



Grade 9 Pre-Advanced Placement English Application Package 2010-2011

Please complete this package using a blue or black pen on lined paper and print or write neatly. Alternately, you may type your answers using no smaller than Times New Roman, 12 point font. This application package can also be downloaded from the school website at <http://bci.wrdsb.on.ca>.

Return the completed application to the attention of Mr. Paul Dowhaniuk, Bluevale Collegiate Institute, 80 Bluevale Street North, Waterloo, ON, N2J 3R5 before **Friday February 26th, 2010**.

Part A: Contact Information

Last Name: _____ First Name: _____

Address:

Phone Number: _____

Middle School Attended: _____

Part B: Student Information

Instructions: Answer the following questions in complete sentences. Attach your answers to the application package.

1. Why have you decided to apply to the Pre-Advanced Placement English program?
2. How will this program aid your future plans?
3. Why do you think you can handle an accelerated program such as the Pre-Advanced Placement English?
4. Give the titles of two or three books you have read this year that were not required for school. Explain what you liked or disliked about each book.

5. If you were having difficulty with the work in a class, how would you solve your problem?
6. How do you study for a test?
7. Describe a project you have done outside of class during the past year. How did you organize your time to complete it successfully?
8. What do you feel are your academic strengths? What are your academic weaknesses? Would your teachers say the same?
9. How much time do you now devote to homework each night?
10. In what extra-curricular activities are you planning to participate next year?

Part C: Documentation

Instructions: Attach the following documents to this application.

- A copy of the grade 7 final report card.
- A copy of the most recent grade 8 report card (Term 2 if available).

Part D: Writing Sample - Essay

Instructions:

- a) Attached you will find a copy of a speech made by Severn Suzuki to an audience of government officials at the 1992 Earth Summit in Brazil. At only age twelve, her words made a significant impression and showed the power youth have to implement change. Read Suzuki's speech paying careful attention to both her message and the requests she makes of the adult world.
- b) In a succinct, carefully considered piece of writing, one page or less, respond using the following criteria:
 - Identify and provide your perspective about what you personally believe is the most difficult issue facing today's youth.
 - Next, form a plea to the adults of the world, using Suzuki's concept as a model, which tackles the issue you have chosen.
 - Please pay close attention to content, style and mechanics when you edit and prepare your final draft. Remember, the length is one page or less, 12-point font, Times New Roman.
- c) Attach a good copy of your essay to the application package.

Severn Suzuki Speaks at Rio in 1992

"Hello, I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of four twelve and thirteen year-olds from Canada trying to make a difference.

We raised all the money ourselves to come 6,000 miles to tell you adults you must change your ways. Coming here today I have no hidden agenda. I'm fighting for my future. Losing my future is not like losing an election or a few points in the stock market.

I am here to speak for all future generations yet to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.

I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver, my hometown, with my dad, until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day - vanishing forever.

In my life, I have dreamed of seeing the great herds of wild animals, jungles, and rain forests full of birds and butterflies, but now I wonder if they will even exist for my children to see.

Did you worry about these things when you were my age?

All this is happening before our eyes, and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forests that once grew where there is now a desert.

If you don't know how to fix it, please stop breaking it!

Here you may be delegates of your governments, business people, organizers, reporters, or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles. And all of you are somebody's child.

I'm only a child, yet I know we are all a part of a family, five billion strong - in fact, 30 million species strong. And borders and governments will never change that. I'm only a child, yet I know we are all in this together and should act as one single world toward one single goal.

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away. And yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of our wealth, afraid to let go.

In Canada, we live the privileged life with plenty of food, water, and shelter. We have watches, bicycles, computers, and television sets. Two days ago here in Brazil, we were shocked when we

spent time with some children living on the streets. And this is what one child told us:
“I wish I was rich. And if I were, I would give all the street children food, clothes, medicine, shelter, love, and affection.”

If this child on the street who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these children are my own age, that it makes a tremendous difference where you are born.

I could be one of those children living in the *favelas* of Rio. I could be a child starving in Somalia, a victim of war in the Middle East, or a beggar in India. I'm only a child, yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures, to share, not be greedy. Then why do you go out and do the things you tell us not to do?

Do not forget why you are attending these conferences, who you are doing this for — we are your children. You are deciding what kind of a world we will grow up in. Parents should be able to comfort their children by saying, "Everything's going to be all right." "We're doing the best we can." "It's not the end of the world."

But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us.

I challenge you, please, make your actions reflect your words.

Thank you for listening."

Part E: Teacher Recommendation

Instructions: This form is to be completed by your current English teacher and *returned by him/her directly* to Mr. Paul Dowhaniuk, Bluevale Collegiate Institute, 80 Bluevale St. N, Wat., ON, N2J 3R5 by **Friday February 26th, 2010**.

Student Name: _____ Teacher: _____
 Middle School: _____ Subject: **English**

Please use the following rating scale when completing the descriptors for this student:

- 5 Exhibits this trait to an exceptional degree
- 4 Exhibits this trait consistently
- 3 Exhibits this trait frequently
- 2 Exhibits this trait occasionally
- 1 Exhibits this trait rarely

This student...	5	4	3	2	1
learns quickly with good retention.					
is a keen and alert observer.					
is sensitive to clock and calendar deadlines.					
works well in group settings.					
demonstrates strong skills in this subject area.					
is a self-starter.					
is rarely absent and always punctual.					
is highly motivated with a positive attitude about learning.					
is persistent and complete with regard to assignments/class work.					
is prepared for class.					
seeks assistance when necessary.					
demonstrates responsibility and honesty.					
shows initiative independent of assignment requirements.					
demonstrates acceptable classroom behaviour conducive to learning.					

TOTAL _____

Please check one: (should correspond to total above). Please do not mark "recommend with reservations" or "do not recommend" without giving a comment. Any comment will be helpful.

_____ I heartily recommend. (70-63) _____ I recommend. (62-49)
 _____ I recommend with reservations. (48-35) _____ I do not recommend. (<35)

Comments: _____

If there is other information you feel would aid the selection committee, please use the back of this sheet. Information on this sheet will not be shared with anyone other than the selection committee.

Teacher Signature: _____ Date: _____