



GUELPH COLLEGIATE VOCATIONAL INSTITUTE
Preparatory Program



APPLICATION FORM

Application Directions:

1. Read instructions and information sheets in this package.
2. Complete the information section of the application. The email addresses provided must be checked regularly. **Make sure the email address is correct and clear.**
3. Complete the *Extra-Curricular Involvement Chart*, attach ONE additional sheet **only** if necessary.
4. Include a copy of your Grade 7 final report card **and/or** your Grade 8 progress report.
5. Give the *Teacher Input Forms* to two teachers. One must be your current English/French Immersion and/or Math teacher. **Ensure you provide an envelope to your teachers so they can submit their input form properly (their completed forms must be in a sealed envelope as these are confidential).**
6. Submit application on or before **Friday, December 6th by noon** to GCVI main office.
INCOMPLETE PACKAGES WILL NOT BE CONSIDERED. See the Application Checklist below to ensure you have included all the application requirements.
7. Select an **Assessment Day**. Attend either:
 1. Wednesday, November 27th at 6:30-7:45 pm
OR
 2. Saturday, November 30 at 10-11:15am
****please arrive 15 min prior to assessment time in order to register for the assessment***

Application Checklist:

- Two **completed and sealed by the teacher** *Teacher Input Forms* (one from your current English/FI or Math teacher) EACH in a sealed and signed envelope.
- Completed application form including *Community Involvement Chart*.
- Copy of your Grade 7 report card and/or Grade 8 progress report.
- \$50 cheque, cash, or money order (non-refundable) payable to GCVI (put student's name on the memo line). Funds are used to process the application and do not guarantee acceptance into the program.

Mandatory Assessment Day:

In order to apply for this program you must attend ONE of the GCVI assessment days. Enter by the main office (Yorkshire entrance). The assessment will be in the cafeteria (you will be directed). Students will be expected to complete a mathematical problem-solving assessment and a short English assessment. **This is a mandatory event. There is no way to "prepare" and it is not meant to be overly challenging; simply attend and do your best.**

IB@GCVI Preparatory Program 2020

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A. Student Information (please print)

Last Name	First Name Initial	Preferred Name
Current school you are attending and School Board		Gender <input type="checkbox"/> Female <input type="checkbox"/> Male
Address Number	Street	Apt #
City	Province	Postal Code
Home Telephone Number () _____ - _____		Date of Birth ____ ____ ____ dd mm yyyy
Student Contact email address (required – must check regularly)		

B. Parent/Guardian Contact Information (please print)

1. Parent/Guardian Last Name	Given Name
Telephone Bus. () Cell ()	Email address (required – must check regularly)
2. Parent/Guardian Last Name	Given Name
Telephone Bus. () Cell ()	Email address

C. Assessment Day Planning

- Student will attend on Wednesday, November 27th at 6:30 pm

Student will attend on Saturday, November 30th at 10 am



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Extra-Curricular Involvements:

On the chart provided, list the activities in which you participate (both in school and in the community)

Activity	Date/Duration	Role
e.g. Soccer Team	May – September 2015 - present	- attend practices and games - team work - stay physically fit - team captain in summer 2016

If more space is required, please attach one additional page (maximum).

****Please read**

The Preparatory Program – for Grade 9/10 students

Created by GCVI, the Preparatory Program aims to prepare students for the content, thinking and rigour of the International Baccalaureate Diploma Programme (for Grade 11/12 students).

Grade 9/ 10 students will be enrolled in some accelerated learning/IB content classes and will earn all Ontario prerequisite credits.

Four Grade 9/10 academic courses have been designated Preparatory Program courses: **Mathematics, English, French and Science**. The above courses will have a specific IB focus on content and/or skills.

The aim of the Preparatory Program is to enable students to have as much choice in their electives as possible to encourage a broad base of interest and understanding as well as enable involvement in school activities and the community. This will greatly enhance their experience as Diploma students as not only will they be academically prepared but also they will be active participants in the school and the outside community.



The IB Diploma Programme

For more information visit

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

ABOUT THE IBDP: Students in the IB Diploma Programme (DP) must complete six subjects (studied concurrently over 2 years) and three core programs: Theory of Knowledge (TOK); Creativity, Activity, Service (CAS); and Extended Essay. All candidates must select one course in each area of study (mathematics, individuals and societies, studies in language and literature (language A), language acquisition (language B), sciences, and the arts (although the arts may be substituted for a second subject in one of the other groups). Three subjects must be taken at the Higher Level (HL) and require 240 teaching hours. The remaining three subjects are taken at the Standard Level (SL) requiring 150 hours. All courses are assessed both internally by the course teacher and externally via standardized exams/projects set and marked by the IBO.

ibo.org

The Requirements of the Diploma Programme (Grades 11 and 12)

Core: Theory of Knowledge (TOK) – *essay and presentation - course*

Extended Essay (EE) – *4000 word essay*

Creativity, Activity, Service (CAS) Component - *ongoing involvement - no specific hours*

Group 1: Studies in Language and Literature (Language A)	Group 3: Individuals and Societies	Group 5: Mathematics
Group 2: Language Acquisition (Language B)	Group 4: Sciences	Group 6: The Arts

Students in the IB DP Programme will be on track to earn **both** their IB Diploma and the Ontario Secondary School Diploma (OSSD)

GCVI Preparatory Program Learner Qualities

At GCVI we believe the following qualities will help students grow and develop as learners. Please consider whether you have or are working on developing the following attributes:

- **Academically Capable** (academic course stream)
- **Motivated** (is eager to learn and participate)
- **Open-minded** (considers points of view other than their own)
- **Balanced** (variety of interests and involvements)
- **Full of Potential** (looking for a challenge, has room to grow)

IB Learner Profile

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.