

# TRACY HIGH SCHOOL

## 2021-22 ACADEMIES APPLICATION



Thank you for your interest in the Academies at Tracy High!

### **Performing Arts Magnet (PAM)—Intra/Inter students only.**

You do NOT need to apply for this academy if you live in the Tracy High School zone. In addition to this application, you must submit a middle school transcript at an **audition video** by **Monday, November 30, 2020** to Merry Zimmermann [mzimmermann@tusd.net](mailto:mzimmermann@tusd.net)

### **International Baccalaureate (IB)—Intra/Inter students only,**

You do NOT need to apply for this academy if you live in the Tracy High School zone. Please read the application carefully for the IB Learner Profile essay that must accompany all documents and application.

### **AG/Science (Ag/Sci)—ALL interested students, including THS zoned students,** in addition to the ALL ACADEMIES documents (below) **please complete the Ag/Science Essay located in Part 2 of this application.** All students who wish to be in the Ag/Sci Academy MUST apply!

## **ALL ACADEMIES DOCUMENTS: To apply to a Tracy High Academy check here to see what supporting documents you will need:**

1. **Academies Application, Part 1 and Part 2**, ALL ACADEMIES, student information
2. **Transcript, Grades 6-8** (does not need to be official)
3. **IB and Ag/Science ONLY:** Standardized Test Scores from Middle School if available
4. **Ag/Science ONLY:** Student essay. See prompt and Rubric in the Ag/Sci pages of this application.
5. **IB Only:** Student essay on IB Learner Profile
6. **PAM Only:** Audition Video
7. **Inter-District Transfer** – copy of application - only for students who live OUTSIDE Tracy (ie. Mountain House or Manteca, or Patterson) Students living within TUSD boundaries will receive a transfer with their acceptance letter if applicable.
8. **504 or IEP**, For all applicants, if your student has one, the latest copy

**Please make sure to register for high school at your home zoned high school.** You must complete high school registration by the deadline indicated at that high school, even if you have been accepted into one of our academies. If you live outside the boundaries of Tracy Unified School District, please apply for an Inter-District transfer from your local school district. We are aware that this process may not be completed by the time you are accepted to a THS academy. If accepted **as a transfer student**, you will receive **an Intra District Transfer** with your congratulation letter. This transfer document must be completed and returned to the TUSD Office, 1875 W. Lowell, no later than **January 15, 2021.** **Failure to complete these steps may disqualify you from your academy.**

## **APPLICATIONS FOR ACADEMIES ARE DUE MONDAY, 11/30/20, BY 3:30PM AT TRACY HIGH**

Students and parents may return completed applications in 1 of 3 ways:

1. Scan and send to [mzimmermann@tusd.net](mailto:mzimmermann@tusd.net). You will receive a confirmation email – if you do not receive an email, please call 209 830-3360 ext. 2080 to make sure your application has been received.
2. FAX to 209-830-3363 (Academies Office FAX) You will receive an email confirmation if it is received.
3. During the school day (8:00-3:30), applications may be dropped off in the Attendance Office in the “A” building in a box labelled “Academy Applications.” Please put your application in a **sealed envelope** with your student’s name on the front. Please note that if you drop off in the Attendance Office you will **not** receive a receipt and your application will **not** be time stamped, please do not ask. Mrs. Zimmermann will pick up applications from the Attendance Office on a daily basis and you will receive an email confirmation of receipt at that time.

## Helpful Information about High School Registration for Current 8<sup>th</sup> Graders

Dear Students, Parents and Families,

Welcome to the Academies at Tracy High School. Your first step towards academy admission is **high school registration at your home zoned high school**. **This is completely separate from applying to an academy!** If you live in the Kimball High attendance zone you must register at Kimball. If you live in the West High attendance zone you must register at West. Likewise, if you are zoned to attend Tracy High you must register for high school at Tracy High. If you live in another school district you must complete and receive an approved INTER district transfer from your home district. Failure to register for high school at your home zoned high school (including Tracy High) may jeopardize placement in an academy at Tracy High.

Current 8<sup>th</sup> grade students who are zoned to attend a TUSD high school but are currently not in TUSD (Jefferson, Banta or New Jerusalem students) should receive information on high school enrollment in December or January. Please read all instructions carefully, complete and sign where indicated and include all required documents. Bring your documentation to your zoned high school Counseling Office. If you are unsure or have questions about your high school attendance zone please contact TUSD student services 209-830-3200, Ext. 1600 or Mrs. Zimmermann in the Academies Office 830-3360 ext. 2080. We realize that your high school registration may not be completed by the time your THS academy application is due, but you should have started this process so this will not cause a problem with your academy application.

Enrollment in any Tracy High program is not complete and your student is not officially a member of an academy/program until you have successfully registered for high school. If you fail to complete high school registration by the deadline indicated BY YOUR HOME HIGH SCHOOL your student may be disqualified from a THS academy program. Applying to and being accepted into a THS academy program is **not** high school registration. If you have any questions about THS Academy applications please contact Mrs. Merry Zimmermann, High School Admin [mzimmermann@tusd.net](mailto:mzimmermann@tusd.net) or phone 830-3360 ext. 2080. If you do not register your student properly your spot in the academy may be given to another student. Again, if you have any concerns contact our office.

For school safety reasons we cannot allow parents or 8<sup>th</sup> grade students to tour the campus, sit in on classes or shadow current students while school is in session. This is a school and District policy.

Students who live outside of TUSD must apply for and be granted an INTER District Transfer from their home school district. Please provide a copy of your application for the transfer with your academy application. **We understand sometimes these things take time, please let us know if you are experiencing a delay in registering.** When your Inter-District Transfer is approved, you MUST register your student into Tracy High School as soon as possible. Upon receiving the approval, contact our counseling office and follow their directions. If you do not complete this enrollment process in a timely manner your student's placement at Tracy High may be jeopardized.

Notification letters of acceptance or regret will be mailed mid December. If your student is admitted to one of the Academies, you will receive an Intra District transfer form, signed by the Academy Coordinator, along with the letter of congratulations. Please complete this form and return it to Student Services, 1875 W. Lowell Ave, as soon as you are able, or no later than Friday, January 15, 2021. If you do not return the transfer form we may assume you do not accept the offer to attend Tracy High. **If you decide to attend your home zoned school or elect to accept another academic opportunity, please be considerate and let us know as we may be able to offer the seat to another student.**

Please indicate which academy or academies you are applying to, IF YOU ARE APPLYING TO MORE THAN ONE ACADEMY please indicate order of preference 1 – 3 (1 being the most preferred):

\_\_\_\_\_ Performing Arts  
(Intra/Inter students only)

\_\_\_\_\_ IB  
(Intra/Inter students only)

\_\_\_\_\_ Ag/Science  
(ALL interested students)

Name: \_\_\_\_\_  
Last Name First Name Middle Name  
Legal name as it appears on your birth certificate/birth record/school record

Address: \_\_\_\_\_  
Street Address City Zip Code

Mailing Address: \_\_\_\_\_  
If different than above, Street Address City Zip Code

Student Email Print neatly!

Date of Birth: \_\_\_\_\_ Current Middle/K-8 School: \_\_\_\_\_

High School you are zoned to attend: \_\_\_\_\_

If you do not reside in Tracy Unified School District, name of school district you are living in:

\_\_\_\_\_ Name of District City

There are be a limited number of seats for Inter District students. This is determined solely at the discretion of Tracy Unified School District. **Please attach a copy of your application and indicate the DATE you applied for the release from your home zoned school district or the Date you may be able to apply.**

**Parent/Guardian Contact Information:**

\_\_\_\_\_ Parent/Guardian #1 Name Address if different from student

\_\_\_\_\_ Parent/Guardian #1 Cell Phone Home Phone Work Phone

\_\_\_\_\_ Parent/Guardian #1 Email address

\_\_\_\_\_ Parent/Guardian #2 Name Address if different from student

\_\_\_\_\_ Parent/Guardian #2 Cell Phone Home Phone Work Phone

\_\_\_\_\_ Parent/Guardian #2 Email address

Is either parent/guardian a TUSD employee, circle YES or NO; if YES, which school/site: \_\_\_\_\_

If YES please circle: TEACHER ADMINISTRATOR CLASSIFIED



## International Baccalaureate Diploma Program Tracy High School

### Program Description

The International Baccalaureate Diploma Program (IB) is a rigorous, pre-university course of studies that meets the needs of **highly motivated** secondary students in the eleventh and twelfth grades. The goals of IB are to ensure “intellectual rigor and high academic standards, to teach young people to relate the experiences of the classroom to the outside world, and to assist students in becoming critical thinkers, lifelong learners, and informed participants” in their communities and in the world. The program fosters an international perspective by encouraging students to understand and to value others’ cultural perspectives.

The IB Program officially begins in the 11<sup>th</sup> grade. Tracy High School’s IB Academy provides preparation for ninth and tenth grade potential diploma candidates. Ninth and tenth graders take advanced courses in English, history, mathematics, science and a foreign language (French or Spanish).

### IB Diploma Requirements

Starting in the 11<sup>th</sup> grade, students can begin coursework to earn the prestigious International Baccalaureate Diploma. The requirements of the diploma program are as follows:

1. Completing IB courses and taking the IB exams in six content areas:
  - a. English (Literature HL – 2 year course)
  - b. Second Language (Spanish or French), the IB Diploma requires 4 years of the same language
  - c. History (History of America HL – 2 year course)
  - d. Science (Biology HL, Chemistry SL, Physics SL, Environmental Systems & Societies SL)
  - e. Math – (IB Mathematics Applications & Interpretations SL)
  - f. IB Elective (an additional science, Philosophy, Psychology, or Cultural and Social Anthropology)

Please note that our English, Foreign Language, History of Americas, and Biology courses are two-year courses(HL), taken both junior and senior years. All other courses are one-year courses (SL) taken either junior or senior year.

2. Completion of a weekly commitment to experiential learning in the areas of Creativity, Action, and Service.
3. Writing a 3500-4000 word independently researched Extended Essay.

To remain in the IB program as an intra-district transfer student, the student must take the appropriate advanced courses at the 9<sup>th</sup> and 10<sup>th</sup> grade levels. During the sophomore year, the director of the program will meet with the student regarding the viability of continuing on to the IB program as a junior and senior. **If the student has not shown success in academic coursework or does not register for at least three IB courses both 11<sup>th</sup> and 12<sup>th</sup> grades, the Intra District transfer will be rescinded and the student will be returned to his/her home zoned high school.**

Those students who do not attempt the IB Diploma after the sophomore year are considered “Course Candidates” who are expected to take IB exams for the IB courses they choose during their 11<sup>th</sup> and 12<sup>th</sup> grade years.

Unfortunately, there are a limited number of seats for Intra/Inter district students. All qualified applications from students will be placed in a pool and will also be subject to a random selection process.

## IB Essay:

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Please read through the following IB learner profile carefully. These are the main characteristics IB students are expected to develop as they go through IB courses. It is not expected for you to be strong in all areas right now, rather these are areas to develop. **Please write an essay, 250-500 words, identifying your two strongest qualities, and why, as well as your two weakest qualities and what you plan to do while at Tracy High to develop these weaknesses.**

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**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.

**As IB learners we strive to be:**

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Caring:** We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Balanced:** We understand the importance of balancing different aspects of our lives-intellectual, physical and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**We have scheduled an IB Colloquium for students to virtually attend Wednesday, December 9, at 4:30 PM. This is not mandatory, but students are strongly urged to attend and take part as it will factor into the admission process. You will receive an email invitation to the colloquium with a topic to read and you must be prepared to discuss this topic. There are no right or wrong answers only interesting ideas! The student email on Part One of the application will be used to invite you into the Microsoft Teams meeting.**

**Academies Application, Part 1, all required documents, MAKE SURE YOU INDICATE YOUR SCIENCE CLASS PREFERENCE IN PART 1**

**Ag/Science Application Essay Instructions:**

**TASK:** Respond to **ONE** of the prompts below in no fewer than 1,000 words. Essay must follow standard essay format and rules of grammar as well as address all aspects of the prompt. Standard essay format includes having a clear introduction with thesis statement, body paragraphs, and a conclusion that addresses the thesis. The grading rubric for this on the next page.

- A. Talk about how daily life, from reading to playing games to communicating with others, has changed over the past 100 years due to advances in technology. Use specific details and examples, explain how these advancements in technology have affected daily life and predict what advancements are in store for the future. Remember, this covers 1920-2020.
- B. Identify an enjoyable educational activity. It could be participating in a play, completing a science experiment, playing an instrument, or something else. Use specific details and examples to explain why the activity is enjoyable, and what did you learn from participating in the activity.
- C. Many professional athletes and entertainers earn large sums of money. Do you agree or disagree with these individuals making high salaries? Use specific details and examples to convince others to support your position.

**SELECTION PROCESS:** All applications that meet the minimum requirements, a fully completed application with requested materials, a score of 70% on the application essay, and a 70% average on the teacher recommendation, are placed in a pool from which students will be selected randomly for acceptance.

**INTRA/INTER DISTRICT TRANSFERS:** There are a limited number of seats for Intra/Inter district students. All applications from students outside of the THS boundary will be placed in a separate pool and will also be subject to a random selection process.

**Essay Grading Rubric, 28 point possible, must obtain a 70% to pass.**

<b>Criteria for Evaluation</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
<b>Introduction provides an engaging opening</b>	An engaging opening grabs the reader's attention	Introduction takes readers into account but does not grab their attention	Introduction is only partially successful at addressing the reader's attention	Introduction lacks an engaging opening and fails to interest
<b>Introduction supplies a clear thesis statement that previews the structure of the paper</b>	Introduction supplies clear thesis that effectively establishes the structure of the paper.	Introduction supplies a somewhat clear thesis that effectively establishes the structure of the paper.	Introduction supplies a thesis that is somewhat unclear and does not effectively establish the structure of the paper.	Thesis statement is missing or otherwise irrelevant to paper.
<b>Body includes plenty of relevant specific examples that address all aspects of the prompt</b>	Body includes plenty of details, including concrete examples supporting all aspects of the prompt and creating effective images.	Body includes some details, including mostly concrete examples that support most aspects of the prompt.	Body includes few details, some of which are not concrete and/or are somewhat irrelevant to the prompt.	Concrete examples are missing and/or are completely irrelevant to the prompt.
<b>Structure of the paper follows thesis statement</b>	Structure of the paper clearly follows the thesis statement.	Structure of the paper somewhat follows the thesis statement.	There is some confusion between the structure of the paper and thesis statement.	Structure of the paper does not follow thesis statement.
<b>Shows the scene uses precise, vivid and grade level appropriate vocabulary. Paper "sounds" like a student.</b>	Shows the scene using precise, vivid and grade level appropriate vocabulary, paper clearly sounds like a student.	Shows the scene using mostly precise, vivid and grade level appropriate vocabulary, paper mostly sounds like a student.	Precise, vivid language is sparse, and/or is not grade level appropriate, paper somewhat sounds like a student.	Language is vague and unclear, paper does not sound like a student.
<b>Conclusion restates the thesis, does add new information, and includes clear final remarks.</b>	Conclusion clearly meets criteria.	Conclusion mostly meets criteria.	Conclusion somewhat meets criteria.	Conclusion seems unrelated to the rest of the paper.
<b>Standard English spelling, punctuation, capitalization and manuscript form are used appropriately.</b>	Standard English spelling, punctuation, capitalization and manuscript form are used appropriately throughout the narrative.	Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level, with few problems,	Inconsistent use of standard English spelling, punctuation, capitalization, and manuscript form disrupts readers' comprehension.	Minimal use of Standard English spelling, punctuation, capitalization and manuscript form confuses the reader.
<b>Standard English sentence and paragraph structure are used appropriately.</b>	Standard English sentence structure and paragraph structure, grammar, usage, and diction are used appropriately throughout the narrative.	Standard English sentence and paragraph structure, grammar, usage, and diction are used appropriately for this grade level with few problems.	Inconsistent use of Standard English sentence and paragraph structure, grammar, usage and diction disrupts readers' comprehension.	Minimal use of Standard English sentence and paragraph structure, grammar, usage and diction confuses the reader.



## *Performing Arts Magnet Audition Information*

**Students who live in the Tracy High registration boundaries or who will already attend Tracy High School will NOT need to audition for admission into the Performing Arts Magnet.** If you live outside the Tracy High School boundaries, please carefully study and prepare the following audition requirements and procedures. If you have any questions, please contact the Academy office (209) 830-3360 ext.2080 or email [mzimmermann@tusd.net](mailto:mzimmermann@tusd.net) for further clarification.

### **Audition Registration and General Information:**

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- Along with the application, you must include the middle school transcript and audition video.
- Email an audition video to our THS Academies secretary, Merry Zimmermann  
[mzimmermann@tusd.net](mailto:mzimmermann@tusd.net) 209-830-3360 ext. 2080.
- For band or orchestra auditions please scan and email the music with your application and audition video.

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### **Band and Orchestra Students:**

1. Students should perform a piece of music of your individual choosing. Represent your highest level of musicianship (both technically and expressively) and no more than 3 minutes in performance length.
2. Additionally, perform two scales of your choosing (multiple octaves, extended range, difficult keys, & varying modes [major & minor] are encouraged).
3. Students are asked to supply a copy of the music to score the audition.

### **Piano Students:**

1. Students should play 2 major scales, either one hand at a time or hands together (one sharped key and one flatted key.) And then play any piano piece that demonstrates their skill level.

### **Choir Students:**

1. Students should perform a piece of music of your individual choosing. Represent your highest level of musicianship (both technically and expressively) and no more than 3 minutes in performance length.

### **Theatre Students:**

1. Students should prepare and perform one monologue. Your monologue should be memorized, acted, and no longer than 2 minutes in performance length.
  2. Monologues will begin with a brief introduction. Introductions should include the student's name, school, course level, the name of the character, the title of the play, and the name of the playwright. Students may also include one sentence of vital background information on the introduction. For example, "Hello, My name is John Smith. For my monologue I will perform the role of Romeo, in William Shakespeare's *Romeo & Juliet*."
  3. No props or costumes are allowed.
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