

# LISGAR COLLEGIATE INSTITUTE

## GRADE 9 GIFTED PROGRAM

### **DIFFERENTIATION STATEMENTS**

#### **GIFTED ENGLISH**

**ENG1DG:** Gifted, Grade 9 English meets the same curriculum expectations as Academic English; the depth and breadth of the readings and course activities, however, are tailored to accommodate Giftedness. During the introductory unit, a variety of challenging short prose and poetry selections are considered as students review the basic elements of fiction and are introduced to the reading skills and literary terms needed for success in English. Students already familiar with the plot of *To Kill A Mockingbird*, will be challenged to think more critically about the relationship between key symbols/motifs and dominant themes. To continue the exploration of the “coming-of-age” genre, students also read *Great Expectations*. This study further highlights the importance of analyzing the historical and social context of literary texts. Students will also have the opportunity to engage in self-directed learning as they study novels of their own choosing; this independent study complements themes addressed in the core texts. During the drama unit, students read the *Twelfth Night*, and they learn to “close read” important passages with the aim of investigating characterization, allusions, performance cues, as well as sound and rhythm techniques. Mythology, also a part of the regular Grade 9 curriculum, is enhanced as students take a more research-based approach to reviewing interesting Greek and Roman myths. In addition, students study the conventions of the English Language with the aid of *Language Power H*. Students in Gifted English will apply their grammar knowledge to the analysis of a writer’s style. The exam for Grade 9, Gifted English students will be the same as that written by students in the regular program; however, some questions will be altered to account for the reading of an additional text.

#### **GIFTED GEOGRAPHY**

**CGC1DG:** Differentiation occurs through the use of various strategies, hands on activities, independent projects, and group research and presentations. The materials used for the units of study provide a wider scope of the topics; this deepens students’ understanding of the interaction between Canada and other countries, as well as more open discussions, and more self-directed learning. The assignments involve more critical and creative thinking. There are more written projects, (e.g. the introduction of social science essay writing). Students write the same exam as the students in the Academic course.

**CGC1DF:** Students study Canadian Geography in the Extended French program as an Academic course.

#### **GIFTED MATHEMATICS**

**MPM1DG:** Differentiation occurs by fostering a more in-depth discussion of topics, as well as extending topics, and exploring more challenging applications. Students’ questions and interests are allowed to shape the investigation of various topics. There is a greater emphasis on problem solving and on the communication of ideas, (e.g. complete written solutions). The use of a variety of “mini” independent study assignments within other major units is employed, (e.g. “Chapter Problems”). Students are encouraged to participate in a variety of mathematics contests, and class time is spent on preparation for the Grade 9 Pascal Contest. Students write the same exam as the students in the Academic course.

#### **GIFTED SCIENCE**

**SNC1DG:** Differentiation occurs through a variety of methods which are described below. Challenging and creative projects are assigned, (e.g. ecology games and designing and building machines). The “jigsaw” method may be employed. For example, a student becomes an expert on a certain topic and then teaches the topic to a small group of his or her peers. More challenging problems are assigned. Participation in the school science fair may be a course requirement.

**Evaluation:** Tests and exams are of the same level of difficulty as they are for Academic course. Final exams are common to both groups.

**Depth:** For all Gifted science courses, each topic is studied to a greater depth. Core areas tend not to be covered more quickly as a result. Students’ questions are more numerous and are answered in greater depth.

**Space Simulation:** Many gifted students participate in the OCDSB Space Simulation Program.

**Experiments:** In all Gifted science courses, students are more often required to design their own experiments. More experiments are performed by students, and the experiments are more challenging in their design and/or their analysis. “Dry Labs” are occasionally done when normal secondary school lab equipment doesn’t allow for certain experiments to be carried out.

**Competitions:** Lisgar encourages students to compete in the Science Olympics and in the Regional Science Fair. Many of the students in the gifted program participate in these special events.