

# MODESTO HIGH SCHOOL



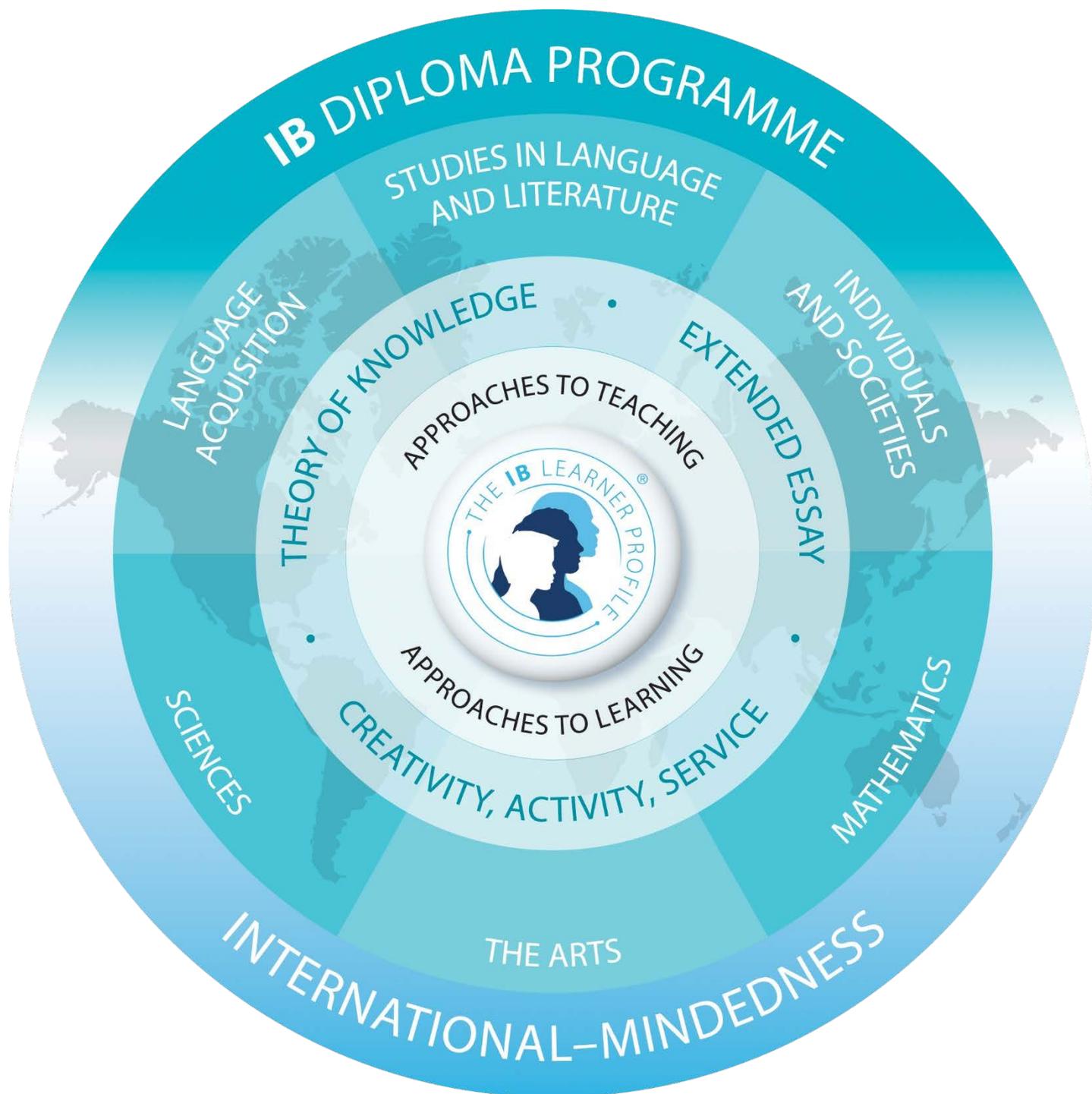
## INTERNATIONAL BACCALAUREATE PROGRAM INFORMATION PACKET 2021-2022



# Modesto High School Information Night Agenda January & February 2021

- I. Introductions
- II. PowerPoint Presentation
- III. Application Packet
- IV. The IB Experience at MoHi
  - a. The students' perspective
  - b. A parent's perspective
  - c. Faculty members share
- V. Questions & Answers

# IB Diploma Programme



# The IB Learner Profile

The aim of IB is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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.

The **IB learner profile** brings to life the aspirations of a community of IB World Schools dedicated to student-centered education. IB programs promote the development of schools that:

- Create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration.
- Help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance, and confidence they need in order to bring about meaningful change.
- Inspire students to ask questions, to pursue personal aspirations, to set challenging goals, and to develop the persistence to achieve them.
- Encourage the creation of rich personal and cultural identities.

These educational outcomes are profoundly shaped by the relationships between teachers and students; teachers are intellectual leaders who can empower students to develop confidence and personal responsibility. Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

The IB Programme emphasizes learning how to learn, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

### **Expectations of the International Baccalaureate Diploma Programme**

To develop the IB learner profile, Modesto High School and the IB have some basic expectations of all students in order to meet the demands of this engaging and rigorous course of study. The curriculum is designed to stimulate the intelligence of young people and to teach them to relate to the realities of a global society.

1. Academic expectations and grading standards are high; homework and independent study are an integral component for success in all courses grades 9-12.
2. IB Diploma candidates must be self-motivated and possess or be willing to acquire good time management and organizational skills.
3. World language fluency is a requirement of the IB Diploma Programme.
4. The IB program emphasizes participation in school and community organizations.
5. Students will maintain academic proficiency, demonstrate dedication to class work and homework, and conduct themselves in a proper and mature manner as befits the academic leaders of the school.
6. Parental involvement and support are crucial to a student's success in the IB program.
7. Students and parents are expected to seek support through the teachers, staff, guidance counselors, and the IB Coordinator.

# What are the Differences between AP & IB?

International Baccalaureate IB	Advanced Placement AP
IB is a two-year program of study that includes courses in six fields, an extended essay, and “creativity, activity, and service” (CAS) requirements.	AP consists of independent courses of study.
IB is open to all students willing to challenge themselves with college-level coursework and willing to complete additional IB requirements.	Open to all students willing to challenge themselves with college-level coursework.
IB Diploma candidates also take Theory of Knowledge, write a 4,000-word Extended Essay, and must demonstrate creativity, activity, and service.	No additional requirements.
IB scores are based on IB exams that are almost entirely written as well as in-class writing, projects, and presentations that are scored internally and externally.	AP scores are based solely on a single-day exam that is generally 60% multiple choice and 40% essay.
Students enrolled in the IB program or in an IB course as certificate students may take IB exams and may earn college credit.	Any student may take an AP exam; specific courses are taught but are not required in order to take the exams. IB students may take AP exams.
IB exams are developed and scored by an international panel of trained examiners. Exams are administered locally and sent to the IB Organization examination headquarters in Wales for scoring.	AP exams are developed by a national development committee in conjunction with experts from Educational Testing Service (ETS). Exams are administered nationally and shipped to ETS for scoring.
IB teachers work as a team to support students and to connect the curriculum across disciplines and to promote world-wide relevancy for all coursework.	AP teachers work independently or within their own discipline to support students.
IB courses move at a different pace, most over a two-year period, to allow time for in-depth research, inquiry, and analysis.	AP classes move at a rapid pace surveying a broad spectrum of a particular discipline.
IB seeks to create a cohort or peer group around academics.	AP students may form peer groups within individual classes or disciplines, but this is not a goal of the program.
More divergent—Asking “WHY?” more than “what?”	More convergent—Asks “what?” more than “why?”
Emphasizes process and integration of content across content and content areas.	Content is discreet to each subject area with little or no crossover.
IB student <b>may also</b> sit for AP exams.	AP student <b>may not</b> sit for IB exams.
Successful IB candidates receive an IB Diploma for the full program or IB certificates for individual IB courses taken.	AP recognizes high achievement on AP exams through the AP Scholars program.
College credit is awarded at the discretion of each individual college. There is a UC policy regarding IB.	College credit is awarded at the discretion of each individual college. There is a UC policy regarding AP.

# Modesto High School

International Baccalaureate four-year suggested course of study

## Grade 9 (MHS IB Prep)

1. MHS IB Prep English 1-2
2. MHS IB Prep Language B:
  - a. French 1 or
  - b. Spanish 1 or
  - c. Spanish for Spanish Speakers 3 or 4
3. *MHS IB Prep History 1-2*
4. MHS IB Prep Physics
5. MHS IB Prep Algebra\*
6. Physical Education
7. Elective (Optional)

## Grade 11 (IB)

1. IBHL 1 English (Language A)
2. Language B:
  - a. MHS IB Prep French III or
  - b. IBHL 1 Spanish or
  - c. AP Spanish Language/IBHL 1
3. IBHL 1 History
4. IBHL 1 Biology
5. Mathematics:
  - a. *MHS IB Prep Analysis & Approaches*
  - b. *IBSL 1 Applications & Interpretations*
6. IB HL 1 or 2 Elective
7. IBHL 1 Theory of Knowledge

## Grade 10 (MHS IB Prep)

1. MHS IB Prep English 3-4
2. MHS IB Prep Language B:
  - a. French II or
  - b. Spanish II or
  - c. Spanish for Spanish Speakers 4 or AP 5
3. *MHS IB Prep History 3-4*
4. MHS IB Prep Chemistry
5. MHS IB Prep Geometry\*
6. Physical Education (or sports)
7. Elective (Optional)

## Grade 12 (IB)

1. IBHL 2 English (Language A)
2. Language B:
  - a. IBSL French or
  - b. IBHL 1 or 2 Spanish
3. IBHL 2 History-Global Studies
4. IBHL 2 Biology
5. Mathematics:
  - a. *IBHL 1 Mathematics Analysis & Approaches*
  - b. *IBSL 2 Applications & Interpretation*
6. IBHL 1 or 2 Elective
7. IBHL 2 Theory of Knowledge

### **IB Elective Offerings:**

IBHL 1 & 2 Visual Arts  
IBHL 1 & 2 Psychology  
IBHL 1 & 2 Theatre Arts  
IBHL 1 & 2 ITGS

(Informational Technology in a Global Society)

IBSL Computer Programming  
IBSL Exercise Science  
IBSL Chemistry  
IBSL Physics

These courses are usually taken  
junior/senior years.

*\*Placement test and prior courses will determine if students can move ahead in math.*

## International Baccalaureate and College Readiness

The following are some of the statistics for the IB Diploma Candidates at Modesto High School. We have shown steady growth in the number of students participating in the program. Every year is slightly different than the preceding year, but the numbers are fairly consistent over time. IB regularly makes slight adjustments to both curriculum and procedures in order to remain dynamic and current in their teaching strategies and curricula. Students can expect to be better prepared for college life once having successfully completed the IB program at Modesto High School.

There are numerous colleges and universities that accept a much larger percentage of IB students than students from other programs.

- The average acceptance rate of an IB student into college/university is approximately 22 percentage points higher than the average acceptance rate of the total population.
- The acceptance rate of IB students into Ivy League institutions is between 3 and 13 percentage points higher when compared to the total population acceptance rate.
- The average score for both SAT and ACT results are highest among IB Diploma candidates in every subject, averaging approximately 25% higher scores:
  - SAT scores average 453 points above the national average
  - ACT scores are higher than the national average by approximately 8 points in all four areas tested.
- The most popular institutions in the last 5-10 years and the IB student acceptance rates:

College/university	IB candidates acceptance rate	IB candidate vs. total acceptance
U of Florida	82%	+40
Florida State	92%	+32%
Brown	18%	+9%
Stanford	15%	+8%
Columbia	13%	+4%
UC Berkeley	58%	+32%
Harvard	10%	+3%
New York U	57%	+32%
Cornell	31%	+13%
Duke	28%	+12%
U of Pennsylvania	24%	+10%
Yale	18%	+11%
Boston U	70%	+12%
UCLA	48%	+25%
U of Virginia	64%	+32%
Princeton	16%	+8%

**Modesto High School English Department**  
**Potential International Baccalaureate Four year Reading Program**

**Grade 9: MHS IB Prep English 1-2**

*To Kill a Mockingbird*; Harper Lee  
*Oedipus Rex*; Sophocles  
*Macbeth*; William Shakespeare  
*Night*; Elie Weisel  
*The Odyssey*; Homer  
*Joy Luck Club*; Amy Tan  
Selected Greek, Roman, myths and legends  
Selected Poems

**Grade 10: MHS IB Prep English 3-4**

*Of Mice and Men*; John Steinbeck  
*Great Gatsby*; F. Scott Fitzgerald  
*The House of the Spirits*; Isabel Allende  
*Tartuffe*; Jean-Baptiste Moliere  
*The Things They Carried*; Tim O'Brien  
*Taming of the Shrew*; William Shakespeare  
Selected Poems; Yusef Komunyakaa

**Grade 11: IBHL 1 Language A (English)**

Portions of *A Path Appears*; Kristof & WuDunn  
*The Crucible*; Arthur Miller  
*The Underdogs*; Mariano Azuela  
*1984*; George Orwell  
*The Visit*; Friedrich Durrenmatt  
*The Woman Warrior*; Maxine Hong Kingston  
Selected Essays; Thoreau  
Selected Poetry; Audre Lorde

**Grade 12: IBHL 2 Language A (English)**

*How the Garcia Girls Lost Their Accents*; Julia Alvarez  
*The Sorrow of War*; Bao Ninh  
Selected Songs; Bob Dillon  
*Medea*; Euripides  
*The Handmaid's Tale*; Margaret Atwood  
*Never Let Me Go*; Kazuo Ishiguro

## **FAQs about the International Baccalaureate Diploma Programme @ Modesto High School**

### **? What are the advantages of becoming an IB Diploma Candidate?**

Students who complete this program are preparing not only for success in college, but for success in life. Students gain a broader world view, follow in-depth approaches to the academic disciplines, and develop time management, problem-solving, research and organizational skills that will remain with them long after they have completed their IB experience.

An additional benefit is that student work is assessed over a two-year period using internationally accepted performance standards. Student achievement is assessed in a variety of ways: on examinations developed and scored by international examiners; on oral language demonstrations in both the student's native language and a modern second language; and on science laboratory notebooks, art portfolios, computer science dossiers, essays, and other projects. These activities all count for a percentage of the students final score in each subject and allow the classroom teacher to have input to the student's scores.

The IB also allows for student flexibility in choosing areas of academic interest for student research on the Extended Essay. Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints students with the kind of independent research and writing skills expected by the universities.

Students with IB diplomas who currently attend universities report that their involvement with IB has given them the tools needed to succeed at university and to make the most of their post-secondary education. In particular, students comment on their sense of preparedness, self-confidence, research skills, the ability to manage their time, and the willingness to be actively engaged in their own learning. Even more importantly, they have developed a sense of the world around them, their responsibility to it, and the skills with which to embrace the complexities of life.

### **? What do the colleges and universities think about the Diploma Programme?**

Colleges and universities throughout the world view the IB Diploma Program as providing outstanding preparation for university work. Additionally, many of the most selective institutions have established policies that recognize the work students have done. Some universities also offer scholarships to IB graduates.

### **? How does taking IB courses improve one's chances for admission and scholarships?**

With the highly competitive nature of college acceptance and the dwindling amounts of funding for scholarships, admissions officers are looking for something more. They are looking at such factors as the quality and rigor of the courses taken across all disciplines, the record of the student's research abilities, and the details of the school and community involvement – All requirements of the IB diploma program.

Research conducted at several North American universities has demonstrated that the IB Diploma holders do enjoy success at their post-secondary studies, often earning higher grades than their colleagues. Increasingly, universities actively recruit IB students by offering enhanced recognition or scholarship to IB candidates.

Learn more about IB, go to [www.ibo.org](http://www.ibo.org). To find out more about how IB prepares students for college, go to: [www.ibo.org/research](http://www.ibo.org/research).

## **IB APPLICATION CHECKLIST (STEP ONE)**

- APPLICATION
- COPY OF CURRENT REPORT CARD
- ACADEMIC HONESTY AGREEMENT
- *The online application must be submitted by Thursday, February 11. The report card and Academic Honesty Agreement are addressed in the online application.*

## **ENROLLMENT CHECKLIST (STEP TWO)**

- ENROLLMENT REGISTRATION FORMS, IDT FORMS ~ A link will be available on the IB Website before February 20<sup>th</sup>.
- IMMUNIZATION RECORDS ~ (state law)
- PROOF OF ADDRESS ~ (Example: Utility bill, checking account, rental agreement or other current mail (no advertisements))
- TRANSCRIPT OR LAST REPORT CARD
- VERIFICATION OF BIRTHPLACE/DATE. (Any of these forms can be used: Birth certificate, County Records Certificate, baptismal certificate, passport, notarized affidavit of birth signed by parent/guardian or Family Bible.
- INTER/INTRA-DISTRICT TRANSFER, (IDT) ~ (if applicable) \*
- INTER/INTRA-DISTRICT TRANSFER CONTRACT ~ (if applicable)
- *All enrollment items to be submitted digitally. A link for the submission will be available on the IB Website prior to the placement testing on February 20<sup>th</sup>.*
- *Enrollment information must be submitted between Monday, February 22, 2021 and Monday, March 8 2021.*
- *For questions about the Enrollment process, please contact the MHS Counseling office at (209) 574-1787 between 8:00 am and 3:00 PM Monday-Friday.*
- *Students must complete enrollment packets by March 8, 2021, in order to secure a spot in the IB freshman class of August 2021.*

**\*If you attend MHS on an Inter/Intra District Transfer (IDT), you must maintain a cumulative GPA of at least 2.0 in five pre-IB subjects. If you live *in the MHS attendance area*, you may take as many or as few pre-IB/IB classes as you choose, but if you plan to pursue the IB Diploma in your junior and senior years, you must apply to the Diploma program.**

**MODESTO HIGH SCHOOL  
INTERNATIONAL BACCALAUREATE PROGRAMME  
2021 APPLICATION TIMELINE**

<b>DATE</b>	<b>SUBJECT</b>	<b>PLACE</b>	<b>TIME</b>	<b>INFORMATION</b>
<b>Wednesday January 20, 2021</b>	<i>Parent Informational Night</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
<b>Monday January 25, 2021</b>	<i>Parent Informational Night Spanish Translation</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
<b>Tuesday February 2, 2021</b>	<i>Parent Informational Night</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
<b>Thursday February 11, 2021</b>	<i>Application Deadline</i>	IB Office	3:00 P.M.	IB Secretary Cindy Hutchings
<b>Saturday February 20, 2021 * Mandatory *</b>	<i>Writing Sample, Math Assessment Test, and Balloting/Enrollment forms</i>	Modesto High School Library 18 H Street	8:30 A.M.	Call IB Office at 492-3659 to reschedule.
<b>Open House January 28, 2021</b>	<i>8<sup>th</sup> Grade Parent Night</i>	TEAMS	5:30 P.M.	Main Office 574-1776
<b>Monday, February 22, 2021 – Monday, March 8, 2021</b>	<i>Copies of forms required for enrollment</i>	Modesto High School Counseling Office	Between 8:00A.M.3:00 P.M.	Counseling Office 574-1787
<b>Tues., Feb. 23, 2021</b>	<i>Make-up writing and math assessments</i>	Modesto High School Library 18 H Street		
<b>Fri., March 19, 2021</b>	<i>Acceptance / non - acceptance notifications mailed</i>			