Green Valley High School IB Handbook
Diploma Program & Career-Related Program
2026-2028

Introduction to IB Programs at Green Valley

Imagine a worldwide community of schools, educators and students with a shared mission to empower young people with the values, knowledge and skills to create a better and more peaceful world. This is the International Baccalaureate (IB).

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships.

The Diploma Programme (DP), was established in 1968. It sought to provide a challenging yet balanced education that would facilitate geographical mobility by providing an internationally recognized university-entrance qualification, but that would also serve the deeper purpose of promoting intercultural understanding and respect. Green Valley High School has been successfully offering the Diploma Program since 1993, with over 550 IB graduates walking across our stage.

The Career-related Programme (CP), was established in 2012 and sought to provide a flexible educational experience that combines rigorous academics with hands-on, job-specific training in order to build transferable skills that prepare students for the future. Green Valley High School adopted the Career-Related Programme (CP) in 2025 to expand IB access to a broader range of students.

The aim of our IB Programmes is to develop young people who recognize their common humanity and shared guardianship of the planet. Central to this aim is *international-mindedness*.

International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. Green Valley's IB Programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education at Green Valley High School fosters international-mindedness by helping students reflect on their own perspective, culture and identities, as well as those of others. By engaging with diverse beliefs, values and experiences, and by learning to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress towards a more peaceful world.

An IB education further enhances the development of international-mindedness through multilingualism. The IB program at Green Valley High School--like all DP and CP programmes--requires students to study a second language for four and two years respectively. This is because we believe that communicating in more than one

language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect.

At Green Valley High School, our 2-year Diploma Programme (DP) and 2-year Career-Related Programme (CP) officially begin in a student's junior year, and they culminate at the end of senior year.

In the DP, IB students are expected to enroll in and complete the full diploma program over the course of two years, which entails 6 courses across different content areas, plus the TOK/IB Study Lab:

1. *Math*
2. *English*
3. *History*
4. *Science*
5. *Foreign Language*
6. *IB Elective*
7. *Theory of Knowledge & IB Study Lab (alternating semesters)*

Green Valley's 8 period block schedule allows for IB students to take the 7 IB courses and **one** elective per academic year--students can also take other courses to meet Nevada High School requirements.

At Green Valley, IB Diploma Programme students must choose six subjects from the five groups–studies in language and literature, language acquisition, individuals and societies, science, and mathematics. At least three and not more than four subjects are taken at higher level (HL), while the other subjects are taken at standard level (SL).

The Diploma Programme also features three required core elements that broaden students' educational experience and challenge them to apply their knowledge and skills to their lives outside the classroom.

● **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. The interdisciplinary subject extended essay option allows students to focus on a topic of global significance examined through two Diploma Programme subjects. The extended essay is facilitated through the IB Study Lab course.
● **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
● **Creativity, activity, service (CAS)** enables students to enhance their personal and interpersonal development outside of the classroom, and it is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on CAS experiences and provide evidence in a portfolio of achieving seven learning outcomes. The CAS programme formally begins at the start of the Diploma Programme and continues regularly–ideally on a weekly basis–for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands–Creativity, Activity, and Service. A CAS experience can be a single event or may be an extended series of events. CAS is also facilitated through the IB Study Lab course.

Through IB's Diploma Programme, Green Valley High School is able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study a second language (Chinese or Spanish)
- excel in traditional academic subjects
- explore the nature of knowledge through our unique Theory of Knowledge course.

In the CP, IB students are expected to enroll in a minimum of 2 DP courses, maintain enrollment in one CTE program during junior and senior year, and complete the Personal and Professional Skills (PPS) course. These IBCP requirements account for 4 courses of a student's 8-period schedule. The student's other 4 course selections will be based on diploma requirements and student preference.

CP students must be enrolled in at least one DP course for 2 years and may test at either the SL or HL level in all of their courses. CP students may select whichever DP courses they prefer provided they have met the necessary prerequisites per the GVHS Course Catalogue. GVHS offers the following DP courses and more information about each course is provided in the next section:

- Language & Literature
- Spanish
- Chinese
- History of the Americas
- Philosophy
- Psychology
- Biology
- Chemistry
- Mathematics Applications and Interpretations

CP students must select from one of the following CTE programs:

- Building & Construction Tech
- Business Marketing or Management
- Teaching & Training
- Video Production

The Career-related Program also features four required Core elements that encourage international-mindedness, foster workplace readiness, encourage leadership and project-management, and develop student reflection and reflexivity. **The CP Core** is introduced, completed, and monitored during the required Personal and Professional Skills course. The CP Core includes:

- **Personal and Professional Skills (PPS)** is designed for students to develop a range of skills that can be applied in a variety of contexts to support their personal and professional growth now and in the future, developing students as individuals and helping them recognize their role as citizens in local and global communities.
- **Language and Cultural Studies (LCS)** invites students to better understand and expand their own linguistic and cultural repertoires, imagining how they could further engage with a range of linguistic and cultural groups. LCS enables students to consider broad questions about the interrelationships between language, culture, identity, meaning, and interrelationships.
- **Community Engagement (CE)** offers opportunities for students to learn in, from, and with communities as well as to apply knowledge and skills acquired in other areas of learning. CE invites students to identify, explore, and understand issues that are relevant to them that they can respond to through engagement activities.

- **The Reflective Project (RP)** is an in-depth body of work focused on an ethical dilemma in a career-related area. It promotes in-depth and critical research, reflection, professional communication skills, intellectual discovery, and creativity while developing empathetic thinking through the consideration of a variety of stakeholders affected by the dilemma.

Through the IB Career-related Programme, Green Valley High School develops students who

- combine rigorous academic study with career-focused learning and real-world experience
- Develop the knowledge, skills, and confidence needed for success in higher education, employment, and beyond
- explore their interests and career aspirations through a CTE
- strengthen their understanding of other people and cultures as well as communication skills through the study of a second language
- develop critical-thinking, ethical awareness, and intercultural understanding
- connect classroom learning to the world beyond school
- become adaptable and responsible young adults prepared to thrive in a rapidly changing world

Diploma Programme Course Offerings & Criteria

Here is the complete listing--with linked IB subject briefs--of Green Valley's IB course offerings.
All IB DP courses span two years.

Group 1: Studies in Language and Literature
Language A: Language and Literature (HL)
Group 2: Language Acquisition:
Chinese (HL, SL, ab-initio)
Spanish (HL, SL, ab-initio)
Group 3: Individuals and Societies
History of the Americas (HL)
Group 4: Sciences:
Biology (HL, SL)
Chemistry (HL, SL)
Group 5: Mathematics:
Applications and Interpretations (HL, SL)
Elective Options from Group 3: Individuals and Societies:
Philosophy (HL)
Psychology (HL)

IB Student Leadership Board

Each year, the students will elect 6 IB Program students to serve on a Leadership Board. This leadership board will meet a minimum of ONCE A MONTH in Ms. Callicoat or Ms. Venable's room to plan and execute activities for the student cohort as a whole. Activities will include, but are not limited to:

*First Friday participation
*Homecoming participation
*Annual or bi-annual IB shirts
*Group CAS activities
*IB@GV Instagram account

*Fundraising
*Recruitment

Elected Positions will be:
2 Senior DP Representatives
2 Junior DP Representatives
2 Senior CP Representatives
2 Junior CP Representatives

Examinations & Score Reporting for DP and CP

Internal and External Assessments in IB Courses:
At Green Valley, IB subject teachers will make clear to students the connections and associations between course grades and IB rubrics and marks. Details regarding the overall IB assessment policy are available in a separate section of this guidebook.

An annual master calendar(s) of major internal and external assessments will be created and disseminated to all IB Diploma and Career-Related students and to all IB teachers by October. Students are highly encouraged to communicate with their teachers about the expectations, standards, conflicts, and deadlines with both Internal and External Assessments.

For the Diploma Programme, each of a student's six subjects is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined IB standards and conditions, including a minimum total of 24 assessment points and complete the three Diploma Core Requirements (the links are to descriptive subject briefs):

● Theory of Knowledge (TOK)
● Extended Essay (EE)
● Creativity, Activity, and Service Portfolio (CAS)

To earn the IB Diploma, students must earn a **total minimum score of 24 on the six subject assessments**. This score is based on the notion that a grade 4 represents a passing level in each of the six subjects. A candidate must pass at least three of the HL courses with a mark of 4 or higher to receive the diploma, regardless of overall points. Further explanation of IB assessments and scoring can be found HERE.

Excellent performance in all of the six subject areas results in a total of 42 points (7 points for each subject). Combined with the possible 3 bonus points for TOK and EE, the maximum diploma point score is 45.

Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to three bonus points based on the candidate's combined performance.

Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. A candidate's official IB transcript is typically marked "Diploma Awarded" or "Certificate Awarded".

The diploma points matrix

Extended essay \ Theory of knowledge	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Excellent A	3	3	2	2	1	N
Good B	3	2	1	1	0	N
Satisfactory C	2	1	1	0	0	N
Mediocre D	2	1	0	0	0	N
Elementary E	1	0	0	0	Failing condition	N
Not submitted	N	N	N	N	N	N

Awarding the Diploma:
The diploma will be awarded to a candidate whose summed total score on the required exams reaches or exceeds 24 points, provided:
● Grades have been given in the six subjects (one may be a repeat of groups 1-5)
● A course in Theory of Knowledge has been successfully completed with a mark of A-D
● The candidate has successfully completed and reflected 18-months of consistent Creativity, Activity, Service activities
● The candidate's Extended Essay has been submitted and externally assessed with a mark of A-D
● There is no score of 1 in any higher level (HL) subject
● A score of 4 or higher is awarded in at least three of the HL courses
● A candidate has earned 24 or more points
● The student maintained academic honesty and integrity throughout the program.

Failing Conditions:
The diploma will not be awarded if the candidate's results contain any one of the following failing conditions:

● An Elementary grade (E) for either Theory of Knowledge (TOK) or the Extended Essay
● A score of 3 or lower in any higher level (HL) subject
● A score of 1 in any standard level (SL) subject
● Two or more scores of 2 in any standard level (SL) subjects
● Four or more scores of 3
● Two or more scores of 3 with a score of 2 at standard level (SL)
Candidates will not be awarded the diploma if they have any one of the following excluding conditions, regardless of the total points obtained:
● A grade of 'N' in any internal component or failure to submit by GVHS/subject teacher deadlines
● A grade of 1 in any higher level subject, or
● Failure to complete and submit TOK, the EE, or the CAS portfolio by GVHS deadlines

For the Career-related Programme, students must meet ALL of the following conditions to be awarded their IBCP Certificate:

- Earn a score of 3 or higher in 2 of their IBDP courses
- Complete 2 years of CTE study during 11th and 12th grade
- Pass their Nevada CTE and Workplace Readiness Skills exams
- Earn an A-D on the Reflective Project
- Successfully complete the PPS Portfolio in alignment with IB Learning Outcomes
- Successfully complete the LCS Learning Journal in alignment with IB Learning Outcomes
- Successfully complete the CE Learning Journal in alignment with IB Learning Outcomes
- Complete 2 years of PPS course with a score of A-D
- Maintain academic integrity across the program

The Career-related Certificate will **not** be awarded should a student fail to meet **one or more** of these conditions.

Policy

Our School's IB Policies



Admissions Policy



Assessment Policy



Language Policy



Access & Inclusion Policy



Academic Integrity Policy



Retention Policy

Admissions Policy

Here is the LINK to Green Valley's IB Admissions Policy

Assessment Policy

Here is the LINK to Green Valley's IB Assessment Policy
Here is the LINK to Green Valley IB Testing FAQs and Tech Policy

Language Policy

Here is the LINK to Green Valley's IB Language Policy

Access and Inclusion Policy

Here is the LINK to Green Valley's IB Access Inclusion Policy

Academic Integrity Policy

Here is the LINK to Green Valley's IB Academic Integrity Policy

Retention Policy and Forms

Before exiting the IB Diploma or Career-Related Programmes here at Green Valley High School, a student will be asked to reflect on the choices and priorities that are motivating the decision. Students will also be asked to meet with the IB Coordinator(s), IB Counselor, IB Teacher(s), GV Administrator, and parent(s). It's our hope that these exercises will help students and families realize there are still options and opportunities to complete the program. We want our IB students to see the potential with continuing the IB Program, not just the problems.

Here are the links to Green Valley's IB Diploma Programme Retention Forms
*non-academic
*academic

Here is the LINK to Green Valley's IB Career-Related Programme Retention Reflection Form

IB Acronym Glossary

● **Ab Initio:** Ab initio is an option for candidates who have not taken two years of language instruction by the start of their junior year. This is a two-year, SL course of study (grades 11 and 12) in a language never studied before by the candidate. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or to learn a foreign language for the first time.

● **CAS:** This acronym stands for Creativity, Activity, and Service, and refers to the 150 hours of extracurricular activity for IB diploma candidates. It is one of the three Core Components.

● **CP:** This acronym stands for the Career-Related Programme was specifically developed for students who wish to engage in career-related learning while also participating in two of Green Valley's DP courses.

● **DP:** This acronym stands for the Diploma Programme's two-year curriculum that is made up of six subject groups and the DP core, comprising theory of knowledge, creativity, activity, service, and the extended essay. At Green Valley, we offer this programme to all of our juniors and seniors.

● **EE (Extended Essay):** A required project for the diploma candidate, the extended essay, is a substantial independent project. Usually about 4,000 words, the essay is chosen in one of the subject areas examined and is a mixture of research skills and thoughtful analysis. The essay is planned with a mentor in the spring of the junior year and it is written in the fall and winter of the senior year. It provides practical preparation for the kinds of undergraduate research required at university level. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area.

● **Community Engagement (CE):** Community engagement gives students a chance to learn by working with and contributing to the communities around them. Through these experiences, students consider how they relate to others and to larger systems while developing skills in communication, collaboration, reflection, leadership, and responsible action.

● **Course Candidate:** An IB student who is taking and testing in 1-3 DP courses, but not pursuing the entire Diploma or Career-Related certificate

● **External assessment:** Samples of student written work and oral (recorded) work are submitted for evaluation to assessors designed by the IB examinations office. Examples are oral assessments in Language A: Lang. & Lit, guided course work in history, and experiments with analysis in the sciences.

● Full Diploma or Diploma Candidate: An IB student who is pursuing the successful completion of six examinations in six subject areas, throughout the junior and senior year. The student will take a minimum of three exams at the Higher Level (HL) and three at the Standard Level (SL); The student will complete an extended essay (EE), Theory of Knowledge (TOK) essay and exhibition, and give evidence and reflect on 18-months of Creativity, Activity, and Service experiences (CAS).

● Higher Level (HL): An IB course that is completed in two years. Higher Level scores can be used for certificates leading to advanced placement and/or transfer credit at many American and international colleges and universities. A minimum of 3 HL exams are taken at the end of the senior year. HL courses focus on depth of knowledge.

● IBO: International Baccalaureate Organization (or IB) offers four high quality, challenging educational programmes to students aged 3 to 19.The IB programmes focus on fostering critical thinking and building problem-solving skills, while encouraging diversity, international mindedness, curiosity, and a healthy appetite for learning and excellence.

● IB Supervisor: The faculty member chosen by the IB DP student to mentor, advise and coach the IB student in CAS or EE. This person must be on staff at Green Valley High School.

● Internal Assessment (IA): Teachers of students who are taking IB examinations submit marks for internal assessment on the work done by candidates in a subject and level. Teachers submit the IA to ensure that the candidates' work conforms to the requirements for the subject and level. Teachers must assess candidates' work using the IBO assessment criteria for the respective subject and level.

● EUR Enquiry Upon Results: The IB Remark Procedure, or as the IB calls it, the "Enquiry Upon Results" (EUR), is a service provided by the International Baccalaureate (IB) organization that allows students to request a review of their external or internal assessments if they believe their final grades do not accurately reflect their performance. This process involves a re-marking or re-assessment of the student's work by a senior examiner. A remark procedure can only be initiated with the permission of the school's IB Coordinator(s). Also, written consent of the candidate (or their legal guardian) is required because a fee will be charged to the student. Students may request 4 different types of EUR:
Category 1: Individual candidate re-mark
Category 2a: return of externally assessed material charged by component
Category 2b: return of externally assessed material charged by subject/level for an individual candidate
Category 3: Remoderation of internal assessment sample work

● Language and Cultural Studies (LCS): Language and Cultural Studies helps students explore the connections between language, culture, identity, and perspective. Students build intercultural understanding and communication skills that help them work with and learn from people whose experiences and perspectives may differ from their own.

● Moderation: In addition to supplying marks (IA's) and predicted grades (PG's), coordinators are required to supply a sample of the work which has been internally assessed by teachers, for the purpose of moderation. The process of moderation involves two stages: First, a check is made that teachers in each school are applying the given assessment criteria in a standard way. Second, in cases where a difference in interpretation of criteria is identified, an adjustment is made to the teacher's marks.

● **Oral Examinations:** The IB is unique in that it tests both oral and written fluency in Language A and Language B. Face to face questions with an IB examiner or questions are recorded digitally for twenty percent of the student's subject area grade. Diploma students will also give an oral exhibition in Theory of Knowledge during senior year.

● **Personal and professional Skills (PPS):** Personal and Professional Skills prepares students for the challenges of college, careers, and life beyond high school. Students develop practical skills such as communication, collaboration, self-management, problem-solving, ethical decision-making, resilience, and reflection with opportunities to apply these skills in personal and professional situations.

● **Predicted Grade (PG):** Teachers of students who are taking IB examinations predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.

● **Reflective Project (RP):** The Reflective Project is an independent research project focused on an ethical dilemma related to a student's career-related studies. Students investigate the issue, consider different perspectives, develop an argument, and reflect on both what they have learned and how they approached the project.

● **Rubric:** The method of assessment used by the IBO is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates in both the specific content area and the students' ability to present material in the correct format. Therefore, students' exam scores are not based on the performance of all the candidates, but on their own ability to meet the criteria of each subject area's IB rubrics. All Green Valley High School students and teachers use these rubrics throughout the academic year(s).

● **Standard Level (SL):** An IB course that is completed in one or two years. University and advanced placement is not always given for such a course. SL Courses focus on breadth of knowledge.

● **TOK (Theory of Knowledge):** A course taken by all IB students during one semester of their junior year and and again in senior year. This course is technically offered one semester each year, but is paired and incorporated with IB Study Labs to support additional IB requirements. The teacher attempts to interweave the IB subject areas so that the commonalities and differences in the various fields of human knowledge are understood. The culminating assessments are an oral exhibition and a 1,600 word essay.

More Information

Here is a LINK to the "Diploma Programme guide for Parents."
Here is a LINK to the "Career-related Programme" information guide

For more information, contact the IB Coordinators at Green Valley High School

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