

# MODESTO HIGH SCHOOL



**INTERNATIONAL  
BACCALAUREATE PROGRAM  
INFORMATION PACKET  
2022-2023**



# Modesto High School

## Information Night Agenda

### January & February 2022

- I. Introductions
- II. PowerPoint Presentation
- III. Application Packet
- IV. The IB Experience at MoHi
  - a. A student's first year reflection
  - 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)**

*Into the Wild*; Krakaur, Jon  
*Antigone*; Euripides  
*Things Fall Apart*; Achebe, Chinua  
*The Handmaid's Tale*; Margaret Atwood  
*Fiela's Child*; Dalene Matthee  
*Atonement*; Ian McEwan

## **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 student's 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

➤ *Above items to be turned in digitally. Links are available at [mhsib.mcs4kids.com](https://mhsib.mcs4kids.com) by Thursday, February 11, 2022, 3:00 PM.*

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

- ENROLLMENT REGISTRATION FORMS, IDT FORMS
- 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)
- PARENT MUST ACCOMPANY STUDENT FOR ENROLLMENT.

➤ *All enrollment items to be turned in digitally between Tuesday, February 22, 2022 - Monday, March 7, 2022. Counseling office: 574-1787.*

➤ *Students must complete enrollment packets by March 7, 2022, in order to secure a spot in the IB freshman class of August 2022.*

\*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**  
**2022 APPLICATION TIMELINE**

DATE	SUBJECT	PLACE	TIME	INFORMATION
Wednesday January 26, 2022	<i>Parent Informational Night</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
Monday January 31, 2022	<i>Parent Informational Night Spanish Translation</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
Tuesday February 1, 2022	<i>Parent Informational Night</i>	Modesto High School Library 18 H Street	6:30 P.M.	Application Packet Available
Thursday February 11, 2022	<i>Application Deadline</i>	MHS IB WEBSITE	3:00 P.M.	IB Secretary Cindy Hutchings
Week of Jan.31, Week of Feb. 7, 2022	<i>"Shadowing" 8<sup>th</sup> graders visit MHS, follow IB Student</i>	MHS Campus <b>Report to the Main Office 7:45am</b>	All Day 7:45 A.M.- 2:06 P.M.	<b>Limited spaces,</b> call 492-3659 to reserve a space.
Saturday February 19, 2022 * Mandatory *	<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.
Open House February 3, 2022	<i>8<sup>th</sup> Grade Parent Night</i>	TEAMS LINKS MHS WEBSITE	6:00 P.M.	Main Office 574-1776
Tuesday, February 22, 2022 – Monday, March 7, 2022	<i>Uploaded forms required for enrollment</i>	Modesto High School Counseling Office	Between 8:00A.M. - 3:00 P.M.	Counseling Office 574-1787
Tues., Feb. 22, 2022	<i>Make-up writing and math assessments</i>	Modesto High School Library 18 H Street		
Fri., March 18, 2022	<i>Acceptance / non - acceptance notifications mailed</i>			



## **AGREEMENT FOR ACADEMIC HONESTY 2022-2023**

### **MODESTO HIGH SCHOOL INTERNATIONAL BACCALAUREATE**



Our Academic Honesty Policy (AHP) is developed to support strict IBO regulations to prevent malpractice. Participation in the IB program requires students to work and meet expectations at the college level. Academic Honesty is strictly enforced in college, the IB Programme, and at Modesto High School. Violations of the AHP are cumulative and carry over to subsequent years. All violations will be recorded and maintained in both the Supervision and the IB offices. In order to maintain the integrity of the IB Program, the following guidelines for Academic Honesty will be followed by all students in IB courses:

1. Modesto High School defines cheating/malpractice as "the actual giving or receiving of any unauthorized aid or assistance on any form of any academic work." Cheating/malpractice consists of, but is not limited to, exchanging tests, reports, papers, etc., copying from another student's paper, giving answers, giving out questions that are on a test, using unauthorized notes during a test, or use of electronic devices to post or obtain unauthorized work.
2. "Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source." Plagiarism is a form of cheating. The submission of work that has been written—in part or in whole—by another person, without acknowledgement of source, is considered plagiarism or malpractice. If you use an idea from (including but not limited to) a book, movie, speech, magazine, documentary, lecture, journal, teleplay, or any electronic source, including the internet, and then represent it as your original thought—even if it is expressed in your own words—then you have committed an act of plagiarism/malpractice. (From *The Writer's Handbook*, Modesto City Schools).
3. The IB Organization defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:
  - a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
  - b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
  - c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.

## AGREEMENT OF GUIDELINES FOR ACADEMIC HONESTY ...continued

- d. Misconduct during an IB examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate).
- e. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

\*Number 3 is taken, in its entirety, from “General regulations: Diploma Programme” published by the IBO in April 2014.

4. Additional Guidelines include but are not limited to the following:
  - Do not use any materials not approved by your instructor.
  - Do not use a translator for projects, papers, or tests.
  - Only use a calculator as directed by the teacher.
  - Collaboration may be allowed at the discretion of the teacher; copying is not the same as collaborating.
  - Purposefully falsifying data.
5. Often teachers require that both a digital copy and a hard copy of work be submitted. Digital copies may be required to be submitted both directly to the teacher and through Turnitin Plagiarism Detection Service (turnitin.com). IB students are required to meet teacher deadlines for these documents.
  - Digital copy and hard copy versions must be identical.
  - If students do not have access to a computer or a computer with internet access at home, there are computers available in various locations on campus for student use before and after school and at lunch. There are also computers available at the public library.
  - If any of these requirements pose a hardship, students must communicate with the teacher/IB Coordinator prior to established due dates.
6. Cell Phone/Electronic Devices—During assessment all cell phones and electronic devices including smart watches must be turned off and put away in accordance with the teacher’s instruction.
  - In order to be consistent with IB Testing Regulations, students may be required to keep backpacks and/or digital devices in a designated area.
7. Definitions and Discussions on Academic Dishonesty: All Incoming Freshmen students are given a packet with specific examples and numerous definitions of Academic Dishonesty. During the first few weeks of school, time is spent during class examining and discussing these examples. Students are required to read, review, and respond to the material.
  - This packet must be kept throughout high school and will be revisited annually.

## Consequences for Violations of Academic Honesty

Violations are cumulative and carry over to subsequent years.

### 1. First Time Offense

- Zero on the test/assignment.
- Unsatisfactory Citizenship in that grading period at the discretion of the instructor.
- Referral sent to Student Supervision Office and placed in student's discipline file.
- Referral copied to the IB Coordinator.
- A formal conference will take place between the Student Supervision Administrator and the student.
- The Student Supervision Administrator will contact the parent/guardian.
- Teacher will contact the parent/guardian.

### 2. Second Offense

- Zero on the test/assignment.
- Unsatisfactory Citizenship in that grading period.
- Referral sent to Student Supervision Office resulting in a three-day suspension and placed in the student's discipline file.
- Referral copied to the IB Coordinator.
- The student will go before the Academic Integrity Panel to determine eligibility for continuation in the IB program.

### 3. Third Offense

- Zero on the test/assignment.
- Unsatisfactory Citizenship in that grading period.
- Referral sent to Student Supervision Office resulting in a five-day suspension and placed in the student's discipline file.
- Referral copied to the IB Coordinator
- Conference with Associate Principal, IB Coordinator, parent, and student regarding removal from the IB Program and/or Modesto High.

\*Suspensions will be communicated to counselors and teachers and will influence letters of recommendation and answers to questions on applications to private colleges regarding student suspensions.

AGREEMENT OF GUIDELINES FOR ACADEMIC HONESTY ...continued

IB students residing outside the Modesto High School attendance area with more than one Unsatisfactory Citizenship for a grading period or any home suspensions may be sent back to his/her school of attendance per the IB Inter/Intra-District Permit Contract.

Students must be aware that any infraction of The Academic Honesty Policy will result in teachers' refusal to submit letters of recommendation.

Any IB official document which violates these guidelines will not be sent to the International Baccalaureate Office for scoring, thus disqualifying the student from earning the diploma.

Any student violating these guidelines will also be immediately removed from being a Full Diploma Candidate and will forfeit any rights, privileges, and/or honors.

We, the undersigned IB student and parent/guardian, understand the need for maintaining the integrity of the IB Program. We have read the Academic Honesty Policy and have clarified any questions. We understand academic malpractice and what must be done to remain academically honest and accountable. We understand the academic honesty is the responsibility and obligation of all students and the failure to report any knowledge of malpractice is just as serious as the act itself and will result in the same consequence.

We agree to be bound by these guidelines as a condition of participating in the Modesto High School IB Programme.

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date

Parent/Guardian Signature \_\_\_\_\_

Date

MODESTO HIGH SCHOOL

INTERNATIONAL BACCALAUREATE PROGRAMME APPLICATION

18 "H" Street Modesto, CA 95351

Application Deadline: February 11, 2022

IB REQUIREMENTS

- APPLICATION
- OFFICIAL TEACHER RECOMMENDATIONS (which we will send out)
- OFFICIAL ESSAY AND MATH ASSESSMENTS (Tests administered Saturday, February 20, 2021, 8:30AM MHS Library)

IB APPLICATION CHECKLIST

- APPLICATION
- COPY OF CURRENT REPORT CARD
- SIGNED ACADEMIC HONESTY AGREEMENT

STANDARD INFORMATION (PLEASE PRINT CLEARLY)

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Telephone: \_\_\_\_\_

Name(s) of sibling(s) in IB: \_\_\_\_\_

Parent/Guardian: (Please print) \_\_\_\_\_

Parent email: \_\_\_\_\_

CURRENT SCHOOL INFORMATION

School Name \_\_\_\_\_ Address \_\_\_\_\_

Official High School of Residence \_\_\_\_\_ PSAT score (if taken): \_\_\_\_\_

Upon acceptance into the IB program, student is allowed an intra-district transfer from the high school of residence to Modesto High School. Students from outside MCS must originate the inter-district transfer from the district of residence. Failure to maintain satisfactory progress and attendance may result in a transfer being revoked.

## CURRENT COURSE SCHEDULE

Please print your teacher's name beside each subject. Indicate if the class has a special designation (GATE, Honors, ELD, General Ed, etc.) Official recommendations will be requested by MHS.

Course	Teacher's Name	Designation (GATE, General Ed, etc.)
English	_____	_____
Science	_____	_____
Social Science	_____	_____
Math	_____	_____

Specify the Mathematics Course Title(Secondary Math I, II, Geometry, etc.): \_\_\_\_\_

Elective \_\_\_\_\_ Subject: \_\_\_\_\_

### EXTRACURRICULAR ACTIVITIES

School Related:	Outside of School:
Activity: _____	Activity: _____

The International Baccalaureate Programme is a rigorous, integrated program of study for highly-motivated, hard-working students. You are encouraged to apply for admission to this program if you are able to:

- Maintain excellent attendance
- Earn grades to maintain a "B" average or higher
- Complete and turn in assignments on time
- Avoid Independent Study or Home & Hospital
- Be present for finals

AND are willing to complete summer homework each year!

Please sign below, acknowledging that you understand that the International Baccalaureate courses are rigorous and demanding of your time and effort and that you are willing to meet this challenge.

Student \_\_\_\_\_ Date: \_\_\_\_\_ Parents, please sign below acknowledging that you are aware that your daughter/son is applying to an academically challenging program and that you support this choice. Admission to the junior/senior level IB classes is dependent upon successful completion of the MHS IB preparation courses.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_