



welcome

• IB CORE 12 •
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Introduction

At Port Moody Secondary School, our motto is “**Our mission is to engage all students in a dynamic learning environment that creates responsible citizens, able to meet life’s challenges**”. The IB CORE program is guided by this mission and will also be meeting the requirements of the IB Diploma Programme (DP) as well as the graduation program of BC. In this course, our focus will be on the following 3 elements of the IB CORE:

1. Creativity, Activity, Service (CAS)
2. Extended Essay (EE)
3. Career Life Connections (CLC)

Creativity Activity and Service (CAS)

IB CAS is a course that helps students apply citizenship, creativity and an active lifestyle with their academic endeavors. **CAS** is **C**reativity, **A**ctivity and **S**ervice and is one of the three core strands that make up the heart of the IB Diploma Programme. The core, which includes Theory of Knowledge, Extended Essay and CAS, is responsible for fostering international mindedness with the goal of creating global citizens.

In grade 12, students will continue to work on their CAS programme and they are expected to complete CAS experiences, provide evidence and reflect on their learning. The IB Core teacher will be their CAS advisor during the first semester of grade 12. CAS advisors are there to help guide students and aid in their growth as active citizens. CAS 12 will continue until April 30, 2027. The IB Coordinators will be supporting student in CAS 12 from January-June.

Extended Essay (EE)

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. At this point, the students should have completed a draft and will be meeting with their supervisors shortly for feedback. In the IB Core class, citations and format will be reviewed and students will work on refining the essay for submission.

The Extended Essay draft is due Monday, September 28, 2026 and the Final Extended Essay is due on Friday, October 30, 2026.

Career Life Connections (CLC)

CLC is a BC Ministry of Education graduation requirement for all students. Students began this class last year in grade 11 and have already met many of the learning outcomes. The learning outcomes that will be completed in grade 12 are focused on resume writing and budgeting for after high school. Students will also prepare and present their capstone project, which will be shared in second semester. The capstone will ask students to engage in a critical analysis of their learning journey, including their EE, CAS, TOK, the core competencies. They will then be able to connect present learning experiences and their future career aspirations.

Goals and Objectives

Throughout the program, our goal of the IB CORE is to foster international mindedness through the concept of "Think Global, Act Local". We will accomplish this by examining global themes that are interconnected throughout the course, units and areas of study. Global themes will include:

- Language, culture, and identity
- Science, technology, and society
- Equality and inequality
- Conflict, peace, and security
- Economic and/or sustainability
- Health and development

As we examine these global issues, students will be assessed on their ability to reflect upon their experiences through their CAS, EE, and CLC. Reflection offers the opportunity to consider how personal experiences and observations shape their thinking and their acceptance of new ideas. When students write reflections, this will assist in the exploration of their own ideas about a text and to express an opinion rather than summarize the opinions of others. Reflective writing can help improve one's understanding of self and to acknowledge that one's thoughts are shaped by their assumptions and preconceived ideas.

Assessment of Learning

Class assessment will require a percentage and letter grade as per the ministry reporting order. Assessments will include all 3 course components and will involve students demonstrating the learning outcomes for each of the courses.

For CAS: A final percentage mark to the BC Ministry of Education will be determined at the end of January. This will appear on student transcripts. Students will continue engaging in CAS experiences until April 30, 2027 to meet IB Diploma requirements. If learning outcomes are met, we will inform IB that CAS has been completed. If they are not met, students may be at risk of not receiving their IB Diploma.

For EE: A final percentage mark to the BC Ministry of Education will be determined at the end of January. This will appear on student transcripts. This mark will be based on completion of the EE, class focus and conversations with their EE Supervisor. The EE's will then be sent to IB for external assessment, an IB examiner will mark the EE and that will be the mark included in the IB Diploma.

For CLC 12, a final mark will be included in the June report card, after the capstone interview has been completed.

IB LEARNER PROFILE

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

Reflective

Give thoughtful consideration to your own learning and experience.
You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Approaches to Teaching and Learning

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes.

The IB approaches to learning skills are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

The IB approaches to teaching skills are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment.

Links to Theory of Knowledge

- In their TOK classes, students will have discussed personal knowledge and shared knowledge. Through many of their CAS experiences students will gain both types of knowledge. As they engage in experiences and reflect on their own personal growth with respect to the CAS learning outcomes, they will be able to answer questions about how they gained knowledge, and how they can share knowledge with others. Through their reflections they may also engage with many of the TOK ways of knowing.
- Through their reflections students also meet many of the aims of the TOK program listed below:

Aims:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

International Mindedness

- many students will also explore international connections through their EE.
- The CLC curriculum will help students explore their own identity and place in both local and global communities.