



# welcome

## to IB CORE 11

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**• IB CORE 11 •**

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## Introduction

At Port Moody Secondary School, our motto is “**Our mission is to engage all students in a dynamic learning environment that creates responsible citizens, able to meet life’s challenges**”. The IB CORE program is guided by this mission and will also be meeting the requirements of the IB Diploma Programme (DP) as well as the graduation program of BC. In this course, our focus will be on the following 3 elements of the IB CORE:

1. Creativity, Activity, Service (CAS)
2. Extended Essay (EE)
3. Career Life Connections (CLC)

## Creativity Activity and Service (CAS)

CAS is the heart of the IB Diploma Programme (IB CAS Guide, 2017). CAS is a mandatory component of the IB Program. The main goal is to engage students in citizenship through the 3 strands of **Creativity, Activity and Service**. **Creativity** involves exploring and extending ideas that lead to an original or interpretive product or performance. **Activity** includes experiences that involve physical exertion contributing to a healthy lifestyle. **Service** involves finding an unpaid, collaborative, and reciprocal engagement with the community in response to an authentic need. Students will work with their CAS advisor/teacher for **18 months** where they are expected to complete CAS experiences, provide evidence and reflections on their learning, while making connections to the learning outcomes. CAS advisors/teachers are there to help guide students and aid in their growth as active citizens.

There are 7 learning outcomes in CAS. Student completion of CAS is based on the achievement of these 7 learning outcomes. Students will provide evidence for this in an online platform called ManageBAC, on a weekly basis. ManageBAC will act as a Portfolio for IB Diploma Students as it will house most of the core elements of the IBDP - CAS, EE, TOK and other IB functions.

### The 7 Learning Outcomes are:

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

## Extended Essay (EE)

The Extended Essay (EE) is an independent piece of research culminating with a 4,000 word paper. The significance of EE is that it provides students with practical preparation for undergraduate research and the opportunity to investigate a topic of personal interest that relates to one of their six DP subjects or takes the interdisciplinary approach of a World Studies EE (IBO, 2022). Students will be given the opportunity to choose two areas of study and then be assigned to an EE advisor. Students will be expected to work independently. The EE advisor will work with the student as a mentor guiding the student's research. Students will be expected to reflect upon this EE journey.

Through the research process, students will develop skills in:

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

## Career Life Connections (CLC)

A person's career is considered their "journey" through life, and the Career Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts (BC Ministry of Education, 2022).

CLC areas and topics to be included over the next two years include:

- Who am I?
- Mentoring and Networking
- Career Exploration
- Balanced Lifestyle
- Resume Building
- Budgeting and Personal Finance

The **CAPSTONE** is an opportunity for Diploma students to take what they learned in CAS, EE, CLC and Theory of Learning (TOK) and to connect their learning to the skills adopted from the Approaches to Learning (ATL's). Students will then present their findings to someone in the school or community prior to graduation. This process should also demonstrate an understanding of future possibilities for employment. More details about the CAPSTONE will be shared at a later date.

## Goals and Objectives

Throughout the program, our goal of the IB CORE is to foster international mindedness through the concept of "Think Global, Act Local". We will accomplish this by examining global themes that are interconnected throughout the course, units and areas of study. Global themes will include:

- Language, culture, and identity
- Science, technology, and society
- Equality and inequality
- Conflict, peace, and security
- Economic and/or sustainability
- Health and development

As we examine these global issues, students will be assessed on their ability to reflect upon their experiences through their CAS, EE, and CLC. Reflection offers the opportunity to consider how personal experiences and observations shape their thinking and their acceptance of new ideas. When students write reflections, this will assist in the exploration of their own ideas about a text and to express an opinion rather than summarize the opinions of others. Reflective writing can help improve one's understanding of self and to acknowledge that one's thoughts are shaped by their assumptions and preconceived ideas.

## Assessment of Learning

Students will be assessed using a 4-point proficiency scale.

### Proficiency Scale

	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the IB Core.	The student demonstrates a partial understanding of the concepts and competencies relevant to the IB Core.	The student demonstrates a complete understanding of the concepts and competencies relevant to the IB Core.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the IB Core.
<b>CAS</b>	The candidate's CAS program shows <b>minimal</b> activity in one or more of the three areas of C, A and S. The candidate shows <b>infrequent</b> or <b>irregular commitment</b> to CAS. Experiences are recorded in an incomplete manner and reflections and evaluations are submitted irregularly. Evidence is <b>attempted</b> . This does not meet the diploma requirements.	The candidate plans and participates in a CAS program that is <b>not balanced in the three areas</b> of C, A and S. The candidate displays <b>some commitment</b> to CAS. Experiences are recorded in most cases and reflections and evaluations are submitted from time to time. Evidence is <b>adequate</b> .	The candidate plans and participates in a CAS program that is adequately balanced in the three areas of C, A and S. The candidate displays a <b>reasonable commitment</b> to CAS. All experiences are adequately recorded, and reflections and evaluations are submitted regularly. Evidence is <b>complete and thoughtful</b> .	The candidate plans and participates in a CAS program that is completely balanced among the three areas of Creativity, Activity and Service and is aligned with the desired learning outcomes. The candidate displays a <b>serious and regular</b> commitment to CAS. All experiences are properly recorded, and reflections and evaluations are submitted regularly without reminder. Evidence is <b>complete, coherent and thoughtful</b> .
<b>EE</b>	To be discussed in class	To be discussed in class	To be discussed in class	To be discussed in class
<b>CLC</b>	The student is missing assignments.	The student has completed CLC assignments mostly well and mostly on time. Shows some reflective skills.	The student has completed CLC assignments well and on time. Shows good reflective skills.	The student demonstrates a willingness to complete all CLC assignments in a sophisticated manner. Student shows excellent reflective skills and can strongly demonstrate this in all assignments.
<b>Capstone</b>	To be determined	To be determined	To be determined	To be determined
* Attendance for all classes is mandatory * Self-assessment of core competencies and student goal setting				

### Daily Required Materials

1. a binder
2. pens, pencils, highlighters
3. lined paper

A laptop would be an asset as much of the work will be done using the ManageBac web system.

### Assessment Reporting

Students will receive a work habit comment and a percentage and letter grade for CORE and its component courses.

# IB LEARNER PROFILE

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

## Reflective

Give thoughtful consideration to your own learning and experience.  
You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



## Approaches to Learning (ATL Skills)

In IB, the ATL's were designed to enable students "to learn how to learn". The ATL's are intended to be used across the entire curriculum. We use the ATL's so that students and teachers have a common language (IBO, 2022).



## Work Habits

Criteria	N (Needs Improvement)	S (Satisfactory)	G (Good)
<b>Punctuality</b>	Consistently arrives late to class; misses part the lesson.	Usually arrives on time and is ready to start.	Arrives on time to class and ready to start learning.
<b>Works Independently</b>	Distracts others; not on task; requires close supervision.	Usually focused on task; may need supervision.	Remains on task without reminders; works efficiently.
<b>Initiative</b>	Has difficulty starting work; doesn't ask for help; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
<b>Homework</b>	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
<b>Organization</b>	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments, and important dates.
<b>Teamwork</b>	Interrupts, distracts, or disrupts the learning environment;	Usually cooperative; participates and follows the lead of others.	Demonstrates cooperation, respect, and leadership.