



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Gilbert Paterson Middle School

TITLE OF COURSE: Archery

GRADE LEVEL(S) OFFERED: 7 & 8

IMPLEMENTATION DATE: September 2018

COURSE PHILOSOPHY: To give students a safe introduction to the sport of target archery.

RATIONALE FOR THE COURSE: Archery is an excellent life-long physical activity that can be learned and mastered by people of all ages.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Students will be introduced to the sport of target archery in accordance with all of the practices, protocols, rules and regulations of the National Archery in the Schools Program (NASP).

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: See attached document for entire curriculum or link here: https://www.naspschools.org/wp-content/uploads/2017/06/middleSchool_curriculum.pdf

ANTICIPATED ENROLMENT PER YEAR: As determined by Administration and respecting the general guidelines set forth by NASP.

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: An appropriate outdoor range with shooting distances of 10m and 15m, an indoor range with a 10m shooting distance, all of the Archery equipment specific to the NASP program.

LEARNING RESOURCES TO BE USED: All of the NASP Basic Archery Instructor materials for both the teacher and the students.

HOW WILL STUDENTS BE ASSESSED? Students will be assessed on the quality of their daily participation in all areas of the course of study, their knowledge of the proper use and care of the equipment, as well as students' ability to follow all protocols.



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SCHOOL NAME: Gilbert Paterson Middle School

TITLE OF COURSE: Babysitting Course

GRADE LEVEL(S) OFFERED: 6

IMPLEMENTATION DATE: September 2018

COURSE PHILOSOPHY:

This course is based on the Canadian Safety Council Babysitter Training Course. This course will provide students with the basic skills necessary to care for younger children.

RATIONALE FOR THE COURSE:

The Babysitting course will provide students with an opportunity to explore the basic skills of child care that are required when providing care to younger children. This course is intended to walk students through the babysitting course outlined by the Canada Safety Council.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

The Babysitting course will allow students to explore the skills required to provide care to younger children. They will be introduced to the following: The rights and responsibilities of a babysitter, child development and play, care and nutrition for babies, toddlers, preschoolers and school-aged children, creating safe environments and how to handle basic emergencies, as well as the business of babysitting.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will be introduced to and will learn the following:

- The rights and responsibilities of the babysitter, child and parent
- Care for babies: holding, diapering, feeding, sleeping, how to settle a crying baby
- Care for toddlers: diapering, dressing, feeding, sleeping
- Care for preschoolers: toilet learning, dressing, feeding, sleeping
- Care for school-aged children: feeding and sleeping • Appropriate foods and toys for each age and stage

- Dangers associated with each age and stage
- Appropriate activities (indoor and outdoor) for each age and stage
- Responsibilities associated with outdoor play (pedestrian, bike, playground safety, sunscreen, bug spray, winter play)
- Basic Nutrition
- How to handle sick and exceptional children
- The business of babysitting (qualities of a great babysitter, practice interviews, resume and business card creation, how to keep clients, maintaining house rules and routines, and staying safe)
- How to handle emergencies/first aid (see below)

***** There is no certification required by the Canadian Safety Council to teach their babysitting course. The teacher's manual states the following: "The Canada Safety Council recommends that you do not provide instruction on the techniques of rescue breathing unless you hold a valid first aid instructor certificate" (Pg. 108 – Babysitter Training Course Instructor's Manual). It also states: "Please stress to your students that the first aid covered in this session merely provides them with a basic understanding of how to handle some of the emergencies that may arise when children are left in their care. Students should be encouraged to enrol in a St. John Ambulance first aid course. Cardiac Pulmonary Resuscitation (CPR) is also advised." (Pg. 109 – Babysitter Training Course Instructor's Manual). *****

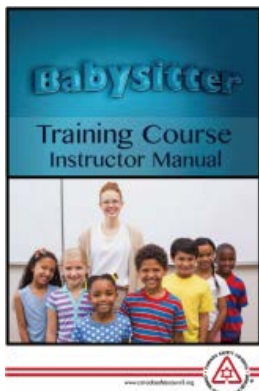
ANTICIPATED ENROLMENT PER YEAR: Due to the nature of the hands-on activities, there may be limits placed on maximum numbers enrolled.

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

Materials:

- The Canadian Safety Council Babysitter Training Course Instructor's Manual
- The Canadian Safety Council Babysitter Training Student Guide (1 per student)
- Infant Models to practice diapering, dressing, etc. (borrowed from Curriculum Resource Centre)
- Diapers, Onesies, Bottles, Blankets, etc. (bought out of school budget)
- Guest speakers to address specific topics

LEARNING RESOURCES TO BE USED: Training course and student booklets



HOW WILL STUDENTS BE ASSESSED?

Formative and Summative Assessments may include:

- Upon successful completion of the course test (set by the Canadian Safety Council), students will receive a “Canadian Safety Council Babysitter Training Course” certificate
- Students will also be assessed based on the following (some will be formative, others summative):
- Class discussions and role playing activities o Showing proper diapering, dressing, swaddling and feeding techniques on the baby models
- Creation of activity materials for possible musical activity, story, craft, active indoor game and active outdoor game that is appropriate for each of the following: infant, toddler, preschooler, school-aged child
- Canada Food Guide Online Assignment and finding a simple, nutritious recipe that could be made while babysitting (all recipes will be put together to make a babysitters recipe book)
- Resume and business card creation o
- Mock call to 911 (what information do I give, how do I stay calm)
- Learn the sign language alphabet
- Creating a business card and resume
- Mock interview with a parent
- Creating a “kid kit” (a kit of activities to bring along while you are babysitting)



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: GPMS

TITLE OF COURSE: Design

GRADE LEVEL(S) OFFERED: Grade 8

IMPLEMENTATION DATE: Sept 2019 NEW

COURSE PHILOSOPHY: To provide opportunities for students to learn about the basic elements of modern design and the opportunities that exist to apply these concepts in fields of work and study.

RATIONALE FOR THE COURSE: From the clothes we wear to the homes we live in, fashion and design is all around us! In this course, students who have a flair for design will explore career possibilities, test their skills through hands-on projects as they learn the basics of design, and recognize design styles from different eras.

STATEMENT OF GENERAL LEARNER EXPECTATIONS /STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

- *Describe careers in the fashion and design industry.*
 - Research and present information on design careers, including the responsibilities, employment opportunities, and requirements for education and training.
 - Identify and describe works of influential designers.
- *Define, illustrate, and apply the elements and principles of design.*
- *Work cooperatively as a group member to achieve goals.*
- *Demonstrate organizational responsibilities.*
- *Be able to use appropriate language of the fashion and design industry.*
- *Analyze how history has affected the development of fashion and design.*
 - Discuss design capitals and their history.
 - Describe how modern fashion and design have evolved through the decades from 1900 to the present.
- *Demonstrate how design ideas can be represented through visual presentation.*
 - Develop a design that reflects knowledge of the design principles.
- *Explain the impact of trends and social climate on fashion and interior styles.*

- Define green design.
- Redesign an item into another useful product.

ANTICIPATED ENROLMENT PER YEAR: 60-90 based on demand

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Computer, internet, design and construction basic supplies supplied by the class and student

LEARNING RESOURCES TO BE USED: various websites, forms of media, magazines, guest speakers

HOW WILL STUDENTS BE ASSESSED? Students will be required to complete various project work as well as self assess their progress



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: GPMS

TITLE OF COURSE: Leadership

GRADE LEVEL(S) OFFERED: Grade 6-8

IMPLEMENTATION DATE: Sept 2018

COURSE PHILOSOPHY: To provide opportunities for students to discover and initiative leadership opportunities at grade, school and community levels and work collaboratively

RATIONALE FOR THE COURSE: This course provides a starting point for leadership in our school – theme days, community relationships, charitable work, and philosophy of leadership

STATEMENT OF GENERAL LEARNER EXPECTATIONS /STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

- Gain knowledge and understanding of leadership foundational theories and models.
- Cultivate a sense of self-awareness through identifying a leadership vision, mission, style and values.
- Exhibit knowledge and awareness of diversity around identities, cultures, and society.
- Demonstrate communication skills and the ability to interrelate with others. o Demonstrate an understanding of group dynamics and effective teamwork.
- Enhance awareness and commitment towards effective citizenship and social responsibility.
- Gain knowledge and understanding of service and of opportunities to engage in service
- Develop interpersonal skills including communication and cooperation and show empathy for others especially those different from oneself
- Demonstrate the ability to make meaning of service experiences o Exhibit self-awareness and self-authorship through service
- Assume a sense of social and civic responsibility through involvement in the community

ANTICIPATED ENROLMENT PER YEAR: 60-120 based on demand and grade level scheduling

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Computer, internet

LEARNING RESOURCES TO BE USED: various websites, videos, guest speakers

HOW WILL STUDENTS BE ASSESSED?

- Contributions to conversation and class
- Journal reflections on learning and experiences
- Final project: “What does it mean to be a leader?” (MacLean’s Magazine Assignment)



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: GPMS

TITLE OF COURSE: Photo Scrapbooking

GRADE LEVEL(S) OFFERED: 6

IMPLEMENTATION DATE: Sept 2018

COURSE PHILOSOPHY: In this class, we will explore different digital photography styles then develop and print the photos experimenting with different tones and colour grading. Once all of the photos have been printed, we will dive into the world of scrapbooking. Each themed page will feature the photographs in an exciting and unique way. At the end of the term, you will be able to take your scrapbook home to share with your family and friends.

RATIONALE FOR THE COURSE: Provide opportunity for students to utilize their own technology to create and share digital and print media to share

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Students will learn different techniques and elements of effective photography and presentation and utilize creativity in their presentation and preservation.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students to work collaboratively with others and develop skills relating to editing, color, tone, focus, adding text to photos.

ANTICIPATED ENROLMENT PER YEAR: 72 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Digital camera (iPod, iPad, camera, phone), computer, color printer, scrapbooking materials and supplies

LEARNING RESOURCES TO BE USED: various websites and examples to teach and exemplify photographic elements

HOW WILL STUDENTS BE ASSESSED? Project based as per course outline



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SCHOOL NAME: _Gilbert Paterson

TITLE OF COURSE: Yoga

GRADE LEVEL (S) OFFERED: Grade 8

IMPLEMENTATION DATE: September 2018

COURSE PHILOSOPHY: Allow students an opportunity to free their minds from everyday worries.

RATIONALE FOR THE COURSE: Yoga is a practice that allows students to be able to be active for life. It is low impact and allows students to de stress about everyday worries.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Yoga will provide students with an opportunity to explore the basic skills of yoga in a safe and quiet environment.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will learn the following:

- History of Yoga and it's fundamentals
- Basic Yoga Principals
- Yoga Routines
- Create their own yoga routines based on previously learned techniques
-

ANTICIPATED ENROLMENT PER YEAR: 90 (30 kids per term)

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Quiet space and yoga mats for all students.

LEARNING RESOURCES TO BE USED: Relaxation Music/ Yoga routines/Possible Guest Yoga Teacher

HOW WILL STUDENTS BE ASSESSED? Students will be assessed on participation, theory of yoga practice as well as creating their own routine to teach the class.



Locally Developed Course Outline

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SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Baseball

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: September 2018

COURSE PHILOSOPHY: Our aim is to provide a quality baseball program that compliments both the current physical education curriculum and current little league programs. The baseball program will provide students with extra coaching and practice in the fundamentals of the game of baseball. This is extremely beneficial to these athletes that otherwise do not get a great deal of time and exposure to the game due to the short seasons of most existing baseball programs in our community.

RATIONALE FOR THE COURSE: It is quite evident that there is a growing interest and demand for baseball within the student body at Wilson Middle School. A baseball program will have many positive outcomes including physical health and wellbeing, increased skill and interest in the sport of baseball, and the development of healthy relationships and character attributes through participation in sport.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: In this course, students will be expected to build on their current skills and fundamentals in the game of baseball. Lessons will be planned to enhance their abilities in the areas of fielding, throwing, hitting, and base running. Students will also develop their current skills in specific positional play.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students will demonstrate proper throwing technique: two-finger grip, breaking of hands, step and throw with follow through, power throws from outfield (crow-hops), and pitching mechanics which includes full wind up and set positions, balance position, and pitch selection. Students will demonstrate fielding: receiving throw and making a tag, choosing a line to a ball, coming through the ball, drop steps, and glove position on catches.

Students will demonstrate hitting: proper grip and knuckle alignment on bat, weight transfer, employing the back-side for power, proper contact point in the zone, and bunting mechanics. Students will demonstrate proper base running fundamentals: ABC's of running, lead off fundamentals on all three bases, sliding technique (bent knee slide, drag slide, forward slide), running through 1st base, rounding first to take extra base, when to run from 2nd to 3rd in a non-force play situation, and scoring from 3rd base. Students will demonstrate a knowledge and understanding of playing different positions, and duties associated with each: backing up throws to bases, pick offs at all bases, basic positioning depending on the batter, rundown fundamentals, flyball priorities, bunt defences, and hitting cut offs from the outfield.

ANTICIPATED ENROLMENT PER YEAR: 20

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: various baseball fields in Lethbridge, Wilson gymnasium, baseball specific equipment such as baseballs, bats, batting cages, L-screens, batting helmets, etc.

LEARNING RESOURCES TO BE USED: Little League Canada coaching models and manuals; expertise of instructors whom have experience playing and coaching baseball at a high level; guest instructors involved in baseball at a high level

HOW WILL STUDENTS BE ASSESSED? Students will be assessed on a weekly basis using an already developed effort and participation rubric. Leadership will also be assessed in the baseball class. Skill and ability will not be assessed in this class.



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Business and Employment Skills

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: 2018-2019

COURSE PHILOSOPHY:

This course will allow students the opportunity to explore areas of interest pertaining to business, employment and life skills in a practical context.

RATIONALE FOR THE COURSE:

It is important for students to be able to explore areas of interest to themselves. Business and Employment will allow them to learn about job requirements, areas of career interest, practical skills, and planning and implementation of a business/life plan.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will demonstrate an understanding of skills necessary to run a basic business and begin to develop an employment plan.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will demonstrate their understanding of essential elements of a business, as well as the importance of resumes, cover letters, career planning, and other necessary skills to acquire and maintain a position of employment.

ANTICIPATED ENROLMENT PER YEAR:

20-30 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

N/A

LEARNING RESOURCES TO BE USED:

- Access to internet and other web-based technology
- Access to other project supplies as determined and paid for by the teacher.

HOW WILL STUDENTS BE ASSESSED?

- 70% - Projects and Assignments
- 30% - Participation



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: CO2 Cars Exploratory Option

GRADE LEVEL(S) OFFERED: 6, 7, 8

IMPLEMENTATION DATE: 2018-2019

COURSE PHILOSOPHY: Students in middle school need a variety of complementary courses to help them develop their interests and skills in non-core areas, CO2 Cars can provide students with the opportunity to do this.

RATIONALE FOR THE COURSE: CO2 cars provides students with the opportunity to work on skills related to 3D design, and woodshop skills through the production of a functional model car. CO2 Cars can also help students to understand some basic principles behind the physics of motion and aerodynamics.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: In this course, students will begin to develop an understanding of the basic aerodynamics, construction and finishing of CO2 cars

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students will undergo a unit on safety in the shop and project planning. The power tools we will cover in this class include: drill press, scroll saw, band saw, belt and oscillating sanders.

Each Student will design, construct and finish building a CO2 car that meets standards for racing. At the end of the course, students will also have the option to participate in a racing competition against other CO2 cars made during the course.

ANTICIPATED ENROLMENT PER YEAR: 60 students (20 per term).

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Woodshop and classroom.

LEARNING RESOURCES TO BE USED: Instruction on safety while using various power tools (drill press, scroll saw, band saw, belt and oscillating sanders).

HOW WILL STUDENTS BE ASSESSED? Students will be assessed with a safety test after instruction on power tool safety, project assessment will look at CO2 car design and project completion according to a project rubric.



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Digital Citizenship

GRADE LEVEL(S) OFFERED: 6

IMPLEMENTATION DATE: Sept 2018

COURSE PHILOSOPHY:

Students in Digital Citizenship will complete a program called Everfi-Ignition. This program places students in virtual environments to tackle modern day issues including privacy, security, cyberbullying, digital relationships, and the viral nature of the web. Students will demonstrate their knowledge by creating a blog, managing a social networking site, and working to resolve cyberbullying situations. Each topic concludes with a quiz to test their understanding of the content, which is a result of their final mark for this course.

RATIONALE FOR THE COURSE:

Informing students about the risks with multi media devices, activity online and how to be active and safe Digital Citizens within our school and the community.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will develop the skills and knowledge of how technology works and how to tackle modern day issues with multimedia devices and activities online including privacy, security, cyberbullying, digital relationships, and the viral nature of the web.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will demonstrate appropriate use of technology.
Students will develop digital vocabulary and skills.
Students will apply their new digital citizenship skills in unique, real-world simulation.

ANTICIPATED ENROLMENT PER YEAR:

90-100

(90-100 in computers 6)

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

Each student will require a computer/laptop & headphones

LEARNING RESOURCES TO BE USED:

<https://platform.everfi.net/>

HOW WILL STUDENTS BE ASSESSED?

At the end of each chapter there is a 10 question quiz to assess student learning of that topic. Students must score 70% or higher to achieve a passing grade and the Everfi-Ignition certificate. These scores are implemented into student's report card grades.



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Entrepreneurship in Me

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: 2018-1019

COURSE PHILOSOPHY: Students will be introduced to the world of business and discover the meaning of entrepreneurship in this exploratory option. This course will begin with a focus on career counselling techniques to allow students to find and follow their passions. Students will then explore and identify characteristics and skills demonstrated by entrepreneurs as well as analyze their own entrepreneurial strengths and skills. From there, students will develop an understanding of the basic functions of business, hear from local entrepreneurs and then ultimately have the opportunity to ‘pitch’ their own idea to a panel of local entrepreneurs who will act as investors (SHARKS).

RATIONALE FOR THE COURSE:

Entrepreneurial spirits and self directed learning are the key drivers in our society’s economic development. Small and medium sized start up businesses help to drive job creation and innovation in our world. As Educators we have a role to play in leveraging and exposing students to the dynamic nature of entrepreneurship, where students can begin to become critical engaged thinkers, with ethical principles, and a nourishing entrepreneurial spirit.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

-Students will-

Challenge Business Opportunities

Understand Elements of a Business Plan

Financing a Venture Plan

Demonstrated Marketing Strategies to Promote Their Venture Opportunity.

Analyzing and Reflection on a Venture

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students identify, compare and assess a variety of entrepreneurial opportunities and ideas.

Students learn the elements of a Business planning process.

Students gather and analyze data to make informed decisions about the feasibility of their venture.

Students will using various forms of financing to start up their venture.

Students appraise various marketing strategies, techniques, and formulate a marketing strategy for their venture.

Students will reflect and grow from receiving feedback from local entrepreneurs regarding their venture.

ANTICIPATED ENROLMENT PER YEAR: 30

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: N/A

LEARNING RESOURCES TO BE USED: N/A Locally developed course.

HOW WILL STUDENTS BE ASSESSED?

Rubrics, Checklist, Self Reflections



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Exploratory Broadcasting

GRADE LEVEL(S) OFFERED: 6, 7 & 8

IMPLEMENTATION DATE: 2018-2019

COURSE PHILOSOPHY: Broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium. Learning in technology education requires presenting experiences that teach students to apply process thinking and problem solving skills. Design thinking is a process for investigating ill-defined problems, acquiring information, analyzing knowledge, prototyping ideas and positing solutions. Students enrolled in Introduction to Broadcasting will be presented with production challenges. Through visual mediums students will be required to demonstrate their knowledge of the design process. Additionally production challenges will introduce students to technological systems such as camera-work, audio production, and digital editing.

RATIONALE FOR THE COURSE: Students in Exploratory Broadcasting will experience video and audio production challenges which will help to develop visual media literacy skills. Through an approach that promotes hands-on experimentation, the course will prepare students for more advanced offerings within the broadcasting umbrella and also provide students a core set of transferable skills.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Students Exploratory Broadcasting will work with a variety of video/audio recording and editing technologies, as well as storytelling and scriptwriting assignments. The ability to create video based projects will allow students to explore visual media which is so prevalent in society today. This experience will hopefully spark an interest in video journalism, comedy, public service, school initiatives, community activities, and much more

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will:

- Understand the techniques effective speakers use to make convincing presentations
- Select an appropriate oral presentation form for a specific purpose and audience
- Learn how to organize a chosen topic into cohesive storyboard format
- Learn how to effectively conduct an interview, including question composition and logistical camera set-up
- Select and use conventions of broadcast news and appropriate techniques to produce a news segment
- Use appropriate production techniques to create a media work
- Understand the various stages and responsibilities in the production of a news broadcast
- Learn how to apply composition techniques to their own video skills
- Identify and use important visual codes (such as long-shot, close-up, camera angle) that are used on television and in movies and recognize that these codes affect meaning
- Learn how to organize their recorded video into a coherent sequence using video editing programs (e.g., iMovie or Moviemaker), including voice recording

ANTICIPATED ENROLMENT PER YEAR: 50 to 75 students per year.

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Access to WMS Multi-Media Lab and equipment.

LEARNING RESOURCES TO BE USED: Teacher developed resources (print materials, PowerPoint presentations, materials researched from a variety of sources, e.g. PBS News Hour Student Reporting Labs materials).

HOW WILL STUDENTS BE ASSESSED?

Student learning will be assessed using rubrics created for specific broadcasting projects that will focus on the specific learner expectations. Students will also be assessed on group work metrics as projects in class will require team work skills.



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SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: History Explorations/Believe it or Not

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: 2018-2019

COURSE PHILOSOPHY:

This course will allow students the opportunity to explore areas of history that are of interest to them, but are outside of the Social Studies program of studies.

RATIONALE FOR THE COURSE:

It is important for students to be able to explore areas of interest to themselves. Our program of studies in Social Studies provides engaging opportunities to think historically, but this course will allow students to determine their own areas of interest and engage in project-based learning.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will demonstrate an appreciation for local, national, western, and World history.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will demonstrate their understanding of history and the historical process through the completion of research works and project-based learning

ANTICIPATED ENROLMENT PER YEAR:

20-30 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

N/A

LEARNING RESOURCES TO BE USED:

-Access to internet and other web-based technology

-Arts and crafts supplies

HOW WILL STUDENTS BE ASSESSED?

-70% - Projects and Assignments

-30% - Participation



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Indoor and Outdoor Gardening

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: 2018-2019

COURSE PHILOSOPHY:

This course will allow students the opportunity to explore the hobby of gardening in the indoor and outdoor contexts.

RATIONALE FOR THE COURSE:

It is important for students to be able to explore areas of interest to themselves. Indoor and Outdoor gardening will allow students to explore what may be to them an old hobby or for some a new opportunity to learn life skills and gain a passion for working outdoors with their hands.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will demonstrate an appreciation and understanding of gardening in the indoor and outdoor contexts.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will demonstrate their understanding of plants, the water/growth cycle, and gardening techniques through the implementation of practical skills and the completion of assignments/projects.

ANTICIPATED ENROLMENT PER YEAR:

20-30 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

N/A

LEARNING RESOURCES TO BE USED:

- Access to internet and other web-based technology
- Access to gardening implements (provided by teacher)
- Access to some recycled supplies eg. pop bottles, solo cups (provided by teacher)

HOW WILL STUDENTS BE ASSESSED?

- 40% - Projects and Assignments
- 60% - Participation



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This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Jewelry Making

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: May 8th, 2018

COURSE PHILOSOPHY:

Our aim is to provide a hands on class that allows students to explore creativity and design. Students will have the opportunity to create their own jewelry and experiment with different mediums. This is extremely beneficial to students who are visual, hands on learners seeking self expression. All supplies are provided by the teacher. All levels and abilities are welcome.

RATIONALE FOR THE COURSE:

Students at Wilson had three opportunities in a school year to choose “exploratory options.” This option is an excellent entrance point for students learning English as it is visual and artistic. It allows students of all backgrounds and abilities to work alongside each other. It is a high interest class for several students and provides a place to have low risk exposure to a difficult art form.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will make a variety of jewelry. They will experiment with thread, beads, polymer clay, as well as have the opportunity to seek out other forms that interest and have class time provided for independent projects.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will learn the colour wheel and complementary colours. Students will learn specific creation methods for various friendship bracelets – how to tie a forward knot for example. How to shape and bake polymer clay beads and charms. How to make beaded earrings.

ANTICIPATED ENROLMENT PER YEAR: 60 students (2 classes of 30)

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

Jewelry making supplies

LEARNING RESOURCES TO BE USED:

There are several video tutorials that are accessed via internet.

HOW WILL STUDENTS BE ASSESSED?

Students will be have their projects assessed against class created rubrics where common standards have been generated and agreed upon. A combination of self assessment and teacher assessment rubrics will be utilized.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Photography / Photoshop / New Media

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: September 2018

COURSE PHILOSOPHY:

Our aim is to build a foundation of computer management, camera skills and photoshop competencies that will serve these kids for future courses. Exposure to these courses this early will enable students to become familiar with them overtime and provide a skills they will be able to use at any point in their future.

RATIONALE FOR THE COURSE:

This course is going to give kids incredibly powerful tools to enable them to express themselves creatively. This course has the potential to be highly engaging and motivating as kids can incorporate their interests into their work.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will utilize computer file management skills,

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will demonstrate basic photo manipulation, understanding of layers and how to use them, competencies in the following tools: gradient, stamp, select, refine and mask, marquee, crop, healing brush, pen, type (text), path, zoom, and adjustments.

Students will demonstrate an understand of aperture value (F-stop value), ISO value, shutter speed, photo-composition, exposure, temperature, split toning and tone curves.

ANTICIPATED ENROLMENT PER YEAR: 50

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

Cameras and the Adobe Suite (Photoshop, Lightroom, Premiere)

LEARNING RESOURCES TO BE USED:

12 days of photoshop curriculum, YouTube (there are thousands of photoshop tutorials), locally developed curriculum, expertise of course instructors with years of experience or thousands of photoshop hours.

HOW WILL STUDENTS BE ASSESSED?

Students will be assessed in a final performance task where they will create content and media demonstrating their understanding of photography and/or photoshop skills and competencies and also the Wilson Way (our school's philosophy) which they will incorporate into their final project.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Rock Band

GRADE LEVEL(S) OFFERED: 6-8

COURSE PHILOSOPHY: The aim of Rock Band is to enrich student learning in music external to a traditional band classroom. The rock band program will have an emphasis on learning and exploring instruments that are traditional to rock and other popular music genres. Through this, students will also gain an appreciation for the collaboration that is required to perform successfully as a band.

RATIONALE FOR THE COURSE: Students at Wilson Middle School are very interested in the music program. However, many wish to expand their musical interests to instruments that are used in performing popular music as played on the radio.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: In this course students will be expected to learn, play and perform with at least one popular musical instrument. Instrument choices may include, drums, guitar, bass guitar, vocals, and keyboard. Lessons will be planned in order to build these skills throughout the year. Students will also be expected to perform and play as a group to enhance their ability and appreciation of collaboration.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students will demonstrate an ability to play and appreciate their selected instrument. This will include: reading traditionally written music and tablature, tuning the guitar, proper fingering techniques and movement throughout the guitar fretboard, an ability to keep rhythm and stay on time, proper vocal technique and ability to stay in tune with the band, showmanship, collaboration, gracious professionalism, and teamwork.

ANTICIPATED ENROLMENT PER YEAR: 25

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: As rock band runs at a different time than concert band the only facilities required will be the band room and surrounding area. Equipment required will be guitar and bass amps, amplifying systems, patch cables and microphones.

LEARNING RESOURCES TO BE USED: Expertise of instructor and guest instructors, instructor created programming, guitar tablature software.

HOW WILL STUDENTS BE ASSESSED? Students will be assessed on a participation grading scheme as well as for performing and playing abilities; both individually and as a band.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Science Experiments

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: School Year 2017-2018

COURSE PHILOSOPHY: Are you curious about the scientific model and how the world works around us? In this course we will be exploring science and looking at ideas and concepts focusing on the scientific model and good scientific questioning. Through doing a final science fair type project, we will explore problem, hypothesis, materials, procedure, observations and conclusions as they relate to the scientific method. Throughout the term we will do a few small projects that will encourage our scientific curiosity.

RATIONALE FOR THE COURSE: Wilson's community of learners will be given an opportunity to explore scientific concepts beyond the curriculum in areas of their own interest and in doing so will develop their scientific inquiry skills. This class gives students an opportunity to use time in school to improve on and develop their use of the scientific model.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: This course will encourage students at all grade levels to develop a critical sense of wonder and curiosity about scientific and technological endeavours and enable students to use science and technology to acquire new knowledge and solve problems. This course will prepare students to critically address science related societal, economic, ethical and environmental issues. Students will develop a foundation in science that creates opportunities for them to pursue higher levels of study, and engages them in science-related hobbies appropriate to their interests and abilities. Students will, regardless of their abilities and interests, develop their interest and spark their curiosity in science

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students will understand how to do complete a proper experiment based on the principles of the scientific method. They will understand what a proper question is and what it takes to make an experiment science fair worthy. Students will explore scientific concepts and what effect manipulating variables will have on an outcome.

ANTICIPATED ENROLMENT PER YEAR: 30

LEARNING RESOURCES TO BE USED: Science lab classroom, science lab materials, materials from home and school

HOW WILL STUDENTS BE ASSESSED? Students will be assessed using the Wilson Middle School exploratory option rubric. Students will be observed for participation and effort.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: Soccer

GRADE LEVEL(S) OFFERED: 6-8

IMPLEMENTATION DATE: School Year 2017-2018

COURSE PHILOSOPHY: Students will use the game of soccer to develop an understanding and an appreciation of sportsmanship, leadership and team play to strengthen their community. Students will be given an opportunity to develop their soccer specific skills. There is no pre-requisite skill required to participate in Soccer.

RATIONALE FOR THE COURSE: Wilson's community of learners are often restricted from formal sports development. This course will provide all students equal access to quality, athletic development, positive attitudes and knowledge of nutrition and injury prevention.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Students will develop their movement and body awareness skills. They will assume responsibility for an active lifestyle and healthy well balanced diet.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Students will demonstrate the soccer-specific skills of passing, shooting and ball control. Students will demonstrate proper technique with regards to jumping, landing and turning using proper knee fit form in order to prevent injury. Students will apply the knowledge that good nutrition, rest and exercise has on performance. Students will demonstrate an understanding of specific strategies and tactics involved in the game of soccer. Students will demonstrate the attitudes of sportsmanship, leadership and fair play as they relate to the game of soccer.

ANTICIPATED ENROLMENT PER YEAR: 35

LEARNING RESOURCES TO BE USED: Soccer equipment, gym space, outdoor field

HOW WILL STUDENTS BE ASSESSED? Students will be assessed using the Wilson Middle School exploratory option rubric. Students will be observed for participation and effort.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Wilson Middle School

TITLE OF COURSE: WMS Yearbook

GRADE LEVEL(S) OFFERED: 6, 7, 8

IMPLEMENTATION DATE: Sept 2018

COURSE PHILOSOPHY:

Yearbook Exploratory will be a combination of grade 6, 7, and 8 students working together to develop an innovated yearbook which records our schools memories and events. Students will gain skills in one or more of the following areas: page design, publishing techniques, copy writing, editing and photography.

RATIONALE FOR THE COURSE:

The Yearbook Exploratory Option is an opportunity for students to be involved within the school community by capturing special moments throughout the year and developing a well organized and creative keep sake for students and staff at our school. Leadership is also a key component of this course as students in grade 6, 7 and 8 will collaborate and work together to produce the final product.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

In this exploratory course, students will be expected to build on their technology and design skills. Students will need to be active participants and good leaders around the school.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will learn publishing techniques and terminology.
Students will become familiar with design software (Jostens Yearbook Avenue)).
Students will work with various types of technology including computers and digital cameras.

Students will apply computer skills and design principles to the production of the yearbook pages.

ANTICIPATED ENROLMENT PER YEAR:

15-20 students (preferably the same students all 3 exploratory options for consistency of running the yearbook computer program).

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

Class set of computers/laptops & 1-4 digital cameras

LEARNING RESOURCES TO BE USED:

Adobe Photoshop

<http://yearbookavenue.jostens.com/>

HOW WILL STUDENTS BE ASSESSED?

Students will be assessed on participation and mini tasks related to the elements of photography and design.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Winston Churchill High School

TITLE OF COURSE: Active Living - Fitness Option

GRADE LEVEL(S) OFFERED: Grade 9

IMPLEMENTATION DATE: Fall 2018

COURSE PHILOSOPHY: This course is designed to introduce grade 9 students to our fitness facility and allow them the opportunity to better themselves and their wellbeing through exercise. We want all levels of students to try this course and see the value that physical activity brings to their lives.

RATIONALE FOR THE COURSE: We have a beautiful fitness facility that we are continuing to upgrade. We want students to feel comfortable in this facility to use it in the morning, at lunch and after school. In addition to this we want students to understand the benefits they will receive from physical activity and provide a different opportunity from the traditional PE class.

STATEMENT OF GENERAL LEARNER EXPECTATIONS: Students will understand, experience and appreciate the health benefits that result from physical activity. Students will assume responsibility to lead an active way of life.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS: Design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration. Select and perform appropriate physical activities for personal stress management and relaxation. Participate regularly in, and realize the benefits of, an active lifestyle.

ANTICIPATED ENROLMENT PER YEAR: 60-80 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Most classes will take place in fitness facility, however we will also use outdoor space (weather pending) and the gym.

LEARNING RESOURCES TO BE USED: Program of Studies for grade 9 PE.

HOW WILL STUDENTS BE ASSESSED? Assessment will be on growth as an individual involving functional fitness and commitment to bettering yourself through activity. Main assessments will be completed by the students (self assessment) and by the instructor.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: _____Winston Churchill High School_____

TITLE OF COURSE: _____7 Attributes of Wellness_____

GRADE LEVEL(S) OFFERED: _____Grade 9 (quarterly option)_____

IMPLEMENTATION DATE: _____2018/2019_____

COURSE PHILOSOPHY:

The 7 Attributes of Wellness is a course that is focused on covering all 7 aspects of wellness with the new Gr 9 students as they acclimatise to high school life.

RATIONALE FOR THE COURSE:

Students are coming into high school with some of the highest anxiety levels in the last 30 years. They have also been part of some major culture shifts and changes to society norms. The idea of wellness has started to become more and more popular into mainstream culture. Students will be guided through the 7 different attributes of Wellness; Social, Emotional, Spiritual, Environmental, Occupational, Intellectual and Physical Wellness. They will also explore how each of these areas affects their life and what they can do to develop these areas of wellness to have a better sense of self and well-roundedness.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will understand the 7 different attributes of Wellness and how to include these attributes in their everyday life.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will examine and develop skills in **Social Wellness**, which is the ability to relate to and connect with other people in our world.

Students will examine and develop skills in **Emotional Wellness**, which is the ability to understand ourselves and cope with the challenges life can bring.

Students will examine and develop skills in **Spiritual Wellness**, which is the ability to establish peace and harmony in our lives.

Students will examine and develop skills in **Environmental Wellness**, which is the ability to recognize our own responsibility for the quality of the air, the water and the land that surrounds us.

Students will examine and develop skills in **Occupational Wellness**, which is the ability to get personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives.

Students will examine and develop skills in **Intellectual Wellness**, which is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.

Students will examine and develop skills in **Physical Wellness**, which is the ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress.

Students will explore how all the 7 attributes affect themselves and can help them to develop into the leaders they will be in the future.

ANTICIPATED ENROLMENT PER YEAR:

30 – 35 students

SPECIAL FACILITIES OR EQUIPMENT REQUIRED:

None. Option to field trip to volunteer oppourtunities.

LEARNING RESOURCES TO BE USED:

Locally developed by the teacher administering the course.

HOW WILL STUDENTS BE ASSESSED?

Students will complete performance-based learning tasks and assessments assigned by the teacher. Student performance-based learning tasks and assessments will be framed by the aforementioned specific learning outcomes.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Winston Churchill High School

TITLE OF COURSE: Churchill Connection

GRADE LEVEL(S) OFFERED: 9 (Quarterly Option)

IMPLEMENTATION DATE: March 2018

COURSE PHILOSOPHY:

Churchill Connections is a hands-on course focusing on the development of the fundamental skills and attributes foundational to a successful high school career at Winston Churchill.

RATIONALE FOR THE COURSE:

In order to become a member of the Churchill family students must embrace the core attributes required to sustain our school community - family members must be positive, disciplined, determined, inclusive, empathetic and reflective. The course will provide an opportunity for students to develop a growth mindset, as well as the capacities for critical and creative thinking. The skills and attributes nurtured in the course will build a foundation for academic and extra-curricular success, as well as create tools for life-long learning beyond the high school setting.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will understand and appreciate the attributes and skills needed to be a successful high school student and contributing member of the Churchill Family.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will develop skills to successfully transition from middle school to high school.

Students will develop the skills and attributes needed to be effective critical and creative thinkers.

Student will develop an understanding of the difference between a fixed and a growth mindset.

Students will examine what it means to be a member of the Churchill family.

Students will demonstrate the attributes of a Churchill family member (thinker, positive, disciplined, determined, inclusive, empathetic, reflective).

ANTICIPATED ENROLMENT PER YEAR: 60

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: None

LEARNING RESOURCES TO BE USED: locally developed by teachers.

HOW WILL STUDENTS BE ASSESSED? Students will complete performance-based learning tasks and assessments assigned by teachers. Student performance-based learning tasks and assessments will be framed by the aforementioned specific learning outcomes.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Winston Churchill High School

TITLE OF COURSE: Critical and Creative Thinking

GRADE LEVEL(S) OFFERED: 9 (Quarterly Option)

IMPLEMENTATION DATE: September 2017

COURSE PHILOSOPHY:

Critical and creative thinkers understand the importance of using intellectual standards to make reasoned judgments about what to believe and accept as truth. Fair-minded critical and creative thinkers want to develop intellectual habits and traits that will support life-long learning, problem solving and decision-making. The course aims to nurture the critical and creative thinking skills our students need to thrive in our increasingly complex world.

RATIONALE FOR THE COURSE:

To provide students an opportunity to develop critical and creative thinking skills. The skills developed in the course will create a skill-set foundation for other high school courses, including courses in the *International Baccalaureate* program.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students develop critical and creative thinking skills through engagement in the critical inquiry process.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will develop the skills and attributes of effective critical and creative thinkers. Student will examine the traits and habits of mind needed to think critically and creatively; including: *fair-mindedness, intellectual empathy, intellectual perseverance, intellectual humility, intellectual independence, intellectual courage, intellectual integrity and a confidence in reason and evidence.* Students will use critical and creative thinking skills to engage with contemporary issues (i.e. the influence of technology on our society, the role and responsibilities of the media etc.) to arrive at their own reasoned judgments.

ANTICIPATED ENROLMENT PER YEAR: 25

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: None

LEARNING RESOURCES TO BE USED: the Critical Thinking Consortium (TC2) website (<https://tc2.ca/>) and print materials (Case, R & Gini-Newman, G. (2015) *Creating Thinking Classrooms*) will serve as the primary resource for teachers of the course. The website includes a variety of teaching and learning resources to engage learners in critical, creative and historical thinking skill development experiences. The website offers valuable teaching and learning resources including: *Tools for Thought, Critical Challenges, Picture and Historical Document Sets, Investigating Sources* lesson plans. The course will also be supported by resources developed Craig Findlay as part of the course work demanded by the University of Lethbridge Education 5210 Critical Thinking course. The resources are largely inspired by the work of Gerald Nosich (2012) and the *Foundation of Critical Thinking*.

REFERENCES

- Case, R., & Balcaen, P. (2008). Supporting a community of critical thinkers. In P. Clark, & R. Case (Eds.), *Canadian anthology of social studies: Issues and strategies for secondary teachers*. Vancouver, BC: Pacific Educational Press.
- Case, R & Gini-Newman, G. (2015) *Creating thinking classrooms*. Vancouver, BC: Pacific Educational Press.
- Nosich, G. (2012) *Learning to think things through: a guide to critical thinking across the curriculum*. Boston, MA: Pearson.

HOW WILL STUDENTS BE ASSESSED? Students will complete by two choice-driven performance-based summative assessments designed to reveal critical and creative thinking skill development.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: WINSTON CHURCHILL HIGH SCHOOL

TITLE OF COURSE: POWER TO CHANGE

GRADE LEVEL(S) OFFERED: 9

IMPLEMENTATION DATE: FALL 2018

COURSE PHILOSOPHY:

Students will participate in an active citizenship process that inspires young people to identify local and global issues like access to clean water, adequate food, education, health care and economic opportunity. By investigating/learning about key contributors to change movements, local/global issues they are passionate about, students will be empowered with the skills and tools to take action to improve their community.

RATIONALE FOR THE COURSE:

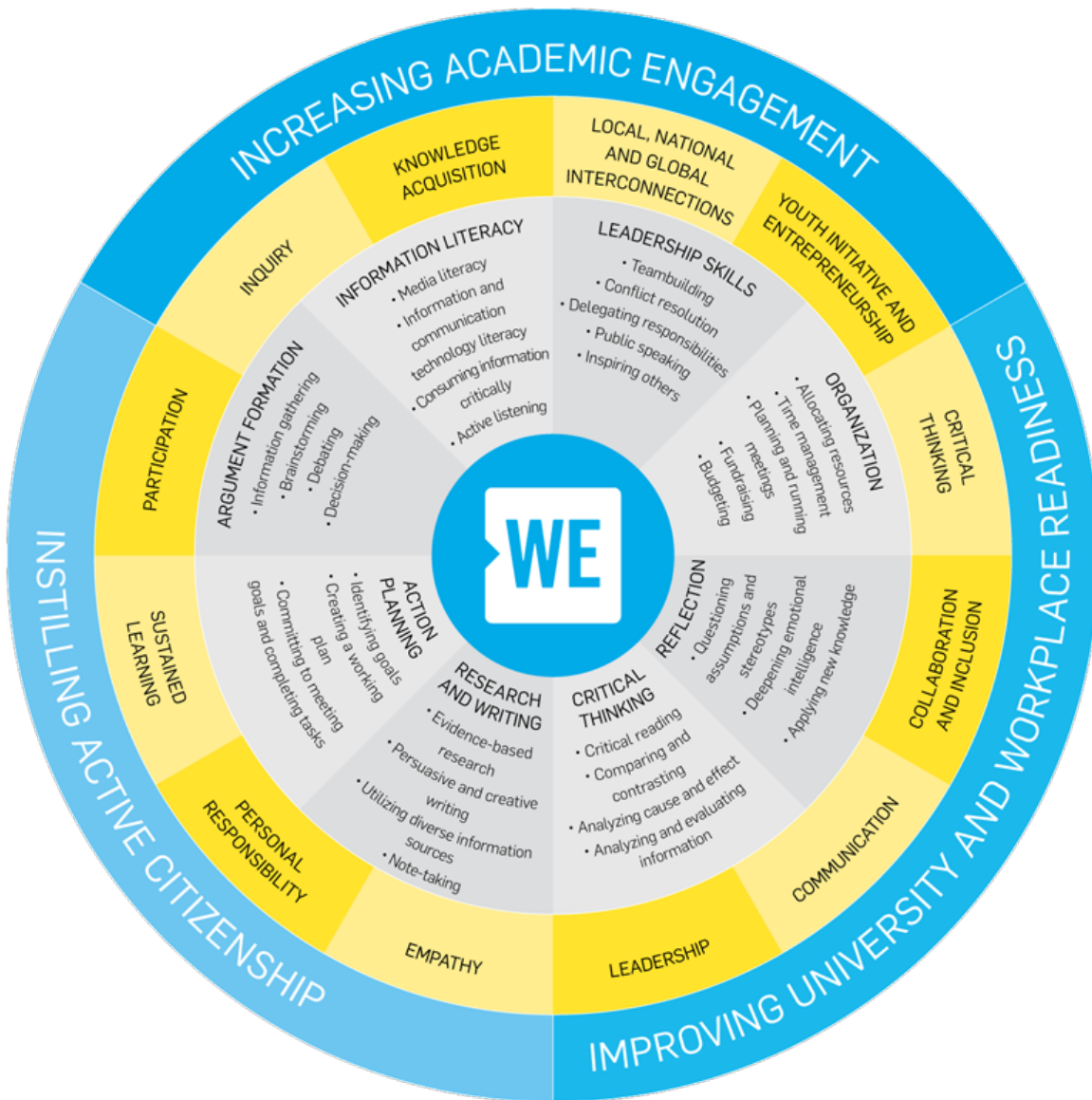
To provide students an opportunity to develop critical thinking skills paired with action outside of the traditional “noon hour service club”. The skills developed in the course will create a skill-set foundation for other high school courses, including courses in the International Baccalaureate program (CAS).

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Service-learning is based on a foundation that goes beyond volunteering and community service. It is a practice that engages students with their communities in a structured way and allows students to meet their learning objectives while addressing global/local needs.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

The program will give students the resources to dive into service-learning through the causes that spark their interest. Every resource is structured to provide three key learning outcomes: increased academic engagement, improved university and workplace readiness, and a commitment to active citizenship. (see image below)



LEGEND

- OUTCOMES
- LEARNING GOALS
- CORE SKILL SETS

ANTICIPATED ENROLMENT PER YEAR: 30

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: NONE

LEARNING RESOURCES TO BE USED:

The WE Schools Program (we.org) will be accessed regularly. The website includes a variety of teaching and learning resources to engage learners in service-learning based skill development. The website offers valuable teaching and learning resources including: lessons plans, activities and more designed exclusively to help enhance curriculum and encourage students to broaden their understanding of world issues. The course will also be supported by resources developed by Kevin McBeath.

HOW WILL STUDENTS BE ASSESSED?

Students will complete two choice-driven performance-based projects designed to engage service-learning skill development.



Locally Developed Course Outline

This outline is to be completed for those Grade 7 – 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL NAME: Winston Churchill High School

TITLE OF COURSE: World Geography

GRADE LEVEL(S) OFFERED: 9 (Quarterly Option)

IMPLEMENTATION DATE: March 2018

COURSE PHILOSOPHY:

Students should understand the concepts of human, physical and political geography. Students should develop geographic thinking skills in order to understand and appreciate the complex world in which we live.

RATIONALE FOR THE COURSE:

Students in World Geography 9 will be introduced to the concepts of human, physical and political geography. Students will come to understand the political divisions in our contemporary world, as well as examine the impact of physical geography on the human condition. Students will use print and digital map resources, including GoogleEarth, to grow their understanding and appreciation of the complex world in which we live.

STATEMENT OF GENERAL LEARNER EXPECTATIONS:

Students will understand the basics concepts of human, physical and political geography.

STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:

Students will explore the concept of human geography.

Students will explore the concept of physical geography.

Students will explore the concept of political geography.

Students will use print and digital map resources to develop geographic thinking skills.

ANTICIPATED ENROLMENT PER YEAR: 60

SPECIAL FACILITIES OR EQUIPMENT REQUIRED: None

LEARNING RESOURCES TO BE USED: locally developed by teachers and digital resources such as GoogleEarth and Google Maps.

HOW WILL STUDENTS BE ASSESSED? Students will complete performance-based learning tasks and assessments assigned by teachers. Student performance-based learning tasks and assessments will be framed by the aforementioned specific learning outcomes.