Grimsley High School International Baccalaureate Diploma Program

Parent and Student Handbook

2025-2026

Guilford County Schools
STRIVING. ACHIEVING. EXCELLING.

International Baccalaureate 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.

Grimsley High School Mission Statement

Grimsley High School's mission is for teachers, administrators, support staff and parents to work together in developing each student's potential so that every child will be prepared to enter an institution of higher learning or the workforce and to become a productive and contributing member of the global community as well as a life-long learner. We strive to expect and demonstrate excellence every day.

Grimsley Honor Code

Recognizing the importance of each student as an individual, I will accept my responsibility to demonstrate the components of both academic and personal integrity including respect, honesty, kindness, work ethic and civility.

Accepting my position as a significant member of this student body, I will conduct myself in a manner that exemplifies pride in myself and my school.

Seeing the necessity to lead as well as follow, I will challenge my peers to create an environment that is conducive to learning, accepts everyone, and allows them to reach their full potential.

Adopted by GHS Student Councils
1969 and 2009

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A Message from the Grimsley High School Principal and IB Coordinator

Dear Parents and Students:

Welcome to the Grimsley High School International Baccalaureate Program. The IB Program is now in its twenty-ninth year at Grimsley High School and has a reputation for successfully preparing students for both the IB Diploma and their experiences after high school graduation. We also strive to help students develop as internationally minded citizens who actively interact with the world and strive to make it a better place.

The IB Program engages students in a rigorous and broad 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 six subject area courses, all diploma students complete an interdisciplinary course called Theory of Knowledge, write an Extended Essay with original research, and participate in CAS (creativity, activity, and service).

The International Baccalaureate Organization (IBO), established in 1968, is a chartered foundation based in Geneva, Switzerland. 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 not only offers an academically rigorous course of study but also provides students with the following unique educational experiences. Students will:

- be encouraged to think independently and drive their own learning
- take part in programs of education that can lead them to some of the highest-ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world.

We have created this guide to assist you in learning about and planning your four-year program at Grimsley High School. Please contact our IB Coordinator, Karyn Dickerson (barnarr@gcsnc.com) to answer any other questions you may have.

Sincerely,

Ben Barnard, IB Coordinator

Ged O'Donnell, Principal

Important Contacts

AP/IB Coordinator, CAS Coordinator & Extended Essay Coordinator:

Ben Barnard, barnarr@gcsnc.com

IB Academic and College Counselor: Beth Marsh: southes2@gcsnc.com

Program Aims

- Provide rigorous and broad-based curricula and assessments
- Maintain high academic standards common to schools worldwide
- Allow students to develop individual talents
- Foster critical and compassionate thinkers
- Open the window between the classroom and the outside world
- Foster a lifelong interest in learning as well as informed and responsible citizenship
- Promote international understanding and a respect for a variety of cultures
- Facilitate university entrance around the world

What Is It?

- An internationally recognized program
- A high-quality curriculum that aims to encourage critical thinking through the study of traditional disciplines while encouraging an international perspective
- A program designed for the academically motivated student who can function across the curriculum and can learn to manage time well

Why Do It?

- IB has international acceptability, which allows for both flexibility and mobility.
- IB educates the "whole person."
- IB encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant, and willing to communicate with others.
- The IB approach to education is not encyclopedic. The emphasis is on helping students learn how to learn and how to analyze.
- IB provides a broad general education while allowing specialized study in areas corresponding to the individual's interests and plans.
- IB expands the mind and encourages independence.

The IB Program at Grimsley High School

Grimsley High School is one of four International Baccalaureate high schools in Guilford County and one of sixty-two in North Carolina. When it was founded in 1995, we were the first IB Program in Guilford County and one of only four programs in the state. We are in our twenty-ninth year of offering the IB Program.

Grimsley High School has a successful IB Program, and since its inception has graduated 801 IB Diploma graduates. Thirty-two students earned an IB diploma in 2025, and former IB students are currently enrolled in various Ivy League, private, and state universities across the United States. Many of our graduates choose to study abroad during their collegiate experience. Grimsley High was recently listed as the top traditional public high school in North Carolina by *Washington Post*.

Student Admission to the Grimsley High School IB Program

Students are eligible to apply for Grimsley High School's IB Program if they live in one of the following high school attendance zones:

- Grimsley High School
- Northwest High School
- Western High School
- Dudley High School

To apply to the program, students must complete the application released by Guilford County Schools during the application window.

The procedures and requirements are as follows:

Students wishing to apply for Grimsley's IB Program should:

- Successfully complete Algebra I or Common Core Math I prior to ninth grade
- Score a level III or higher on all End of Grade/End of Course tests taken in middle school and/or high school (or demonstrate significant growth)
- Submit 2 essay which addresses the IB Learner Profile
- Submit 1 essay which addresses a problem that you would like to solve or a change that you would like to see in the world.
- Maintain As and Bs in his/her core courses; English/Language Arts, Mathematics, Science, and Social Studies

We welcome students representing diverse backgrounds and all are invited to apply. For more information concerning how we serve our students with special needs and those for whom English is not a first language, please see our Grimsley High School IB Special Needs Policy and Language Policy, respectively. These can be found under the Important Documents section of the Grimsley IB website.

IB Agreement

To remain in Grimsley High School's IB Program, students must meet the requirements and expectations outlined in the Guilford County Schools and Grimsley High School IB Agreement:

Freshmen

- At least 50% of a Freshman Pre-IB student's course load should be honors level classes, including Honors English, Honors Science and Honors Civics and Economics.
- Grades will be reviewed after each quarter.
    - D or F on first quarter report card – parental notification
    - D or F on first semester report card – parental notification, parent conference and reassignment request letters will be held until final grades are determined
    - Students who failed to improve their grades and do not have a 2.5 unweighted Grade Point Average will not be eligible to pursue the IB Diploma. Students may request an appeal.
    - A final grade of F in any class is a disqualifying condition.

Sophomores

- Pre-IB Sophomores must take at least one Advanced Placement level class and at least two honors-level classes.
- Grades will be reviewed after each quarter.
    - D or F on first quarter report card – parental notification
    - D or F on first semester report card – parental notification, parent conference and reassignment request letters will be held until final grades are determined
    - Students who have failed to improve their grades and who do not have a 2.75 unweighted Grade Point Average will not be eligible to continue to pursue the IB Diploma. Students may request an appeal.
    - A final grade of F in any class is a disqualifying condition.

Juniors

- IB Juniors must select their courses according to the IB Diploma Plan established for them in conjunction with their counselor and the IB Coordinator.
- Grades will be reviewed after each quarter.
    - D or F on first quarter report card – parental notification
    - D or F on first semester report card – parental notification, parent conference and reassignment request letters will be held until final grades are determined
    - Students who have failed to improve their grades and who do not have a 2.75 unweighted Grade Point Average will not be eligible to continue to pursue the IB Diploma. Students may request an appeal.
    - A final grade of F in any class is a disqualifying condition.
- Students must meet all Internal Assessment deadlines set forth by the IB teacher
- Students may begin working toward their Creativity, Activity, Service pursuits at the beginning of the school year and must have completed the requirements per the school's CAS timeline.

- Students are required to meet the Extended Essay deadlines communicated to them by the IB Coordinator.
- Students must be present for IB exams during the May examination period.

Seniors

- IB Seniors must select their courses according to the IB Diploma Plan established for them in conjunction with their counselor and the IB Coordinator.
- Grades will be reviewed after each quarter. Notification letters will be sent home when necessary.
- Any academic, attendance or behavior problems may be sufficient cause to remove a student from the IB Program and to rescind any reassignment that may be granted.
- Students must meet all Internal Assessment deadlines set forth by the IB teachers.
- Students must have completed and documented Creativity, Activity, Service pursuits by the established school CAS deadlines.
- Students are required to meet all Extended Essay deadlines according to the timeline provided by the IB Coordinator. Students who fail to submit the full draft on the specified deadline will not be registered as Diploma Candidates.
- Students must be present for IB exams during the May examination period.

IB Learner Profile

IB aims to develop internationally minded people (both teachers and students) who are striving to become:

Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research and become independent active learners. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and can make use of, a significant body of knowledge across a range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
Risk-Takers	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
Open-Minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-Balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective	They consider their own learning and personal development. They can analyze their strengths and weaknesses in a constructive manner.

The Six Academic Subjects

These are studied concurrently. **Students must study the humanities and sciences. Diploma candidates must select one subject from each of the six groups**. **Students may also elect to forgo the Arts and pick**

up an additional science, individuals and societies, or world language/classical course. At least three exams and no more than four are taken at higher level (HL), the others at standard level (SL); HL courses represent a recommended minimum of 240 teaching hours, SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly. The science-oriented student is challenged to learn an additional language and the natural linguist becomes familiar with laboratory procedures. Problem-solving, critical thinking, active citizenship and global perspectives are encouraged in each area of the curriculum. The subjects' curricula are continually reviewed, revised, and updated to meet contemporary needs.

The IB Core

Extended Essay

Diploma candidates are required to undertake independent and original research and write an essay of up to 4,000 words. The project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote about 40 hours of private study and writing time to the essay. It may be written in one of 60 subjects, including many languages, though we advise students to write on a topic that relates to a course they have studied. The essay permits students to deepen their program of study, for example by selecting a topic in one of their higher-level courses, or, they might add breadth to their academic experience by electing to write in a subject not included at the higher level in their program choices.

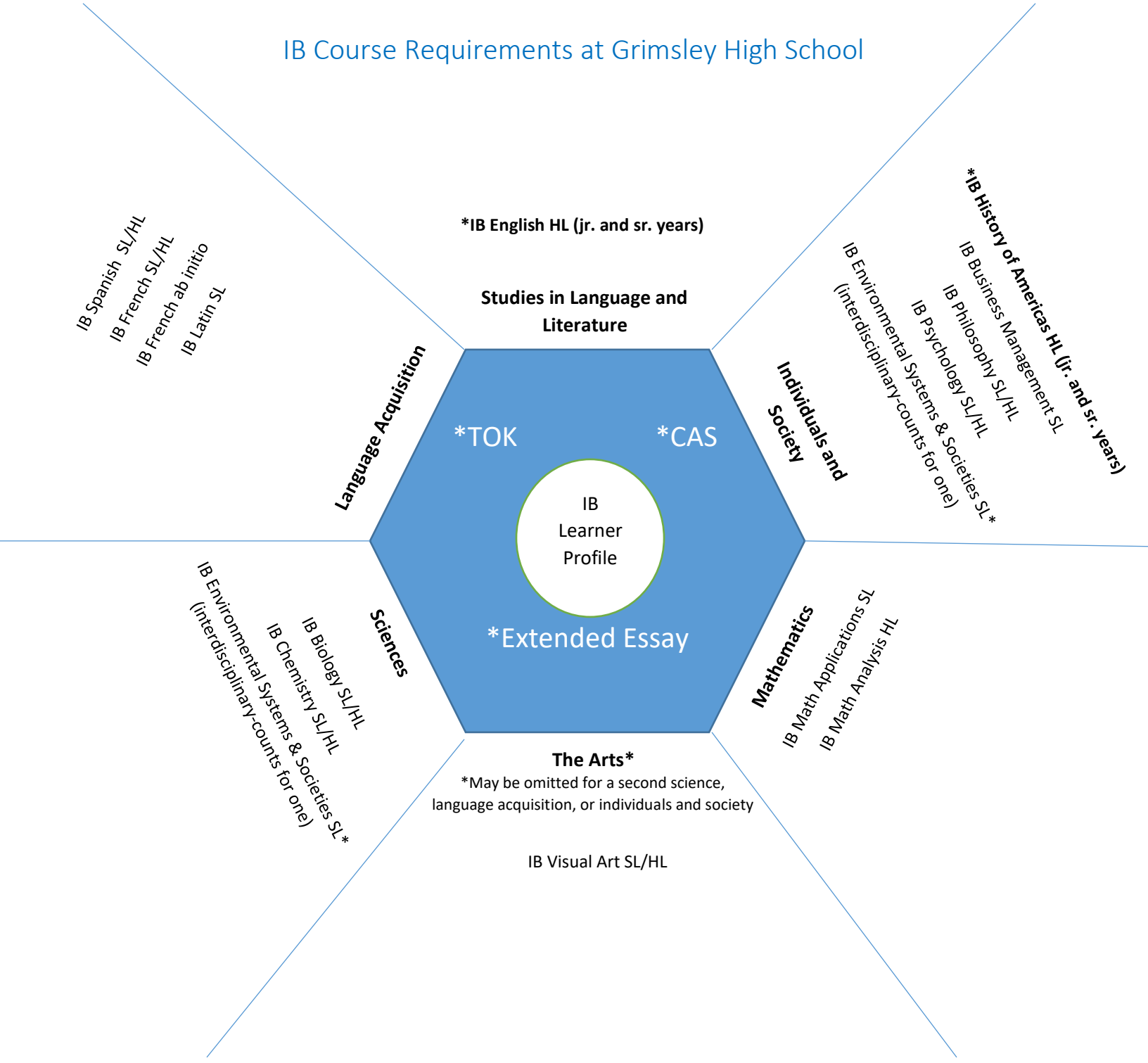
Theory of Knowledge

TOK is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational arguments. Taught for a minimum of 100 hours during the two years, TOK examines various areas of knowledge, truth, logic, value judgments, and the role of language and thought in knowledge. The key element in the International Baccalaureate Organization's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies academic subjects and encourages appreciation of other cultural perspectives. Assessment of student performance is based on written and oral work. The student must submit an essay of up to 1600 words on a prescribed topic, which is externally assessed. In addition, the student is required to participate in a TOK exhibition. The exhibition is evaluated by the classroom teacher and reviewed by IB Examiner(s). TOK will be completed during the junior year as a scheduled course and during the senior year as part of TOK Café that meets during lunch.

Creativity, Activity, and Service (CAS)

CAS is a fundamental part of the Diploma Program curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic demands of the IB program. Over the two years, (junior and senior years) students are to complete extracurricular activities evenly distributed among the components of creativity, activity, and service. The emphasis is on the commitment of the experiences and the attainment of seven learner outcomes, as evidenced by the CAS blog created by students. The IB coordinator and the CAS coordinator will determine if a student has successfully fulfilled their CAS requirements.

IB Course Requirements at Grimsley High School



*All IB Diploma Candidates must complete TOK, CAS, and Extended Essay Requirements as part of the Core of IB.

1. Select one class from each area of the hexagon.
2. 3-4 classes must be HL classes.
3. 2-3 classes must be SL classes.
4. No more than 2 exams can be completed junior year.
5. No exams can be completed prior to the junior year.

HL 1: IB English

HL 2: IB History* (some elect to make this an SL course)

HL 3:

SL 1:

SL 2:

SL 3 or HL 4:

North Carolina Graduation Requirements

**Please note that the NC graduation requirements are in addition to the IB diploma requirements.*
Students must still take IB classes from the six academic subjects in their junior and senior years (or from the five subjects if the student forgoes the arts and picks up an additional science, individuals and societies, or world language course). We do our best to provide guidance to ensure that NC graduation requirements are met through the program. The classes below are the typical courses taken by Grimsley High School pre-IB and IB students. Classes with an asterisk are required.

Subject	**Typical Grimsley High School** pre-IB **and IB Courses**
English-4 credits	Honors English I (freshman year) * Honors English II (sophomore year) * **IB Language A SL** (English junior year) * **IB Language B HL** (English senior year) *
Mathematics-4 credits	**See sample progressions below (Math I completed prior to high school*)
Science-3 credits Biology requirement Physical science requirement Environmental requirement	Honors Biology (freshman year) * Honors Chemistry (sophomore year) * Honors Environmental, AP Environmental, or **IB Environmental** (junior or senior year)
Social Studies-4 Credits Civics & Economics requirement World History requirement American History requirement Additional Course requirement	Honors Civics and Economics or AP US Government (freshman year) * Honors Economics and Personal Finance (sophomore year OR summer before/after sophomore year) * AP European History (sophomore year) * **AP US History** (junior year – year one of HL History) * **IB History SL** (senior year- year two of HL History) *
World/Classical Languages not an NC graduation requirement, but 2 credits minimum are required by the UNC education system	**See sample progressions below World/Classical Language Class (freshman year) * World/Classical Language Class (sophomore year) * World/Classical Language Class (junior year) * World/Classical Language Class (senior year) *
Health and Physical Education	Health and Physical Education (freshman year) *
Electives-6 credits Includes World/Classical Languages, CTE, Arts, JROTC (Recommended to have a four-course concentration in either JROTC, CTE, World/Classical Languages, or Arts)	World/Classical Language Class (freshman year) * World/Classical Language Class (sophomore year) * World/Classical Language Class (junior year) * World/Classical Language Class (senior year) * Two additional elective credits

Course Progressions-Grimsley Pre-IB, Freshman and Sophomore Years

The chart below is a sample of the Grimsley High School pre-IB course of study and is not a prescriptive course of study, though there are some requirements as indicated by an asterisk. Individual courses of study will be created with the assistance of the IB coordinator, counselor, and teacher consultation/recommendation:

Sample Schedule for IB Diploma Candidate

Ninth Grade Year	
1	**Honors English I***
2	**Math:** Honors Math II, Honors Math III
3	**Honors Civics and Economics* or AP US Government and Politics**
4	**Honors Biology***
5	**World Language:** Spanish, French, Latin (Level 1, 2, or 3 based on placement)
6	**Health and PE***

*Freshmen students must be in Math II or higher, and they must take Honors English, Honors Civics, and an Honors Science

Tenth Grade Year	
1	**Honors English II***
2	**Math:** Honors Math III or Honors Pre-Calculus
3	**AP European History***
4	**Honors Chemistry***
5	**World Language:** Spanish, French, Latin (Level 2, 3, or 4 based on placement)
6	**AP Music Theory** (if Music HL track) **AP Government** **AP Human Geography** or **Honors Economics and Personal Finance**
7	**Elective**: Fine Arts or Honors Environmental Science/AP Environmental Science*

*Sophomore students must take at least one AP course and two honors courses.

**NC requires Economics and Personal Finance to meet the state graduation requirements.

*Please note that online courses will require a strong time commitment from students over the summer. Only very self-motivated students should pursue this option. We expect other Grimsley pre-IB and IB classes to be taken at Grimsley High School.

Summer Online Possibility
Honors Economics and Personal Finance

Course Progressions-Diploma Program, Junior and Senior Years

Through consultation with the IB Coordinator and the IB Counselor, students will take the required six academic courses and complete the IB core (extended essay, CAS, and TOK). TOK will be completed as a course during the junior year and as part of lunch during the senior year.

Troubleshooting Course Progressions-Mathematics & World Languages

Mathematics

Students should enter high school successfully completing Math I to be part of the Grimsley High School IB Program. We will work with students who qualify in all other areas to help them take the math courses needed to qualify for the IB Diploma. ***Please note that the below progressions represent what students typically take during their four years. Some variations in course progressions will occur after consultation with the IB coordinator, IB counselor, and teacher**.*

Math Students from the AIM Program

Ninth Grade	Honors Math III
Tenth Grade	Honors Pre-Calculus
Eleventh Grade	AP Calculus AB or BC/IB Math SL
Twelfth Grade	IB Math HL or SL/AP Calculus AB or BC

Students Interested in Higher Math Study but Not Part of the AIM Program

Ninth Grade	Honors Math II
Tenth Grade	Honors Math III
Eleventh Grade	Honors Pre-Calculus
Twelfth Grade	IB Math SL

Students Interested in Some Higher Math Study

Ninth Grade	Honors Math II
Tenth Grade	Honors Math III
Eleventh Grade	Honors Pre-Calculus or Honors Math IV
Twelfth Grade	IB Math SL

Students Who Are Not as Interested in Higher Math Study

Ninth Grade	Honors Math II
Tenth Grade	Honors Math III
Eleventh Grade	Honors Math IV
Twelfth Grade	IB Math SL

Language B (World/Classical Languages)

In the spirit of international-mindedness, students in the Grimsley IB Program will take a world language or classical language class during all four years of high school. ***Please note that the below progressions represent what students typically take during their four years. Some variations in course progressions will occur after consultation with the IB coordinator, counselor, and teacher**.* More information about our language policy can be found in our Grimsley High School IB Language Policy found in the Important Documents section of our website.

Spanish Immersion

Ninth Grade	Honors Spanish for Native Speakers (Level II)
Tenth Grade	Honors Spanish III or Honors Spanish IV
Eleventh Grade	Honors Spanish IV or AP Spanish Language and Culture
Twelfth Grade	IB Spanish HL/SL

Students with Some World Language/Classical Language Acquisition

Ninth Grade	Spanish, French, Latin II
Tenth Grade	Honors Spanish, French, Latin III
Eleventh Grade	Honors Spanish, French IV, AP Latin or IB Latin SL
Twelfth Grade	IB Spanish HL/SL, French SL, IB Latin HL/SL

Students Entering in Level I of a World Language/Classical Language

Spanish

Ninth Grade	Spanish I
Tenth Grade	Spanish II
Eleventh Grade	Honors Spanish III
Twelfth Grade	IB Spanish SL

French

Ninth Grade	French ab initio A
Tenth Grade	Honors French ab initio B
Eleventh Grade	Honors French IV
Twelfth Grade	IB French SL

Latin

Ninth Grade	Latin I
Tenth Grade	Latin II
Eleventh Grade	Honors Latin III or AP Latin
Twelfth Grade	IB Latin SL

Academic Subjects Assessment

No IB exams can be taken prior to the junior year. **During the junior year, a *maximum of two SL exams* may be taken.** IB exam fees are paid for by the state of North Carolina.

IB academic subject assessments consist of internal and external assessments. Many of these assessments will be completed during the year prior to the exams (papers) that students will sit for in May. The final score in a course will be determined by a combination of internal assessments, external assessments, and final papers.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

•essays	•structured problems
•short-response questions	•data-response questions
•text-response questions	•case-study questions
•multiple-choice questions – though these are rarely used and will not be the bulk of the exam	

Internal assessment

Teacher assessment is also used for most courses. Teachers will score these assignments based on a rubric provided by IB. These scores are externally moderated through an international moderation process to ensure grade consistency. They include:

•oral work in languages	•fieldwork in geography
•laboratory work in the sciences	•investigations in mathematics
•artistic performances	

Papers (Exams)

Papers are the exams that IB students sit for in May. Each course typically has one to two papers (some have three) that students will take on different exam days. The exams **must** be taken on the day scheduled by IB.

When a student's AP and IB exams conflict, the IB exam takes precedent. The student will take the LATE AP exam. IB exams are not negotiable; there are no LATE IB exams. When two IB exams conflict, we must request special permission to start one of the exams later. The exam must still be given on the date assigned by IB; all students taking the IB exam in conflict will start the exam at the same time. **When two AP exams conflict, students will take one of the exams during the LATE AP exam session.** Students do not have a choice of exams taken during the LATE AP exam session. All AP exams are roughly four hours.

More information is in our Grimsley High School IB Assessment Policy, which is under Important Documents on our website.

Group 4 Project (Natural Science Requirement)

The Group 4 project is a collaborative activity where students from different Group 4 subjects work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes

At Grimsley High School, students will be placed into groups that will allow for students from multiple IB science classes in each group. Students will complete the project in three phases:

- Planning (2 hrs.)
- Action (6 hrs.)
- Evaluation (2 hrs.)

Each student must have 10 documented hours to earn the full IA form score.
Work on the Group 4 project will occur during class and outside of class.

Theory of Knowledge (TOK) Assessment

Students will participate in a TOK exhibition that aims to demonstrate how TOK principles can be applied in the real world. TOK exhibition is a *live* or *virtual* exhibition of three objects based on one of 35 "IA prompts" provided by the IB. Students will create a document with the title of your IA prompt, the images of the three objects, a commentary on each object that identifies each object and its specific real-world context including appropriate citations and references. The total word count for this document is 950 words (excluding references). The exhibition document is evaluated by the classroom teacher and reviewed by IB Examiner(s).

Students will write essays of up to 1600 words on a prescribed topic during their senior year (at the end of the first semester). Students will select an essay topic from six prescribed titles. The essay will be externally assessed. The process for writing this essay will occur during IB Senior Seminar in the senior year. Students will review TOK terms and concepts, unpack the prescribed titles, and get feedback on their progress towards this assessment.

Creativity, Activity, and Service (CAS) Assessment

Each candidate must meet the CAS requirement and the other mandatory components for the diploma award. Through a series of Managebac posts (self-evaluation, experience posts, and reflection posts) and one-on-one meetings with the CAS coordinator, Erica Hunt (hunte@gcsnc.com), students will **demonstrate quality, balanced content, and commitment to meet the CAS requirement**.

The three strands of CAS, which are often interwoven within 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 Diploma Program.

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

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes. Grimsley High School will confirm that all diploma candidates have satisfactorily completed the CAS requirement. Failure to meet the requirements will result in no diploma being awarded. A school's CAS program is regularly monitored by IB and students should put forth their best effort.

For an activity to be considered CAS-worthy, it must involve learning and it must include ALL FOUR of these criteria:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning
- All proposed CAS activities need to meet these four criteria. It is also essential that they do not
- replicate other parts of the student's Diploma Program work.

Concurrency of learning is important at the Diploma Program. Therefore, many CAS activities should continue on a **regular basis for as long as possible throughout the program, and certainly for at least 18 months.**

CAS Requirements and Guidelines

Requirements:

• starts the summer before junior year
• not about random lists of activities, but a consistent focus that can show personal growth and reflection
• shows a reasonable balance of creativity, activity, and service
• students will complete a CAS portfolio (reflective blogging and evidence of personal engagement)
• **must include a project of <u>at least one month's</u> duration that shows initiative, perseverance, and collaboration**

The project challenges students to:

- **show initiative**
- **demonstrate perseverance**
- **develop skills such as collaboration, problem solving and decision making.**

• will engage in three formal, documented interviews with coordinator/advisor concerning progress (internal assessment process)

Guidelines:

What Does Not Count?

• anything that is part of the IB Diploma Program coursework
• any activity in which the student receives monetary compensation
• a passive pursuit like visiting a museum, watching a movie, or observing a sporting event

• duties and chores within a family
• religious activities that serve to promote or advance a particular religious view (religious-sponsored community service does count)

CAS Learning Outcomes

The CAS portfolio must address how the activities connect to both the IB Learner Profile (see p. 10) and the CAS Learning Outcomes:

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

Grimsley High School CAS Timeline-Entries Submitted on Managebac

Month	Junior Year	Senior Year
August		■Minimum of ***one*** experience post ■Aim for 2-3 hours of CAS per week
September	■Introduction to CAS ■CAS Profile	■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week
October	■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week	■Minimum of ***one*** experience post ■Aim for 2-3 hours of CAS per week
November	■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week	■Minimum of ***one*** experience posts ■Aim for 2-3 hours of CAS per week
December	■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week	■Second CAS Talk ■Minimum of ***one*** experience post ■Aim for 2-3 hours of CAS per week
January	■CAS Reflective Post Due ■Aim for 2-3 hours of CAS per week	■CAS Reflection Due ■Aim for 2-3 hours of CAS per week
February	■First CAS Talk ■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week	□Add CAS Reflections for all CAS experiences
March	■Minimum of ***two*** experience posts □Aim for 2-3 hours of CAS per week	□Complete CAS Reflections for all CAS experiences
April	■Minimum of ***two*** experience posts ■Aim for 2-3 hours of CAS per week	□Final CAS Talk □Final Reflection Due
May	■Minimum of ***one*** experience post ■Aim for 2-3 hours of CAS per week	■All CAS completed by May 29-no exceptions
June	■CAS Reflection Due	

	▪CAS Hour Table ▪Aim for 2-3 hours of CAS per week	
July	▪Aim for 2-3 hours of CAS per week	

For additional information, please see the Grimsley High School CAS handbook.

CAS and Service-Learning Diploma

IB students are not required to complete the service-learning diploma; however, many of our IB students choose to pursue the service-learning diploma because it aligns well with CAS requirements.

If you are interested in the service-learning diploma, you should begin the application process during your freshman year. Students will log service-learning hours on X2Vol.com.

We recommend that IB students who intend to pursue the Service-Learning Diploma complete at least 100 hours by the end of the sophomore year.

Two different levels of recognition are available:

Service-Learning Exemplary Award: 100 hours
Service-Learning Diploma: 250 hours

The Grimsley High School Service-Learning Coordinator can help answer any questions you may have.

Extended Essay (EE)

General Information about the Extended Essay

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 a maximum of 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. All essays must follow 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; e.g., TOK paper, History Internal Assessment, etc.

When does the writing occur?

Students will begin working on the EE as part of the Theory of Knowledge course in their junior year. The first full rough draft must be submitted by the end of the junior year and the final draft is due to the EE advisor in September of the senior year. Final copies of the EE are sent to the IB by the Coordinator in January of the senior year. PLEASE PLAN WELL. The writing and planning of the EE should take place gradually over two years. **Meeting the benchmarks set forth by the IB Coordinator is a requirement to continue to pursue the IB Diploma. Plagiarism is a serious offense and may result in dismissal from the Grimsley High School IB Diploma Program.**

What resources are available?

Every student is assigned a personal extended essay advisor and will meet with that person a minimum of three hours during the process. Guidelines, scoring rubrics, and examples of past EEs are available on reserve in the library. Because all essays require some research, our Media Specialist can support students as well as our Extended Essay Coordinator. Students also receive access to Jackson Library at UNC-G to help them find more peer-reviewed, scholarly sources.

A SAMPLE OF RECENT EXTENDED ESSAY TITLES

- McDonalds Corporation: Economic Growth, Environmental Devastation and Social Equity
- Evaluating the Accuracy of Three-Dimensional Color Doppler Ultrasound
- Illusion and Reality: A Comparative Study of Plato's Metaphysics and Indian Hinduism
- An Algorithmic Examination of Parliamentary Procedure
- Faith in Foma: The Confirmation of Hallucination in Cat's Cradle and Slaughterhouse-Five
- Women in Nazi Society
- Far from Utopia: The Dystopian Society within Fahrenheit 451
- An Analysis of the Role of the Korean War and NSC-68 in Post World War II General Rearmament
- The Black Death, Anti-Semitism, and the Green Count of Savoy
- The Southern Strategy of Richard Nixon 1968 and 1972
- El Uso del Muralismo en el Movimiento Chicano
- The Hmong
- The Internet and You: How Information Technology Will Impact the Future of Health Care
- Freeing the Hostages: An Examination of the Methods Used by the Carter Administration
- "I am my beloved's, and my beloved is mine" Love and Relationships in the Jewish Faith
- Plasma Physics: The Fate of the Stars
- El Programa de Immersion: Su Evolucion y Practica
- A Comparison Study of Two Golf Shoes
- Passive Solar Heating: The Possibilities and Effects on a Home in Portland, Oregon

Evaluation of the Extended Essay

The EE is evaluated on specific criteria that can be found in the Extended Essay guide. General criteria include research questions, approach to research, analysis and interpretation, argument and evaluation, conclusion, abstract and formal presentation. Selection of an appropriate subject area and formulation of a specific and limited research question are extremely important. Students will meet with our Extended Essay coordinator during TOK. **Failure to submit an essay is a failing condition**.

Additional information about the extended essay can be found on our Extended Essay webpage.

Diploma Results and Diploma Ceremony

Exam scores and diploma results will be available to students and families in July. At the end of the year, IB students will receive a PIN and access code to view their scores online. This information is included along with final report cards. The access information is important, and students should keep up with it to view their scores. Students will also select the college they want to send their IB scores to

before the senior exam ends. IB will send official scores to colleges in the summer prior to the freshman year.

The IB Diploma ceremony will be held during college Winter Break in December. IB Diploma recipients and their families will be invited. IB juniors and seniors will also be in attendance as our juniors receive their IB pins and our seniors receive their IB honor cords.

Exam Scores

For academic subjects, students will receive a score of N (incomplete) or 1-7. A score of 4 or higher is considered passing by most local universities. For the TOK essay and Extended Essay, students will receive a score of E-A. An E is considered a failing score.

There are several combinations of scores that lead to the awarding of a diploma. All assessment components for each of the six subjects and the additional IB diploma requirements must be completed to qualify for the award of the IB diploma. **If a diploma candidate is awarded a grade E for TOK or a grade E for the extended essay, they will not receive the diploma, regardless of total points earned.**

Below are the specific guidelines from IB:

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

a. CAS requirements have been met.

b. The candidate's total points are 24 or more.

c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.

d. There is no grade E awarded for theory of knowledge and/or the extended essay.

e. There is no grade 1 awarded in a subject/level.

f. There are no more than two grade 2s awarded (HL or SL).

g. There are no more than three grade 3s or below awarded (HL or SL).

h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The extended essay (EE) and Theory of Knowledge (TOK) essay combine to award students up to three points towards their diploma. A failing score on either is a disqualifying condition for the IB Diploma. The Diploma Matrix is provided below:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

IB Exam Retakes

Families may choose to retake one or more exams to earn their diploma. We recommend this decision be made upon consultation with the IB coordinator to see which exam components need to increase for the student to pass the diploma. If you are considering a retake, you should email the IB coordinator as soon as possible after exam scores are made available.

The families will have to pay for the retake exams and enrollment fee, totaling around $290 per exam. There are two retake registration deadlines: an early deadline of July 29 to retake an IB exam in November and a November 1 deadline to retake in May. In both instances, the amount must be paid in full before the IB coordinator can order the exams.

Note that for students considering a retake for the diploma: A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Additionally, to ensure equity of access for all students, starting with the graduating class of 2018, Grimsley High School will pay for the cost of one retake exam for any student who qualifies for free and reduced lunch assistance and completed the form indicating reduced fees during IB exam registration.

FAQs

To see some frequently asked questions and answers, please visit our IB webpage.