

**GENERAL APPLICATION FOR  
THE INTERNATIONAL BACCALAUREATE PROGRAM  
AT THE  
UNIFIED COMPREHENSIVE HIGH SCHOOL**

**2016-2017**

***International Baccalaureate***

***Application Package***



***Return Application to***  
Southfield-Lathrup High School  
IB Office  
19301 W. 12 Mile Road  
Lathrup Village, MI 48076  
248-746-7200 ext 6971 -office  
248-746-7488 -fax

***Application Due by December 1, 2015***  
***Southfield-Lathrup High School***  
***An IB World School Anchored in Excellence***

SOUTHFIELD PUBLIC SCHOOLS STATEMENT OF NON DISCRIMINATION & EQUAL EMPLOYMENT OPPORTUNITY

THE SOUTHFIELD BOARD OF EDUCATION DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, DISABILITY, AGE, HEIGHT, WEIGHT, MARITAL STATUS, GENETIC INFORMATION OR ANY OTHER LEGALLY PROTECTED CHARACTERISTIC, IN ITS PROGRAMS AND ACTIVITIES, INCLUDING EMPLOYMENT OPPORTUNITIES. 1

# The International Baccalaureate Program

## Southfield Public Schools

The International Baccalaureate program is a comprehensive curriculum that responds to the need for greater challenges of gifted high school students. Designed and administered by the home office in Cardiff, Wales the program encompasses internationally-based standards of achievement. Successful completion of the course work and examinations at the junior/senior level may earn credit or advanced placement at colleges and universities around the world.

The curriculum is designed to provide a broad liberal arts experience for the college bound student. Each student will become proficient in language and mathematical studies, the two most important tools of communication and analysis, and participate in an in-depth exploration of the study of human behavior and the process of educational inquiry. The resulting educational experience will provide the student with a well-rounded, high academic course of study emphasizing the development of the total individual.

Participation in the International Baccalaureate program may begin in the rigorous courses at the freshman/sophomore level with a review of student success prior to entering the full program at the junior level. This culminates in the junior/senior level IB program, with international exams possible at the end of each year. The final result is a disciplined student who is ready for the challenges of college and beyond.

## PROGRAM OVERVIEW

Students in the IB Programme are served in a two phase program beginning with participation in a rigorous academic curriculum (grades 9-10) leading toward the IB coursework (grades 11–12).

### Pre-IB Curriculum

Students enrolled initially in the early phase will address three broad goals in an effort to develop the “whole person” and prepare them for the expectations of the IB courses.

The broad goals for the IB preparatory phase are:

1. to assist students in making cross-discipline connections by identifying universal themes, and analyzing relationships between fields of study;
2. to provide an awareness of long-term value in learning by exposing students to various applications of knowledge in the professional world;
3. to encourage students to utilize knowledge by emphasizing thinking, writing, and production. Students will be provided multiple opportunities to demonstrate comprehension of concepts through non-conventional modes (video productions, slide shows, plays, speeches, panel discussions, projects, etc.). As much as possible students will participate in field experiences and have the benefit of special guest speakers.

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## **IB Program**

Students admitted to the International Baccalaureate (IB) Program will be encouraged to tailor their course of study based upon their individual interests and unique needs. It is expected that all students will complete requirements for the full IB Diploma. However, in some circumstances, students will specialize in content fields with the possibility to receive IB certification in those areas. The attainment of the IB Diploma will be regarded as an outstanding academic achievement recognized for advanced placement at universities around the world. A sample four year plan is included in this package.

## **Full Diploma Candidates**

The full diploma candidate must design a course of study that will allow him or her to successfully complete examinations in each of the following subject areas:

Group 1: Language A-English HL

Group 2: Language B-a second modern language (Spanish SL, Spanish Ab Initio SL, and French SL)

Group 3: Individuals and Societies-History of the Americas HL and Psychology HL (mandatory for full DP students)

Group 4: Experimental Sciences-choice of emphasis in Biology SL, Chemistry SL, Physics SL<sup>\*Contingent on enrollment</sup>

Group 5: Mathematics SL and Math Studies SL

Group 6: The Arts and Electives

### **Option-choice of emphasis in one of the following areas (as a replacement for Group 6):**

A second science

Music Theory SL

In addition, IB Diploma candidates complete TOK, CAS, and Extended Essay requirements

## **Certificate Candidates**

Students whose interest/abilities do not encompass the broader spectrum may choose to demonstrate mastery within a specific chosen field of study (for example, Science and Math or English and History). They may enroll in IB coursework in that particular area and round out their studies with a combination of honors or regular courses in the other content fields. Successful scores on examinations in the IB classes may provide an individual "Certification of Mastery" recognized by universities for advanced standing in specific areas. The additional requirements of TOK, EE, and CAS are not required of the certificate candidate. Students may modify the four-year plan (to reflect their desired interests).

## **Maintaining Excellence:**

Students will be carefully monitored while involved in the program. The IB program is a very rigorous and challenging program that will require commitment and excellence throughout. It is expected that students will maintain a standard level of success in the program. If students fall below basic standards of excellence and continuously attain grades and remarks that are less than favorable for success in the program, they will be subject to probation and possibly asked to withdraw from the program if the level of commitment continues to decrease. Students should count participation in the program as a privilege and understand that the program is competitive and that there is a high expectation of success in seeing the program through to the IB Diploma.

1.

Language adapted from Garland High School IB school guide 2010-2011.

2.

To enter Math SL or Math Studies SL, students must have completed Algebra 2.



# International Baccalaureate Student Application

Date \_\_\_\_\_  Diploma Candidate or  Certificate Student (*please check one*)

**Please complete this form, attach the following items and return to:  
Southfield-Lathrup High School IB Program., 19301 W. 12 Mile Road., Southfield, MI 48076**

- 1. Student Writing Sample**
- 2. Parent Information Form**
- 3. Transcript or last report card**

Student's Name \_\_\_\_\_  
First Last

School \_\_\_\_\_ Grade \_\_\_\_\_

ID# \_\_\_\_\_

If you have taken the SAT/ACT in the 8<sup>th</sup> or in another grade, please list scores:

Verbal \_\_\_\_\_ Math \_\_\_\_\_ ACT \_\_\_\_\_

What are your areas of talent? Check all that apply.

Math \_\_\_\_\_ English \_\_\_\_\_ Social Studies \_\_\_\_\_ Science \_\_\_\_\_ Music \_\_\_\_\_

**2. Give an example of how you will contribute to the overall success of this school and the IB program.**

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**3. Give an example of being self-motivated.**

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**4. Give an example of how you demonstrate your advanced academic ability or talent.**

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5. What plans do you have to improve your ACT scores before they count for college entrance?

6. Writing sample – Select one of the following topics and write a well developed paper explaining your experience(s). The paper may be typed or computer printed.

**Topics**

- Leadership in My School or Community
  - Trying New Things: Taking a Risk
- Providing Volunteer Work in My School or Community
- Overcoming a Barrier to Complete a Project or Improve Grades
  - Making a Commitment in My School or Community
    - Appreciating Talents in Other People
    - Accepting differences/opinions in others

**Heading for Your Writing Sample**

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

**Topic** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade** \_\_\_\_\_

(250-500 words) – Attach sample to application if your entry exceeds the space below

# Parent Section

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## A. Personal Information

Student's Name \_\_\_\_\_  
Last First Middle

Current Address \_\_\_\_\_  
Street City State/Zip

Student's Date of Birth \_\_\_\_\_

Parent's Names \_\_\_\_\_ / \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ E-mail \_\_\_\_\_

## B. Questionnaire

Parents, this section is to be filled out by you, not your student. Please answer these as honestly as you can. Circle the number that represents your opinion with "1" being not likely to "4" being very likely. These short-answer questions are also helpful to us in forming a profile on your student so be as complete as possible. Thank You.

### Consideration for the IB program

Can your student handle an accelerated program	1 2 3 4
Can he/she accept not being the smartest in class?	1 2 3 4
Will you accept less than an "A" from him/her if he/she is enjoying the class, working hard and using his/her abilities?	1 2 3 4
Are you willing to support your student and to give this program at least one semester if at first it seems too difficult?	1 2 3 4

### Organizational Skills

Does he/she usually finish what he/she starts? Please elaborate	1 2 3 4
Are his/her study skills adequate for an accelerated program?	1 2 3 4
Does he/she handle stress well?	1 2 3 4

### Commitment

Are you willing to support your student's commitment to the program if he/she has 3 hours of homework some nights?	1 2 3 4
Realizing that all students need a healthy balance of activities, are you willing to encourage your student to prioritize academics over extra-curricular activities within reason?	1 2 3 4

Is there anything you want to tell us about your student?