



Interested in GCS Magnet and Choice Schools?



Application Window Extended!

Jan. 14-March 3, 2021 |

Apply at gcsnc.schoolmint.net.

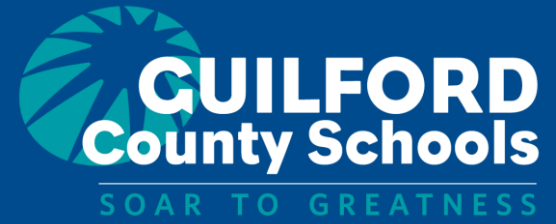


Interactive Virtual Showcase

Feb. 1-5, 2021 | Learn more at www.gcsnc.com.



GCS = Great Choices for Students!



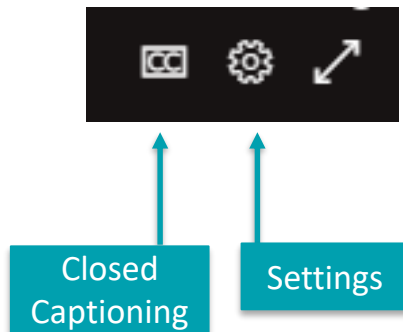
GCS = Great Choices for Students!

IB Diploma Programme Page High School

February 2021

SHARON L. CONTRERAS, PH.D. | SUPERINTENDENT

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About Guilford County Schools

GCS = Great Choices for Students!

GCS is the third-largest district in North Carolina, serving nearly 72,000 students across 125 schools in urban, suburban and rural areas. Because we are a larger district, we are able to offer opportunities that smaller districts, charter and private schools just can't. We have 48 magnet and choice schools with 66 programs, from Science, Technology, Engineering and Math (STEM) to performing or visual arts, advanced academics, Spanish immersion, Montessori, health sciences or aviation.

We also offer 187 Career and Technical Education courses in 50 schools, including programs in culinary arts, business, nursing, computers, and automotive technology, among others.

High schools across GCS offer more than 30 Advanced Placement courses. These college-level classes prepare students for the higher-level courses they will take after graduating from high school and moving on to colleges and universities.

GCS also offers the prestigious International Baccalaureate program at four high schools - and it's open to all students who qualify. Only a small number of districts in North Carolina are authorized by the International Baccalaureate Organization to offer the Diploma Programme, and GCS has been a part of it since 1996.

Nine early and middle colleges allow students to earn up to two years of college credit while attending high school - and it's free.

Personalizing learning is what we are all about, and we are committed to personalizing learning for each of our students.





Mission

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

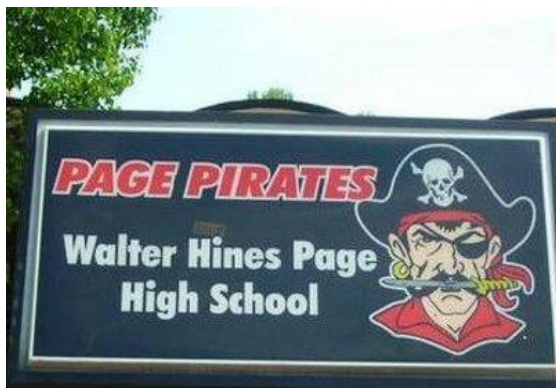
*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

Vision

Transforming learning and life outcomes for all children



GCS = Great Choices for Students!



Erik Naglee
Principal, Page High School
GCS Principal of the Year 2020-2021
Piedmont Triad Principal of the Year 2020-2021
336-370-8200
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GCS = Great Choices for Students!



Elizabeth Hackney
AP/IB Coordinator, Page High School
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Page High School

Walter Hines Page High School opened its doors in 1958 and is a very large, urban, and diverse high school with an excellent academic, athletic, and artistic reputation. Classes operate on a traditional schedule and the school focuses on providing equitable opportunities for all students to achieve success in high school and in their future career. Page's students are known for their great school spirit and their desire to make a difference in their community.

WHAT WE OFFER

- Various CTE electives in Business, Nursing, Electrical Trades, Digital Media, and more
- Many art electives (band, chorus, orchestra, theater, arts)
- Honors, AP and IB courses
- NJROTC

POINTS OF PRIDE

- We are a very diverse campus
- 93% graduation rate for 17-18 school year
- The class of 2017 documented over 24,000 hours of service
- Last year's seniors received over \$17 million in grants and scholarships
- Many of our athletic teams often go to championship rounds, playoffs, and win conferences Band and orchestra students are often invited to participate in all-county and all-regional activities
 - Students go to colleges across the country, from community college, to Service Academies, to Ivy League schools

CCS = Great Choices for Students!



What is an IB Education?

Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

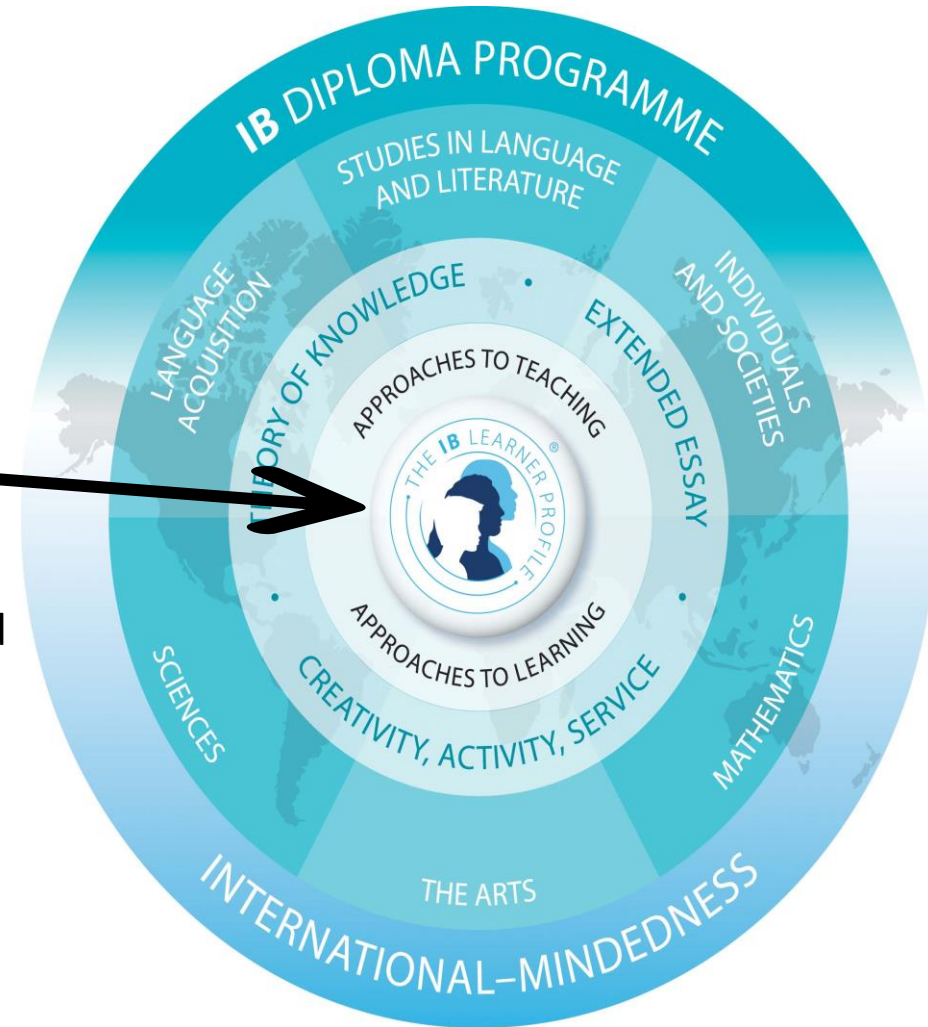
What is IB?

Founded in 1968 in Geneva, Switzerland
-Over 4000 IB schools worldwide

The IB offers an education for students from age 3 to 19, comprising of four programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic.

The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programmes.

We are supported by IB teachers and coordinators who develop and promote the IB's curriculums in over 5,000 schools globally every day, in over 150 countries around the world.



IB LEARNER PROFILE

IB Learners Are:



INQUIRERS

As IB Learners we strive to:

- Nurture our curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



KNOWLEDGEABLE

As IB Learners we strive to:

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in our lives and for the whole world



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share our ideas respectfully



PRINCIPLED

As IB Learners we strive to:

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for our actions and their consequences



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



CARING

As IB Learners we strive to:

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

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Why take IB Courses?

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- * The **average acceptance rate of IB students** into university/college is **22 percentage points higher** than the average acceptance rate of the total population.
- * The acceptance rate of IB students into **Ivy League** institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is **between 3 and 13 percentage points higher** compared to the total population acceptance rate.
- * **Biological and biomedical sciences** is the most likely intended major chosen by IB graduates followed by **engineering** and **business studies** –while in the top 10 of most popular college majors business studies is number one, followed by psychology and nursing

GCS = Great Choices for Students!

- * **97% of all students that took part in the survey feel either very well prepared or well prepared** for their future studies (98% of IB diploma candidates and 92% of IB certificate candidates).
- * 99% of all diploma candidate respondents with an IB score higher than 24 feel either very well prepared or well prepared for their future studies.
- * 98% of all survey respondents with an IB score lower than 24 feel either very well prepared or well prepared for their future studies.
- * Respondents with a lower IB score **feel as well prepared for their future studies as** respondents with a higher IB score.



What Admissions' Officers Think about IB

“IB is well known to us for its excellent preparations. Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.”

Marlyn McGrath Lewis

Director of Undergraduate Admission

Harvard University

“One of the advantages of the IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”

Christoph Guttentag

Director of Undergraduate Admission

Duke University

Page IB Alumni

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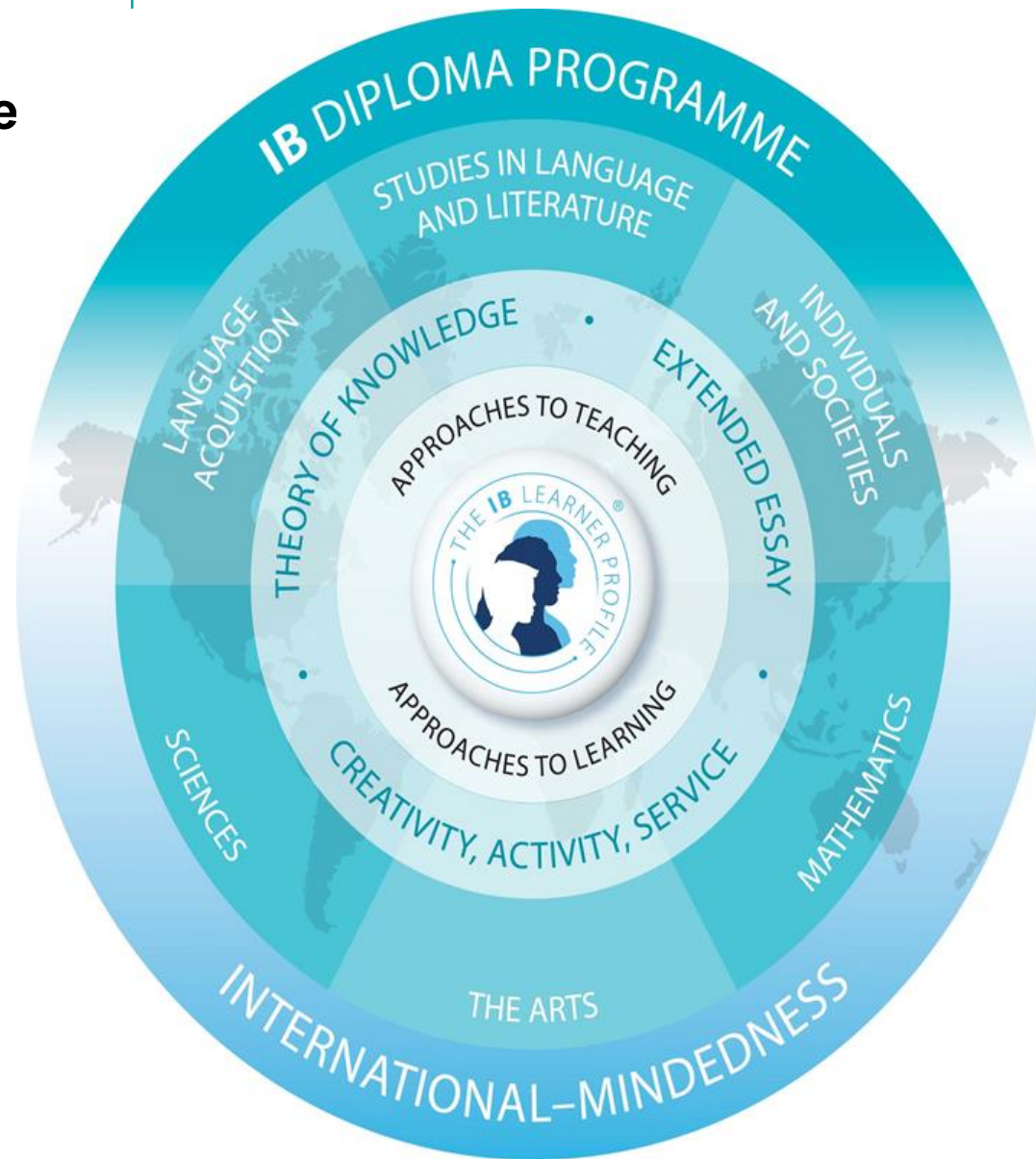
- Diverse
- World Travelers—many study abroad
- Attend universities in North Carolina, out of state (including Ivy League universities), and out of the country
- Some of the current colleges: Duke, Brown, Yale, NYU, UVA, Emory University, Harvard, NC A&T, UNC-CH, NC State, Wake Forest, Davidson College, Temple University
- Have received the Morehead Scholarship, the Robertson Scholarship, the BN Duke Scholarship, the Park Scholarship, the Jefferson Scholarship, and many others
- Are involved in their communities and campuses
- Are varsity, junior varsity, and club athletes
- Participate in the visual and performing arts on their campuses
- Participate in student government
- Receive global internships



How does the IB Programme Come together

IB Students take 13 courses during their Junior and Senior Years from the Six Academic Areas

- ❖ Students must take one course from each of the six subject areas (students can choose to forgo the arts and take two courses in another subject area)
- * Three courses (no more than four) must be taken at the Higher Level (HL)
- * The other courses must be taken at the Standard Level (SL)
- ❖ IB Core
 - ❖ Theory of Knowledge
 - ❖ Creativity, Action, and Service
 - ❖ Extended Essay



The Extended Essay

- ☐ The EE is an independent, self-directed piece of research on a topic of student's choosing
- ☐ 4,000-word paper started junior year and submitted senior year
- ☐ Must be analytical
- ☐ School Based Supervisor
- ☐ Access to UNCG's library

Community, Action and Service

150 Hours during the junior and senior years

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

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

- ☐ CAS Project: Can address any single strand of CAS, or combine two or all three strands of creativity, activity and service.
- ☐ Reflection in a CAS Portfolio
- ☐ Students are encouraged to expand upon activities they already enjoy. When CAS feels like an obligation, you're doing it incorrectly.

Theory of Knowledge

- ☐ TOK asks students to reflect on the nature of knowledge, and on how we know what we claim to know
- ☐ Course taken their junior year and assessed their junior and senior year
- ☐ Assessed through an oral presentation and 1,600 word essay in the senior year

Junior and Senior Year

6 Courses taken at SL and HL Levels

Group 1: Studies in Language and Literature	Group 2: Language Acquisition	Group 3: Individuals and Societies	Group 4: Sciences	Group 5: Mathematics	Group 6: The Arts**
IB English HL (Jr and Sr years)	-IB Spanish SL/HL -IB French SL -IB Latin SL	IB History of Americas SL/HL (Jr and Sr years) -IB Philosophy SL/HL -IB Psychology SL/HL -IB Environmental Systems & Societies SL	-IB Biology HL -IB Chemistry SL/HL -IB Environmental Systems & Societies SL	-IB Math Applications SL -IB Mathematics Analysis HL	- Music SL/HL -IB Visual Art SL/HL -IB Theater SL/HL

**Arts: May be omitted for a second science, language acquisition, or individuals and society

Math and Science Sequencing

IB Math sequencing	9th	10th	11th	12
	Hns Math 2	Hns Math 3	Hns Pre Cal	IB Analysis SL
			AP Stats/Hns Math 4	IB Applications SL
	Hns Math 3	Hns Pre-Cal	AP Calculus	IB Analysis HL
			IB Analysis SL	Any 4 th math (except HL)
		AP Stats/Hns Math 4	IB Applications SL	Any 4 th math (except HL)

Science Sequencing (start with the class you were in for 9 th). Most students start with Earth science	9th	10th	11th	12
	Physical Science	Earth Science	Biology	Any 4 th Science (AP Earth, AP Biology, Ap Chemistry, Hns Physics, AP Physics, Hns Anatomy, Forensic Science)
	Earth/Hns Earth	Biology/ Hns Bio	Physical science/chemistry/Hns chemistry/Hns physics	Any science (not required to graduate)
IB track	Honors Biology	Hns Chemistry (and Hns Earth if you want to)	IB Earth SL, IB Bio SL, IB Chem SL, IB Physics SL	HL of the science you took last year (if you plan to HL science). Students can also wait until Junior year to take their IB science if they plan to SL in science

Sample Student Schedules

Ninth Grade Year	
1	Honors English I
2	Math: (Honors) Math II, (Honors) Math III
3	Honors American History: Founding Principles of Civics and Economics
4	Honors Biology
5	World Language: Spanish, French, Latin, (Level 1, 2, or 3 based on placement)
6	Health and PE
7	Elective

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

Guilford County Schools, It's Personal.



CCS = Creat Choices for Students!

The IB Programme gives students access to courses from many disciplines engaging them in different avenues of study.

While students have to meet the IB Diploma requirements, they are able to pick courses that interest them.

Students at Page can earn their IB Diploma and still take the electives they love.

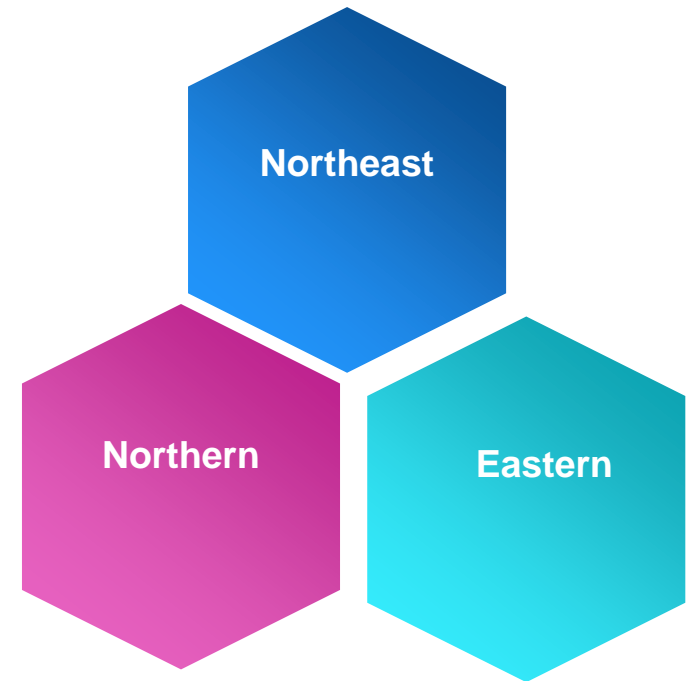


Application Requirements

Students wishing to apply for the IB Programme must:

- Successfully complete Algebra I or Common Core Math I prior to ninth grade (strongly recommended)
- Score a level IV or V on all End of Grade/End of Course tests taken in middle school
- Submit free responses which address the IB Learner Profile, Mission Statement, and personal interests
- Provide **two recommendations from teachers of a core subject**
- Maintain A's and B's in his/her core courses; English/Language Arts, Mathematics, Science, and Social Studies

CCS = Great Choices for Students!



High School Feeders for
Page High IB Programme

Thank you for your time!



Please contact us if you
have any questions.

Hacknee@gcsnc.com

Nagleee@gcsnc.com

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Application Window open until 5pm March
3rd Submit applications online through
SchoolMint (gcsnc.schoolmint.net)

- For **technical assistance** with SchoolMint, contact support@schoolmint.com.
- For **SchoolMint or How to Apply**, contact the Student Assignment Office (336-370-8303).
- For **general questions** about the **Magnet/Choice Programs**, contact the Magnet/Choice Office (336-370-3293).

