

INTERNATIONAL BACCALAUREATE



IB students at Memorial for Peace and Justice in Alabama

REIDSVILLE High School,
An IB World School,
preparing students to be reflective, creative thinkers
who can participate in a rapidly evolving world.

IB TOK



The IB Mission

The International Baccalaureate® (IB) is more than its educational programs and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement:

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

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

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

What is TOK?

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

What counts as evidence for X?

How do we judge which is the best model of Y?

What does theory Z mean in the real world?

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

Extended Essay

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper.

CAS

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma

Programme (DP).

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **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.

DP COURSE OF STUDY

Junior Year -
HL Literature
HL Biology
HL History of the Americas
SL Math - Applications &
Interpretation
SL IB Spanish
Senior Year -
HL Literature
HL Biology
HL History of the Americas
SL Math - Applications &
Interpretation

IB Elective -

- IB Art SL
- IB Theatre SL & HL
- IB Sports, Exercise, & Health Science
- IB Psychology
- IB Global Politics
- IB Music
- IB ITGS
- IB Business Management

MYP COURSE OF STUDY

All 9th and 10th grade students at Reidsville High School participate in the Middle Years Program; however, some who have self-identified as future Diploma Students starting in the 11th and 12th grade will be asked to take certain courses to make sure they have the prerequisites for the Diploma Program by the end of the 10th grade.



Middle Years Program—Personal Project

Through the Middle Years Program (MYP) projects, students experience the responsibility of completing a significant piece of work over an extended period of time. MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

All students who complete the MYP in Year 5 complete the personal project. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

What are the aims of the MYP projects?

The aims of the MYP projects are to encourage and enable students to: participate in a sustained, self-directed inquiry within a global context generate creative new insights and develop deeper understandings through in-depth investigation demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time communicate effectively in a variety of situations demonstrate responsible action through, or as a result of, learning appreciate the process of learning and take pride in their accomplishments.

What will students learn through the MYP projects?

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project creating proposals or criteria for their project, planning their time and materials, and recording developments of the project making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.

IB LEARNER PROFILE

Rockingham

County Schools

International Baccalaureate

Programs:

Diploma Program and

Middle Years Program

THINKER
caring **INQUIRER**
OPEN-MINDED
PRINCIPLED **BALANCED**
KNOWLEDGEABLE
REFLECTIVE
COURAGEOUS COMMUNICATOR

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An IB World School

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