Leader's Signature: _____

Date: _____

Please give this form to your CAS coordinator when it has been completed.