



# Carver Christian High School

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## Honours Wings Program Grades 7-8 Application Form

The Honours Wings Program Application Form must be completed and handed in by **Friday, February 17, 2017** in order to be considered for enrolment in the Honours Wings program. Upon completion of this page and its reverse side, please have your subject teachers complete the Teacher Recommendation page and your homeroom teacher complete the Teacher Checklist of Student Behaviours page. **The Honours Wings Program Application Form will not be considered if the Transfer Form has not also been handed in.**

### Student Information

**Name:** \_\_\_\_\_

**Elementary school:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Place of birth:** \_\_\_\_\_

**Canadian citizen:**  Yes  No

**Primary language spoken at home:**  English  Other: \_\_\_\_\_

**Do you have a Special Needs Designation?**  Yes  No

If yes, which designation? \_\_\_\_\_

**Are you currently taking any English Language Learner (ELL) courses?**  Yes  No

**Checklist (The following forms must be completed and handed in by Friday, February 17, 2017 in order for the application to be considered.)**

Grade 7	Grade 8
<input type="checkbox"/> Completed Honours Wings Program Application Form	<input type="checkbox"/> Completed Honours Wings Program Application Form
<input type="checkbox"/> Carver Christian High School Student Transfer Form (Due Friday, February 17, 2017)	<input type="checkbox"/> Carver Christian High School Student Transfer Form (Due Friday, February 17, 2017)
<input type="checkbox"/> Copy of the most recent Grade 6 Report Card	<input type="checkbox"/> Copy of the most recent Grade 7 Report Card
<input type="checkbox"/> Copy of the final Grade 5 Report Card	<input type="checkbox"/> Copy of the final Grade 6 Report Card

### The Honours Wings Program

Carver's **Honours Wings** program is a three-year enrichment program offered by Carver Christian High School in order to meet the academic, spiritual and socio-emotional needs of highly motivated learners in grades 7-9. The Honours Wings program provides a challenging course of study for students who display strong aptitude and motivation in a particular area, with the purpose of encouraging them to further develop their God-given talents.

### Academic Ability

1a) The minimum mark needed for admission is 85% for all core courses (or a detailed letter addressing why each final mark did not make the requirement).

**OR**

1b) Students graded in a non letter grade system need to fully meet expectations on all courses. Students also need to have two or more courses that exceed expectations.

2) All students need to have outstanding effort and excellent work ethics. Students also need to exhibit consistently good citizenship.

**Please attach photocopies of report cards according to the checklist above.**

## Student Motivation and Commitment

Please answer the following questions on a separate sheet of paper (typed, double-spaced). Please bear in mind that your responses to these questions will be used, in conjunction with other data, to short-list applicants.

1. Tell us about yourself. What should we know/consider when making our decisions?
2. Tell us about one or two things that you are passionate about.
3. What is your purpose? (This is not a question we can clarify for you. You are free to investigate what this might mean. Answer to the best of your ability.)
4. Tell us a bit about your learning style.
5. Tell us about something magnificent you have done.
6. Why do you believe it to be important for a student in this program to maintain an academic standing of at least 80% each course enrolled?
7. Why do you think the Honours Wings program you are applying for is the right program for you?
8. Why do you desire/require something different than a regular school program?

I am applying for the Honours Wings program. I am aware that these are enriched and accelerated courses that will require a lot of time, commitment, individual research and self-directed study. I understand that students applying for these courses are not automatically accepted and will be selected based on this application form. I am committed to enrol in the Honours Wings Program and believe that I can (1) exhibit good citizenship, (2) demonstrate creativity, and (3) maintain an academic standing of 80% or higher in the courses selected above.

**Signature of student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Parent or Guardian Consent

I give consent to Carver Christian High School for my child's enrolment in the Honours Wings program and understand what is involved in both the application process and the requirements of the program.

My child is transferring or re-registering at Carver Christian High School and has handed in a Student Transfer Form or Re-registration Form.

**Signature of parent or guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**\*Applicant:** Please give this form to your teacher.

**\*Teacher:** Please submit this form directly to your elementary school office, not to the applicant or parents.

## Teacher Recommendation

**Name of student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**This section is to be completed by the student's teachers in the following courses: Mathematics, Science, English, Social Studies, French, and Physical Education.**

1 = Never, 2 = Seldom, 3 = Often, 4 = Always

	Mathematics	Science	English	Social Studies	French	Physical Education
<b>The student's approximate course mark</b>						
<b>The student ...</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>participates actively in class work</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>is articulate in classroom discussions</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>expresses ideas clearly in writing</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>shows leadership in group work</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>asks perceptive and penetrating questions</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>is willing to share ideas</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>takes responsibility for learning, including completion of all assigned tasks</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>behaves in a considerate, responsive, respectful and mature manner</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>applies data to new situations</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>grasps new concepts quickly and thoroughly</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>has the ability to use evidence to support opinions</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>has the ability to think analytically</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>has the ability to follow complex directions</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>demonstrates above average math ability</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
• <b>has mathematical problem-solving skills</b>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

<b>Based on the student's overall ability and work habits, do you feel that he or she would be successful in a course that requires him or her to work independently, be organized, and take initiative?</b>	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No	<input type="checkbox"/> Yes, without a doubt <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Possibly <input type="checkbox"/> No
<b>Additional comments</b>						
<b>Name of teacher</b>						
<b>Signature of teacher</b>						



**\*Applicant:** Please give this form to your teacher.

**\*Teacher:** Please submit this form directly to your elementary school office, not to the applicant or parents.

## Teacher Checklist of Student Behaviours

**Name of student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**This section is to be completed by the student's homeroom teacher or teacher who knows the student best.**

**Directions:** Offer the student a challenging learning activity (group or individual) that requires learning and complex thinking. Watch the student while she or he is learning and rate the frequency of each of these behaviors when you compare this student to others of the same age, gender, temperament and cultural background.

1 = Very rarely, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often

Behaviours	Rating				
<b>Humor:</b> Exceptionally keen sense of the comical, the bizarre, or the absurd.	1	2	3	4	5
<b>Imagination and Creativity:</b> Extraordinary ability to use ideas, processes, materials or anything else in ingenious, flexible or surprising ways.	1	2	3	4	5
<b>Inquiry:</b> Probes deeply while exploring ideas and topics; asks deep questions; experiments with events, ideas, feelings, sounds, symbols, movement, etc.	1	2	3	4	5
<b>Memory and Processing:</b> Tremendous capacity for dealing with large amounts of information and skills.	1	2	3	4	5
<b>Sensitivity:</b> Unusually aware of or responsive to her or his own experiences and feelings or those of others.	1	2	3	4	5
<b>Expressiveness:</b> Extraordinary ability to communicate meaning or emotion through words, actions, symbols, sounds, or media.	1	2	3	4	5
<b>Reasoning:</b> Loves to think; thinks things through, considers implications or alternatives; rich, flexible, highly conscious, analytical or logical thought. Thinking is not necessarily directed toward a goal or solution.	1	2	3	4	5
<b>Problem-solving:</b> Outstanding ability to find systematic solutions to problems; is able to invent and monitor many paths to a goal; seeks out challenging problems.	1	2	3	4	5
<b>Intuition:</b> Suddenly discovers connections or deeper meanings without conscious awareness of reasoning or thought.	1	2	3	4	5
<b>Learning:</b> Extremely able to grasp and use sophisticated new understandings quickly and easily.	1	2	3	4	5
<b>Interests:</b> Advanced, intensely focused curiosity; passionate; may focus on unusual topics; interest is sometimes fleeting but always intense.	1	2	3	4	5
<b>Moral and ethical concerns:</b> Extreme need for fairness and justice; will take action to resolve injustices; deeply concerned with the consequences of her or his actions.	1	2	3	4	5
<b>Motivation:</b> Persistent, intense need to know, do, feel, create, or understand.	1	2	3	4	5

**List talents, special abilities, or accomplishment:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Do you feel this student needs special learning experiences beyond or different from those provided in the regular classroom?**  Yes  No

**Additional comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Name of homeroom teacher:** \_\_\_\_\_

**Signature of homeroom teacher:** \_\_\_\_\_

