

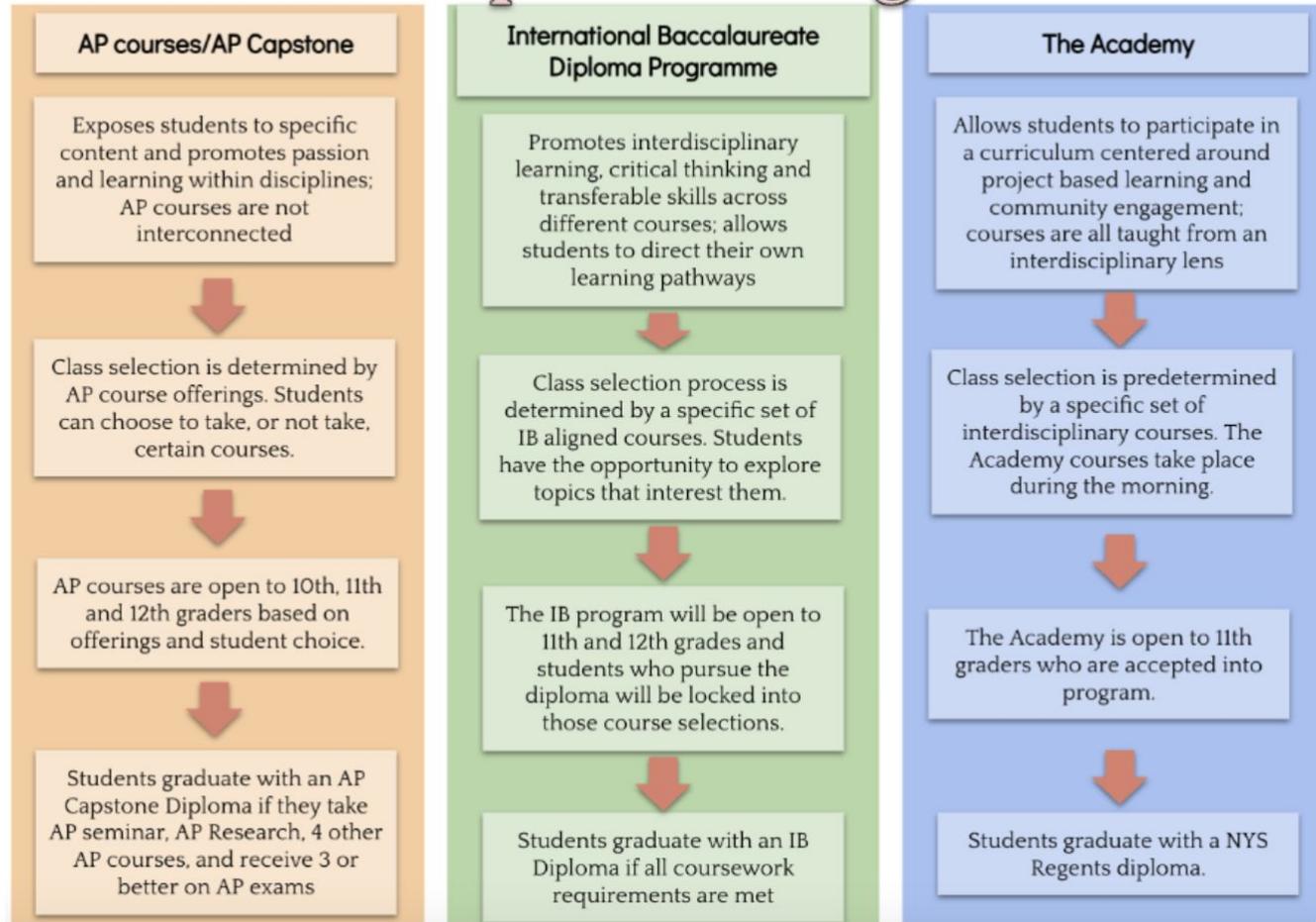


International Baccalaureate Diploma Programme

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RHS Optional Programs





New York State PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.

Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.

Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.

Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.

Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.

Reflective and Future Focused

Engages in self-reflection to identify strengths and needs for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.



THE RYE COMMITMENT



STUDENTS

TO STUDENTS:
We will provide the necessary support for you to receive an education that helps you become **critical thinkers**, **effective communicators**, **collaborators**, **creative problem solvers** and **caring individuals** who positively contribute to a diverse global environment.



FACULTY | STAFF ADMINISTRATION

TO FACULTY, STAFF, AND ADMINISTRATION:
We will support you and our **collective pursuit of excellence** through ongoing professional learning that is **high quality, relevant, meaningful**, and allows us to **evolve and expand our practices**.



COMMUNITY

TO THE COMMUNITY:
We will reflect upon our work, seek **feedback**, **always strive for improvement**, and **ask you to engage in meaningful discussions** about our programs and all that we do to create and support an **equitable, inclusive, fiscally responsible school system**.

The Board of Education of the Rye City School District understands that a world class education requires hard work, collaboration and dedication from everyone in the community. We take our responsibility of overseeing the academic and social-emotional development of our children in an equitable, inclusive environment very seriously. We are genuinely grateful to the faculty, staff, administration, families, and community for all of the hard work and support provided every day to educate our children to the highest of national and State standards.

Therefore, the Board of Education has developed **The Rye Commitment**—assurances to students, faculty, staff, administration, and the community that we will support the important work of our schools.

COMMITTED TO RYE SCHOOLS

Adopted October 2024



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

SK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



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The Diploma Programme



The PYP marks the start of a lifelong journey. It develops caring and culturally aware children aged 3 – 12 to become active participants in their own learning.



Building a solid academic foundation, the MYP develops students' confidence in managing their own learning and making connections between their learning in the classroom and the real world.



A future-ready programme that builds students' inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives.



A unique programme for students in their final school years. It equips them with future-ready skills and prepares them to follow their career pathways —combining academic subjects with their own professional interests.

The IB Student

The IB Diploma Programme is for any student who is interested in thinking on a global scale, doing additional research and writing outside of their courses, and engaging with their community beyond the classroom.

Students can either choose to do the entire IB Diploma Programme or take individual IB courses.



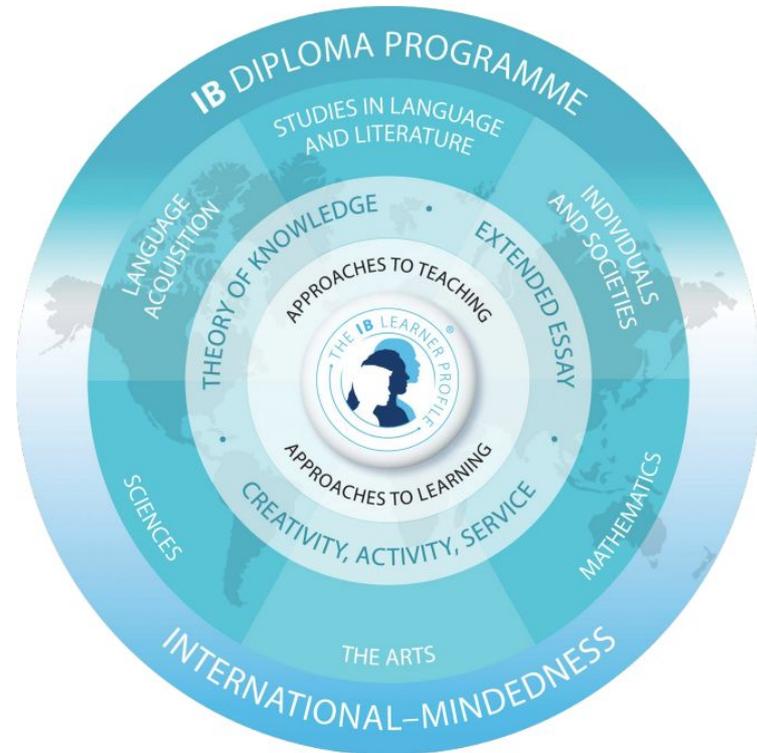
Students will be exposed to six learning groups in addition to three core IB classes.

Courses are designated SL (Standard Level) or HL (Higher Level).

The six learning groups are:

- Group One: Language and Literature
- Group Two: Language Acquisition
- Group Three: Individuals and Societies
- Group Four: Sciences
- Group Five: Mathematics
- Group Six: The Arts

In addition to the six learning groups, there are three core IB classes that all DP students must take to be eligible to receive an IB Diploma.



Requirements for the IB Diploma

- Candidates must take and complete the assessment components for six subjects, along with the core elements (TOK, EE, CAS)
- Candidates take a minimum of three or a maximum of four subjects at higher level (240 hrs), and the remaining at standard level (150 hrs)
- Candidates receive a grade of 1-7 for each subject and up to 3 points for each core element (TOK, EE, CAS)
- Candidates must earn at least 24 out of 45 possible points to achieve a diploma



IB Diploma Programme Courses

Rye High School IB Courses for the Classes of 2026 and 2027

All IB courses are weighed the same at AP courses

Group One (English)	Language and Literature (HL) - 2 years
Group Two (World Language)	ab initio Spanish (SL) - 2 years Classical Language (Latin) - 2 years French (HL) - 2 years Spanish (HL) - 2 years
Group Three (Social Studies)	Digital Society (SL) - 1 year
	Business Management (HL) - 2 years
Group Four (Science)	Environmental Systems and Societies (SL) - 1 year (Will be offered 2026-2027) Computer Science (HL) - 2 years
Group Five (Math)	Applications and Interpretations (SL) - 2 years Analysis and Approaches (SL) - 2 years
Group Six (Arts)	Visual Arts (SL) - 1 year Theatre (SL) - 1 year
Core (Only Available to Diploma Programme students)	Theory of Knowledge - 2 years Creativity, Activity, and Service Extended Essay



Courses and Sections Offered

	Course	Sections
Group 1	Language and Literature (HL)	1
Group 2	Spanish (HL)	2
	French (HL)	1
	Latin (HL)	2
	Ab initio Spanish (SL)	1
Group 3	Digital Society (SL)	1
	Business Management (HL)	4

	Course	Sections
Group 4	Computer Science (HL)	1
Group 5	Applications and Interpretations (SL)	1
	Analysis and Approaches (SL)	1
Group 6	Visual Arts (SL)	1
	Theatre (SL)	1



AP vs. IB in the Classroom

- AP Courses are typically designed as surveys, offering a breadth of topics within a discipline
- Students get access to a wider variety of content with a focus and end goal of the test
- For most AP courses, the exam guides coursework; students are often questioned directly about course content
- IB courses more closely resemble undergraduate courses, focusing on fewer topics
- Teachers and students are invited to spend more time and energy deeply investigating their chosen texts and case studies
- IB assessments are largely open-ended; students can decide what elements of course content they use on their assessments



AP Lang vs. IB Lang & Lit

- ◉ College Board's AP English Language and Composition exam:
 - 45 multiple choice questions (1 hour)
 - 3 essays (2 hours, 15 minutes)
- ◉ Classroom instruction and assignments focus on developing the skills necessary for the exam
- ◉ IB Language and Literature HL features four, open-ended assessments
 - Paper 1: Two Guided Analyses
 - Paper 2: One Comparative Analysis
 - Independent Oral: 10-minute lecture, plus 5-minute Q/A
 - HL Essay: 1200-1500 word process paper
- ◉ Classroom instruction and assignments focus on real world skills, student choice, and risk-taking



The Experience of Theory of Knowledge and Business Management

TOK - The Core

- “How do we know that?”
- Self-awareness
- Perspectives
- Knowledge Questions
- Preparation for complex problems
- Assessment - TOK Exhibition and TOK Essay



Business Management

- Real World Context
- Choice
- Project Based
- “Digging Deeper”
- Ambiguity
- Intellectual curiosity
- Content, Concepts, Context
- Assessment - 3 papers and Business Research Project

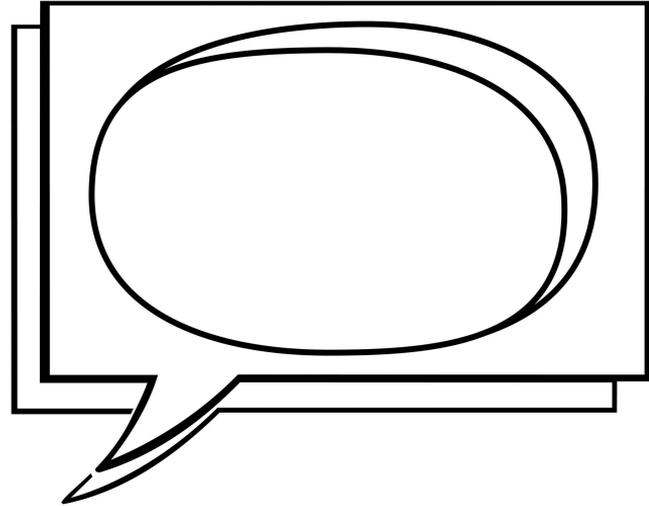


Student Feedback

Please welcome...

Greydon

Anna



Next Steps

- The implementation of new courses for the 2026 - 2027 school year.
- Increase in students enrolled in the Diploma Programme over the next 3 years

