

# Harrison High School

## International Baccalaureate Programme

### Curriculum Night

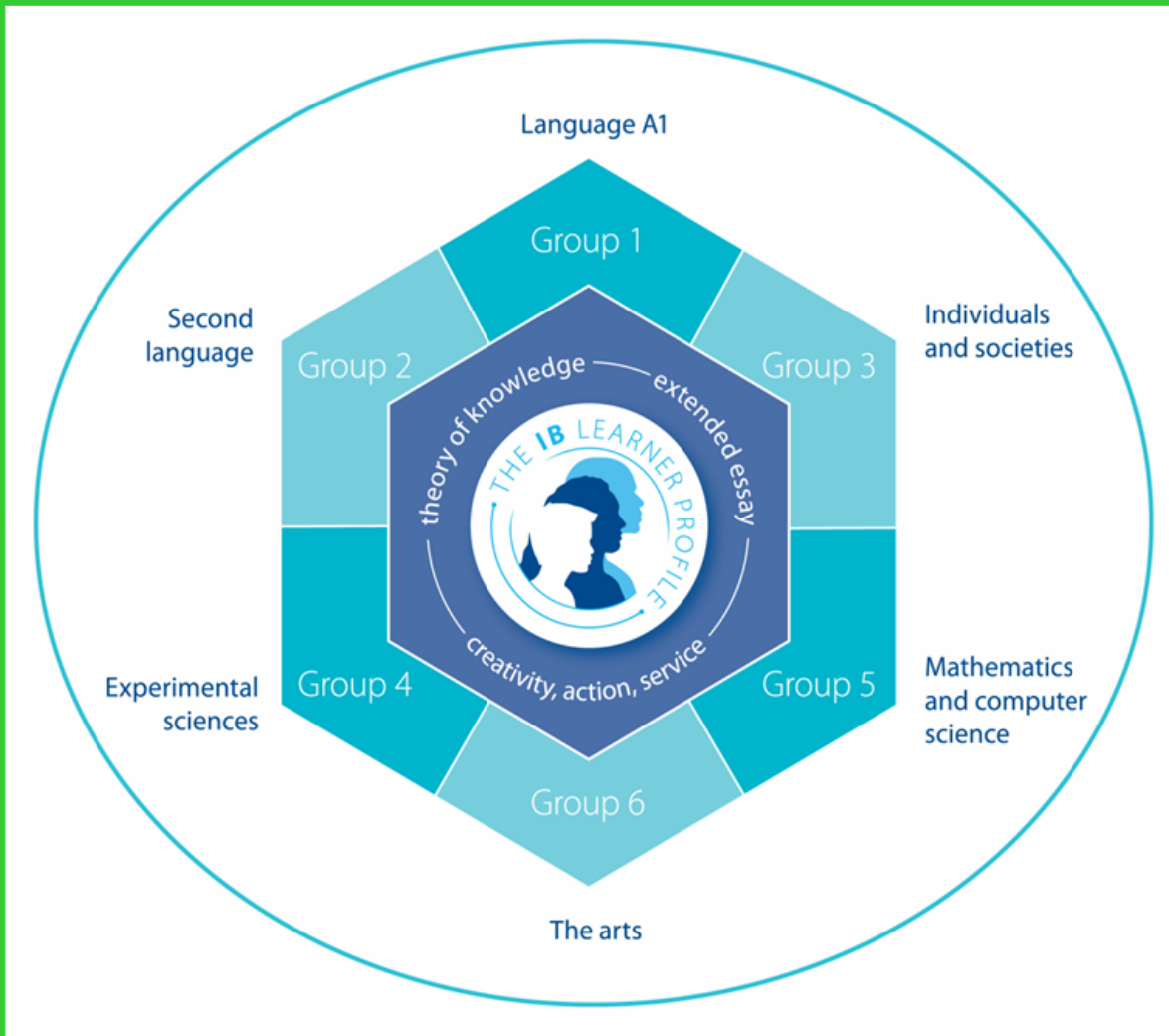


IB is.... Video created by IB students

<http://www.youtube.com/watch?v=z0OC22swLKY>

# What is the Diploma Programme curriculum?

*The curriculum contains six subject groups and a core of three parts.*



Students study concurrently:

- ✦ Three subjects at higher level (240 hours each).
- ✦ Three subjects at standard level (150 hours each).
- ✦ All three parts of the core (which includes TOK, EE and CAS)

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.

# The Learner Profile

Throughout your studies in the International Baccalaureate, you should always be aware of how the Learner Profile\* is both shaping and being shaped by you.

\*Link to Learner Profile is located on the IB web page.

# Theory of Knowledge



An introduction to the  
Harrison High School  
International Baccalaureate  
TOK Program

# What is Theory of Knowledge?

- ◆ Like the subject matter involved in the study of TOK, the course itself is hard to define, but here goes...
- ◆ Perhaps, the simplest way to define it would be, as mentioned in the initial slide, learning about how people know. In TOK, we will investigate:
  - ◆ What it means to “**know**” anything.
  - ◆ What it means to be a “**knower**.”
  - ◆ What **Ways of Knowing** go into the process of knowing?
  - ◆ What **Areas of Knowledge** exist, how they are alike, and how they are different?
  - ◆ What **Knowledge Claims** are and ways to analyze their validity, importance, etc.
  - ◆ What **Knowledge Issues** arise when Knowledge Claims are made.

# Ways of Knowing

❖ TOK breaks up knowledge into four basic **WAYS OF KNOWING**.

# Ways of Knowing

- ❖ Sensory perception
- ❖ Emotions
- ❖ Language
- ❖ Reason

# Sensory Perception

- ❖ When looking at Sensory Perception as a Way of Knowing, one must attend to its benefits and deficits. In other words, what Knowledge Issues arise when looking at evidence that relies upon the five senses?
- ❖ What are the limits of our senses in measuring objective reality?
- ❖ How do personal expectations of what one anticipates impact the ways he or she perceives reality?
- ❖ How does Language impact how people from different Learning Communities perceive with their senses? Can words change perceptions?
- ❖ Do people from different generations perceive differently based upon their ethics or expectations?
- ❖ Does the influence of technology impact how people perceive their environment?

# Emotions

- ◆ Emotions inform us about our surroundings, mostly unconsciously, but they are definitely ways that we Know about the world.
- ◆ When politicians decide on policies that they Know will work, should emotions be considered?
- ◆ What roles should be played by emotions as an individual makes plans for his future? Should emotional evidence balance out rational evidence, or should one take precedence over the other?
- ◆ How do people Know the differences between happiness, sadness, nervousness, excitement, anxiety, anticipation, worry, etc.?
- ◆ How does Language impact what we know about our emotions? Can the way we define a situation linguistically or logically change what we Know from an emotional point of view?
- ◆ Is Emotional Intelligence as important as one's IQ?

# Language

- ❖ Language, theoretically, evolved to facilitate communication between individuals and within societies, but what Knowledge Issues are produced because of Language?
- ❖ When an important literary work is translated to another language, can a reader truly say she knows about the original?
- ❖ When a culture does not have a word for a concept, does that mean the concept ceases to exist?
- ❖ Does the absence of a word for a concept show that the culture does not find it important enough to invent such a word?
- ❖ Language is meant to inform, but can it also be used to control or manipulate others?
- ❖ When do words lead to education, and at what point does education become brainwashing?

# Reason

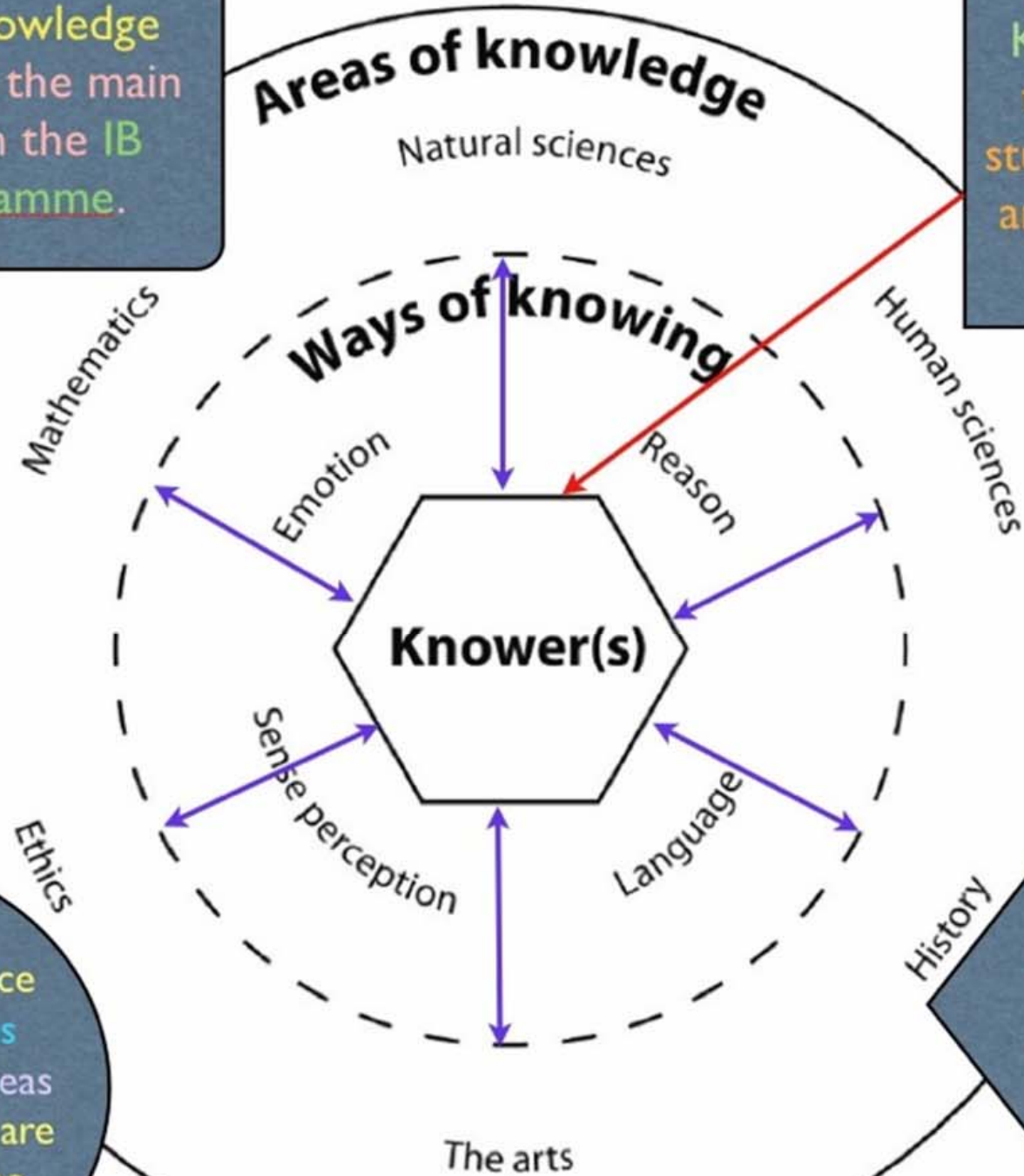
- ❖ Many people and cultures believe that Reason (logic) provides the “best” available knowledge, but what Knowledge Issues arise when reasonable Knowledge Claims are made?
- ❖ When applying the Scientific Method, what considerations should be made regarding ethics?
- ❖ Should rules of logic supersede the rights of the human or animal subjects of experiments?
- ❖ Do the expectations or biases of the scientists doing the studies impact how they view the data?
- ❖ How much do the overall goals of the people or organizations who sponsor experimental studies impact how results are interpreted?
- ❖ Should the laws of a society be based solely on reason, or should emotions play a role in this legislation?

# Areas of Knowledge

- ❖ Some Knowledge issues arise when we consider the different Areas of Knowledge to which people devote themselves.
- ❖ The Arts - Is beauty truly in the eye of the beholder or do the experts Know more about true beauty?
- ❖ Ethics - Are ethics fixed or relative? If fixed, according to what standards? If relative, how do societies judge right from wrong?
- ❖ History - What versions of recorded history are most valid or reliable? Are Revisionist accounts negative, positive or neutral?
- ❖ Human Sciences - Are Anthropology, Psychology, and Sociology accurately described as “soft” sciences? If so, are they less dependable or useful?
- ❖ Mathematics - When should life be done “by the numbers” and when is this not a great idea?
- ❖ Natural Sciences - Much of what modern societies are, technologically and otherwise, has resulted from Science. What are the limitations of science, though? Have we come to rely upon such advances too much? Is more always better?

The **Areas of Knowledge** represent each of the main areas of study in the **IB Diploma Programme**.

Notice that the **Knowers**, whether that refers to the students or teachers, are at the center of the diagram.



See that as the **Knowers** experience **Knowledge Claims** from the various **Areas of Knowledge**, they are filtered through the different **Ways of Knowing**.

**Knowledge Issues** arise from the process that occurs when the **Areas of Knowledge** are filtered through the **Knowers' unique Ways of Knowing**.

# Two Key Assessments for TOK

- ❖ TOK Essay (40 points)
- ❖ TOK Presentation (20 points)

# TOK Essay

- ❖ Every student will compose a 1200-1600 word essay, addressing various Knowledge Issues associated with a TOK “prescribed title,” such as the following from 2010-2011:

Consider the extent to which knowledge issues in ethics are similar to those in at least one other area of knowledge.

How important are the opinions of experts in the search for knowledge?

**“Doubt is the key to knowledge”  
(Persian Proverb). To what extent is this true  
in two areas of knowledge?**

**To what extent do we need evidence  
to support our beliefs in different  
areas of knowledge?**

To what extent are the various areas of knowledge defined by their methodologies rather than their content?

“There are no absolute distinctions between what is true and what is false.”  
Discuss this claim.

How can we recognize when we have made progress in the search for knowledge?  
Consider two contrasting areas of knowledge.

“Art is a lie that brings us nearer to the truth”  
(Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theatre).

Discuss the roles of language and reason in history.

A model is a simplified representation of some aspect of the world. In what ways may models help or hinder the search for knowledge?

# Criteria for Assessment - TOK Essay

- ❖ Criterion A: Identification of Knowledge Issues - How well does the writer identify and understand the Knowledge Issues associated with the title?
- ❖ Criterion B: Knower's Perspective - How well did the writer relate the title to his or her personal knowledge and experiences?
- ❖ Criterion C: Analysis of Knowledge Issues - How well does the writer detail the subtle yet intricate implications of the title?
- ❖ Criterion D: Organization of Ideas

# TOK Presentation

- ❖ Choose a real-life situation - political, social, scientific, environmental, ethical, etc.
- ❖ Identify the associated Knowledge Issues.
- ❖ Explore these Knowledge Issues in detail, especially as they relate to the Ways of Knowing and Areas of Knowledge.
- ❖ Relate the situation and the Knowledge Issues to yourself in a very personal way, including why it is important to you, how it is relevant to you, etc.
- ❖ Analyze the situation and the Knowledge Issues from other diverse perspectives, revealing a full and balanced understanding of the topic.
- ❖ Analyze the situation and Knowledge Issues as they relate to other real-life situations.
- ❖ Prepare and deliver an in-class presentation, to be evaluated internally by the TOK instructor.

# Theory of Knowledge: Graphic Planning Template for the Oral Presentation

Political official is murdered in a Mexican city, presumably a retaliation for his opposition to the drug cartels.

Real-life situation

Do consumers cause pollution?

Do consumers shape the media or vice versa?

Who is accountable for obesity rates, food industry or consumers?

Other similar real-life situations

application

Real-life situations

TOK questions & issues

extraction

Should consumers assume the bulk of the responsibility when the products they consume are produced unethically?

Knowledge issue

development

progression

Economics - supply and demand.  
Ethics - Individual rights vs social responsibility.  
Psychology & Sociology of drug cultures.  
Roles played by WOKs, emotions, reason, language, and senses.

# Criteria for Assessment-TOK Presentation

- ❖ **Criterion A: Identification of Knowledge Issues**
- ❖ **Criterion B: Analysis of Knowledge Issues**
- ❖ **Criterion C: Personal Relevance**
- ❖ **Criterion D: Other possible perspectives or analyses of the situation and associated Knowledge Issues.**

# CAS

**C**REATIVITY

**A**CTION

**S**ERVICE.

# Creativity

Arts, and other experiences that involve creative thinking.

# Action

Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

# Service

An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

# CAS is the heart of the Diploma Programme

**CAS** provides a self-driven, fulfilling experience that helps students broaden their perspectives while helping others and the community at large.

- Significant activities or projects should begin in the summer before junior year. Goal is 150 hours balanced between Creativity, Action, and Service.
- IB requires CAS activities to take place over the course of at least 18 months during grades 11 and 12.

# CAS aims to

- Provide counterbalance to the rigors of the academic programme.
- Create awareness and concern for others
- Develop attitudes and values that transcend race, religion, gender, and politics
- Develop social leaders
- Facilitate a sense of responsibility to our world and its people
- Provide an avenue for self discovery
- Link experiences with local, national, and global service
- Help facilitate the education of the whole individual

# CAS Learning Outcomes

- As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:
  - Increased their awareness of their own strengths and growth
  - Undertaken new challenges
  - Planned and initiated activities
  - Worked collaboratively with others
  - Shown perseverance and commitment in their activities
  - Engaged with issues of global importance
  - Considered the ethical implications of their actions
  - Developed new skills
  - Experienced service learning
- All nine outcomes must be present for a student to complete the CAS requirement. There must be **SOME** evidence for every outcome.

# CAS Requirements

- 150 hours evenly distributed evenly between C, A, S and sustained over 18 months
- Complete documentation and reflections for all activities
- A student developed CAS Project (a service learning activity that integrates service with an academic course)
- Final CAS Essay
- CAS Self-Evaluation Rubric that documents evidence of progress in all 9 Learning Outcomes

# CAS and TOK

- Both CAS and TOK emphasize the importance of reflection and developing self-awareness.
- CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved.
- In TOK the approach to knowledge issues tends more towards the abstract and theoretical.
- For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

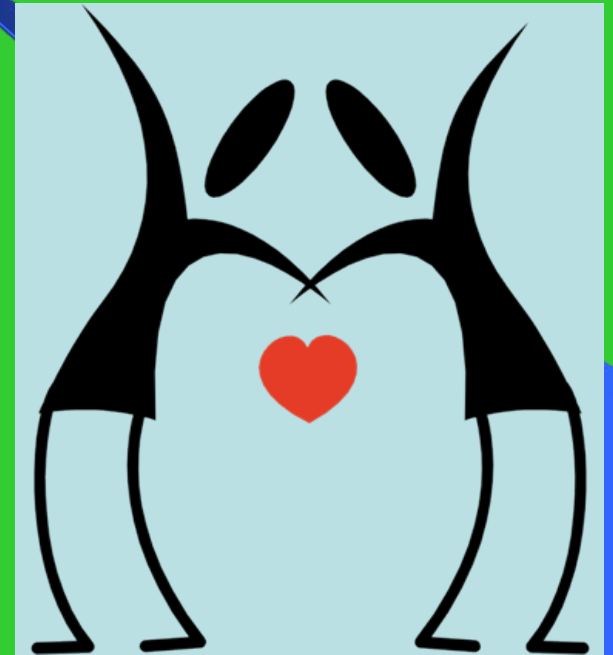
# CAS Activities



**Creativity**



**Action**



**Service**

# Creativity Activities

- Dance
- Theatre
- Music
- Art
- Designing service projects.
- Coaching/Teaching
- Most of our 50+ Clubs
- Peer Mentoring
- Team Management



# Action Activities



- Expeditions
- Individual sport
- Team sports
- Physical activity during creative or service projects
- Coaching
- Training

# Service Activities

- Building links within community: school, local, national, international
- Not only doing for others but with others
- Respect for dignity and self-respect of others



# What is NOT CAS?

- Graded school projects
- Required school projects
- Homework
- Personal Reward
- \$
- Work experiences benefitting only me
- Chores around house or for relatives
- Simple, tedious, repetitive work (re-stocking, envelope stuffing, shelving, etc.)
- Religious/Political Activities
- Camp counseling for children who do not have special needs
- Working in place of someone who would have earned \$.
- Activities sponsored by parents or relatives.

# CAS project

- Each student is required to complete a CAS project.
- This is a longer in-depth activity that integrates at least 2 of the 3 areas of CAS.
- Integrates service with an academic course.

# Process for designing CAS project

- Student discusses ideas with adviser.
- Student discusses connection with the external supervisor of the Service Project.
- Student gathers ideas, evidence, and meaning of the connection.
- Student completes proposal form and discusses it with adviser.
- Student gets approval from CAS coordinator.

# Examples of CAS Projects

- International Service Trip to the Dominican Republic (World Language, Economics, TOK)
- Hospital volunteering (Biology, Chemistry, TOK)
- Geneva Center for Autism (Biology, History, English, TOK)
- Kid's Rehab (Biology, History, English, TOK)
- Tutoring (TOK, History, Mathematics, Language Arts)
- Food Banks, Soup Kitchens, Homeless Shelters (History, TOK, Economics)
- Human Rights Issues (History, World Language, TOK, English, Economics)
- Developing Youth Sports League (PE, TOK, Business, Economics)

# CAS Evaluation and Record Keeping



# CAS Reflections by Students

- Records must be kept of each activity
- Reflective comments in writing should be made at the conclusion of each series of regular activities or at regular intervals in the course of a project
- Records and reflective comments must contribute to evidence of achieving learning outcomes
- Evidence of planning and organization must be documented
- Evidence of commitment and effort must be documented
- Personal achievement and development
- Final CAS Essay (500 words) is authored at the completion of the program and is included with self-evaluation rubric

# Guidance for CAS Reflections

- 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 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 to other life situations?

# Self-Evaluation by Students

## Internal and External Evaluation

- A considered reflection is to be written in your CASPORT at the conclusion of each activity or project.
- Letters, certificates, proposals, external evaluations are to be scanned into your CASPORT.
- Discussion of the Service and Academic connection must be completed on the form, signed and scanned.
- Self-Evaluation Rubric must be completed
- Final CAS Essay must discuss the 9 Learning Outcomes

# HHS CAS Edmodo Group

- HHS CAS Handbook and Guide
- Daily Announcements
- Common Calendar of student led activities and important CAS dates
- Service Opportunities at Local, National, and International Levels
- Links to forms, documents, and templates
- Group code will be communicated to enrolled IB students in May 2012.

# An IB Classroom offers....


The development of critical-thinking and reflective skills.

The development of research skills.

The development of independent learning skills.

The development of intercultural understanding.

## **EXTENDED ESSAY**



Offers the opportunity to investigate a research question of individual interest.

Familiarizes students with the independent research and writing skills expected at university.

**4,000  
words**

# SKILLS



Analyzing and presenting information.  
Evaluating and constructing arguments.  
Solving problems creatively.

# Extended Essay

**Emphasis is placed on the research process:**

Formulating an appropriate research question

Engaging in a personal exploration of the topic

Communicating ideas

Developing an argument.

# Extended Essay Topics

Biology

Chemistry

Dance

Economics

Film

History

Music

Psychology

Visual Arts

Philosophy

Business and Management

Computer Science

Design technology

Physics

Geography

Human rights

Mathematics

World Religions

Theatre

Politics

Peace and Conflict Studies

Social and Cultural Anthropology

Information Technology in a Global Society

Environmental Systems and Societies

# Past Topics

Supplementation vs. Natural Sources of Vitamin A for Pregnant Women with Vitamin A Deficiency in Developing Countries.

How Did the Many Perceptions of Our Soul and Spirit in the Ancient and Medieval Times Lead to the Discovery of the Brain?

A comparison of the treatment and depiction of the family in the films of Satyajit Ray and mainstream Hindi films .

How valid is Research done on the Effects of stress on Cognition?

In what ways do the male authors of *Anna Karenina* and *Madame Bovary* seek to render their heroines sympathetic to the reader? How far do they succeed?

The role of ritual in Afro-Caribbean dance in selected works of Katherine Dunham.

US intervention in Grenada: a study of the War Powers Act and the war-making powers of the US president.

# SPANISH

- Synthesize causes of poverty and hunger in the world.
- Compare and contrast poverty in their own culture with that of Latin America.
- Develop theories for causes of poverty in Latin America.
- Complete a research paper on this topic
- Develop their own model for a non-profit that could successfully work toward eliminating poverty or hunger in some part of Latin America.
- Will be asked to explain the focus of their model, implementation and possible outcomes/drawbacks of their non-profit model.
- Explore how much responsibility each individual has toward the whole of the community both globally and locally.

Higher-level thinking skills used:

Synthesis

Application

Evaluation

# SCIENCE

## **Project: Human Impact on a Micro Environment Investigation**

- **Project encourages students to appreciate the environmental, social and ethical implications of science. The project stages will include planning, active investigation, and evaluation.**
- **Each group consists of 2 biologists, 1 chemist and 1 physicist.**
- **The topics will be student-chosen that relates to the school's campus from a biological, chemical and physical perspective.**
- **May use Rouge River, Heritage Park, Shiawassee River, Carpenter Lake Nature Preserve, etc.**
- **The evaluation will last about two hours and will involve a visual presentation of each group's findings using various forms of digital media presentations.**

# ART

IB will provide each student with the opportunity to work with a variety of art media; students will not be limited to one medium the way they are with our current schedule.

expected to analyze and interpret the role that art plays in the various social and historical contexts, as well as in their personal lives.

The external assessment for students is an art exhibit followed by an interview with an IB examiner.

# ITGS

- Our students virtually pair with students from another country to investigate issues of online piracy.
- Student pairs develop a topic surrounding piracy issues (Reasons for Piracy, Solutions for Piracy, etc).
- Post findings on a student-generated wiki and present their findings to respective classes.

# MATH

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

# **IB has...**

**A strong core content of knowledge but is invaluable in its emphasis on global understanding, reflection, evaluation, collaboration and practicality.**

# The End



Of course,  
it could really be the beginning.  
It depends upon your perspective.