

Application for the
J.U.M.P./Advanced Placement Program
for September 2018

Due: Friday, February 2, 2018

Application Checklist:

In this package, please complete:

- Part A: **Registration Form**
- Part B: **Course Selection Sheet**
- Part C: **Student Response Questions**
- Part D: **Volunteer/Leadership Chart**



Please attach the following:

- Application Form & Student Response**
- Most Recent Report Card**
- Reference from Community Partner That Outlines Your Leadership/Volunteer Experience**
- Most Recent IEP** (if applicable)
- Out of area students must include a **completed optional attendance form**
- Please submit all documents in a letter-sized envelope
Please **do not fold** any of the documents.

Additional Documents

Other than the items listed above, please **do not** submit any additional documents such as resumes, photographs, letters of reference, etc. Any additional documents included will not be reviewed.

Collection of Personal Information

Personal information contained on this form or personal information collected on behalf of the Toronto District School Board is collected under the authority of the Education Act and in compliance with sections 14, 31 and 32 of the Municipal Freedom of Information and Protection Act, 1989. This information is required to register and place the student in the school system, or for a consistent purpose such as the allocation of staff and resources.

Submission of Completed Applications

All completed applications should be returned to the Guidance Department at Winston Churchill Collegiate Institute in one of three ways. The application may be dropped off Monday-Friday between **8:00-4:00 p.m.**, faxed to **416-396-6893** or mailed to 2239 Lawrence Avenue East, Scarborough Ontario, M1P 2P7. **All applications should be sent to the attention of the Guidance Department and clearly marked as "Application for J.U.M.P. for Advanced Placement Program".**



Application Review and Notice

Applications must be received by **Friday, February 2, 2018**. Parents/guardians or students 18 years of age or older will be informed of acceptance or non-acceptance prior to **Friday, February 16, 2018**. If you have any questions or you would like to submit an application after the deadline please contact our Guidance Department at 416-396-6883 ext. 20040.

Program Details

The **Jump to University More Prepared with Advanced Placement** program offered at Winston Churchill Collegiate Institute has been designed to provide students with an opportunity to learn at the enriched level. For students in the program in Grades 9, 10, & 11, courses are designed to help prepare students for the AP courses which can be taken in Grade 12 and to provide students with an enriched and unique learning environment. For Grade 12 students, AP courses are designed to deliver curriculum and material at the university level, allowing students to be better prepared for university, earn university credits and challenge themselves by taking AP exams in May.

Admission Requirements

- Review all application information found on page 1
- High Achievement (recommended average of 80% and higher)
- Willingness and motivation to engage in enrichment activities
- Evidence of school and community involvement (as per application)

Transportation

Transportation, including bussing and distribution of TTC tickets, is not included for specialized schools and programs.

TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured.

TDSB strives to meet the accommodation needs of persons with disabilities. Applications are encouraged to make their needs for accommodation known in advance during the application process.

PART A: REGISTRATION FORM

PERSONAL INFORMATION

Student Name: _____
(Last Name) (First Name)

Birthdate: _____ Gender: _____
(YYYY/MM/DD)

Student Address: _____
(Street Name & #) (Apt #) (City) (Postal Code)

Name of Grade 8 School: _____

Parent/Guardian Name: _____

Parent Phone Number: _____
(Home) (Work)

Parent Signature: _____ Date: _____

Special Education Requirements: _____ IEP: Yes No
(if yes, please include most recent copy)

Will you require a disability-related accommodation during the application process? Yes No

If yes, please indicate the accommodation that you will require:

PART B: COURSE SELECTION

**Grade 11 & 12 Course Selection
 (To be completed ONLY by students in grade 10 & 11)**

The following area is for course selection. There is a separate area for students applying for Grades 9 through 12. Please ensure that you fill out the appropriate area.

Students in Grade 11 & 12 may select Pre-AP/AP courses they wish to specialize in:

Grade 11 Program

<input type="checkbox"/> ENG 3U3 PreAP English	<input type="checkbox"/> SCH 3U3 PreAP Chemistry	<input type="checkbox"/> SBI 3U3 PreAP Biology	<input type="checkbox"/> SPH 3U3 PreAP Physics	<input type="checkbox"/> HSP 3U3 PreAP IAPS	<input type="checkbox"/> MCR 3U3 PreAP Math
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Grade 12 Program

<input type="checkbox"/> ENG 4U0 AP English	<input type="checkbox"/> SCH 4U0 AP Chemistry	<input type="checkbox"/> SBI 4U0 AP Biology	<input type="checkbox"/> SPH 4U0 AP Physics	<input type="checkbox"/> MCV 4U0 AP Calculus
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Courses are run based upon student course selection numbers.

Grade 9 & 10 Course Selection
(To be completed ONLY by students in Grade 8 or 9)

The following courses **will** be taken by students accepted in to the Grade 9 and 10 programs (please note that courses ending in a “3” are enriched and will be delivered at the Pre-AP Level).

Grade 9		Grade 10	
ENG 1D3	English	ENG 2D3	English
MPM1D3	Mathematics	MPM 2D3	Mathematics
SNC 1D3	Science	SNC 2D3	Science
CGC1D3	Geography	CHC 2D3	History
FSF1D1	French	GLC2O & CHV2O	Career & Civic Studies

Grade 9 Program

Select **one** (1) course from each row.

Healthy Active Living (Choose one)	<input type="checkbox"/> PPL 1OM Male	<input type="checkbox"/> PPL 1OF Female	
Art Credit (Choose one)	<input type="checkbox"/> NAC 1O1 Visual Art / Native Studies	<input type="checkbox"/> ADA 1O1 Dramatic Arts	<input type="checkbox"/> AMI 1O1 Instrumental Band
Experiential Learning Credit (Choose one)	<input type="checkbox"/> HIF 1OF Family Studies	<input type="checkbox"/> TIJ 1O1 Technology	<input type="checkbox"/> BTT 1O1 Business

Grade 10 Program

Select **three** (3) courses from the following list of Grade 10 elective credits:

<input type="checkbox"/> ADA 2O1 Drama	<input type="checkbox"/> BBI 2O1 Business	<input type="checkbox"/> PPL 2OF Healthy Active Living –Female	<input type="checkbox"/> TGJ2O1 Communications Technology
<input type="checkbox"/> AMG 2O1 Guitar	<input type="checkbox"/> FSF2D1 French	<input type="checkbox"/> PPL 2OM Healthy Active Living –Male	<input type="checkbox"/> TEJ 2O1 Engineering Technology
<input type="checkbox"/> AMI 2O1 Instrumental Band	<input type="checkbox"/> HFN 2O1 Food & Nutrition		<input type="checkbox"/> TMJ 2O1 Manufacturing Technology
<input type="checkbox"/> AMV 2O1 Music –Vocal			<input type="checkbox"/> TTJ 2O1 Transportation Technology
<input type="checkbox"/> AVI 2O1 Visual Arts			

PART C: STUDENT RESPONSE AND REFLECTION QUESTIONS

REFLECTION QUESTIONS – STUDENT RESPONSE

J.U.M.P. with AP and AP courses are time intensive and academically rigorous. Identify how you can develop skills you currently have and new skills you will add in the program to balance commitments at home, work and school. Explain how these skills, developed in the program, will aid you in achieving your specific post-secondary goals (personal, professional and academic goals).

Be sure to be specific when identifying skills, perceived challenges of balancing the program and your future goals (for reference, use the skills and attributes below).

Characteristics:	Learning Skills:
<ul style="list-style-type: none"> • Resiliency • Honesty • Initiative • Integrity • Optimism • Perseverance • Respect • Responsibility 	<ul style="list-style-type: none"> • Work independently • Teamwork • Organization • Focus • Locate/record/synthesize • Analyze • Critique • Apply • Communicate

Ensure the following for your submission:

- The **student** must complete the above question thoughtfully
- Write in complete sentences and 3 to 4 properly written paragraphs
- Use between 600 and 700 words
- Provide specific examples in each of your paragraphs
- Type your response using standard Canadian English

PART D: LEADERSHIP AND COMMUNITY INVOLVEMENT

COMPLETE THE LEADERSHIP AND COMMUNITY INVOLVEMENT FORM

Date	Hours Completed	Organization	Description of Activity	Supervisor's Name & Phone Number	Supervisor's Signature

Personal information contained on this form or general information collected on behalf of the Toronto District School Board regarding the student is collected under the authority of the Education Act and in compliance with sections 14, 31 and 32 of the Municipal Freedom of Information and Protection of Privacy Act and will be used for education, transportation and health and safety purposes. For further information, please contact Claudine Tyrell, Vice Principal- claudine.tyrell@tdsb.on.ca.

Student Last Name	Given Name	Student Number:	Current School:
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Application Package

Area of Focus	Level 4			Level 3			Level 2			Level 1			Below Level 1		
Report Card	The student maintained an average that was well above the provincial standard.			The student maintained an average that was at the provincial standard.			The student maintained an average that was slightly below the provincial standard.			The student maintained an average that was below the provincial standard.			The student maintained an average that demonstrated an inadequate ability to meet provincial standard.		
Final Score (Circle)	4+	4	4-	3+	3	3-	2+	2	2-	1+	1	11	R+	R	R-
	95%	90%	85%	78%	75%	72%	68%	65%	62%	58%	55%	52%	40%	30%	0%
Application Package Student Responses	a) The student's responses are developed with clear, specific and relevant information that demonstrate skills beyond the provincial standard. b) Control of writing conventions is evident.			a) The student's responses are developed with clear, specific and relevant information. b) Any errors in writing conventions do not distract from communication.			a) The student's responses are developed with clear relevant ideas and information, but could be more specific. b) Errors in writing conventions somewhat distract from communication.			a) The student's responses are developed with vague ideas and information. b) Errors in writing conventions distract from communication.			a) The student's responses are developed with irrelevant ideas and information. b) Errors in writing conventions severely interfere with communication.		
Final Score (Circle)	4+	4	4-	3+	3	3-	2+	2	2-	1+	1	11	R+	R	R-
	95%	90%	85%	78%	75%	72%	68%	65%	62%	58%	55%	52%	40%	30%	0%
Leadership and Community Involvement	Student's volunteer/leadership experience is exceptional (more than 30 hours completed).			Student's volunteer/leadership experience is excellent (between 24-30 hours completed).			Student's volunteer/leadership experience is good (between 18-24 hours completed).			Student's volunteer/leadership experience is sufficient (between 12-18 hours completed).			Student's volunteer/leadership experience is insufficient (less than 12 hours completed).		
Final Score (Circle)	4+	4	4-	3+	3	3-	2+	2	2-	1+	1	11	R+	R	R-
	95%	90%	85%	78%	75%	72%	68%	65%	62%	58%	55%	52%	40%	30%	0%

Entrance Package Mark Breakdown

Report Card Marks	35%	Leadership and Community Involvement	25%
Student Response	30%	Completed Reference Letter (positive reference attached)	10%