

*International Baccalaureate Diploma Program*

*Application of Interest Information*



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## **International Baccalaureate Diploma Program Application Process Checklist**

Students interested in becoming an International Baccalaureate Diploma candidate at North Hagerstown High School should:

- ☐ Submit an *Application of Interest* to the IB Diploma Program coordinator at North Hagerstown High School, **by the first Monday in December.**
- ☐ Return completed *IB Student Expectations* form with the *Application of Interest*.
- ☐ Ask three faculty members at your school to complete the *WCPS Advanced Programs: Student Profile Form*.
- ☐ Schedule an interview with the IB team at North Hagerstown High School.
  - Applicants will be contacted by the IB coordinator regarding interview times
  - Interviews will be conducted in late January or early February
  - Applicant interviews are 20 minutes in length
- ☐ Interview with members of the IB Diploma Program team at North High.
- ☐ Receive a *Letter of Recommendation* from North High prior to March 1.

For students outside the North Hagerstown High School attendance district

- ☐ Submit *WCPS Academy and Magnet Programs: Guest Attendance Agreement*. (A form will be provided with a *Letter of Recommendation*.)
  - If students decide to pursue other interests instead of the IB diploma, a WCPS Special Permission Form must be submitted to the principal.
- ☐ Make an appointment with the guidance staff at North Hagerstown High School to complete enrollment paperwork and create a schedule.

# International Baccalaureate Organization Program

## Frequently Asked Questions

### ***Is the Diploma Program curriculum the same all over the world?***

The core requirements are the same but there is room for flexibility. The courses offered by one school may differ somewhat from those of another school.

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### ***How successful are IB students in applying to university?***

Recipients of the IB diploma enjoy a high rate of acceptance at leading universities. In addition, some universities offer scholarships to IB graduates.

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### ***Can I take individual Diploma Program courses?***

Yes, but you will receive the IB diploma only if you fulfill all the requirements of the Diploma Program. Students who enroll in individual courses will receive an IB certificate noting the courses they took and the marks they earned.

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### ***Where can I find a list of universities that accept the IB Diploma?***

We list the universities that publish an IB recognition policy on the [country](#) pages of this website. Many other universities also accept the IB diploma but do not publish a recognition policy—you should contact them directly.

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### ***How many examinations do Diploma Program students take, and when do they take them?***

Diploma Program students generally take six examinations, including one literature course taught in the student's native language, one foreign language, one social science, one experimental science, one mathematics and one arts course. The arts course can be replaced by a second social science, a second experimental science, or a third language. Students take their examinations at the end of the two-year Diploma Program; sometimes they take up to two of their examinations at the end of the first year of the Diploma Program.

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### ***What's the next step?***

Fill out the *Application of Interest* and return it to the IB coordinator. Check out the IBO website at [www.ibo.org](http://www.ibo.org) to learn more and meet some recent graduates (see profiles).

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## **International Baccalaureate Diploma Program - Student Expectations**

Any current or prospective Washington County Public High School student may apply to attend North Hagerstown High School in order to earn an International Baccalaureate Organization diploma. These students are requesting the opportunity to complete the academically rigorous graduation and diploma requirements set forth by Washington County Public Schools, North Hagerstown High School, and the International Baccalaureate Organization. Students may earn an International Baccalaureate diploma in addition to a Maryland State diploma.

Students interested in accepting the challenges of the International Baccalaureate Diploma Program (IBDP), must complete an *Application of Interest*. Even though the IBDP begins in the junior year, students applying to the IBDP will attend North Hagerstown High School at the beginning of their freshman year. Prospective IBDP candidates will take freshman and sophomore courses that will prepare them for the rigorous IB course workload. Courses such as Honors Biology, Honors Algebra II and Honors Level II or III of a World Language may be taught by the IB teachers, which will provide students with a continuity of academic expectations. Beginning as a freshman at North High will allow students to transition into the school environment and develop a sense of community, vital to the IB Program.

Prior to becoming a prospective IB Diploma Program candidate, there will be a review of students' academic preparedness that may include:

- interview
- writing sample
- academic performance as demonstrated by state and county assessments
- report card grades
- teacher recommendations

Incoming ninth grade students attending North Hagerstown High School for the IB Diploma Program will pursue a schedule of courses to prepare them for the challenges of the IB Diploma Program. Students must maintain academic and behavioral eligibility, as set forth by Washington County Public Schools and North Hagerstown High School, to remain at North High. In order for prospective IB diploma candidates to continue with the IB Diploma Program into their junior year, they must fulfill the following criteria by the end of their sophomore year.

- Completing a *Demonstration of Commitment* to the IB Diploma Program
- Demonstrate the preparedness for IB courses and the determination to receive an IB diploma

In order for prospective IB diploma candidates to continue with the IB Diploma Program into their senior year, they must fulfill the following criteria by the end of their junior year.

- successfully complete their junior year IB coursework
- register for senior IB courses
- submit an extended essay draft

Students attending North High on special permission may be required to return to their home schools for failure to fulfill these criteria.

The International Baccalaureate Diploma Program at North Hagerstown High School is a program for motivated, organized, and hard-working students. These students, with support from their parents or guardians, are willing to face the challenges of the IB Diploma Program. Students in the IB Diploma Program receive the support of the entire faculty and staff at North Hagerstown High School. All students willing to receive an internationally recognized education are welcome to participate in the IB Diploma Program.



## *North Hagerstown High School*

### ***IB Student Expectations***

The following expectations apply to all IB candidates (freshmen to seniors) in the IB program at North Hagerstown High School.

- All IB candidates must maintain a grade average of 80% or greater in all core subject (English, social studies, math, science, foreign language) areas and maintain a 3.0 GPA overall.
- All IB candidates must comply with the attendance and behavior expectations of Washington County Public Schools and North Hagerstown High School.
- All IB candidates must continue upon a course of study which allows them to earn an IB diploma in order to be considered a participant in the North High IB Magnet Program.

Candidates are expected to monitor their grades and seek assistance from the IB coordinator and/or their teachers. When appropriate, intervention plans will be developed for candidates requiring assistance. The IB staff will review each candidate's course averages at the end of the third marking period and at the end of the school year to determine placement into courses for the following year. Candidates not meeting the expectations cannot enroll in IB English, IB History, or IB Theory of Knowledge. Out-of district students not meeting the expectations risk having their Magnet Program Attendance Agreement revoked and will be required to enroll in his/her home school.

#### ***Student Signature***

I, \_\_\_\_\_, will meet these expectations.  
(Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### ***Parent/Guardian Signature(s)***

I have reviewed this document with my child and agree to help my child meet these expectations.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Recommended Course of Study for the IB Program at North Hagerstown High School

### Prerequisites for the IB program at North Hagerstown High School

- Algebra 1 credit
- Credit in Level one of French, German or Spanish is helpful but not necessary)
- Application of Interest
- Interview with a member(s) of the North High IB Staff
- Favorable recommendation from the North High IB Staff
- Submit a **signed** *IB Student Expectation* form

### Suggested Course of Study for Grade 9 IB students

- Earn an Honors English Credit
- Earn a credit in Honors US Studies 2
- Earn a credit in Honors Geometry and/or Honors Algebra 2
- Earn a credit in Level 1 and/or Level 2 of a French, German or Spanish
- Earn a credit in Honors Biology
- Earn two PATH credits (Physical Education, Art, Foundations of Technology and Health/Life Skills)

### Suggested Course of Study for Grade 10 IB students

- Earn a credit in Honors English 10 Credit
- Earn a credit in Honors or AP Government
- Earn a credit in Honors Algebra 2 and/or Honors Pre-Cal/Trig
- Earn a credit in Level 2 or 3 of French, German, or Spanish
- Earn a credit in Honors Chemistry
- Earn two PATH credits (Physical Education, Art, Foundations of Technology and Health/Life Skills)
- Submit a **signed** *IB Demonstration of Commitment* form

### Suggested Course of Study for Grade 11 IB students

- Earn a credit in IB English 1
- Earn a credit in IB History 1
- Earn a credit in IB Biology 1 or IB Physics 1
- Earn two credits in AP Calculus (other if planning to take IB Math HL) or IB Math Studies and take the exam
- Earn a credit in IB French, German, or Spanish 1
- Earn a .5 credit in Theory of Knowledge 1
- Earn a credit in IB Philosophy or IB Psychology and take the appropriate exam (if appropriate)
- Complete a draft of the extended essay
- Create a CAS plan and begin completing CAS requirements

### Suggested Course of Study for Grade 12 IB students

- Earn a credit in IB English 2 and take the IB English A1 (HL) exam
- Earn a credit in IB History of Europe 2 and take the IB History of Europe (HL) exam
- Earn a credit in IB Biology 2 or IB Physics 2 and take the IB Biology (HL) or IB Physics (SL) exam
- Earn a credit in an IB Math course (if appropriate) and take the exam
- Earn a credit in IB Visual Arts or IB Computer Science and take IB Visual Arts or IB Computer Science exam to fulfill the Group 6 requirement, if necessary
- Earn a .5 credit in Theory of Knowledge 2
- Submit an extended essay
- Complete CAS requirements

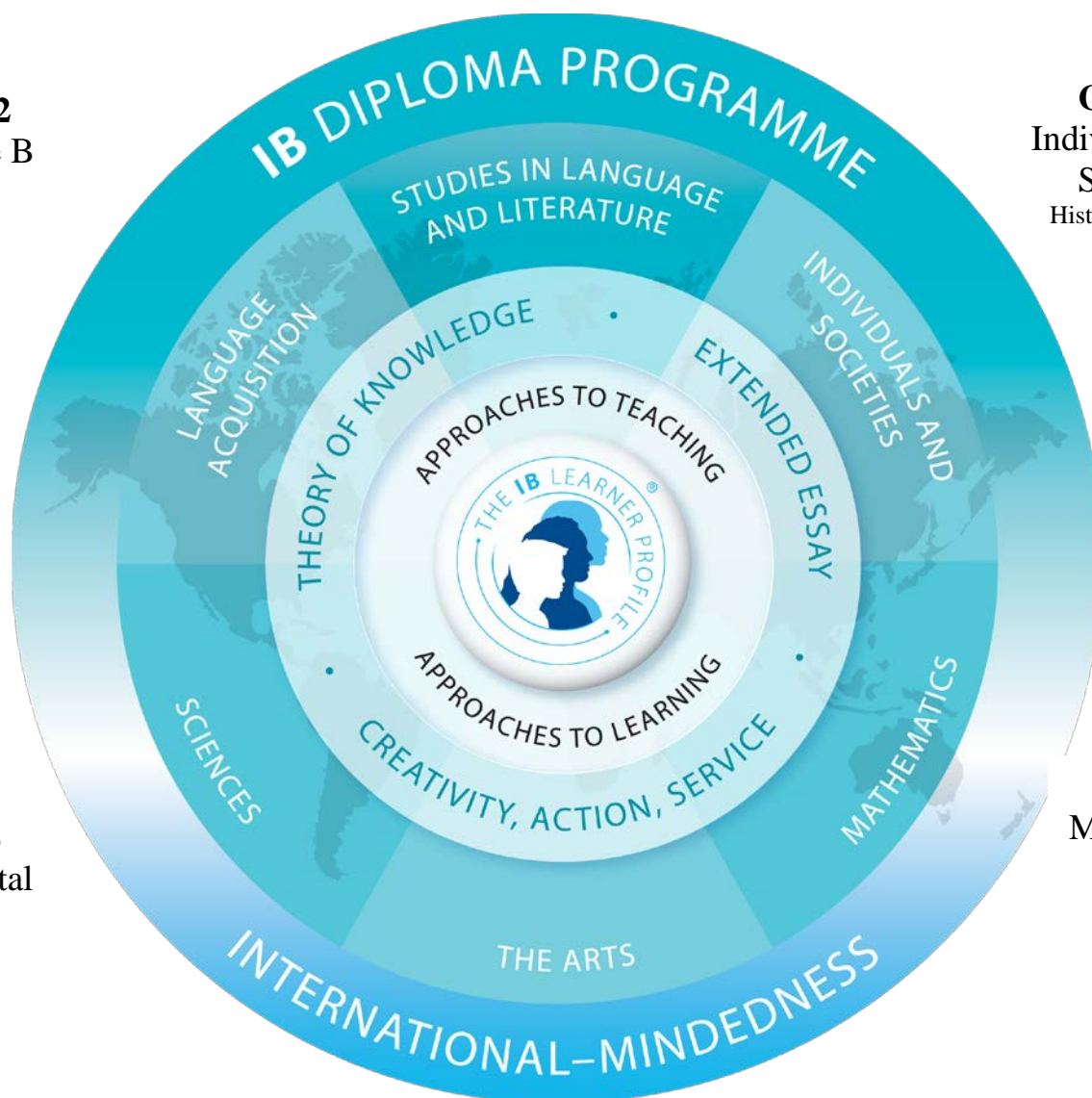
**Group 1**  
Language A1  
English

**Group 2**  
Language B  
French  
German  
Spanish

**Group 3**  
Individuals and  
Societies  
History of Europe

**Group 4**  
Experimental  
Sciences  
Biology  
Physics

**Group 5**  
Mathematics  
Math Studies  
Math SL  
Math HL



**Group 6**  
Arts or Elective

Visual Arts, Psychology, Computer Science, Philosophy

[www.ibo.org](http://www.ibo.org)

**IB Higher Level Courses at North High**

- IB English (Group 1)
- IB Spanish (Group 2)
- IB History (Group 3)
- IB Philosophy (Group 3 or 6)
- IB Biology (Group 4)
- IB Physics (Group 4)
- IB Math HL (Group 5)
- IB Visual Arts (Group 6)

**IB Standard Level Courses at North High**

- IB French, German, Spanish (Group 2)
- IB Physics (Group 4)
- IB Math Studies (Group 5)
- IB Computer Science (Group 5 or 6)
- IB Psychology (Group 3 or 6)
- IB Philosophy (Group 3 or 6)
- IB Visual Arts (Group 6)

| <b>Standard IB Four-Year Plan</b>  |                        |                       |                       |
|--|------------------------|-----------------------|-----------------------|
| Grade 9  | Grade 10               | Grade 11              | Grade 12              |
| Honors English   | Honors English         | IB English            | IB English            |
| Honors US Studies II   | Honors Government      | IB History            | IB History            |
| Honors Biology   | Honors Chemistry       | IB Biology or Physics | IB Biology or Physics |
| Honors Geometry  | Honors Pre-Cal/Trig    | AP Calculus           | IB Math HL            |
| Honors Algebra 2   | AP Statistics or PATH  | AP Calculus           | Group 6               |
| Honors Language 1 or 2   | Honors Language 2 or 3 | IB Language           | IB Language           |
| PATH   | PATH                   | TOK or Elective       | TOK or Elective       |
| PATH = Graduation Requirements of Physical Education, Fine Art, Foundations of Technology and Health/Life Skills.<br>Group 6 is the Arts or Elective IB requirement. |                        |                       |                       |

| <b>IB Four-Year Plan for Music Students</b>  |                        |                       |                       |
|--|------------------------|-----------------------|-----------------------|
| Grade 9  | Grade 10               | Grade 11              | Grade 12              |
| Honors English   | Honors English         | IB English            | IB English            |
| Honors US Studies II   | Honors Government      | IB History            | IB History            |
| Honors Biology   | Honors Chemistry       | IB Biology or Physics | IB Biology or Physics |
| Honors Geometry  | Honors Pre-Cal/Trig    | AP Calculus           | IB Math               |
| Honors Algebra 2   | AP Statistics or PATH  | AP Calculus           | Group 6               |
| Honors Language 1 or 2   | Honors Language 2 or 3 | IB Language           | IB Language           |
| Music or PATH  | Music or PATH          | Music or TOK          | Music or TOK          |
| Summer - PATH  | Summer - PATH          | Summer - PATH         | Summer - PATH         |
| PATH = Graduation Requirements of Physical Education, Fine Art, Foundations of Technology and Health/Life Skills.<br>Group 6 is the Arts or Elective IB requirement. |                        |                       |                       |

| <b>IB Four-Year Plan for Visual Arts Students</b>  |                        |                       |                       |
|--|------------------------|-----------------------|-----------------------|
| Grade 9  | Grade 10               | Grade 11              | Grade 12              |
| Honors English   | Honors English         | IB English            | IB English            |
| Honors US Studies II   | Honors Government      | Group 6 or Elective   | Group 6 or Elective   |
| Honors Biology   | Honors Chemistry       | IB Biology or Physics | IB Biology or Physics |
| Honors Geometry  | Honors Algebra 2       | IB Math Studies       | Honors Pre-Cal/Trig   |
| Elective   | Honors World History   | IB Visual Arts        | IB Visual Arts        |
| Honors Language 1 or 2   | Honors Language 2 or 3 | IB Language           | IB Language           |
| PATH   | PATH                   | TOK or Elective       | TOK or Elective       |
| PATH = Graduation Requirements of Physical Education, Fine Art, Foundations of Technology and Health/Life Skills.<br>Group 6 is the Arts or Elective IB requirement. |                        |                       |                       |



## **Universities Recognition of IB Coursework**

<http://www.ibo.org/country/US/index.cfm>

Click on the down arrow under the title “IB Diploma Programme recognition” then select the university of your interest and click “go”. The recognition policy for the selected university will appear.

### **University of Maryland - College Park - College Park, Maryland, USA** **University IB Policy**

Students who sit for the IB examinations can receive college credit for their scores when they enroll at the University of Maryland at College Park. Students earning scores of 5, 6, or 7 on an exam may earn from 3 to 9 college credits in most subject areas. The amount of credit awarded depends on a student's score and the exams that s/he has taken. Many departments will also exempt students from introductory and lower level courses. In order to receive credit, students should arrange to have their IB exam results forwarded directly to the University prior to summer orientation. For complete details about credit awards and course equivalencies, please visit the web site- <http://www.tce.umd.edu/tce/tr-cr-eq-ibchart.html>.

### **Duke University - Durham, North Carolina, USA** **University IB Policy**

Placement and credit are available for IB higher level examinations with scores of 6 and 7. Students must obtain course equivalency recommendations from the relevant departments. Course work from the classes taken in preparation for the exams may be helpful in demonstrating what was covered. Students may, depending upon the departmental recommendation, receive up to 2 course credits per exam. There is no limit in the amount of course credits that can be obtained by IB examinations as college policy, except in those departments which place a limit on AP course credits as departmental policy. Physics students must, in addition, take a qualifying examination for credit in physics. Awarded credit counts towards graduation and may, upon approval, count towards major requirements, but does not count towards the fulfillment of Area-of-Knowledge curriculum requirements. The Registrar's Office will award credit to enrolled students once it has received an official copy of the IB transcript plus the required departmental recommendations.

### **Hood College - Frederick, Maryland, USA** **University IB Policy**

Credit is awarded only upon receipt of the official IB transcript. Students who have received an IB Diploma, with a score of 30 or higher and with no score less than 4 in any one of the six examination groups, may be awarded up to 30 credits toward an undergraduate degree at Hood College. Students who have not completed the full IB Diploma will receive up to 6-8 credits for Higher Level examination results of 5, 6, or 7 on a case-by-case basis.

**Florida State University** - Tallahassee, Florida, USA  
**University IB Policy**

Florida State University recognizes the IB credential and may award up to 30 semester hours for the IB Diploma.

**Towson University** - Towson, Maryland, USA  
**University IB Policy**

For information about Towson University's IB recognition policy, please visit the website:  
<http://www.towson.edu/main/admissions/freshman/applying/internationalbaccalaureate.asp>

**International Baccalaureate Course Equivalency**  
Higher Level IB Course Equivalency

| IB COURSE      | EQUIVALENCY               | CORE CURRICULUM   | UNITS  |
|----------------|---------------------------|-------------------|--------|
| Language A1    | ENGL 240<br>ENGL Elective | Core 5            | 3<br>3 |
| Language B     | FORL 101<br>FORL 102      | Core 5<br>Core 12 | 4<br>4 |
| History        | HIST 151<br>HIST Elective | Core 12           | 3<br>3 |
| Biology        | BIOL 201<br>BIOL 202      | Core 7<br>Core 8  | 4<br>4 |
| Mathematics HL | MATH 10T<br>MATH Elective | Core 3            | 4<br>4 |
| Art/Design     | To Be Determined          | To Be Determined  |        |

**Standard Level IB Course Equivalency**

Students without the IB Diploma are NOT awarded credits for Standard Level subjects.

| IB COURSE           | EQUIVALENCY          | CORE CURRICULUM   | UNITS  |
|---------------------|----------------------|-------------------|--------|
| Language B          | FORL 101             | Core 5 or Core 12 | 3      |
| Philosophy          | PHIL 101             | Core 5            | 3      |
| Psychology          | PSYC 101             | Core 6            | 3      |
| Physics             | PHYS 211             | Core 7            | 4      |
| Mathematics Methods | MATH 211             | Core 3            | 3      |
| Math Studies        | MATH 111             | Core 3            | 3      |
| Art/Design          | To Be Determined     | To Be Determined  |        |
| Computer Science    | COSC 236<br>COSC 237 |                   | 4<br>4 |

**West Virginia University - Morgantown, West Virginia, USA**  
**University IB Policy**

West Virginia University welcomes applications from students who have attended High Schools that offer the International Baccalaureate program. Credit given varies with level (Standard or Higher) and with score. The table below shows for the common subjects, scores needed and WVU equivalents.

| Subject                            | Score | Equivalent   | Hours |
|------------------------------------|-------|--|-------|
| Art/Design                         | 5-7   | To be determined by the department   | Var   |
| Biology HL                         | 4-5   | Biol 115   | 4     |
| Biology HL                         | 6-7   | Biol 115 and Biol 117  | 8     |
| Biology SL                         | 4     | Biol 101 and Biol 103  | 4     |
| Biology SL                         | 5-7   | Biol 101, Biol 102 Biol 103 and Biol 104   | 8     |
| Business and Management            | 4     | Busa 101   | 3     |
| Business and Management            | 5-7   | Busa 101 and Acct 101  | 6     |
| Chemistry HL                       | 5     | Chem 115   | 4     |
| Classical Language                 | 5-7   | Clas 204   | 3     |
| Computer Science                   | 5-7   | Engr 102   | 3     |
| English Language (A1)              | 4     | Either Engl 131 or Engl 132 to be determined by the content emphasis of the students syllabus                        | 3     |
| English Language (A1)              | 5-7   | Engl 131 and Engl 132  | 6     |
| Environmental Systems              | 4     | Biol 105 and 106   | 4     |
| Environmental Systems              | 5-7   | Biol 105 and 106 and 4 hours of undesignated Biol credit (Biol 000)  | 8     |
| Geography                          | 5-7   | Geog 102   | 3     |
| History                            | 4     | 3 hours of undesignated History credit (Hist 000)  | 3     |
| History                            | 5-7   | History 102 and History 180  | 6     |
| History (Regional Option)          | 5-7   | 3 hours for each regional option completed (contact the Department of History for information on particular courses) | Var   |
| Islamic History                    | 4     | 3 hours of undesignated History credit (Hist 000)  | 3     |
| Islamic History                    | 5-7   | 6 hours of undesignated History credit (Hist 000)  | 6     |
| Language A2                        | 5-7   | German, French, Russian, or Spanish 302  | 3     |
| Language B                         | 5-7   | German, French, Russian, or Spanish 301  | 3     |
| Math Method SL                     | 5-7   | Math 129   | 4     |
| Math Method SL w/h Calculus Option | 6     | Math 150 (Students who's majors require Math 155 are strongly encouraged to try for credit by exam for Math 155)     | 3     |
| Math HL                            | 4-5   | Math 150<>   |       |

**Harvard University** – Cambridge Massachusetts, USA  
**University IB Policy**

Students who have earned the International Baccalaureate (IB) diploma with a grade of 7 on at least three Higher Level examinations may qualify for Advanced Standing. Students wishing to use IB exams for Advanced Standing should request that the IB Americas' office send an official IB transcript directly to Harvard.

Credit toward the bachelor's degree for new students not admitted as transfer students is offered only on the basis of AP or IB examinations (or other reviewed international credentials). The College does not grant credit toward a Harvard degree for courses taken at other universities prior to matriculation. Therefore, students wishing to be eligible for Advanced Standing are advised to sit for the AP examinations in fields they have already studied, whether or not they participated in a formal AP course in secondary school. Students may learn about AP examinations by writing to the Program Director, College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

**University of Pennsylvania** - Philadelphia, Pennsylvania, USA  
**University IB Policy**

The University of Pennsylvania recognizes the IB and appreciates the challenge which completing the Diploma program represents. The faculty at Penn support the granting of advanced standing credit to students whose scores on higher level exams are 5 or higher. In general, the equivalent of one or two courses are issued for each acceptable examination result. Penn will also consider issuing credit for individual Certificates when the full Diploma is not obtained. Each evaluation is done on an individual basis upon receipt of the official IB transcript. Questions may be directed to the office indicated above; a detailed and annually updated IB policy sheet is also available.

**Yale University** - New Haven, Connecticut, USA  
**University IB Policy**

Yale awards as many as two acceleration credits (the equivalent of two Yale courses) in certain subjects to students who have received either a 6 or 7 on the higher level examinations. These credits can be applied if the student wishes to graduate early, and the decision to accelerate is made during sophomore year. No acceleration credits are awarded for standard level examinations. Students who score a 6 or 7 on higher level examinations may also use these scores to place into more advanced courses in some disciplines.

WCPS ADVANCED PROGRAMS  
STUDENT PROFILE FORM

International Baccalaureate Program  
North Hagerstown High School

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

*Please read each statement carefully and place a check ( ✓ ) in the column the number that best describes this student:*

**3 = Always    2 = Frequently    1 = Occasionally    0 = Seldom or Never**

| <b>Learning/Academic Potential</b>  | <b>3</b> | <b>2</b> | <b>1</b> | <b>0</b> |
|---|----------|----------|----------|----------|
| 1. Thinks and responds quickly; grasps new facts and concepts with ease                 |          |          |          |          |
| 2. Recalls facts/concepts easily; large storehouse of information about specific topics |          |          |          |          |
| 3. Wants to know how things work; grasps cause-effect relationships, complex patterns   |          |          |          |          |
| 4. Curious, wants to know "why;" questions and pushes for more information              |          |          |          |          |
| 5. Performs at high levels; demonstrates knowledge of content                           |          |          |          |          |
| <b>Motivation/Work Ethic</b>  |          |          |          |          |
| 6. Follows through with product/assignment when interested in topic/problem             |          |          |          |          |
| 7. Can concentrate on topic of interest for long period of time; sustains interest      |          |          |          |          |
| 8. Persistent even when setbacks occur  |          |          |          |          |
| 9. Has high expectations of self; may be perfectionistic at times                       |          |          |          |          |
| 10. Needs little supervision/direction when interested in topic/project; self-starter   |          |          |          |          |
| <b>Creativity</b>   |          |          |          |          |
| 11. Puts unrelated ideas together in new and different ways; makes connections          |          |          |          |          |
| 12. Clever, playful, sense of humor; good at manipulating ideas, words, even people     |          |          |          |          |
| 13. Non-conforming attitude at times; not afraid to be different                        |          |          |          |          |
| 14. Adventurous; willing to take risks  |          |          |          |          |
| 15. Imaginative, inventive with language, objects, use of space                         |          |          |          |          |
| <b>Leadership/Responsibility</b>  |          |          |          |          |
| 16. Self –confident when interacting with peers   |          |          |          |          |
| 17. Likes to direct group tasks   |          |          |          |          |
| 18. Can organize and bring structure to situations, groups, and things                  |          |          |          |          |
| 19. Shows concern for fairness, justice, social issues                                  |          |          |          |          |
| 20. Respected by peer group   |          |          |          |          |

**Recommendation/Non-recommendation IB Diploma Program:**

|   |                  |                             |                  |
|---|------------------|-----------------------------|------------------|
| <b>Content Area</b><br>Please identify which course the candidate had you as his/her teacher? |                  |                             |                  |
| <b>Recommendation</b>   | Highly Recommend | Recommend with Reservations | Do not recommend |
| Comments  |                  |                             |                  |
| Teacher Name<br>(Please Print)  |                  | Signature                   |                  |

**Please return completed form to the IB coordinator by mail (North Hagerstown High School, 1200 Pennsylvania Avenue Hagerstown, Maryland 21742), CES mail, or FAX (301-733-3158). Thank You.**

# International Baccalaureate Program

## Application of Interest

|  |   |   |  |                           |                     |
|--|---|---|--|---------------------------|---------------------|
| <b><i>Application Due Date</i></b>   |   |   | <b>1<sup>st</sup> Monday in December</b> |                           |                     |
| <b>Return by Mail</b>  |   | IB Coordinator, North Hagerstown High School<br>1200 Pennsylvania Avenue, Hagerstown, MD. 21742 |  |                           |                     |
| <b>Return by Fax</b>   |   | 301-733-3158  |  |                           |                     |
| <b><i>Personal Information</i></b>   |   |   |  |                           |                     |
| <b>Student Name</b>  |   |   |  |                           |                     |
| <b>WCPS Student ID Number</b>  |   |   |  | <b>Current Class Year</b> | Class of 20_____    |
| <b>Parent(s) Name(s)</b>   |   |   |  |                           |                     |
| <b>Address</b>   |   |   |  |                           |                     |
| <b>Lunch Program</b>   | ___ Free ___ Reduced ___ Not Applicable |   |  | <b>Gender</b>             | ___ Female ___ Male |
| <b><i>Ethnicity</i></b> – (please mark the appropriate box)  |   |   |  |                           |                     |
| ___ 1. American Indian   |   | ___ 2. Asian  |  | ___ 3. African American   |                     |
| ___ 5. White   |   | ___ 6. Multi  |  | ___ 7. Hispanic           |                     |
| <b><i>Schools</i></b>  |   |   |  |                           |                     |
| <b>Middle School</b>   |   |   |  |                           |                     |
| <b>High School</b><br>(As assigned by WCPS)  |   |   |  |                           |                     |
| <b><i>Contact Information</i></b>  |   |   |  |                           |                     |
| <b>Phone Numbers</b>   |   |   | <b>Email Addresses</b>                   |                           |                     |
| Home   |   |   | Parent                                   |                           |                     |
| Work   |   |   | Parent                                   |                           |                     |
| Cell   |   |   | Student                                  |                           |                     |
| <b>Activities</b> (Please list the activities you participate in during and/or after school.)  |   |   |  |                           |                     |
| <p><b>Writing Sample</b></p> <p>Please provide us with a writing sample by addressing the prompt found below. This essay should not exceed 250 words. Please write your essay on another piece of paper and place a word count at the end. Your writing sample will be assessed for the description of your personal qualities (5 points), grammar (3 points), and writing length (2 points). Maximum score for a writing sample is 10 points.</p> <p><b>Prompt</b></p> <p>Students are challenged to acquire certain attributes through their IB studies. Examine the ten attributes on the back of this form. Identify and explain the one attribute that you most often display as a learner.</p> |   |   |  |                           |                     |

# IB learner profile

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

IB learners strive to be:

|                      |   |
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| <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.  |