

Secondary Enrichment Newsletter for students, parents and teachers

Special Points of Interest:

- *SHAD applications are due in early December.*
- *Inform the Enrichment Teacher if you intend to write an Advanced Placement Exam*
- *The larger scholarship applications tend to be due in October and November. Are you ready?*
- *Encounters with Canada: applications due soon*
- *Check the enrichment website www.lkdsb.net/enrichment1*



ENRICHMENT AT A GLANCE

Classroom Enrichment: consists of differentiated experiences provided in the classroom that allow students to investigate the curriculum to a greater breadth and depth. Classroom enrichment may include individual or group activities such as open-ended questioning, extensions of the curriculum, independent investigations, and problem solving opportunities. Classroom enrichment may be facilitated through curriculum compacting.

Enrichment Opportunities are events and activities planned by school teams in consultation with the secondary enrichment resource teacher. The opportunities provide learning experiences beyond what a student would experience in the classroom. Enrichment opportunities are planned based on student needs, talents, and interests and may be student planned and driven. They may provide links to post-secondary institutions and/or include out of system experiences (examples are listed at www.lkdsb.net/enrichment1)

Personal Program

Extending Activities

These activities involve negotiated learning experiences that take place primarily during the regular classroom time. Each extending activity module requires approximately 30 hours of student time to complete. Students will have the opportunity to develop academic and personal skills through a combination of teacher directed and self-directed activities, projects or investigations.

Independent Study

involve interdisciplinary study or activities. Senior students negotiate a project that allows them to explore future career and academic goals. The projects and activities may involve community connections and mentorship. They may include advanced entry into a specified post-secondary course (through programs like A.P. or W.I.S.E.), research in a variety of locations, and negotiated contract learning.

ENRICHMENT INFORMATION NIGHTS

An evening dedicated to understanding the LKDSB Secondary Enrichment Program and how to access it. You are invited to attend at one of the following locations. (7:00 pm to 8:00 pm)

Monday, September 12, 2011 **JMSS Library, Chatham**
Tuesday, September 13, 2011 **Northern Library, Sarnia**
Thursday, September 15, 2011 **LCCVI Lecture Theatre, Petrolia**

Topics include:

- School Enrichment committees
- In-Board and out of Board enrichment opportunity
- Subject specific enrichment modules and/or independent study

Light refreshments will be served.

Inside this issue:

Junkyard Wars at LCCVI	2
Murder Mystery at McGregor	2
Have You Considered (opportunities)	2-3
Classroom Enrichment	4

For more information contact:

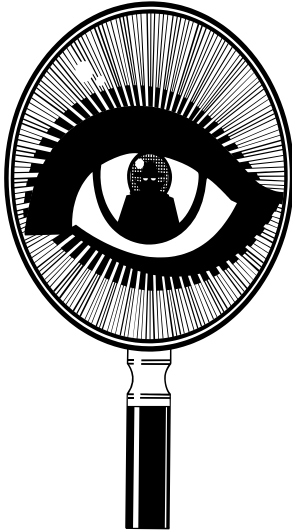
Rosanna Waldram; Secondary Enrichment
519 352 6271

ORIENTATION FOR NEW GRADE 9 ENRICHMENT STUDENTS: SEPTEMBER 22, 2011



The enrichment committee at L.C.C.V.I. has been working hard to design this year's orientation activities for our 124 new grade 9 enrichment students. Students from 13 different schools will have a chance to get to know each other while participating in a friendly, yet competitive challenge.

* *There is no cost for this event but you must see your resource teacher for permission slips. Lunch will be provided.*



MURDER MYSTERY AT MCGREGOR: OCTOBER 27, 2011

Do you like solving a good mystery? Do you like to act? This might be the opportunity for you to combine both! Sign up with your Resource Teacher as soon as possible. Once you are signed up, you will receive a "character profile" which you are not to share with anyone until the day of the event. Come dressed for the part if you like and be prepared to solve this mystery. As the game progresses, each character learns something new about the plot and their involvement. Each character will be prompted to ask specific questions which will provide clues for other participants. Only one character is guilty but many seem that way!

Guest speakers: Chatham Police Department; Forensics and Investigations

* *This opportunity is open to all enrichment students however there are limited spots available. Be sure to sign up early. There is no cost for this workshop and lunch will be provided.*

HAVE YOU CONSIDERED:

Youth Exchanges Canada provides funding to support group two-way exchanges for Canadians generally between the ages of 12 and 17. Groups of 10 to 30 youth, from different regions of the country are twinned according to their age and interests. Each participant takes turns hosting their twin in their home. Participants play an active role in planning the exchange, communicate regularly with their twin, conduct research on the exchange communities and participate in fundraising.

<http://www.exchanges.gc.ca>

If your enrichment group is interested, contact Ms. Waldram.

Encounters with Canada

<http://www.encounters-rencontres.ca>

Every week of the school year, 120 to 138 teens from across Canada (ages 14-17) go to Ottawa, where they discover their country through each other, learn about Canadian institutions, meet famous and accomplished Canadians, explore exciting career options, develop their civic leadership skills and live an extraordinary bilingual experience.

Shad Valley is a 4 week summer program for 16-19 year old students run at various universities around the country. The program emphasizes science, technology and entrepreneurship. For many students, this is followed by a 5 week paid work term with a sponsoring organization. Applications are available in the fall, due in early December. Talk to your counsellor for more information www.shad.ca. The application is quite lengthy so do not wait until the last minute.



Do you have a good idea for an enrichment opportunity at your school? Contact Ms. Waldram if you would like to be part of an enrichment committee.



The **Enrichment Mini-Course (E=mc²) Program at Queen's University** is an opportunity for highly motivated, above average and gifted high school students to come to Queen's University for a week to study a subject of their choosing at an advanced level. It is designed to allow participants the freedom to interact and learn in an environment sensitive to their level of development. Offered in May.

Forum for Young Canadians

www.forum.ca (apply in November)

This one week program in Ottawa immerses students from across Canada (ages 15-19) in the exciting world of national politics and public affairs. Most seminars and simulations are on Parliament Hill. Students participate in one of four sessions during the spring of 2012.

Aventis Biotech Challenge

www.aventisbiochallenge.com
Do Science Fair type research and project and present at the Ontario Science Centre in May, 2012. Major Prizes are awarded. The deadline is mid-December.

Waterloo Unlimited:

www.unlimited.uwaterloo.ca

Grade 12 Program: Roadmap to Research November, 2011

Expect an immersive, pre-university experience including an introduction to the art and science of reading academic papers, an opportunity to explore cutting-edge discoveries with professors, and the chance to engage with current student researchers.

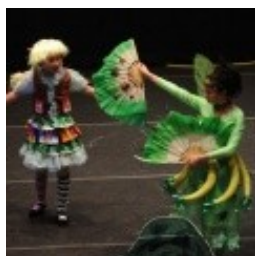
- * Deadline for applications: October, 11.
- * Bursaries are available!



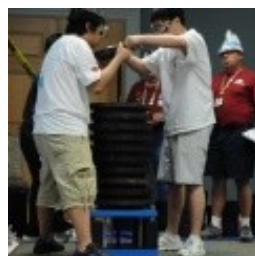
Problem 1: Ooh-Motional Vehicle
The problem requires teams to design, build, and drive a vehicle that will travel a course where it will encounter three different situations. The emphases will be on the technical risk-taking and creativity of the vehicle's engineering for travel and change of appearance.



Problem 2: Weird Science
The team will create and present a performance about a team of scientists on an expedition to uncover the cause of mysterious events. The team will select the location of the expedition from NASA Earth Observatory Photographs to be posted at http://earthobservatory.nasa.gov/odysseyofthemind/event_selector.php.



Problem 3: To Be or Not To Be
In this Classics problem, teams will put a musical theatre spin on one of William Shakespeare's most famous lines: "To Be Or Not To Be." Hamlet, the title character, ponders this question and realizes that the easy way out is not always the correct choice. An original "Hamlet" character will face a team-created dilemma.



Problem 4: You Make the Call
For this problem, teams will design and build a structure made of only balsa wood and glue that will balance and support as much weight as possible. The structure may have a maximum weight of 9 grams. The testing of the structure will be presented in a performance that includes mathematics in its theme. (past TDHS and WDSS teams held up to 900 lbs!)



Problem 5: Odyssey Angels
The team will create and present a performance where a group of students travel throughout one or more team-created places where they encounter negative situations. These "Odyssey Angels" change what they find and turn them into positive situations. On their journey, they help two individuals with different problems and help save an entire community.



If any of the above problems caught your interest, **Odyssey of the Mind** might be for you. Odyssey is an international educational program that provides creative problem-solving opportunities for students. Team members apply their creativity to solve problems that range from

building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program. Information sessions will be provided based on interest. For more information go to www.odysseyofthemind.com or contact Enrichment Resource Teacher.



Intellectual Giftedness is defined as “an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of intellectual potential indicated.”

These students differ from other students with respect to:

●**the pace at which they learn**

Students tend to learn at a faster pace and with less instructional repetition. Adjusting the pace allows students to move through lower-order thinking skills more quickly and have more time to address higher-order tasks. Pace is dependent on interests and readiness of students as well as depth and breadth of opportunities provided.

●**the depth of their understanding**

Adjusting the depth insures that the essential ideas and skills are mastered but at different levels of complexity, abstractness, and open-endedness. Tiered instruction is a good strategy that can be used to alter depth. Broad based themes and multidisciplinary units of study are also good ways of allowing students to study topics at a greater depth. Alternative programs such as Independent Study, distance education, weekend/summer programs, co-operative education, university/college courses provide extended challenges in order to meet their unique intellectual, artistic, and needs.

●**the interests that they hold**

Various strategies can be used to allow for enrichment both within the classroom and outside the classroom environment. Events are organized by students under the mentorship of the Enrichment Resource teacher (ie. Seminars, board-wide challenges, guest speakers, workshops, specialty visits to universities offering enrichment programs, student organized events and conferences etc.) Teachers should encourage subject specific enrichment opportunities such as: Science Fair, Math competitions, engineering competitions etc. Check out the LKDSB website. At www.lkdsb.net/enrichment1

Strategies to consider for Classroom enrichment:

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|-----------------------------|--|
| Compacting: | Teacher accesses students’ prior knowledge on a topic. Excuses him or her from mastered material. Plans for learning what is not known and frees up time for enrichment or further studies. |
| Independent Projects: | Teacher and student identify topics of interest to the student and plan investigation and synthesis for findings |
| Interest Centres/Groups: | Offers enrichment and meaningful study for students who can demonstrate mastery with required work. |
| Flexible Skills Grouping: | Students placed into groups according to readiness and needs. Movement among groups is based on ability and growth in a given skill. |
| Tiered Assignments: | In a heterogeneous grouping, use varied levels of activities and approaches to suit students’ abilities. Build on prior knowledge and prompt growth. |
| Learning Centers: | Provide stations or collections of materials learners use to explore topics or practice skills. Provides study in greater breadth and depth on interesting an important topics. |
| Mentorships/Apprenticeship: | Student works with a resource teacher, media specialist, parent volunteer or community member to develop a project. Helps students develop skills of production in a field and career awareness. |
| Contracts/Management Plans: | Establishes an agreement between student and teacher outlining arrangements for agreed-upon tasks and methods of completion. |
| High-level questions: | Teacher poses questions that draw on advanced levels of information, require leaps of understanding and challenge thinking in class discussions and on tests. |

You might find the following website a good resource for other ideas related to classroom enrichment :
http://www.ednet.ns.ca/pdfdocs/studentsvcs/Gifted_Education_and_Talent_Development.pdf