

North Meck High School

International Baccalaureate Program

Student & Parent Handbook

2007-2008

August, 2007

This information is presented by the North Meck IB Parent Advisory Council with the intention to inform parents and students. At the time of publication all information was accurate to the best of our knowledge. This document is however neither official policy nor binding for IBO or CMS.

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The International Baccalaureate Program at North Meck High School

Overview IB/IBMYP

The International Baccalaureate (IB) Program at North Mecklenburg is a four-year comprehensive and rigorous academic program leading to the prestigious IB Diploma. The general objectives of the IB program are to provide students with a thorough and balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience. In 1992, CMS introduced a new student-assignment plan that included the magnet school program as a means to help integrate schools in the district. That year, CMS became the first N.C. school district to offer the IB program. It was introduced at the high school level at Myers Park High School. Since then, four other high schools have been added to the IB magnet program: Harding University High School (1993); North Mecklenburg (1995); East Mecklenburg High School (1998) and West Charlotte High School (2005). CMS now offers IB at six middle schools and five elementary schools listed at: http://www.cms.k12.nc.us/programs/magnet/magnet.asp?PK_Category=9

The true IB program begins in the Junior year though the students start preparation as underclassmen to develop necessary skills and lay the foundation needed for the high school two year program. The IBMYP (International Baccalaureate Middle Years Program) is offered as a magnet option at several area middle schools and continues at North Meck. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The IBMYP consists of eight subject groups integrated through five area of interaction that provide a framework for learning within and across the subjects. It focuses on writing, analysis, independent thinking, and an introduction to IB concepts along with a rigorous curriculum. The four year middle school program culminates with a personal project completed in the 10th grade year in conjunction with English II class. More information on IBMYP and this required project is available at www.ibo.org/myp. IBMYP students are also required to do community service (CAS) as detailed later. Students already involved in this curriculum are tracked to complete it, while students coming from non-IB schools take IBMYP courses to prepare them for their 11th and 12th grade IB coursework. Students who struggle within this program may be encouraged to shift from IB to the Honors/AP tracks so that they might be more successful.

Administration

All North Meck administration can be reached at 980-343-3840 or by e-mail. This information is available at the school website.

- North Mecklenburg Principal – Mr. Joey Burch oversees the entire high school administration including the IB partial magnet segment.
- IB Program Coordinator - Ms. JB Royal administers the IB program, consulting with teachers, principal and other staff as it relates to IB curriculum, resources, staffing, training, testing and program execution.

- IB Program Counselor - Ms. Kristi Eglody assists students with course selections, college planning, and other personal, social, and academic issues.
- CAS Counselor - Ms. Katie Morrison monitors the CAS requirements and hours completed for each student.
- Teachers within the IB Program have been specifically trained to instruct the IB curriculum. Approximately 35 teachers are currently certified to teach IB courses at North Meck. These are listed in the Appendix.

CMS Administration - North Mecklenburg is part of the North Learning Community, one of six geographic regions established by CMS beginning in 2007-08 to bring district administration closer to the community. The North Office is located at 16630 Northcross Drive, Huntersville, NC 28078-5048. The following individuals can be reached at (980) 343-1457.

- Area Superintendent: Dr. Hugh Hattabaugh
- Executive Director: Dr. Lory Morrow

Additionally, CMS "downtown" staff also oversees the IB program, as part of the larger Magnet Program and the Talent Development and Advanced Studies Program. (This office also oversees the Advanced Placement.) Their offices are located at 428 West Blvd., Charlotte, 28203. These offices can be reached at (980) 343-6955 or (980) 343-2795.

- CMS Director of Magnet Programs: Robbie Kale (980) 343-5030
- Talent Development and Advanced Studies Director: Stephanie Range.

Program Structure at North Mecklenburg

- North Mecklenburg is a partial magnet school housed within a general high school environment.
- 500 or so IB students make up about 17% of the student body. Approximately 150 students are admitted as 9th or 10th graders each year. Junior and Senior enrollment is determined based on those who continue to meet all the program requirements and qualified transfer (with approval only) students.
- Students have the opportunity to participate in the full Diploma Program or to take at least three IB courses for an IB Certificate. All IB students write an Extended Essay.
- Underclassmen that began the IB Middle Years Program are able to complete this in their 9th and 10th grade years. New IB students are offered IB preparatory courses in the 9th and 10th grades.
- 9th and 10th grade students take classes on the 4 by 4 schedule; 4 classes first semester and 4 different classes second semester meeting every day. The only exception to this is 10th graders who will take English and History for the full year beginning in 2007-8.
- Juniors and Seniors follow a A-day/B-day schedule which involves alternating classes every other day for the full school year. This schedule more adequately prepares them for IB exams in the spring semester.

Advantages

There are numerous advantages to the IB Program. First, the IB curriculum is designed to insure a cohesive, comprehensive education for students, no matter where they live in the world. Students who complete this program are preparing for success at the university level and in life. They gain a broader world view; follow in-depth approaches to the academic disciplines; and develop time management, problem solving, research, writing, and organizational skills that will remain with them long after the IB experience is over.

An additional benefit is that student work is assessed over a two-year period using internationally accepted performance standards. Students who succeed in the IB Program do better than any other group of students in university level work. As a group, IB students earn higher average SAT scores and maintain higher grade point averages at universities than students who have not attended IB schools. Furthermore, most university admissions officials expect students, particularly scholarship applicants, to take the most challenging courses offered at their high school. Students who take IB courses learn to see the world from a variety of perspectives, to examine different points of view, and to see themselves as part of the world community. The International Baccalaureate is the most exciting high school academic program offered today. It challenges students to move out of their comfort zone – to undertake projects and areas of study that are new to them. It challenges them to think in sophisticated ways about the connections between ideas in different areas of study and puts learning in an international context.

Program Recognition

Colleges and universities across the United States and the world highly regard the International Baccalaureate Diploma. The list of college acceptances from the North Mecklenburg IB Program confirms this. Universities around the world recognize the IB as a rigorous and well-balanced program that prepares students well for university study. This does not mean that they all recognize an IB diploma in the same way. Some foreign universities require an IB Diploma for admission. In North America the IB Diploma is not required at any universities, but they do value it. The latest survey of a North American class (2002) indicated that with respect to almost every selective college, IB students had a higher acceptance rate than the general applicant pool. Because they hold the IB program in high esteem, colleges often are willing to offer successful IB graduates advanced standing and/or college credit. Many North American colleges/universities give credit for classes where certain scores are achieved on IB exams. See Earning College Credit section for more information.

Getting In

- Interested 8th graders should attend one of the orientation sessions scheduled in November or December to acquaint interested students and their parents with the many facets of the program.
- All application materials are contained in the CMS Choice Program publications and are available online at

www.cms.k12.nc.us, available in the NMHS Main and Guidance Offices, and are made available at the orientation sessions.

- The IB program at North Mecklenburg requires no application or special recommendations at this time other than a magnet application. Students entering directly from feeder IB Middle Schools are automatically offered positions in the program as long as they score level 3 or above on the reading and math End of Grade Tests (EOG's).
- Non-feeder students must complete the Choice Application Form indicating their preference as North Mecklenburg IB. Currently freshman and sophomore admission is capped at 150 students for each grade. 11th and 12th grade students who successfully completed all requirements in the previous year are able to remain in the program.
- A magnet compact must be completed for the IB program at North Meck or any magnet school the student applies to. This is submitted with the application/transfer request, or the request cannot be processed.
- Students who live outside the Northern feeder zone are ineligible to apply for the North Meck IB Program. They are able to apply for the IB high school in their home zone. A diagram of the CMS system including feeder zone boundaries can be found on its website at www.cms.k12.nc.us.
- If the program is oversubscribed, selections after direct feeds are made based on a lottery and the remaining students are placed in a wait pool for any future vacancies.
- Questions about admission to the IB Program should be directed to CMS Placement Office at 980-343-5335 or student.placement@cms.k12.nc.us. Neither the IB coordinator nor the IB Counselor has any knowledge of or control over admission situations.

The International Baccalaureate Organization (IBO)

All the following information is taken from the IBO website at www.ibo.org

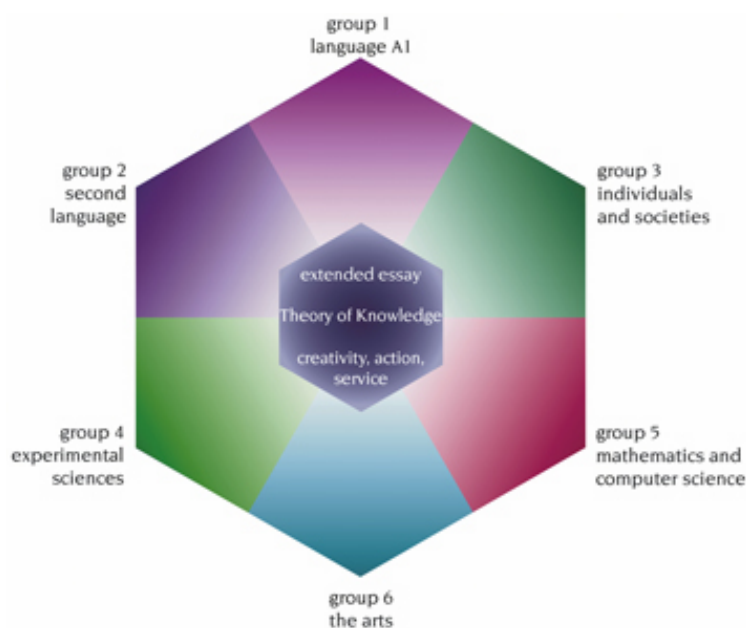
History and Foundation

The International Baccalaureate Organization is a non-profit educational organization that was established in 1968. The IB Diploma Program is designed as a rigorous pre-university course of study, culminating in examinations. It was designed to meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. It provides a comprehensive two-year curriculum that allows its graduates to meet requirements of various national and international educational systems. The Diploma Program model is based on the pattern of no single country but incorporates the best elements of many. It is offered in three languages -- English, French, and Spanish. In the nearly forty years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The program helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are currently more than 538,000 IB students at 2,049 schools in 126 countries.

The program's core components complement a traditional liberal arts framework incorporating the humanities and the sciences. The IB scoring system is criterion-referenced, i.e., each student's performance is measured against well-defined levels of achievement. Top grades reflect knowledge and skills relative to set standards applied equally to all schools. Responsibility for all academic judgments about the quality of candidates' work rests with 4,400 examiners worldwide, led by chief examiners with international authority in their fields. The International Baccalaureate Diploma is the most acceptable and highly appreciated qualification for University entry in most Universities worldwide. It is constantly being enriched with the successes of different educational systems and places a strong emphasis on intellectual rigor and high academic standards. The Program's flexibility allows for adaptation to the diverse needs of students and makes it a most suitable study course for them. The International Baccalaureate Program is offered only by those schools that comply with the strict academic requirements placed by the International Baccalaureate Organization, based in Geneva, Switzerland.

The IBO Mission Statement

The International Baccalaureate Organization 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 IBO 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.



Program Curriculum Model

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding three core requirements. Subjects are studied concurrently and students are exposed to both the humanities and the sciences. Usually, three of the six subjects are studied at Higher level and the remaining three subjects are studied at Standard level.

Successful Diploma candidates must meet the three core requirements of Theory of Knowledge (TOK), Extended Essay, and CAS. The interdisciplinary (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at the university level. Participation in the Creativity, Action, Service (CAS) requirement encourages students to be involved in artistic pursuits, sports and community service work. Each of these core requirements is discussed in more detail in later sections.

Program Basics

Structure of the Curriculum

IB Course Requirements

IB Courses are offered at two levels: Higher Level (HL) and Standard Level (SL). The HL courses and examinations are the most difficult and lengthy. The HL courses and examinations require the student to spend 240 hours in instruction and/or lab time. SL courses cover 150 hours. The requirements for assessments are also more demanding for HL courses.

Diploma candidates must:

- Select at least one subject from each of the six subject groups. The only exception is in the area of the Arts. Students may opt to take a second subject in one of the other five areas in lieu of the Arts requirement.
- Take at least three subjects at Higher level (HL) and not more than four. The other three or four subjects are studied at Standard level (SL). This way, students are able to explore some subjects in depth and some more broadly over the two-year period. This system allows a student to test at HL in the academic areas where he or she excels and test at SL in areas where the student's knowledge is not as comprehensive. This arrangement also ensures that the science-oriented student is challenged to learn a language and that the natural linguist becomes familiar with science lab procedures. Flexibility in choosing Higher-level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance while maintaining balance.
- Sit for examinations in at least three HL courses – four can be taken upon teacher recommendation and the remaining two, three or possibly four at SL.

Certificate students must take at least one course and exam at Higher level and the rest at Standard. With colleges looking for the most rigorous courses available as offered by a school, students are encouraged to sit for the Diploma. More on the Diploma and Certificate requirements are detailed below.

Groups and Choices of Subjects

Following are the courses offered at North Meck within each group of the IBO Hexagon for IB students and whether they are offered at Standard or Higher level. These vary little from year to year. A complete description of each course is contained in the Appendix.

Group 1 Language A1 (Native Language)

- IBMYP English I (9th grade)
- IBMYP English II (10th grade)
- IB English 11 & 12 (two year course) **HL**

IB English is a two-year course taught at the Higher Level only. Students are required to take the HL exam at the end of grade 12. The rigor of the course includes critical reading, writing and thinking. Students may also take AP Language & Composition and AP Literature tests. (These, however, do not count towards their IB Diploma.)

Group 2 Second Language or Foreign Language

- IBMYP French, German, Latin and Spanish levels 2 and 3 (grades 9 & 10)
- IB French, German, Latin and Spanish levels 4 and 5 (grades 11 & 12) **SL**

Students take the IB exam following Level 5. The IB and AP Foreign Language curriculums emphasize different aims and objectives. IB students must successfully complete Levels 1, 2 & 3 French, German, Latin or Spanish by the end of the 10th grade. IB Latin may be used to meet the second language IB Diploma requirement. In special cases and with approval a student may potentially take a Higher Level Exam.

Group 3- Individuals and Societies

- IBMYP World History (9th grade)
- IBMYP Civics and Economics (10th grade)
- IB History of the Americas (11th grade)

These three courses are required for graduation. Remaining courses are optional.

- IB History of the Americas paired with IB International History (11th and 12th grade) **HL**

Students may take the AP US History exam at the end of the 11th grade. IB International History is NOT compatible with AP World History nor AP European History.

- IB Psychology 1 (11th or 12th grade) **SL**
- IB Psychology 1 & 2 (two year course) (11th and 12th grade) **HL**

To take IB Psychology 2, students should have completed IB Psychology 1. AP Psychology is not compatible with IB Psychology.

Group 4 Experimental Sciences

- IBMYP Biology and Earth & Environmental Sciences (9th grade)
- IBMYP Physics and/or Chemistry (10th grade)
- IB Biology 2 & 3 (two year course) **HL**

IB Biology is a two-year course taught only at the Higher Level. Students may take either the Standard or Higher Level exam at the end of Grade 12. This option is based on teacher recommendation as well as how proficient the student feels with the course material.

- IB Chemistry 2 & 3 (two-year course) **HL**

IB Chemistry is a two-year course taught only at the Higher Level. Students may take either the Standard or Higher Level IB exam at the end of grade 12 as in Biology

- IB Physics 2 & 3 (two-year course) **HL**

IB Physics is a two-year course; Students take the Higher Level IB exam at the end of grade 12.

- IB Environmental Systems (11th or 12th grade) **SL**

Students must take the Standard Level IB exam.

Group 5 Mathematics

- IBMYP Geometry (9th grade)
- IBMYP Algebra II (9th or 10th grade)

Students may begin one of two IB Math tracks (IB Math Studies, IB Mathematics SL) after completing IBMYP Algebra II.

- IB Math Studies (two-year course) **SL**

This is composed of IB Math Studies 1 in the 10th or 11th grade and IB Math Studies 2 in the 11th or 12th grade.

IB Math Studies is a two-year, intro to Calculus based math taught at the Standard Level. Students must take the IB Standard Level exams after IB Math Studies 2. There is no AP equivalent.

- IB Mathematics (formerly known as Math Methods) (two-year course) **SL**

This is composed of IB Math 1 in the 10th or 11th grade and IB Math 2 in the 11th or 12th grade. IB Mathematics is a two-year, Calculus based math taught at the Standard Level. The second year is comparable to AP Calculus AB, and students may sit for the AP Calculus AB exam after this course. The other year contains “some” topics covered in AP Statistics but it is NOT comparable. Students must take the Standard Level IB Exam at the end of year two.

Group 6-Arts

- IBMYP Art I and II (9th and 10th grades)
- IB Art 1 and 2 (two-year course) **HL or SL**

IB Art is a two-year course; students may take either the Standard or Higher Level IB Exam at the end of grade 12. Students who took non IBMYP Art I and Art II must have permission from the IB Art teacher prior to registering for IB Art. AP Art is not similar for testing purposes.

- IB Theatre **SL**

Students will take the Standard Level IB Exam

- IB Photography **SL**

This course is offered for the first time in 2007 and students will take the Standard Level IB Visual Arts Exam.

Additional Requirements

All North Mecklenburg Students must also take a Health/Physical Education course in their 9th grade year. They are required to register for 8 courses per year to be filled in with electives after all IB Course requirements are met. Students are able to choose electives in the 9th and 10th grade years. In the Junior and Senior Year some IB electives are required along with other electives such as AP courses.

Sample Program

A typical four year Diploma Program **may** look something like the following. Under the consultation of the IB Counselor, students choose which subjects to study and at which level, balancing their interests, the field which they ultimately intend to follow, and the requirements of universities to which they will be applying.

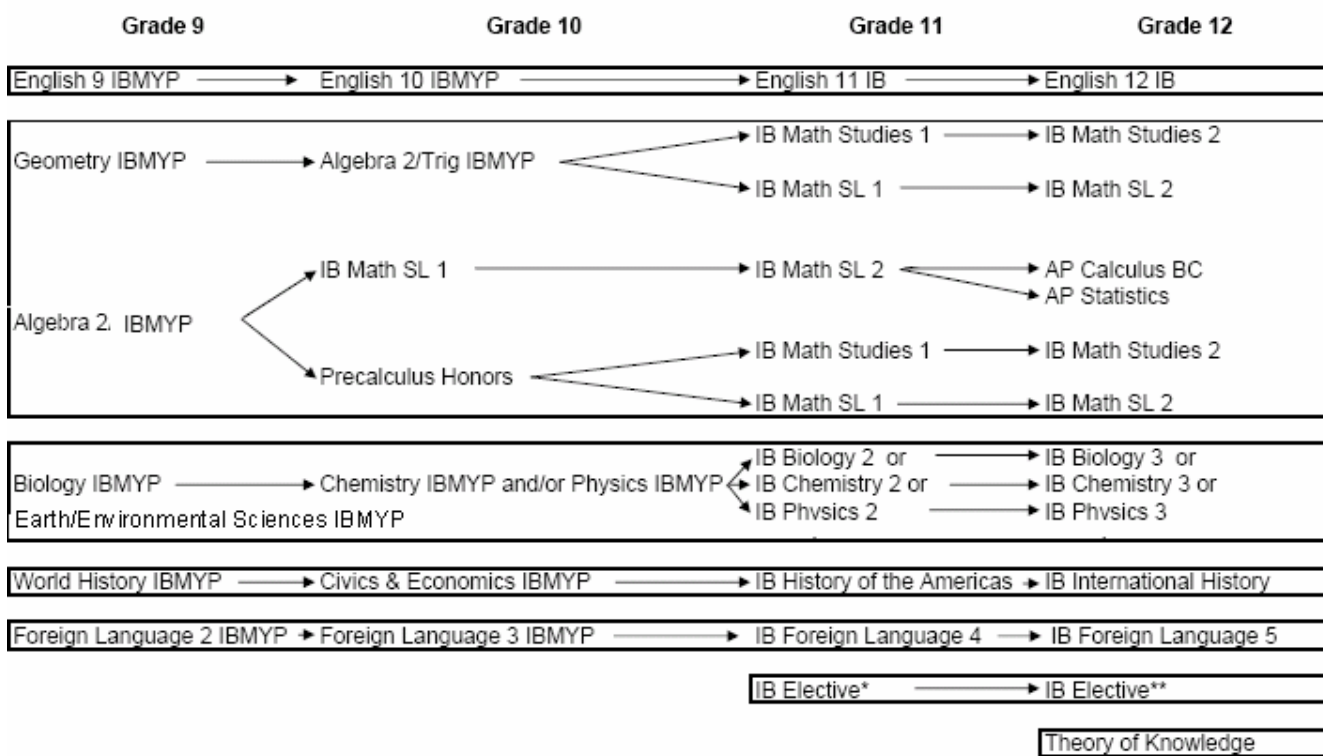
9th Grade Year - English I IBMYP
Foreign Language 2 IBMYP
World History IBMYP
Biology IBMYP
Earth/Environmental Sciences IBMYP
Geometry or Algebra 2 IBMYP
Health/Physical Education 9 IBMYP
Elective

10th Grade Year- English II IBMYP
Foreign Language 3 IBMYP
Civics and Economics IBMYP
Physics IBMYP
Chemistry IBMYP
Algebra 2 IBMYP or IB Math SL 1 or Studies 1
Elective
Elective

11th Grade Year- IB English 11
 IB Foreign Language 4
 IB History of the Americas
 IB Science 2
 IB Math SL 1 or 2 or Studies 1 or 2
 IB Psychology 1
 Elective
 Elective

12th Grade Year- IB English 12
 IB Foreign Language 5
 IB International History
 IB Science 3
 IB Math SL 2 or Studies 2 or AP Calculus BC or Statistics
 IB Psychology 2
 Elective
 Theory of Knowledge

Pictorially the Course Flow is as follows:



Note: This is a flowchart of curricular offerings; it does not reflect graduation requirements.

* IB Theatre, IB Photography, and IB Psychology SL are one year classes.
 ** IB Art and IB Psychology HL are 2 year classes

Theory of Knowledge

Theory of Knowledge (TOK) is an interdisciplinary course where students dig deeper into the foundations of knowledge, comparing and contrasting several ways of knowing (i.e., physical perceptions, reason – both

deductive and inductive logic, language, emotions and intuition) with six areas of knowledge (i.e., mathematics, natural sciences, history, social sciences, arts and ethics). The TOK student examines the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in other courses. They are challenged to think about their thinking, learn about their learning, question the basis of knowledge, be aware of subjective and ideological biases and develop a personal code of thought based on evidence and reason. Classes require students to participate in group discussions. The course is taught mostly as a seminar. It is a requirement for Diploma candidates, but is open as an elective to Certificate candidates and qualified advanced placement students. Instead of a regular exam, students are assessed through a 1600 word essay and an investigation presentation given to their class. The essay topic is selected from a list of topics issued by the IBO every year. The essay is externally assessed, while the teacher assesses the presentation.

Extended Essay

The Extended Essay (EE) offers IB Diploma and Certificate candidates a unique opportunity to engage in an in-depth study of a limited topic chosen from one of the six subject groups of the IB curriculum. It is designed to provide the candidate the opportunity to engage in independent research, analysis, evaluation and reasoning and to hone writing skills expected at the university level. It exposes the student to a more personal type of research related to a topic of special interest culminating in an essay of not more than 4,000 words. Because of the importance which colleges place on the IB Diploma over the Certificate, North Meck also requires all Certificate Seniors to write the Extended Essay. As a graduation requirement, each CMS senior must complete a Senior Exit Project consisting of a research based essay, product, and oral presentation. The Senior Exit Essay is *not* the same as the IB Extended Essay and will not be accepted as such. EE requirements, contract, etc. are in the Appendix. Other information can be found at numerous internet sites. Since the Extended Essay is a recognized extensive research paper, IB graduates are better prepared for the research required in most if not all college classes. It is far more than a report and therefore gives IB students an advantage in college because of their research and writing skills.

Experience has shown the Senior year is hectic and overwhelming without the stress of having a 4,000 word paper due in addition to normal homework, internal assessments, college applications, etc. Students are therefore required to use the summer between the 11th grade and 12th grade year to research and write the majority of their paper, and deadlines have been established. The choice of a suitable topic for the EE is very important, if the student is to work methodically and creatively on it. In the final quarter of their Junior year, students choose a subject area. Before a student chooses his/her research question, and during the whole period of his/her research, he/she chooses or is assigned a particular teacher as an advisor to guide them through the process. Supervision should be limited to 3 hours in total, according to the IBO directive. Students are expected to begin work on the project during the Junior year and complete a rough draft of their essay in the summer

between the Junior and Senior years under the supervision of their advisors. It is completed early in their Senior year. It is submitted to the IBO for external scoring and is assessed directly by the IBO examiners.

Creativity, Action, and Service (CAS)

CAS is the community service component of the IB program. An IB Diploma cannot be earned without completion of this requirement. It is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom to a form of service, such as applying science to the environment, or applying technology to the design of devices to help people who are disabled or to improve living conditions in a home or town or refugee camp. The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. CAS should represent an interesting variety of activities that the student finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to their community. Generally, CAS is not taking place when the student is in a passive rather than active role; there should be interaction. If the student is passive, nothing of real value, either for the student or for other people results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the objectives of CAS only to a very limited extent. Students in IB classes are eligible to become members of CAS Council. This group chooses and directs service opportunities throughout the school year. Additional information on this group is contained in the Appendix.

CAS Requirements

CAS hours requirements are determined by grade and the program in which the student participates.

- Ninth graders must complete 35 hours of service (5 allowed in the summer),
- Tenth graders must earn 40 hours of service (10 allowed in the summer),
- Certificate Program Juniors and Seniors must complete 75 hours of service over the course of 2 years. The focus for the Certificate program is the Service component of CAS. 20 hours can be completed each summer prior to Junior and Senior years.
- Diploma students must complete 150 hours total during their Junior and Senior years. These hours are broken down into 50 hours for Creativity, 50 hours for Action, and 50 hours for Service. (Seniors graduating in 2008 have different hour requirements grandfathered under the old system.)
- No Diploma can be received without total completion of these requirements.

CAS Categories

❖ Creativity

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects.

This could involve doing dance, theatre, music and art, for example. It may also include being innovative within the service or action areas by creating new ways of teaching skills, organizing activities, or leading groups. Students should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: that goals are set and the student reflects on progress. Hours in this category are only applicable to Junior and Senior Diploma candidates.

❖ Action

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or coaching or other activities requiring physical exertion—such as expeditions and camping trips, environmental cleanup or digging trenches to lay water pipes to bring fresh water to a village. Again, students should be encouraged toward group and team activities and undertaking new roles. Acting on behalf of the school through participation in clubs also falls under this category, although most club work will earn a maximum of 5 hours. Hours in this category are only applicable to Junior and Senior Diploma candidates.

❖ Service

Service projects and activities are often the most transforming element of the Diploma Program for the individual student; they have the potential to nurture and mold the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

9th and 10th grade and Certificate students earn Service hours only. CAS hours for Diploma Juniors and Seniors are allocated into each of the 3 categories when the hours are posted monthly. When an activity fits more than one category, an equal share of hours is credited to each category. Once the full amount in each category is received, the student needs to work on the others. For example, they should not expect to be credited with 60 hours for: 20 hours for the play, 10 hours for orchestra, 10 hours for dance, 10 hours for painting classroom ceiling tiles, and 10 hours for singing at the Biltmore Estate. Once a student earns 50 hours for Creativity, they must move on to Action and Service. Likewise, if a student submits 150 purely Service hours, they will still need 50 more for Creativity and 50 more for Action. Any Junior or Senior Diploma candidate who “drops” to Certificate will technically lose all Creativity and Action hours as only Service hours are acceptable in reaching their 75 hour requirement.

CAS Administration

The International Baccalaureate Organization requires central records summarizing each IB student's CAS performance to be kept by the school. A system is in place to track these hours and make them available to students as needed. The process of completing community service to earn CAS credit hours is very different than at other schools. Procedures are in place requiring pre-approval and reflection on service. Certain general identified activities and organizations have already been pre-approved. Information about and lists of these specific activities and organizations are included in the Appendix. In addition, certain additional pre-approved activities will be offered via list-serv during the year from the IB Coordinator or CAS Coordinator. Otherwise, pre-approval is necessary and involves obtaining the CAS Coordinator's authorization before participating in the activity. If in doubt, an approval form should be completed and submitted as detailed. Appropriate forms are included in the Appendix and additional particulars are discussed below. Students should visit the CAS website at least annually to read the CAS Rules and Procedures in case of procedural changes. The specific address is: <http://www.cms.k12.nc.us/allschools/north/departments/ib/cas%20introduction.html> . After reviewing the website, all students must print out, complete, and return the appropriate Magnet Pact to the IB Coordinator. Upon completion, they should add themselves to the Email Distribution List for that year as well. The Appendix and website also contains tips to help students struggling to complete CAS requirements.

Submission of CAS Activities/Hours

There are two required forms for every activity except those specifically mentioned in the Appendix as pre-approved or summer activities. Parents should not complete either the approval or evaluation form for their student. This is the student's responsibility alone.

1. Approval Form

Approval must be secured for every activity (except summer work and pre-approved activities) **before it begins**. The approval forms are located in the CAS Coordinators office, the IB Coordinators office, the Appendix, or on the IB website. The form must be completed and returned to the CAS Coordinator in the folder labeled TO BE APPROVED. The turn around time for approval is approximately 24 hours; however, there will be times when the turnaround will be longer. As long as the form is turned in before the activity begins, it is covered. Approved forms will be put in the folder labeled APPROVED FORMS after authorization. It is the students' responsibility to pick the form up from this folder.

2. Evaluation Form

There are two parts to this form: the student's evaluation of the activity and the supervisor's evaluation of the student. The supervisor must be an adult and may NOT be a parent of the student submitting the form. Once an activity is completed, both sections of the evaluation sheet should be filled out and the sheet submitted. The approval form (if required) should be stapled to the evaluation form. Both forms are to be submitted to the CAS coordinator in the folder labeled COMPLETED EVALUATIONS. The evaluation is NOT a simple description of the activity. It is to include a reflection on the activity including whether it was a good activity for service, whether the student would do it again, or recommend it to other

students. What was learned from the experience should also be included in filling out the form. Forms are due by the 12th day of the month following the service.

All forms are collected and placed into each student's individual CAS folder. These are kept in the CAS Coordinator's office for inspection by students at any time. This is the best way to address questions or discrepancies in hours totals. Students who leave the IB Program may request to take their CAS folders with them. Otherwise, folders will be kept until the August after the student graduates, and then released to the students for their safe-keeping. Folders cannot be released before August due to IB audit procedures.

Unacceptable CAS Activities

It is important to note what kinds of activities are not acceptable for CAS:

- All forms of duty within the family. Students cannot receive service hours for mowing a grandparent's lawn, washing an uncle's car, or babysitting nieces. This is part of being a good family member.
- Participating in temple, synagogue, mosque, or church activities that are for the purpose of religious instruction or worship. Singing in the choir, teaching a children's class, attending youth group meetings, etc. are examples of activities which will not be approved. IB is very concerned about the possibility of tensions between religious groups and therefore does not allow any activity which promotes one religion to be counted as service. However, activities such as collecting canned goods for a food drive or a mission trip to build a school in Mexico will count, as long as the activity benefits the greater community and does not involve spreading religious beliefs or engaging in religious practices.
- Work that IB calls "simple, tedious, and repetitive," (clerical tasks). This includes activities such as shelving library books, filing papers, basic data entry, photocopying, stuffing envelopes, and so forth. Even though some organizations or individuals would really benefit from such work; these are not acceptable.
- Any activity for which the student is personally rewarded in any way or which benefits only the student.
- Any activity which is a required part of the IB Curriculum (ex. 10th Grade Personal Projects)
- Passive pursuits such as a visit to a museum, theater, art exhibit, concert, or sports event.
- Working in a location in which the student has no contact with the individuals the activity supports. For example, making sandwiches in a soup kitchen without actually serving them to people does not qualify.
- Volunteering in any place of work, including their parent's, which is a profit-making business. An exception to this is a volunteering to work for a non-profit organization such as the American Cancer Society, Juvenile Diabetes Association, etc.
- Tutoring a friend or neighbor. Tutoring must take place as part of an organized tutoring program. If you want to arrange with a teacher at North Meck to tutor a group of students in that teacher's classroom each week, that is fine. Tutoring that is done at someone's home is not acceptable.
- Babysitting, even without pay. CAS activities must have an adult supervisor. There are rare instances where group babysitting would be acceptable, but please note that these cannot be for the purpose of allowing parents to attend religious services.

Limits on CAS Hours

- Continuous Service

These include activities in which the student will participate on an ongoing basis. Some examples are tutoring, working for Habitat for Humanity, scouting activities, candystripping, volunteering in a nursing home, and so on. Students can submit one approval to cover these activities for one year and can earn many of their hours this way.

- 5 hour activities

These are activities which require some degree of time and effort. They include a majority of community service activities, most of which require 5 or fewer hours. Some activities are restricted to a 5 hour maximum, including passing out flyers or collecting donations. Activities which do not take 5 hours will not earn 5 hours; they only earn time for the actual hours worked.

- 10 hour activities

These activities require a greater time commitment or responsibilities. Examples include volunteering at Operation Christmas Child, Kids Voting, the Angels of '97 Dinner, working at a town festival, and so on. Again, activities which do not take 10 hours will not earn 10 hours, and those which take more than 10 still count as 10 hours.

- Hours earned in the summer

Rising 9th graders will be able to earn 5 hours over the summer. Rising 10th graders will be able to earn 10 hours this way. Rising Juniors and Seniors can earn 20 hours per summer, meaning that 40 of their hours can be earned in the summertime. These hours must be submitted by the September 12th deadline to receive credit.

Completion of CAS Hours

- Completed evaluations for the current month must be submitted by the 12th of the next month. For example, all service hours completed in September must be submitted no later than October 12th. If the 12th falls on a Saturday or Sunday, the deadline will be the Monday following the 12th.
- Hours submitted after the 12th will be considered late and will not count (unless the student has not used the one “freebie” for the year; see CAS myths for explanation).
- Students who are participating in continuous activities such as tutoring must turn in an evaluation form on a monthly basis.
- Seniors must have completed all hours by March 12th in order to sit for IB Exams and to receive an IB Diploma.
- Juniors Certificate Students must have 35 service hours on file by May 12th.
- Junior Diploma Students must have 75 hours on file by May 12th.
- All underclassmen have until May 12th to complete hours.
- Sufficient progress must be made year-round; these hours cannot be completed within the last month.

Posting of CAS Totals and Conferences

The CAS Coordinator will be working very hard to post hours so that students and parents can check them at any time. Hopefully they will be updated at least monthly, sooner if possible, once hours are initially posted. If there is a discrepancy, it is the student's responsibility to address the situation with the CAS Coordinator. It will be up to students to check their hours periodically. Updates will be mailed or emailed to parents and students periodically throughout the year. If students are behind in the hours they should have earned by the end of first semester, have failed to submit proper documentation, or are repeatedly submitting hours for which they will not earn credit, a conference will be scheduled. IB expects coordinators to address such situations especially as this can be a useful time to help students better understand what is expected of them and to address misconceptions they hold about community service. Students who lag behind in service and their parents will receive a minimum of 2 communications from the CAS Coordinator and a chance to address the problem. If no progress is made and/or a student fails to complete the community service requirement, the student will no longer be eligible to remain in the IB Program. The student will be required to transfer to the regular program at North Mecklenburg or sent back to their home school. Students are encouraged to seek help before falling behind. Tips on how to successfully earn CAS hours are contained in the Appendix.

Turning in More CAS Hours than Required

Students are encouraged to turn in more than the required number of hours. Every student's CAS file serves as a record of their community service for all four years of their high school career. When writing college recommendations for Seniors, it is a great pleasure to say, "Jane Doe was required to do 150 hours of community service, but she completed 300 hours, a sure sign of her commitment to her community." It is also nice to be able to discuss original projects and exceptional leadership, as in "Jane's growth as a leader is best demonstrated in her organization of the caving expedition this year." In an increasingly competitive collegiate environment, the activities which demonstrate whether a bright individual is truly well-rounded and has much to offer a university are frequently those which take place outside the school day.

Common Myths about CAS

Myth #1: You can't get any hours if you volunteer with a church/synagogue/mosque youth group.

This is not true! Any activity which you do for the good of the entire community can count. This includes activities such as volunteering in a soup kitchen, at Room in the Inn, with Habitat for Humanity, fundraisers, or even mission trips which involve construction. These activities are in the spirit of CAS and do not cause problems between groups with different beliefs. However, activities which focus on religious beliefs cannot count. This includes religious plays, ushering, Vacation Bible School, youth group scriptural study, etc.

Myth #2: If you get a form back unapproved with questions, it has been denied. You can't make any mistakes on CAS forms or hours.

This happens to almost everyone. If you receive a form back, see what questions are on it. All you need to do is

answer the questions and re-submit. Do NOT throw away forms that you receive this way! We are all human and make mistakes. Every student gets one “freebie” for the year – a mistake that will be forgiven. This can include forgetting to do an approval form or turning in an evaluation form late. The mistake does have to be within reason, though – hours you forgot to submit in October will not be taken in January.

Myth #3: If it’s a weekend or break and you learn about an activity, you can’t get credit for it.

This is the reason why the CAS Coordinator’s email address is contained here and on the website. See the Appendix for how to handle Surprise (Unexpected) Service opportunities.

Program Assessment and Choices

Assessment

IBMYP students are assessed internally by their classroom teachers. The noted exception is on the 10th grade Personal Project. This Project, which is the culmination of the IBMYP Program, is assessed internally by a variety of NMHS teachers. Final IBMYP subject scores are issued on regular report cards. These have no bearing on IB Diploma, etc.

There are a variety of assessments which are used in a reporting period and in determining the overall IB final scores. While most will assess writing, analytic and critical thinking skills required in IB exams, some may assess recall or isolated skills which must be later integrated with other learned skills or knowledge to be useful to predicting final IB scores. Regular class grades should provide relevant feedback about how students will potentially do on the IB exams. However, keep in mind that the test and homework which is assigned and assessed in the course of a quarter may not be exactly the same as the IB exams which cover 2 years worth of material. Many class assessments are based on specific student skills which are being learned at a specific point in the course. The IB exams usually require students to apply many skills which have been learned during the two year course, not just one isolated skill that may be assessed during a specific semester. In addition, these exams are taken over a rather intensive testing period of three weeks, under exam conditions. These factors tend to somewhat lessen the predictive validity of the quarter grade to IB exam scores.

Student work is assessed in two basic ways – External and Internal. External assessment is when papers/exams are graded by independent moderators around the world, selected by the IBO. The grades issued usually count for about 75% of the final grade in a subject. Most IB courses contain components of internal assessment (IA) in addition to the exams. Internal assessments are assignments that are graded by the classroom teacher prior to samples being sent to the IBO for moderation. The moderated scores awarded by the IBO directly impact a student’s IB exam score by a given percentage. About 25% of the final grade in each subject is based on IA. This percentage varies from course to course. Internal assessments take a variety of forms. English and history courses require written essays. English, music, and foreign languages assess through taped oral commentaries,

Lab notebooks from the experimental sciences are reviewed, and math requires a project and/or portfolio. Exams and essays become the property of the IB Organization and are not returned to the students.

After all examinations and assessments, each subject is graded on a scale of 1 to 7.

- | | |
|----------------------------|-------------------------------|
| 7 ...Excellent performance | 6 ...Very good performance |
| 5 ...Good performance | 4 ...Satisfactory performance |
| 3 ...Mediocre performance | 2 ...Poor performance |
| 1 ...Very poor performance | |

Colleges and universities around the world are increasingly familiar with the IB 1 to 7 grading scale based on descriptive standards. An IB score of “7” is rare. However, it is not awarded to only “perfect” performances. Flaws can be present in work that is awarded a 7. However, an IB 7 requires truly exceptional understanding, critical thinking, application, communication skills, and appreciation of how to effectively convey the knowledge in a written or oral format. A 7 cannot be achieved through memorization or recall of information only. Only about 4-10% of all IB students across the world will achieve this mark in any given subject.

A grade of “4” in each class is sufficient to earn an IB diploma. This fact suggests that receiving a “4” should not be seen as a failure – particularly considering the weight that many universities give to students who receive the Diploma. It wouldn’t be prudent to suggest that a student who is achieving 4’s should stop trying and be content, but it can also be argued that earning a 4 suggests that a student is meeting the requirements of the class and is earning a respectable grade. Some universities will award credit if a score of 4 is earned in a class. However, most universities will not award college credit unless a student is earning a “5” or better. Additional details on earning college credit are addressed in a later section.

TOK and EE Component Scoring

The allocation of extra points for Theory of Knowledge and Extended Essay are outlined as follows.

		Theory of Knowledge					Not Submitted
		Excellent	Good	Satisfactory	Mediocre	Elementary	
Extended Essay	Excellent	3	3	2	2	1	N
	Good	3	2	1	1	0	N
	Satisfactory	2	1	1	0	0	N
	Mediocre	2	1	0	0	0	N
	Elementary	1	0	0	0	Failing Cond.	N
	Not Submitted	N	N	N	N	N	N

A candidate who, for example, writes a good Extended Essay and whose performance in Theory of Knowledge is judged to be satisfactory will be awarded 1 point, while a candidate who writes a mediocre Extended Essay and whose performance in Theory of Knowledge is judged to be excellent will be awarded 2 points. A candidate who fails to submit an Extended Essay will be awarded N for the Extended Essay, will score no points, and will not be awarded an IB Diploma. **Performance in both the Extended Essay and Theory of Knowledge at an elementary level is a failing condition for the award of the IB Diploma as well.**

Exams

A sign up form for exams is included in the Appendix. Exams contribute between 70 and 80% of a Diploma score. Students should periodically review throughout the 2 year course. At least once per week it is advisable for a student to go over previous materials in order to improve recall and understanding. Waiting until just before exams to start looking over past course material is not an effective strategy for success in the IB program.

- Exams are held during an intense two or three week period in early to mid May.
- Exams are given off campus at Friendship Missionary Baptist Church. The Church is able and gracious enough to house the large numbers of students who sit for the IB exams.
- Next year's schedule is posted by the IB Counselor's office, on line at the North Meck Website and is also contained in the Appendix.
- Students are not required to attend classes on days when sitting for IB exams. They receive a "0" Absence code on these days.
- Students are given the opportunity to sign up for IB exams in October. If they fail to do this their ability to take the exam is seriously jeopardized. It may be possible to register late, but any monetary penalties imposed will be passed on to the student.
- It is possible to withdraw registration for IB exams under exceptional circumstances and up to a certain date. Penalty fees will once again be administered and will be passed on to the student who is withdrawing.
- The IBO requires students to take three exams at the Standard Level (SL) and a minimum of three must be taken at the Higher Level (HL). The HL exams test more knowledge and are more difficult than the SL exams because HL courses span a two year period with more in-depth study; whereas, SL courses are completed in one year. Students are advised to take their HL exams in areas of their greatest strengths.
- Students may take only one or two SL exams at the end of their Junior year to count toward their IB Diplomas.
- Students may retake an IB exam if they are unsatisfied with an exam score. A student taking an exam in the Junior year may retake the exam the following November of their Senior year, but must register no later than July 15 to do so.
- Currently, IB exam fees are paid by the Charlotte Mecklenburg School System, provided that the student and parents have completed the proper paperwork in the fall preceding the examinations. The exception

would be a student who elects to register for a retake exam as addressed above. If an IB student does not follow through with sitting for an exam, the student will be responsible for reimbursing CMS for all applicable IB fees.

- The student is responsible for all fees in a retake situation. These fees include the registration fee, exam fee, and the per capita fee. The registration deadline for the November testing session is in mid-July.

The IBO has over 1000 member schools in over 100 countries spanning the globe. Its Board of Examiners prepares oral and written examinations and is the final authority on the setting of the examination dates and times and the assessment of all candidates for awarding Diplomas and Certificates. When the IBO tests students, it does so by offering the same exam on the same date all over the world. As a result of different time zones, students can be literally taking the same exam throughout a twenty-four hour period. This characteristic of international testing, coupled with instantaneous communications, has made it necessary for the IBO to establish a unique honor code for their exams. IB students are not allowed to discuss an exam with anyone for the 24 hours following the exam. Exams are forwarded to the IBO upon completion.

Diploma Requirements

A detailed list of Diploma requirements follows:

- All assessment components for each of the six subject areas must be completed.
- Numeric grades have been awarded in all six subjects registered for the Diploma.
- There is no grade 1 in any subject.
- There is no grade 2 at Higher level.
- There is no more than one grade 2 at Standard level.
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been gained on Higher level subjects (Candidates who register for four Higher level subjects must gain at least 16 points at Higher level).
- At least 9 points have been gained on Standard level subjects (Candidates who register for two Standard level subjects must gain at least 6 points at Standard level).
- Student must successfully complete TOK and the Extended Essay.
- Grades A (highest) to E(lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
- Student must accumulate a minimum of 24 points.
- An approved program of Creativity, Action, and Service (CAS) has been completed.
- The final award committee has not judged the candidate to be guilty of any honor code violation.

If a student does not get a satisfactory grade in total, then he/she has the right to participate in two more exam sessions, in order to improve some of the grades. The minimum score of 24 is based on the idea that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points. Theory of Knowledge and the Extended Essay combine to contribute a possible three additional points to the overall score, giving a maximum Diploma score of 45 points. This scoring matrix for these items was included earlier in this section. In addition, candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations.

IB Diploma results are accessible to the school by the IBO in the second week of July. It is possible for students to arrange to access their results via the Internet. A final official IB Diploma Certificate will be available later in the summer. Students should contact the IB coordinator regarding IB scores that must be sent directly to any university. Unlike AP scores, IB does not mail the scores home to the student.

Receiving a Certificate

All IB students are strongly encouraged to attempt the IB Diploma. Taking just the minimum IB requirements may suggest to the college admissions staff that the student’s level of commitment to the IB program was not as great as it might have been. Statistics show that college success rates and acceptance are higher for diploma candidates. In either case the Extended Essay must be completed. Any student who does not earn an IB Diploma will receive an IB Certificate (essentially an IB transcript) for each IB exam successfully completed. Students who do not wish to pursue the full Diploma may opt to take three or more IB courses for Certificate credit. All students who take an IB course must sit for an IB exam in that subject.

The Certificate is not an IB recognized designation or program, but a CMS-specific anomaly that allows students not completing the Diploma program to participate in IB at least in part. The actual “Certificate” is simply an IB-issued record of IB courses successfully completed. CMS uses the Certificate option as a way of encouraging more students to choose a more challenging curriculum.

Deciding between Diploma and Certificate

The primary considerations between the Diploma and Certificate IB programs are as follows:

	<u>Certificate</u>	<u>Diploma</u>
Number of IB exams required	at least 3	at least 6
TOK Course	optional	required
Total CAS Hours (Jr & Sr years)	75 hours	150 hours
Extended Essay	required	required
College Consideration	favorable	more favorable

At a recent *IB and the College Application Process* conference, college admission directors representing selective institutions of higher learning revealed that a critical component in considering every application is comparing the applicant's high school course of study to the most rigorous course of study available at that student's school. As a result, Diploma candidates are considered more favorably than Certificate students. When admissions officers determine that an applicant has taken more than the minimum requirements of IB, they typically examine the letters of recommendation from the IB counselor/coordinator to understand why the student was not a full Diploma candidate. This does not mean that the student applicant will not get into college; just how colleges will evaluate their applications. The more IB courses taken, including successfully passing the exams, the more competitive the student applicant will be among the other students vying for admission to that college or university.

College admissions officers report that the IB Diploma Program does an excellent job of preparing students for success in college; graduates say that IB makes college easier for them. After completing the requirements for the IB Diploma, students have acquired sophisticated independent study, research and time management skills, all of which are needed for success in our competitive world. The international elements of the curriculum provide students with a global perspective essential in the 21st century. Selective colleges and universities seek highly capable students eager to take responsibility for their own education. Support of IB Diploma graduates continues to increase as universities and colleges come to a greater understanding of its rigor. They have also examined the core components that provide the foundation of the IB curriculum, such as the Theory of Knowledge, CAS and Extended Essay. As a result, most institutions are strengthening their recruitment efforts that target IB Diploma students. Studies have shown that, in comparison with students from other honors programs, IB students graduate from college in fewer years, go on to complete graduate studies, make higher grades, and often have double or even triple majors.

These are the qualities that make an IB Diploma Candidate an outstanding "investment" for a college or university. In addition, and as mentioned earlier, IB courses and exams are recognized for the purpose of college credit and/or placement at most colleges and universities. Over 150 postsecondary institutions now grant a full year of credit to students who have earned the IB Diploma. Students who do not take the full IB Diploma may still pursue the challenge of individual IB courses and be eligible to receive some college credit.

Earning College Credit for High School Coursework

Many colleges give credit for successful completion of IB coursework if minimum IB scores are achieved. Some universities give credit for Higher level exams only, some for both Higher and Standard level exams with the IB Diploma, and some for Standard level exams without the Diploma. Every college is different in awarding credit. Students can access the IBO website at www.ibo.org for general information regarding recognition policies. The IBO website supplies the name of an IB contact at each college. The "IB College Credit Guide" at

the IBO website can also be used to examine the recognition policy for admission and credits for IB courses at any college. For more information, students should contact individual universities. Most colleges grant equal credit for IB and AP. Numerous colleges offer 30 semester hours of credit and sophomore standing for the IB Diploma. IB students sit for many AP exams and get credit for either their IB or AP exams or both.

Deciding between AP and IB

The Advanced Placement (AP) and International Baccalaureate (IB) programs are the two most widely known models for college-bound students. IB courses are more challenging than other high school courses - often including AP classes. They are aimed at highly engaged students who seek extra challenge and involvement in their education beyond the classroom. Both AP and IB are examination-based programs designed for well-prepared and motivated students. Both certify a student's level of knowledge with a score on an end-of-course assessment that is recognized and valued nationally and internationally. Whether to take all or some AP courses, be an IB Diploma student, or take a mixture of AP and IB courses should be a matter of student preference, interest, and learning style. If a student is attracted to a broad range of subjects and wishes to study them in depth over two years, the IB program may be the best choice. If a student wishes to specialize in just a few subjects, the AP program may be more appropriate.

Overall, IB is a holistic program, and although students receive college credit/advanced standing, the goals of the program are larger. Students cannot favor some subjects over others. They must confront any weak areas and bring themselves to a level of competence. Other programs allow students to avoid difficult subject areas or take easier courses in the areas where they are weak, leaving them vulnerable in those areas when they attend college. IB forces them to address those areas. This is one notable factor of the IB Diploma program. Students in the IB Certificate Program take a combination of AP and IB courses and benefit from both models. Also, IB students may sit for many AP exams whereas AP students cannot sit for IB exams.

Remaining in the Program

Students who do not complete all of the following requirements may not remain in the IB Program and must choose another program/school for the following school year. Students in grades 9 and 10 must pass at least 3 IBMYP courses per year and complete all community service hours. 10th graders must also complete the Personal Project. Successful completion of the MYIBP is required to enter the Diploma Program. A student must meet the following prerequisites: English 1; English 2; Geometry; Algebra 2; Biology; Chemistry and/or Physics; World History; Civics and Economics; and Level 3 of French, German, Latin, or Spanish. Successful completion is defined as having passed all courses and having an unweighted GPA of at least 2.50 at the end of the sophomore year beginning with the ninth grade class of 2007.

Students who lag behind in CAS service and their parents will receive a minimum of 2 communications from the CAS Coordinator and a chance to address the problem. If no progress is made and/or a student fails to complete the community service requirement, the student will no longer be eligible to remain in the IB Program. The student will be required to transfer to the regular program at North Mecklenburg or be sent back to their home school. Students in grades 11 and 12 must complete a minimum of three IB courses and all required community service hours.

If a student is withdrawn as a Diploma or Certificate candidate they cannot re-gain their previous status. Candidates who are removed from the full Diploma program or Certificate class will not be allowed to re-register.

Student Basics

Who Should Apply

The IB program is not just for top students. Students who are willing to engage in the rigor of a challenging curriculum and willing to meet the expectations below are welcome to enroll. Any student with the appropriate academic background and motivation is an appropriate Diploma candidate. Almost all college bound students would benefit from participating in either the IB Diploma or Certificate Program. The IBO is committed to making an IB education available to students from all types of backgrounds particularly in North America, where a majority of schools offering the IB are state-funded schools.

In order to help each student (and his/her parents) make a realistic decision on pursuing the IB Diploma program, the following guidelines are proposed. A complete IB Learner Profile is contained in the Appendix.

- Student demonstrates a strong commitment to learning, is self-motivated, and has a desire to excel.
- Student is self-disciplined and has good time management skills.
- Student makes connections across academic areas, is intellectually curious and a critical thinker.
- Student has interests in foreign language, technology, international issues/cultures, and community service.
- Student is at or above grade level in reading and math and is willing to work on assigned projects and research in addition to regular homework assignments.
- Rising 9th graders must have completed Algebra I and “foreign language” 1 prior to starting 9th grade. The foreign language requirement will be waived for those students who participate in the accelerated foreign language block meaning they will enroll for two foreign language courses in their 9th grade year.

Expectations

IB students are expected to:

- Plan to complete all requirements for earning the IB Diploma. IB courses are aimed at highly motivated

students who seek extra challenge and involvement in their education beyond the classroom.

- Complete homework and other assignments on time. Students may be asked to do more homework. The challenge, however, is not always in the amount of homework assigned; rather it is in the quality of the assignments and the extent to which students engage those assignments.
- Take responsibility for their own learning while they acquire and refine the valuable skills of time management and organization.
- Remain involved in sports, student government, clubs, theater, music, community events, and other extra-curricular activities. IB students do not have to forego other important parts of high school life. Many such activities are incorporated into the programs through CAS. (Creativity, Action and Service).
- Continually reflect upon their performance and progress.
- Continuously try to assess how they learn best, how they study best, how they think and solve problems, and improve their abilities to ask relevant and appropriate questions.
- Put forth an average of several hours of study time per class per week outside of class meeting times. (The amounts of time students need to spend depend on their academic background, study skills, maturity, and organization.) At exam times, or when things pile up, more time will be necessary.
- Strive to be organized and be able to meet established deadlines.
- Communicate with teachers, counselor, and administrators when they are having difficulty.
- Complete a magnet pact and honor code statement annually and adhere to all document requirements,
- Thoroughly research in the 9th to 11th grade years college admission requirements of the universities or colleges they are hoping to attend.
- Follow all responsibilities outlined in the *CMS Student Rights, Responsibilities & Character Development Handbook*.

Honor Code

The IB Program at North Mecklenburg holds its students to the highest possible standards of behavior and responsibility. As members of a serious academic community, IB Diploma students are expected to adhere meticulously to all of the school's and the International Baccalaureate Organization's policies regarding academic integrity. There are numerous ways in which a candidate may commit an honor code violation. There is no exhaustive list available. All students are required to sign and abide by the following Honor Code. "I have neither given nor received information on this test/quiz/exam."

Types of Violations and their Punishments:

• *Level 1 Violation*

1. Dealt with by teacher in classroom and reported to Honor Council/Coordinator
2. Parents notified

3. 0% given for suspected assignment

4. A level 1 violation includes:

- Looking at another's test/quiz/exam
- Letting another student (s) look at their work
- Using secretive methods and/or receiving or giving answer on a test/quiz/exam
- Taking information from another source that is not properly attributed
- Working with others on an assignment meant to be done individually.

Two Level 1 Violations will be considered a Level 2 Violation

• *Level 2 Violation*

1. Dealt with by teacher/Honor Council/Coordinator/Administration

2. A level 2 violation includes:

- Submitting assignments from the internet, other publications or other students as their own work
- Stealing a test or part of a test to use or give to others

Level 2 violations will be considered plagiarism or theft; therefore, any student who is guilty of a Level 2 violation will receive a 0% on an assignment and may be penalized additionally by the Honor Council. Level 2 violations may result in a 2-5 hour service requirement and/or behavioral referral. If plagiarism occurs, the student can still meet the minimum requirements of the course by rewriting the assignment according to the teacher's specifications (e.g. If a student receives a 65% and a 0% from the plagiarism- that student will have a 33% for the assignment.)

Parent Basics

With the many demands on IB Diploma candidates, attention is given to not only supporting students but also their parents throughout the IB program. Parents play a very important role in the IB program. They should encourage their children and recognize that the IB program can be very challenging. Students may need some positive backing. Parents should be committed and supportive of the IB program and take the time to be informed about program and how it works. They should communicate with the school if their student is having problems and be honest with themselves and their children as to whether their students belong in the IB program, i.e., if they are motivated to undertake the challenges involved. It is also very important that they help to research university admissions requirements – the earlier the better.

In order to foster this support and in order to pass on necessary information and make improvements in the program a Parent Advisory Committee has been formed, IB PAC. Committee positions and contact information follow in the Appendix. All IB parents are encouraged to join, volunteer and participate in this group to better the program and help support the staff, coordinators, and one another.

Other Frequently Asked Questions

Is it true that IB students don't have a "life," and that all they have time for is IB?

No. The International Baccalaureate Organization seeks to prepare well-rounded students who are active social and academic participants. While academic achievement is a priority, IB students are expected to by participants and leaders in other activities as well. IB Diploma students typically are very involved in extra-curricular activities including sports, school publications, theatre, music programs, campus clubs, community service organizations, and churches. The CAS requirement guarantees a significant level of non-academic involvement. Having fun, unwinding, and working off the stresses of the day are important.

Is the homework load really heavy?

Yes and no. It is sometimes really heavy and sometimes not so. Time management and consistent study habits are necessary for any rigorous curriculum. If students procrastinate and dawdle their time away, they will have "crunch" times when the load seems impossible. If assignments are tackled as they come, students will likely manage the load well. In addition to regular coursework there are also required summer assignments.

Do you automatically get into Ivy League colleges with an IB Diploma?

No, nothing is automatic. Many of North Mecklenburg's top students have been accepted into prestigious colleges and universities. Graduates in recent years have been accepted at Harvard, Princeton, Stanford, California Institute of Technology, MIT, Dartmouth, Cornell, Brown, etc. They are also widely admitted to many more local competitive schools including UNC Chapel Hill, University of Virginia, Duke, Wake Forest, Davidson, North Carolina State, Virginia Tech and Georgia Tech.

Important Contact Information

North Mecklenburg High School
11201 Old Statesville Road
Huntersville, NC 28078

Phone: (980) 343 - 3840

Fax: (980) 343 - 3845

Contact Website:

http://www.cms.k12.nc.us/allschools/north/dept_index.html

Joey Burch	Principal
JB Royal	IB Diploma Program Coordinator
Kristi Eglody	IB Diploma Program Counselor
Katie Morrison	CAS Coordinator

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IB Teacher Listing

Subject

Teacher

English

IBMYP English I
IBMYP English II
IB English 11
IB English 12

Second Languages

IBMYP French
IB French 3
IB French 4
IB French 5
IBMYP German
IB German 3
IB German 4
IB German 5
IBMYP Latin
IB Latin 3
IB Latin 4
IB Latin 5
IBMYP Spanish
IB Spanish 3
IB Spanish 4
IB Spanish 5

Individuals and Societies

IBMYP World History
IBMYP Civics and Economics
IB History of the Americas
IB International History
IB Psychology 1
IB Psychology 2

Experimental Sciences

IBMYP Biology
IBMYP Earth/Enviro Sciences
IBMYP Physics
IBMYP Chemistry
IB Biology 2
IB Biology 3
IB Chemistry 2
IB Chemistry 3
IB Physics 2
IB Physics 3
IB Environmental Systems

Mathematics

IBMYP Geometry
IBMYP Algebra II
IB Math Studies 1
IB Math Studies 2
IB Mathematics 1
IB Mathematics 2

Arts

IBMYP Art I
IBMYP Art II
IB Art 1
IB Art 2
IB Theatre
IB Photography

IBMYP Health/Physical Education

Theory of Knowledge

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 9th Grade Student's File

Please check **both** of the following statements:

_____ *I understand that I must pass all of my IB classes to remain eligible for the IB Program.*

_____ I am a ninth grader and know that I must complete 35 Service hours by May 12th of this year. If I fail to complete the required number of hours, I know that I will lose my eligibility for the IB Program.

Please check one of the following:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

_____ I do not have access to email. My Phone Number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *I understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB. If the requirements are not met, I know that my child will be transferred to his/her home school next year.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

_____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 10th Grade Student's File

Please check **both** of the following statements:

_____ *I understand that I must pass all of my IB classes to remain eligible for the IB Program.*

_____ I am a tenth grader and know that I must complete *40 Service hours by May 12th of this year.* If I fail to complete the required number of hours, I know that I will lose my eligibility for the IB Program.

Please check one of the following:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is: _____

_____ I do not have access to email. My Phone number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *I understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB. If the requirements are not met, I know that my child will be transferred to his/her home school next year.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

_____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 11th Grade Diploma Student's File

Please check the following statement:

_____ I am an eleventh grader and know that I must complete *75 hours by May 12th of this year*. I understand the maximum number of hours I can earn this year is 100. *I understand that I must pass all of my IB classes to remain eligible for the IB Program.*

Please check one of the following:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address: _____

_____ I do not have access to email. My Phone Number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *If my child is a junior, I also understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB, or my child will be transferred out of IB to our home school.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address: _____

_____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 11th Grade Certificate Student's File

Please check the following statement:

_____ I am an eleventh grader and know that I must complete 35 Service hours by *May 12th of this year*. I understand that I must complete 75 hours by March 12th of my senior year. *I understand that I must pass all of my IB classes to remain eligible for the IB Program.*

Please check one of the following:

_____ I have added myself to the Email Distribution List on the CAS website.

My Email address: _____

_____ I do not have access to email. My Phone Number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *If my child is a junior, I also understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB, or my child will be transferred out of IB to our home school.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

_____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 12th Grade Diploma Student's File

Please check the following statement:

_____ I am a twelfth grader and know that I must complete 150 hours (30 Creativity, 30 Action, 90 Service) to fulfill the CAS requirement in order to be eligible for the IB Diploma. I understand that I must have *at least 75 CAS hours on file as of October 12th of this year to be registered for IB Exams. I also understand the 150 hour requirement must be completely met by March 12th of this year.*

Please check one of the following:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

_____ I do not have access to email. My Phone Number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *If my child is a junior, I also understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB, or my child will be transferred out of IB to our home school.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

_____ I have added myself to the Email Distribution List on the CAS website.

My email address is: _____

_____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Student's Name _____ Grade _____
ID Number _____ Homeroom Teacher _____

Magnet Pact for 12 Grade Certificate Student's File

Please check the following statement:

____ I am a twelfth grader and know that I must complete 75 Service hours this year. I understand that I must have *at least 35 CAS hours on file as of October 12th of this year to be registered for IB Exams. I also understand the 75 hour requirement must be completely met by March 12 of this year.*

Please check one of the following:

____ I have added myself to the Email Distribution List on the CAS website.

My email address: _____

____ I do not have access to email. My Phone Number is _____

My signature indicates that I have read the CAS Rules and Procedures found on the CAS website, that I understand what is expected of me, that I will abide by all procedures, and that I will do my very best to meet the IB requirements this year. If I have questions or am unsure of anything, I will ask the coordinator for help.

Student's Signature _____ Date _____

My signature indicates that as a parent/guardian I have read the CAS Rules and Procedures found on the CAS website and discussed it with my child. I will do my best to promote the spirit of IB so that my child will understand and successfully complete the IB requirements this year. *If my child is a junior, I also understand that my child must pass all IB courses and complete the required CAS hours to remain eligible for IB, or my child will be transferred out of IB to our home school.*

Parent/Guardian's Signature _____ Date _____

Please print Parent/Guardian's Name _____

Please check one of the following statements:

____ I have added myself to the Email Distribution List on the CAS website.

My email address is _____

____ I do not have email; please contact me by phone: _____

Parents/Guardians: Please note that you may add more than one email address to the list if you would like to receive messages at work or if both parents would like notification.

Course Descriptions needs to be compiled)

(This is only a sample for template purposes – info

IB HISTORY OF THE AMERICAS

(IBHistAm1) CCY No. of Semesters: 2

(IBHistAm2) CCZ Prerequisite: Pre-IB World Studies and acceptance into the IBDP

Credit/Semester: ½

IB History of the Americas is a college level United States history course integrated with key topics of Latin American history. Students analyze the significance of historical events and learn to express their ideas clearly and concisely in verbal and written form. Students analyze and interpret primary and secondary sources. This course is designed to prepare students for the AP Exam in American history and carries weighted credit.

IB BIOLOGY II

(IBBio2-1) EBN No. of Semesters: 2

(IBBio2-2) EBP Prerequisite: IB Biology I

Credit/Semester: ½

IB Biology II continues the two-year biology sequence designed to prepare students for the IB Biology Higher Level Examination as well as the optional AP Biology exam. The curriculum concentrates on structure and function in plants and animals, evolution of plants and animals, ecology and human biology. The approach to this course is investigatory, emphasizing hands-on experiences, independent research, and higher level thinking skills. This course carries weighted credit.

English

IBMYP English I

IBMYP English II

IB English 11

IB English 12

Second Languages

IBMYP French

IB French 3

IB French 4

IB French 5

IBMYP German

IB German 3

IB German 4

IB German 5

IBMYP Latin

IB Latin 3

IB Latin 4

IB Latin 5

IBMYP Spanish

IB Spanish 3
IB Spanish 4
IB Spanish 5

Individuals and Societies

IBMYP World History
IBMYP Civics and Economics
IB History of the Americas
IB International History
IB Psychology 1
IB Psychology 2
IB Geography

Experimental Sciences

IBMYP Biology
IBMYP Earth & Environmental Sciences
IBMYP Physics
IBMYP Chemistry
IB Biology II
IB Biology III
IB Chemistry II
IB Chemistry III
IB Physics II
IB Physics III
IB Environmental Systems

Mathematics

IBMYP Geometry
IBMYP Algebra II
IB Math Studies 1
IB Math Studies 2
IB Math 1
IB Math 2

Arts

IBMYP Art I
IBMYP Art II
IB Art I
IB Art II
IB Theatre
IB Photography

IBMYP Health/Physical Education – 9

Theory of Knowledge

CLASS OF 2008
EXTENDED ESSAY AGREEMENT

The current status of all Junior IB students is that of *Anticipated or Certificate Candidate*. In order to register for Senior year IB exams and the status of Diploma or Certificate candidate, ALL Juniors must successfully complete all of the tasks in the timeline listed below. The IB Extended Essay is a **requirement for all candidates in the IB program at NMHS**.

Students who do not submit an Extended Essay in accordance with the guidelines set by IBO and in accordance with the guidelines set by the North Mecklenburg High School International Baccalaureate Program will not qualify to earn the IB Diploma/Certificate regardless of the scores on the IB exams. Students should make every effort to **produce quality work** without overstressing themselves. The official grade given to the Extended Essay by the IB Organization carries a smaller weight compared to scores on the examinations, but can and often does, determine whether or not the student earns the IB Diploma. Because of the confusion that many members of the Class of 2007 incurred relating their EE and their SEEP, there is a need to address the EE now in January. It is important for ALL Juniors to select an EE topic which can then be adapted to fit the SEEP rather than the other way around. The SEEP will NOT work as your EE. Due to the pressure for all students to attend their college of choice, NMHS IB program is requiring ALL IB Juniors to complete an EE. ***This is NOT AN OPTION!***

IB IS ALL ABOUT MEETING DEADLINES!!!!!!!!!!

Due Date Task/Event Venue

3 Jan- 11 Jan Explanation of the EE and the SEEP N-3

March 19, 20 or 22 (M, T, or TH) 2:30-3:30 Extended Essay Orientation Media Center

On these 3 days after school, the IBDPC will go over the General guidelines, Assessment of Extended Essays, General Assessment Criteria and the Subject Guidelines and Subject Assessment Criteria. Many students who write very impressive papers score low grades because they fail to **study the IB criteria and grading rubric**. ***Students who earn a high grade on their SEEP will find that this will not be true regarding the EE. Please do not use the SEEP as your EE. IT WILL NOT WORK!!!*** You will then break into smaller groups to discuss the subject areas with the teachers of those areas. This will take approximately one hour.

<http://www.aisb.ro/secondary/diploma/eeguide.pdf>

28 March Bring Signed EE Agreement IB Office

Choosing a research subject: The IB Extended Essay (EE) is the closest thing to a college level paper you will have had so far. Therefore, ***it is important that you are taking an advanced course in the subject of your Extended Essay choice. It is important for you to talk with your advisor so that you are sure what is exactly required for that subject essay. Natural Sciences and Psychology have lab requirements. IF there is NOT a mentor for your subject on campus, you must have prior approval from the IBDPC and a willing NMHS teacher to sign off on your work.***

It is important to track down and get yourself a mentor asap. You don't need an exact title BUT you WILL need a mentor. DO NOT PUT THIS OFF!!!!!!!!!!!!!!!!!!

10 April Final day to switch research subjects via email

Notify Ms Royal of the change via email janeb.royal@cms.k12.nc.us: she will verify change with a response to your email.

This deadline is extremely important because we must secure your advisors and make sure that they are trained in advising students on the IB EE. Changes after this deadline will not be made.

13 April EE Advisor assigned Look posted list of advisors/advisees outside IB Office

April Date TBA Presentation #1 EE Advisor's room

5-7 minute after school presentation/discussion of Thesis Question

Come to this meeting with a written thesis question. Be prepared to discuss how you plan to approach this question. Know who the other members of your group are. *(Be sure to check with each member and advisor to ensure that the time and location has not been changed. Every effort should be made to meet at the scheduled time. If other obligations prevent you from meeting at this time, you must notify your advisor and other group members well in advance so that an alternate date can be scheduled.)*

April Date TBA Presentation #2 EE Advisor's Room

5-7 minute after school presentation/discussion of Sources (bring 2-3 books)

At this meeting you will present a working bibliography. You need at least 2 books which you feel will greatly support your thesis. Prepare a 5-7 minute presentation on what you gleaned from the 2 books. *(Be sure to check with each member and advisor to ensure that the time and location has not been changed. Every effort should be made to meet at the scheduled time. If other obligations prevent you from meeting at this time, you must notify your advisor and other group members well in advance so that an alternate date can be scheduled.)*

SUMMER 2007 RESEARCH AND COMPOSE YOUR FIRST DRAFT!!

This is it! Summer is the time for major researching and writing. If you are not spending hours in libraries and at your computer something is really wrong. For most IB students, the Senior year will be easier and less stressful if you follow our recommendations. This will not be the case if you don't devote your summer to your EE. You can do it! The IBO suggests 40 hours total. Be certain that you leave phone or email contact with advisor so you are able to get together over the summer.

August dates TBA Submit first draft to the IB Office no later than 2:45PM

Signed honor statement

NO EXTENSIONS GRANTED

This must be submitted to continue in the IB program. As well as your required CAS Hours.

Your typed first draft must:

- 1) Answer the thesis question.
- 2) Include a cover page with the student's name, the title of the paper, date, subject category, advisor's name, word count and the following honor statement: Please write the following on your cover sheet: *The Extended Essay I am submitting is my own work (apart from the guidance allowed by the IBO). I certify that this work is not my mini-Extended Essay or any other work reformulated as my Extended Essay.*
- 3) Include a table of contents with page numbers (headings used throughout the paper should be in the table of contents listing)
- 4) Include parenthetical notations of all sources used (whether directly quoted or paraphrased) per the following as required by IBO:
(Author's last name, year of publication, pages)
- 5) Bibliography.

Before Fall break: Presentation #3 EE Advisor's Room

5-7 minute after school presentation of

- Criteria/rubric analysis of your paper
- Declaration of desired grade

You will present your analysis of your paper using the general and subject specific rubrics. This exercise and the changes you make after it, is extremely important to earning a higher score on the EE. (in a letter to your EE advisor, explain what grade you are striving for and give reasons why you think you will achieve that grade.

After Fall Break Submit Second draft IB Office

STUDENTS WHO OPT FOR A ONE WEEK EXTENTION WILL NOT BE PERMITTED TO SEEK ONE FOR THE FINAL COPY. ONLY ONE EXTENSION GRANTED: DATES tba

On this date you will either submit your second draft or the following extension statement on a sheet of paper to the IBDPC: “I, state your name) opt to use my one and only extension. I will submit my second draft to Ms Royal no later than / /07. I will bring it by her office by the due date. I will not cause Ms Royal to chase after me.

Your cover sheet must include the following statement: “I have made substantial changes to my first draft based on guidance from my EE advisor.

DATE TBA Option 1-on-1 Meeting Advisor’s room

You or your advisor may request a 1-on-1 meeting to more closely discuss your progress and paper. (It is strongly recommended that you initiate this meeting with your advisor. You will need to be prepared to run this meeting with questions.)

FINAL DUE DATE DEC 3 Hard Copies. 1 to the IBDPC and 2 to your advisor.

If you do not turn in your paper by this date and have not filed for an extension on your second draft, deliver a written statement why this is late to the IBDPC. Please include the following: (“I,(state your name) opt to use my one and only extension. I have not filed for an extension earlier. I will bring 3 copies of my final essay to Ms Royal’s office no later than 10 AM on ...2008. I will not cause Ms. Royal any inconvenience by having her chase after me. I will come without any excuses: “my printer ran out of ink,” my computer or my dog ate my paper,” and all the other excuses will not work. This is an absolute deadline. These papers must be mailed to the examiner overseas. I am responsible and worthy of this extension.”) **This letter must be signed by you and one of your parents and your advisor.**

3 Jan 2008 Extension Deadline No later than 10 AM with all three copies. IB OFFICE

CLASS OF 2008
EXTENDED ESSAY CONTRACT

“I have read the IB Extended Essay Agreement. I understand the Extended Essay is a NMHS IB Program requirement. I am aware that the quality of my EE may determine whether or not I am awarded an IB Diploma or Certificate. It is my responsibility to meet the deadlines so that I may qualify to take my Senior IB exams. I realize that each IB school has the authority to set its own internal timeline. I know that no papers will be accepted after the final due date.”

_____ **Print student name**
_____ **Signature**
_____ **email address**
_____ **Print parent/guardian name**
_____ **Signature**
_____ **email address**

Circle your research subject choice:

English Biology Chemistry Computer Science
Economics History Mathematics Physics Psychology
Visual Arts Theater Arts Spanish German French
Latin Music Political Science Environmental Systems
ITGS

Who is willing to sign off as your advisor?

_____ (print name) _____ signature of advisor

Detach this agreement and return to Ms Royal no later than.....28 March 2007.

Students who return the agreement after the due date decrease their chances of being granted permission to write an EE in their subject area. Be sure to keep a hard copy of this agreement in a safe place so that you may refer to it. This will also be placed on the IB webpage on the NMHS webpage. Information about the EE and the web link may be found under IB Courses on the web page.

CAS APPROVAL FORM

Name _____ Grade _____
English Teacher _____ Today's Date _____

1. Date activity will begin _____
Date activity will end _____

* Note: If this is a continuous activity (ex. tutoring), estimate dates.

2. Location of Activity _____

3. Approximate number of hours to complete activity _____
(JUNIOR/SENIOR DIPLOMA STUDENTS ONLY:

CAS AREA: Creativity _____ Action _____ Service _____)

4. Describe the proposed activity

5. Contact Person _____
Phone Number () _____ - _____ OR
Email _____

Date received _____ **CAS Coordinator** _____

Approved _____ As a 5 hour maximum activity
_____ As a 10 hour maximum activity
_____ As a continuous activity: an evaluation form must be completed each
month with a log of dates and times

Disapproved _____

If disapproved, reason(s) why:

Don't forget: the deadline to turn in completed evaluation forms is the 12th of each month!

CAS EVALUATION FORM

Student's Name _____ Grade _____

Activity _____ English Teacher _____

Part I: Self Evaluation: Write a clear and full description of your personal participation in this CAS activity and the extent of your involvement. Describe how your CAS activity has contributed to your personal development and to the community. Diploma Juniors and Seniors only: explain how one or more of the 3 aspects (Creativity, Action, Service) were incorporated into this activity.

Part II: Supervisor's Evaluation

Supervisor's Name _____

Supervisor's Phone Number _____ Total Hours _____

Please comment on any or all of the following:

Attendance/Punctuality

Attitude/Effort/Involvement

Reliability/Responsibility

Personal Development

Supervisor's Comment(s)

Supervisor's Signature _____ Date _____

IB CAS Service Activities - Pre-approval Information

Below are activities that do not require completion of a pre-approval form. Generally, if you volunteer for a nonprofit organization that delivers services to people, it probably qualifies for CAS Service hours. Also any activities mentioned in emails coming from the IB or CAS Coordinator will be considered pre-approved. If you neither of these apply, you must fill out a pre-approval form. Copies are in the CAS Coordinator's class, at the North Meck IB Web site, in the IB Handbook, or in the IB Coordinator's Office. If in doubt, fill it out!

This list will be updated periodically as we learn of more opportunities, so check back to see if something you plan to do has been listed. This list has two parts: Part I is a general description of activities that don't need pre-approval; Part II are specific sponsors that don't need pre-approval.

Part I: No pre-approval required for these activities

1. Coaching/volunteering/working concessions for accredited sports or fitness programs and competitions (Examples: North Meck High School teams, North Mecklenburg Soccer club, HYAA, NOMAD, City/town Parks & Recreation programs).
2. Tutoring (Examples: CMS students, Ada~Jenkins, Amigos de La Biblioteca)
3. Volunteering with health services providers, including hospitals, community clinics, nursing homes, assisted living centers, hospices (Examples: The Pines, Huntersville Presbyterian Hospital, Community Health Center).
4. Soup kitchens, food banks, food-collection drives.
5. Town-sponsored community events (Examples: Davidson Town Day, Christmas Parade).
6. Emergency shelters/women's shelters (Examples: Room at the Inn).
7. Teacher assistance (Examples: After-school help for a teacher).
8. Boy Scout or Girl Scout-sponsored service activities.
9. North Meck High School-sponsored service activities (Example: Annual BBQ).
10. NMHS club-sponsored service activities
11. ROTC-sponsored service activities.
12. NMHS TB CAS-sponsored service activities.
13. Volunteering for community arts groups (Examples: Children's Theater, UNCC Youth Orchestra).
14. Participation in charity fund-raisers (Examples: Komen Race for the Cure, March of Dimes WalkAmerica, CropWalk, Relay for Life).

Part II

Volunteer work with these specific agencies does not require pre-approval

Ada Jenkins Center (www.adajenkins.org)
American Cancer Society (www.cancer.org)
American Heart Association (www.americanheart.org)
American Red Cross (www.redcrosshelps.org)
Angels of '97 (www.angels97.com)
Boy Scouts of America (service activities only)
Butterfly Bin (www.butterflybin.org)
Carolina Raptor Center (www.carolinaraptorcenter.org)
Carolina Renaissance Festival (www.royalfaires.com/Carolina)
Charlotte CROP Hunger Walk (www.cropwalk.com)
Charlotte Soccer Club (www.charlottesoccerclub.com)
Children's Theater (www.ctcharlotte.org)
Crisis Assistance Ministry (www.crisisassistance.org)
FISH swim program
Friendship Trays (Meals on Wheels) (www.friendshiptrays.org)
Girl Scouts of America (service activities only)
Habitat for Humanity (www.habitat.org)
Huntersville Youth Athletic Association (www.hyaasports.com)
Joshua's Farm (www.joshuasfarm.org)
Kids Voting (www.kidsvoting.org)
Komen Walk for the Cure (www.komencharlotte.org)
Lake Norman Yacht Club (www.lakenormanyachtclub.com)
Lydia's Loft (www.fbc-h.org/Lydia/LydiaLoft.htm)
March of Dimes Relay for Life (www.marchofdimes.com/northcarolina)
Metrolina AIDS Project (www.metrolinaaidsproject.org)
Multiple Sclerosis Society (www.nationalmssociety.org)
Muscular Dystrophy Association (www.mda.org)
National Whitewater Center (www.usnwc.org)
NMHS Campus Recycling
North Carolina Big Sweep (www.ncbigssweep.org)
North Mecklenburg Soccer Club (www.northmecksoccer.org)
Operation Christmas Child (www.samaritanspurse.org/OCC.asp?M PGID= 1)
Room at the Inn (www.rati.org)
Science Olympiad
Special Olympics (www.sonc.net)
UNCC Youth Orchestra
YMCA (www.ymca.net)
YWCA (www.ywca.org)

Tips for Successfully Completing CAS Hours

Some students find that they are challenged by the requirements and guidelines they must follow. Below are recommendations to help students successfully complete activities and turn in hours.

For those who have trouble finding activities to do:

- Read the e-mails offering activities carefully. Check your availability and sign up to help ASAP.
- Ask fellow students who are involved in service regularly what they do or catch a ride with them.
- If you are extra busy at certain times of the year (soccer season, marching band, studying for exams), decide to do the majority of your service during the times of the year when you are not as busy.

For those who sign up for activities but forget to do them:

- Write down all your activities in your agenda or another notebook that has dates in it
- Ask a friend to volunteer with you so that person can help you remember.
- Check CAS Website for the activities calendar for anything you forgot about.

For those who have trouble remembering to do approvals:

- Approval forms can be turned in any time before the activity – even a month in advance.
- Keep a folder in your bookbag or your room at home with blank forms in it.
- Pick a day once a week that you will check that folder to see if you have any forms to turn in. Some students find that Friday is a good day for this, especially if they do activities on the weekends.
- Ask a friend to remind you to turn in approvals.

For those who have trouble remembering to do evaluations:

- Keep a folder in your bookbag or your room at home with blank forms in it.
- Take the folder or a blank form with you to every activity you do.
- If you complete an activity and don't have a form with you for the supervisor to sign, ask for a fax number and send it to them the next day.
- If you find that you have trouble turning in ongoing activities once a month turn in an evaluation form for every time you volunteer or for every week you volunteer.
- Turn in the evaluation form as soon as the activity has been completed.
- Ask a friend to remind you to turn in evaluations.

For those who procrastinate (always put things off until the last minute):

- Assign yourself a monthly goal of hours you will complete. It can be as few as 5.
- Designate one weekend a month in which you will volunteer.
- Don't wait on a conference before realizing that you are behind on hours – check them often.

Surprise (Unexpected) Service

Many students find that service opportunities unexpectedly pop up on weekends or over long breaks. If you follow this procedure, you will be able to get credit for these hours.

1. Email the coordinator with the same information that goes on the approval form. **WARNING:** Attachments don't always translate or open. Please send a regular email with all the necessary information in normal type.
2. Put a heading in the subject line (example: Surprise Service Hours). If not, it could be sorted into junk mail!
3. This email must be sent **before** you begin the activity. It is too late on Saturday night to send an email for something you did Saturday morning.
4. Print out the email reply and staple it to a regular Approval Form. This serves as a signature. You must turn in the Approval Form and the email the next school day. That way there will be no question.
5. This procedure is only used when you genuinely did not know you were going to have the opportunity to do service. That means you found out about an activity on Friday or Saturday night of that weekend, or we were on a break such as the one in December or in the Spring. If you knew about an activity in advance and didn't bother to follow the regular approval procedures, no service hours will be awarded.
6. If you think the activity will be approved, go ahead and complete an Evaluation Form so you don't have to track down the contact person again.

Sample Email Message:

Ms. Morrison:

My youth leader called today and asked if I could help with the Winter Carnival in Davidson on Sunday. I only found out today we weren't going out of town this weekend. Please approve this activity! Thanks!

Jane Doe 9th grade Homeroom: Womack Today's date: Jan. 10

Date activity will begin & end: Jan. 12

Location: Downtown Davidson Hours to complete activity: 3

I will be reading and acting out children's stories for 2 hours, then I will help clean up all the trash from the Winter Carnival.

Contact Person: John Smith 704-899-9999

CAS Council

Students in IB classes are eligible to become members of CAS Council. This group chooses and directs service opportunities throughout the school year. A president and/or co-presidents are elected as officers. Two of the most important activities planned by the council are fundraisers and special school-wide service projects. Students also participate in community service during or after many meetings.

CAS Council meets the first Thursday of every month.

Members are allowed three absences per year, for any reason. Current business will be discussed at the start of every meeting so that those with weekly time service commitments (tutoring, for example) will be able to leave on time. Meetings will begin promptly at 2:30.

All IB students are invited to join. This is a great chance to develop leadership skills and meet students in every grade level. Ninth and tenth graders are especially needed!!!

IB Exam Schedule for 2008

IB exams are held during an intense three week period in May. Exams are off campus at Friendship Missionary Baptist Church. The Exam schedule is posted below and by the IB Counselor's office as early as September. All exams begin at 7:30 and 12:30 unless otherwise noted. Friendship Missionary Baptist Church is located at 3400 Beatties Ford Road in Charlotte NC. Contact numbers there are: 704.391.6652 - Chandra Pretty and 704.396.0392 - Church Office. Exams in 2008 will be administered from May 5th through May 28th.

WEEK 1

MORNING (8-12)

Monday 5 May

English HL paper 1
Text & Performance SL paper 1

Tuesday 6 May

Psychology HL paper 2
Psychology HL paper 3
Psychology SL paper 2 (arrival time TBA)

Wednesday 7 May

History HL paper 3

Thursday 8 May

Math SL paper 2
Math Studies SL paper 2

Friday 9 May

Chemistry HL paper 3
Chemistry SL paper 3

AFTERNOON (12:30-4)

Psychology HL paper 1
Psychology SL paper 1

History HL paper 1
History HL paper 2

Math SL paper 1
Math Studies paper 1

Chemistry HL paper 1
Chemistry HL paper 2
Chemistry SL paper 1
Chemistry SL paper 2

NO AFTERNOON EXAMS

WEEK 2

Monday 12 May

English HL paper 2

NO AFTERNOON EXAMS

Tuesday 13 May

Spanish SL paper 1
Spanish SL paper 2

NO AFTERNOON EXAMS

Wednesday 14 May

NO MORNING EXAMS

Biology HL paper 1
Biology HL paper 2
Biology SL paper 1
Biology SL paper 2
Environmental SL paper 1
Environmental SL paper 2

Thursday 15 May

Biology HL paper 3
Biology SL paper 3
Environmental SL paper 3

NO AFTERNOON EXAMS

Friday 16 May

French SL paper 1
French SL paper 2

German SL paper 1
German SL paper 2

WEEK 3

Monday 19 May

NO MORNING EXAMS

Classical Languages HL paper 1
Classical Languages SL paper 1

Tuesday 20 May

Classical Languages SL paper 2
Classical Languages HL paper 2

Physics HL paper 1
Physics HL paper 2

Wednesday 21 May

Physics HL paper 3

NO AFTERNOON EXAMS

EXAMS ARE COMPLETED

IB EXAMS SIGN UP SHEET: PLEASE PRINT CLEARLY
MUST BE SUBMITTED TO MS ROYAL (A-5) NO LATER THAN 12 OCTOBER

First & Middle Name _____

Last name: _____

Gender: MALE FEMALE

Date of Birth: _____ Day _____ Month _____ Year

1st Language: _____

2nd Language: _____

1st Nationality: _____

2nd Nationality: _____

Race/ethnicity: _____

Programme: Diploma 7

Category:

Please circle: **Anticipated (Jr)** Diploma (Sr) **Certificate (Jr)** Certificate (Sr)

PLEASE CIRCLE: the exams you WILL take in MAY ONLY. Once you actually register you MUST show up to take the exam or you will be charged the expense of any exams you fail to take. IF you withdraw from the course or drop out of IB, you will be accessed the fees for those exams.

_____ student initials _____ parent/guardian initials

SUBJECT AREA IN WHICH YOU ARE WRITING YOU EXTENDED ESSAY: (circle one)

English Biology Chemistry Classical Greek & Latin Computer Science

Economics Environmental Sciences History Mathematics Philosophy

Physics Psychology Theater Arts Visual Arts Music Political Sciences

ITGS Peace and Conflicts

ADVISOR: _____

Subject Exams: Please make sure to sign up for the correct exam level. Check with your teacher to be absolutely sure. NO CHANGES WILL BE MADE AFTER 12 NOVEMBER 2007

IB EXAM SUBJECT AREAS: (circle exams to be taken this year only)

Group 1: English 1-A HL

Group 2: Second Language B: SL

French German Latin Spanish

Group 3: Individuals and Societies:

History HL Psychology HL Psychology SL

Group 4: Experimental Sciences:

Physics HL Chemistry HL Biology HL Environmental Sciences SL

Group 5: Mathematics and Computer Sciences:

Math SL Math Studies SL

Group 6: The Arts:

Visual Arts HL Visual Arts SL Theatre SL

TOK

ANY ADDITIONAL EXAMS:

_____ -TEACHER

_____ -TEACHER

**DIPLOMA STUDENTS must take 6 group exams - at least 3 HL courses and at least 2 SL courses.
CERTIFICATE STUDENTS must take at least 3 IB exams.**

SENIORS: please list all exams you have previously taken:

Group 3: _____

Group 4: _____

Group 5: _____

Student Signature: _____

Parent/Guardian Signature: _____

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.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical 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. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB PAC (Parent Advisory Committee)

During the 2006/7 school year an IB parent support group was formed to handle support, volunteer coordination, proctoring, appreciation, etc.; advocacy; information and orientation. Monthly meetings are held to discuss activities to enhance and support the IB program at North Meck. Some good foundations for a useful parent support group for IB have been laid. A website, student handbook, orientation for August, and helping organize and target CAS are current agenda items.

The convening committee and contact information are detailed below. All parents are encouraged to become involved in this group and volunteer as they are able. Committee positions and vacancies are also listed below.

Convening Committee email Contact Information:

Scott Denham	scdenham@davidson.edu
Barbara Gardiner	bgrsh@bellsouth.net
Jane Brumbaugh	jibrum@aol.com
Vickie Plier	tmplier@netzero.net
Nancy Mullins	nanmull@attglobal.net

School Contacts

Contact Website:

JB Royal, IB Coordinator	http://www.cms.k12.nc.us/allschools/north/dept_index.html
Kathrin Morrison, CAS Coordinator	
Kristi Eglody, IB Counselor	
Joey Burch, Principal	
Julie McConnell, IB Teacher	
Bill Strong, TOK Teacher	

COMMITTEES and Current Volunteers (as of 3/5/07)

Communication Committee --- Chairperson –

Student and Parent Directory – Vickie Puer

Newsletter – (meeting minutes will serve as newsletter for now)

Website – Pat Ryckman

North Meck IB Parent Handbook – Vickie Puer, Nancy Mullins, Jane Brumbaugh

Liaison to other IB programs – Barbara Holt

Volunteer Committee -- Chairperson – Nancy Mullins

Test Proctors -

Hospitality – Shelly Knight

CAS Coordination Assistance – Joanne Skoog, Dana Baker, Julie Elliot

Grade Level Parent Committee - Coordinator – Martha Honeycutt, Shelly Knight

9th Grade – Vickie Puer, Pat Amato

10th Grade – Martha Honeycutt, Shelly Knight, Homer Sutton

11th Grade – Kelly Rand

12th Grade – Jane Brumbaugh

Fundraising Committee - Leave vacant until determined that we need fundraising

Student Leadership and Service Committee - Coordinator –

Student Leader Coordinator - Martha Honeycutt, Jordan Polar

IB World Projects – Homer Sutton, Barbara Holt

Ongoing CAS Opportunities – Carol Skeen

Student Leadership and Service –

CAS Council - Joanne Skoog, Dana Baker, Julie Elliot