
White Oaks Secondary School

THE ACCELERATED LEARNING PROGRAMME (ALP)

In Preparation for the International Baccalaureate Diploma Programme



Late Application Package for Admission into the ALP



A complete application package consists of the following items:

- Completed Application Form.
- 2 completed **Confidential** Recommendation Forms:
 - 1 form is to be completed by a **current** English teacher and another by a **current** Math teacher.
 - If the current teacher is *both* the English and the Math teacher, have another teacher of your choice complete the other recommendation form.
 - Recommendation forms must each be submitted in a sealed envelope with the teacher's signature on the seal.
 - Please include these envelopes in the application package.
- Completed Statement of Interest Form with the 2 page- essay.
- ONE Completed Course Selection Form (for Grade 9 ALP **OR** Grade 10 ALP)
- An original (i.e. no photocopy) sample of the applicant's writing (either hand-written or typed), authenticated by the teacher's signature
- In your own words, using full sentences, answer the following questions. 1. What is the IB? 2. Explain the main parts of the IB Diploma. 3. What are the advantages of being an IB student?
- A copy of the applicant's most recent full-year report cards (e.g. Gr. 7 full-year) and most updated current school year report card (e.g. current Gr. 8 mid-year report card)

If the student is entering Grade 10, the most recent report card must also be included in this application package.

If the student is **NOT** currently enrolled in a school that is in the **Halton District School Board**, the following items must **also** be submitted:

- Completed Halton District School Board Student Registration Form
- Photocopy of Citizenship Details that indicate the student's birth date (e.g. Birth certificate, Passport)
- Photocopy of Immunization Record
- Completed Halton Immunization Form
- Proof of address (e.g. Photocopy of a Hydro bill displaying the applicant's address)

Note: Incomplete packages will not be accepted.

Please **mail or drop off** the completed application package, addressed to **Ms. M. Paci**, International Baccalaureate Coordinator, by **Thursday February 9, 2012 at 3 PM**. The school's address is:

White Oaks Secondary School
1330 Montclair Drive
Oakville, ON
L6H 1Z5

Faxed applications will not be accepted.

Admission Criteria into the ALP

Students in this programme:

- ☑ Are highly motivated
 - ☑ Are hardworking
 - ☑ Are critical thinkers
 - ☑ Are global thinkers
 - ☑ Are personable in a quiet or gregarious way and anyway in between
 - ☑ Are naturally inquisitive and active in the pursuit of new knowledge. They hold an avid interest in all kinds of new learning.
 - ☑ Have a range of personal experiences to apply and share in the IB courses
 - ☑ Have a keen mind matched with good-to-excellent time management and organizational skills
 - ☑ Seek superior university preparation
-



WHITE OAKS SECONDARY SCHOOL
THE ACCELERATED LEARNING PROGRAMME
2012-2013

APPLICATION FORM

A. STUDENT INFORMATION (*Please print.*)

Last Name		First Name	Initial	Preferred Name	
Current school you are attending		Current Grade (i.e. Gr. 8, Gr. 9 or Gr. 10)		Sex <input type="checkbox"/> Female <input type="checkbox"/> Male	
Address					
Number		Street		Apt. #	
City		Province		Postal Code	
Home telephone number () _____ - _____			Date of Birth ____/____/____ <i>dd mm yy</i>		
Contact email address					

B. PARENTS'/GUARDIAN CONTACT INFORMATION (*Please print.*)

Mother's Last Name		Given Name	
Telephone Bus. () _____ - _____ Cell () _____ - _____		Email address	
Father's Last Name		Given Name	
Telephone Bus. () _____ - _____ Cell () _____ - _____		Email address	

C. FOR OFFICE USE ONLY

Date Received



WHITE OAKS SECONDARY SCHOOL
THE ACCELERATED LEARNING PROGRAMME
2012-2013

TEACHER RECOMMENDATION FORM

Student's Name _____
(PLEASE PRINT)

School _____ School Board _____

Teacher's Name _____

Subject: ENGLISH

Directions to Student: Complete the information above and give a separate form to each of the following **two** teachers for recommendations: your **current** English teacher and Math teacher. The deadline for this application is December 2, 2011, at 3:00 P.M. Please give teachers at least two weeks' time to allow teachers to complete these forms and return them to you to include in your application package.

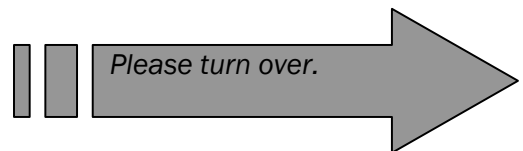
Directions to Teacher: The student named above is applying for admission to White Oaks Secondary School's Accelerated Learning Programme (ALP). The deadline of application is **Thursday February 9, 2012 at 3 PM.**

Note: There are three (3) pages to this Recommendation Form, including this page.

On the next page, please mark the box that **best represents your assessment of this student** according to the given criteria. Once complete, please place this stapled form in an envelope and seal the envelope. Sign along the seal of the envelope and return it to the student.

Student's Name _____
 (PLEASE PRINT)

Criteria	Outstanding (Top 3%)	Excellent (Top 10%)	Good	Average	Below Average	N/A
Ease of Learning – Enjoys the challenge of problems, assignments, and issues. Learns quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability – Approaches ideas and problems from a number of directions. Finds alternative means of solving problems. Thinks about ideas in new ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasoning – Uses logical, analytical reasoning and/or creative, divergent thinking to consider ideas or solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative and Enthusiasm – Is highly motivated, independent worker. Seeks additional tasks. Is intellectually curious. Stays actively engaged in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistence – Stays with tasks; relates progress on tasks to accomplishment of larger goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability and Integrity – Is scrupulous and punctual in fulfilling obligations; readily tasks responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication – Conveys thoughts, ideas on paper, in presentation and in conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization – Manages time, resources and material; meets deadlines; prioritizes tasks; breaks down tasks into subtasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interaction – Shows respect and tolerance of other's views; is willing to accept the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Involvement – Is actively involved in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Ability – Uses initiative and takes on an active role in a group setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Ability – Current academic standing of student at this point in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student's Name _____
(PLEASE PRINT)

Please provide any comments that might assist us in determining this student's potential to succeed in a rigorous academic programme. We are interested in students who love to learn, are highly motivated, and are active in their communities. Please feel free to attach a separate sheet to this form if the space below is insufficient. *If you do not feel comfortable submitting this recommendation to the student, please email me directly at pacim@hdsb.ca.*

Please select only ONE of the four options below:

- | | |
|---|---|
| <input type="checkbox"/> Highly recommend | <input type="checkbox"/> Recommend |
| <input type="checkbox"/> Recommend, but with reservations | <input type="checkbox"/> Do not recommend |

Teacher's Name

Teacher's Signature

Date

Subject

Thank you for completing this form. Your input is valued.

Please place this form in an envelope and seal it. Sign along the seal of the envelope, and return it to the student.

WHITE OAKS SECONDARY SCHOOL
THE ACCELERATED LEARNING PROGRAMME
2012-2013



TEACHER RECOMMENDATION FORM

Student's Name _____
(PLEASE PRINT)

School _____ School Board _____

Teacher's Name _____ Subject : MATHEMATICS

Directions to Student: Complete the information above and give a separate form to each of the following **two** teachers for recommendations: your **current** English teacher and Math teacher. Please give teachers at least two weeks' time to allow teachers to complete these forms and return them to you to include in your application package.

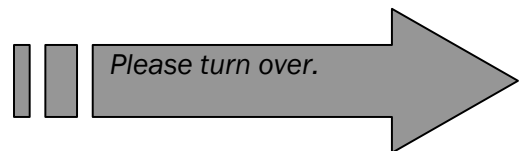
Directions to Teacher: The student named above is applying for admission to White Oaks Secondary School's Accelerated Learning Programme (ALP). The deadline of application is **Thursday February 9, 2012, at 3 PM.**

Note: There are three (3) pages to this Recommendation Form, including this page.

On the next page, please mark the box that **best represents your assessment of this student** according to the given criteria. Once complete, please place this form in an envelope and seal the envelope. Sign along the seal of the envelope and return it to the student.

Student's Name _____
 (PLEASE PRINT)

Criteria	Outstanding (Top 3%)	Excellent (Top 10%)	Good	Average	Below Average	N/A
Ease of Learning – Enjoys the challenge of problems, assignments, and issues. Learns quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability – Approaches ideas and problems from a number of directions. Finds alternative means of solving problems. Thinks about ideas in new ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasoning – Uses logical, analytical reasoning and/or creative, divergent thinking to consider ideas or solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative and Enthusiasm – Is highly motivated, independent worker. Seeks additional tasks. Is intellectually curious. Stays actively engaged in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistence – Stays with tasks; relates progress on tasks to accomplishment of larger goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Communication – Conveys thoughts, ideas on paper, in presentation and in conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization – Manages time, resources and material; meets deadlines; prioritizes tasks; breaks down tasks into subtasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interaction – Shows respect and tolerance of other's views; is willing to accept the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Involvement – Is actively involved in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Ability – Uses initiative and takes on an active role in a group setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Ability – Current academic standing of student at this point in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student's Name _____
(PLEASE PRINT)

Please provide any comments that might assist us in determining this student's potential to succeed in a rigorous academic programme. We are interested in students who love to learn, are highly motivated, and are active in their communities. Please feel free to attach a separate sheet to this form if the space below is insufficient. *If you do not feel comfortable submitting this recommendation to the student, please email me directly at pacim@hdsb.ca.*

Please select only ONE of the four options below:

- | | |
|---|---|
| <input type="checkbox"/> Highly recommend | <input type="checkbox"/> Recommend |
| <input type="checkbox"/> Recommend, but with reservations | <input type="checkbox"/> Do not recommend |

Teacher's Name

Teacher's Signature

Date

Subject

Thank you for completing this form. Your input is valued.

Please place this form in an envelope and seal it. Sign along the seal of the envelope, and return it to the student.

2012-2013
COURSE SELECTION FORM
GRADE 9 ALP

Student Name: _____ Grade 8 School _____
(Last name, First Name)

Please select the following **only if applicable**:

- I am currently in a French Immersion Program, and would like to continue in French Immersion at White Oaks.
- I have an Individual Education Plan (IEP) and have been identified as gifted.
- I have less than one year's experience in formal French learning.

A. Compulsory Courses

All incoming **Gr. 9 ALP students** will take the following seven (7) courses (please select):

Course Name	Course Code	Course Name	Course Code
English, <i>Academic</i>	<input type="checkbox"/> ENG 1DB	Mathematics, <i>Academic</i>	<input type="checkbox"/> MPM 1DB
French, <i>Academic</i>	<input type="checkbox"/> FSF 1DB	Science, <i>Academic</i>	<input type="checkbox"/> SNC 1DB
Canadian Geography, <i>Academic</i>	<input type="checkbox"/> CGC 1D1	Technology, <i>Open</i>	<input type="checkbox"/> TIJ 101
Healthy Active Living Education, <i>Open</i>	Choose ONE of the following courses (GROUP or INDIVIDUAL) Group activities Individual activities <input type="checkbox"/> PPL 10F (Female) OR PPL 10M (Male) <input type="checkbox"/> PAI 10F(Female) OR PAI 10M (Male)		

All incoming **Gr. 9 ALP French Immersion** students will take the following seven (7) courses (please select):

Course Name	Course Code	Course Name	Course Code
English, <i>Academic</i>	<input type="checkbox"/> ENG 1DB	Mathematics, <i>Academic</i>	<input type="checkbox"/> MPM 1DB
French (Immersion), <i>Academic</i>	<input type="checkbox"/> FIF 1DB	Science (Immersion), <i>Academic</i>	<input type="checkbox"/> SNC 1DF
Canadian Geography (Immersion), <i>Academic</i>	<input type="checkbox"/> CGC 1DF	Technology, <i>Open</i>	<input type="checkbox"/> TIJ 101
Healthy Active Living Education, <i>Open</i>	Choose ONE of the following courses (GROUP or INDIVIDUAL) Group activities Individual activities <input type="checkbox"/> PPL 10F (Female) OR PPL 10M (Male) <input type="checkbox"/> PAI 10F(Female) OR PAI 10M (Male)		

B. Elective

Select **one** of the following.

Course Name	Course Code	Course Name	Course Code
Visual Arts, <i>Open</i>	<input type="checkbox"/> AVI 101	Instrumental Music, <i>Open</i>	<input type="checkbox"/> AMU 101
Drama, <i>Open</i>	<input type="checkbox"/> ADA 101	Vocal Music, <i>Open</i>	<input type="checkbox"/> AMV 101

C. Optional 9th Music Credit

White Oaks Secondary School offers a 9th credit option to all grade 9 or 10 students. Instrumental Music is the only course available as a 9th credit, and will take place during one-half of the student's lunch time. Please select the option below if you wish to enroll in this 9th credit option.

- Instrumental Music (AMU 102)

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____



WHITE OAKS SECONDARY SCHOOL
THE ACCELERATED LEARNING PROGRAMME
2012-2013

COURSE SELECTION FORM
GRADE 10 ALP

Student's Last Name _____ First Name _____

Current School _____

Please select the following **only if applicable**:

- I am currently in a French Immersion Program, and would like to continue in French Immersion at White Oaks.
- I have an Individual Education Plan (IEP) and have been identified as gifted.
- I have less than one year's experience in formal French learning.

A. Compulsory Courses

All incoming **Gr. 10 ALP students** will take the following six (6) courses (please select):

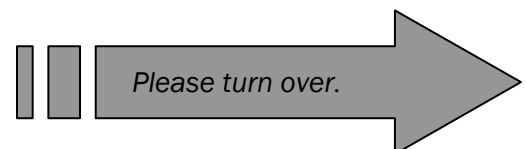
Course Name	Course Code	Course Name	Course Code
English, <i>Academic</i>	<input type="checkbox"/> ENG 2DB	Mathematics, <i>Academic</i>	<input type="checkbox"/> MPM 2DB
French, <i>Academic</i>	<input type="checkbox"/> FSF 2DB	Science, <i>Academic</i>	<input type="checkbox"/> SNC 2DB
History, <i>Academic</i>	<input type="checkbox"/> CHC 2DB	Civics/Careers [†] , <i>Open</i>	<input type="checkbox"/> CHV 201 & GLC 201

All incoming **Gr. 10 ALP French Immersion students** will take the following six (6) courses (please select):

Course Name	Course Code	Course Name	Course Code
English, <i>Academic</i>	<input type="checkbox"/> ENG 2DB	Mathematics, <i>Academic</i>	<input type="checkbox"/> MPM 2DB
French (Immersion), <i>Academic</i>	<input type="checkbox"/> FIF 2DB	Science, <i>Academic</i>	<input type="checkbox"/> SNC 2DF
History, <i>Academic</i>	<input type="checkbox"/> CHC 2DF	Civics/Careers, <i>Open</i>	<input type="checkbox"/> CHV 204 & GLC 204

[†]Note: The student has the option of taking the compulsory CIVICS/CAREERS credit (in English) either during the school year or at summer school at the end of grade 9. This is offered as a regular classroom course or as an online course during the summer. Please check with Student Services sometime in June for further information regarding summer school enrolment. If the student plans to take CIVICS/CAREERS during the summer/online, please indicate so below:

- I plan to take Civics/Careers, *Open* (CHV 201 & GLC 201) during the summer/online. _____(initial)



B. Optional Course

Depending upon the student's programme of study in the IB Diploma Programme, the Gr. 10 ALP student may wish to take gr. 11 Math (University) during the gr. 10 year. This course is compulsory **only if** the student plans to take either IB Mathematics SL or IB Mathematics HL. Consult www.wossweb.com/IB to determine which IB Mathematics course best suits your learning needs. Please select the box below if you wish to take this course.

Gr. 11 Mathematics, *University* (MCR 3UB)

C. Electives

Depending on the number of optional courses taken in section B above, as well as if CIVICS/CAREERS was taken prior to the Gr. 10 school year, the student can take up to 3 optional credits. Consult the WOSS programme booklet available at www.wossweb.com for optional credits. The student may want to consider taking an Arts course that will serve as a pre-requisite for an IB Group 6 Arts subject.

Optional course #1 (1 credit): _____ Optional course #2 (1 credit): _____

Optional course #3 (1 credit): _____

NOTE: A STUDENT'S MAXIMUM COURSE LOAD FOR THE SCHOOL YEAR IS EIGHT (8). PLEASE ENSURE THAT THE COURSE SELECTIONS ABOVE DO NOT EXCEED THE MAXIMUM 8 ALLOWED COURSE CREDITS.

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____



WHITE OAKS SECONDARY SCHOOL

THE ACCELERATED LEARNING PROGRAMME 2012-2013

STATEMENT OF INTEREST

Student's Name _____

Part A: Student Learner Profile

In a short essay (1 to 2 pages, maximum – typed, if possible), explain how the ALP/IB Program is a good fit for you. In your essay, refer to THREE features of the IB Learner Profile (copy included on the last page of this package). Two of these features should reflect your strengths, and one feature should reflect an area for improvement. Attach your essay to this form.

Part B: Community Involvement

On the lines provided, list the activities in which you participate (school and/or community).

Student's Signature

Date



The aim of all IB programs 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:

Inquirers 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.

Knowledgeable 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.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators 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.

Principled 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.

Open-minded 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.

Caring 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.

Risk-takers 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.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective 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.
