



## 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:** G.S. Lakie Middle School

**TITLE OF COURSE:** Beginner Hip-Hop

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

**IMPLEMENTATION DATE:** Sept 2019

**COURSE PHILOSOPHY:**

Through the provision of knowledge about dance and the opportunity to develop physical, social and emotional skills, the dance program is intended to foster technical proficiency, historical appreciation and positive self-concept. Classes foster positive group interactions in a supportive, non-threatening and challenging environment. Students become creators, performers, historians, critics and patrons.

**RATIONALE FOR THE COURSE:**

It has become evident that many students interested in dance curriculum appreciate the opportunity to specialize in a particular dance discipline. The Hip-Hop curriculum provides this opportunity and allows students to progress at their own level.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

1. In orientation, the students will be able to
2. The student will be able to appreciate, identify and recognize basic hip-hop history
3. The student will be able to identify recognize, and demonstrate specific hip-hop dance techniques.
4. The student will be able to understand and demonstrate the process and elements of composition.

## **STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

### **1. In orientation, the students will be able to**

- 1.1 understand and respond to classroom rules, procedures and routines
- 1.2 demonstrate a responsible attitude toward the physical and emotional safety and comfort of self and others
- 1.3 demonstrate respect for facilities, equipment and others in the classroom
- 1.4 participate positively in the classroom
- 1.5 work co-operatively and productively with all members of the class in pairs, small groups and large groups
- 1.6 show positive appreciation for the work of other members in the class
- 1.7 understand the necessity of a warm-up and demonstrate an appropriate warm-up
- 1.8 use proper body alignment
- 1.10 recognize their stage directions
- 1.12 understand and keep in time to various tempos, time signatures and rhythms
- 1.13 demonstrate control and poise during warm-up and genre work

### **2. The student will be able to appreciate, identify and recognize basic hip-hop history**

- 2.1 Recognize some of the pioneers of hip-hop and their significance to hip-hop culture
- 2.2 recognize the original genres of hip-hop, where they originated and when

### **3. The student will be able to identify, recognize, and demonstrate specific skills in a variety of hip-hop dance genres**

- 3.1 popping
- 3.2 locking
- 3.3 breaking
- 3.4 waving

3.5 gliding

3.6 stomp

3.7 tutting

3.8 animation

3.9 crump

**4. The student will be able to understand and demonstrate the process and elements of composition.**

4.1 memorize and demonstrate choreographed steps

4.2 create a dance using a variety of movements

4.3 demonstrate effective performance qualities: eye contact, expression, energy and style

4.5 demonstrate hip-hop dance improvisation

**ANTICIPATED ENROLMENT PER YEAR:**

**65-95 students**

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

- large open space with a floor appropriate for tap dance
- full-length mirrors along a wall
- windows for fresh air ventilation
- audio and video equipment
- class set of tap shoes in various sizes
- tap shoe sanitization spray

**LEARNING RESOURCES TO BE USED:**

Locally Developed Course - Dance (Edmonton Public Schools, 2006)

Guest teachers

Dance performance videos and documentaries

**HOW WILL STUDENTS BE ASSESSED?**

The beginner tap dance curriculum approaches assessment as both formative and summative. Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.

- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances



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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:** G.S. Lakie Middle School

**TITLE OF COURSE:** Beginner Tap

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

**IMPLEMENTATION DATE:** September 2019

**COURSE PHILOSOPHY:**

Through the provision of knowledge about dance and the opportunity to develop physical, social and emotional skills, the dance program is intended to foster technical proficiency, historical appreciation and positive self-concept. Classes foster positive group interactions in a supportive, non-threatening and challenging environment. Students become creators, performers, historians, critics and patrons.

**RATIONALE FOR THE COURSE:**

It has become evident that many students interested in dance curriculum appreciate the opportunity to specialize in a particular dance discipline. The Tap curriculum provides this opportunity and allows students to progress at their own level.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

1. In orientation, the students will be able to
2. The student will be able to appreciate, identify and recognize basic tap history
3. The student will be able to identify recognize, and demonstrate specific tap-dance techniques.
4. The student will be able to understand and demonstrate the process and elements of composition.

## **STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

### **1. In orientation, the students will be able to**

- 1.1 understand and respond to classroom rules, procedures and routines
- 1.2 demonstrate a responsible attitude toward the physical and emotional safety and comfort of self and others
- 1.3 demonstrate respect for facilities, equipment and others in the classroom
- 1.4 participate positively in the classroom
- 1.5 work co-operatively and productively with all members of the class in pairs, small groups and large groups
- 1.6 show positive appreciation for the work of other members in the class
- 1.7 understand the necessity of a warm-up and demonstrate an appropriate warm-up
- 1.8 use proper body alignment
- 1.10 recognize their stage directions
- 1.12 understand and keep in time to various tempos, time signatures and rhythms
- 1.13 demonstrate control and poise during warm-up and genre work

### **2. The student will be able to appreciate, identify and recognize basic tap history**

- 2.1 Recognize some of the pioneers of tap and their significance to tap dance
- 2.2 recognize some of the current influences on tap dance

### **3. The student will be able to identify, recognize, and demonstrate specific tap-dance techniques.**

- 3.1 Step, stamp stomp
- 3.2 hop, jump, leap
- 3.3 flap
- 3.4 shuffle

- 3.5 scuff
- 3.6 riff
- 3.7 buffalo
- 3.8 maxi ford
- 3.9 Shim Sham Shimmy
- 3.10 paddle turn
- 3.11 irish
- 3.12 flap heels
- 3.13 ball change
- 3.14 Cincinnati
- 3.15 Bombershay
- 3.16 wings
- 3.17 cramp roll
- 3.18 paradiddle
- 3.19 shirley temple

**4. The student will be able to understand and demonstrate the process and elements of composition.**

- 4.1 memorize and demonstrate choreographed steps
- 4.2 choreograph tap steps in a combination and a routine based on steps acquired from previous lessons
- 4.3 create a dance to the mood of the music
- 4.4 demonstrate effective performance qualities: posture, eye contact, energy and style
- 4.5 create tap steps based on prescribed music rhythms
- 4.6 demonstrate tap improvisation
- 4.7 create a rhythmic counterpoint composition

**ANTICIPATED ENROLMENT PER YEAR:**

**35-65 students**

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

- large open space with a floor appropriate for tap dance
- full-length mirrors along a wall
- windows for fresh air ventilation
- audio and video equipment
- class set of tap shoes in various sizes
- tap shoe sanitization spray

**LEARNING RESOURCES TO BE USED:**

Locally Developed Course - Tap Dance (Edmonton Public Schools, 2015)

Guest teachers

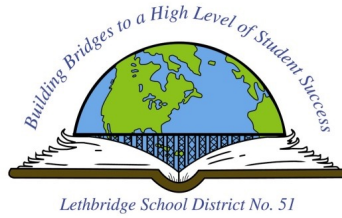
Dance performance videos and documentaries

**HOW WILL STUDENTS BE ASSESSED?**

The beginner tap dance curriculum approaches assessment as both formative and summative. Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.



- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances



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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:** G.S. Lakie Middle School

**TITLE OF COURSE:** Dance Performance (Hip-Hop or Fusion)

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

**IMPLEMENTATION DATE:** September 2019

**COURSE PHILOSOPHY:**

Dance Performance is a process driven, production based discipline which provides a dance experience extending beyond the classroom and is designed to culminate with a demonstration of learning through a public performance with professional standards of production values.

**RATIONALE FOR THE COURSE:**

Dance Performance develops performance skills and techniques through the exploration of increasingly more complex knowledge, attitudes, values and behaviours associated with the professional performance artist. Pivotal to this course is a commitment to building meaningful partnerships between student performers and the professional arts community.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

**Learner Outcomes:**

Dance performance acknowledges that students need a performance experience that moves beyond the traditional dance class to a collaborative full-scale dance production. The focus of the course encompasses all elements of the performance.

**General Outcomes:**

**Upon completion of this program, students will:**

1. Acquire competency as a member of a performance ensemble
2. Identify and apply dance concepts, creative expression, artistic perception and technical proficiency in the creation of a dance performance.
3. Apply the the required steps in the creative process in the completion of a dance production.
4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece
5. Aesthetic Valuing - Respond to, analyze and interpret their own and others' performance demonstrating an understanding of the process of critical reflection and analysis

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

**1. Acquire competency as a member of a performance ensemble**

- 1.1 demonstrate respect, responsibility and commitment to the performance ensemble
- 1.2 demonstrate leadership in a performance ensemble
- 1.3 establish supportive healthy relationships within the performance ensemble
- 1.4 demonstrate the dance techniques of artistic unity as it creates the dynamics of the performance piece
- 1.5 contribute and apply appropriate constructive feedback and performance notes from members of the ensemble
- 1.6 demonstrate understanding and respect of roles and responsibilities within a dance performance ensemble
- 1.7 demonstrate effective use of rehearsal time
- 1.8 demonstrate effective use of time outside of class to prepare
- 1.9 demonstrate collaboration and teamwork
- 1.10 contribute purposeful ideas through the creative process as an ensemble member

1.11 demonstrate appropriate rehearsal and performance etiquette

1.12 establish personal goals for dance performance

**2. Identify and apply dance concepts, creative expression, artistic perception and technical proficiency in the creation of a dance performance.**

2.1 demonstrate appropriate motor skills and technical expertise for expressive use of the body: rhythmic movement, imitative movement, sensory awareness, interpretive movement, spacial awareness

2.2 Perform in multiple dance genres

2.3 demonstrate physical coordination and control when performing locomotor and axial movement phrases from a variety of genres (body articulation, agility, balance, strength)

2.4 demonstrate a variety of movement patterns and phrases with increased focus on agility, balance, speed and coordination

2.5 demonstrate appropriate physical warm up techniques appropriate for performance

2.6 demonstrate understanding of stages of rehearsal process

2.7 memorize and perform performance choreography

2.8 demonstrate improvisational skills during the creative process

2.9 select specific dance vocabulary to describe movement and dance elements

**3. Apply the the required steps in the creative process in the completion of a dance production.**

3.1 demonstrate the ability to problem solve within a dance performance production process

3.2 demonstrate commitment to the rehearsal and performance process

3.3 integrate and understand appropriate stage directions

3.4 demonstrate concentration, focus and commitment to all performance choices in rehearsal and performance

3.6 demonstrate appropriate technique to support the physical nature of the dance performance piece

**4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece**

4.1 demonstrate respect for self

4.2 demonstrate respect for others (including peers, instructor, guest artist, etc)

4.3 demonstrate appropriate dance etiquette

**5. Aesthetic Valuing - Respond to, analyze and interpret their own and others' performance demonstrating an understanding of the process of critical reflection and analysis**

5.1 critique dance works to improve understanding of choreographic structure and artistic presence

5.2 use select criteria to compare, contrast, and assess various dance forms

5.3 analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal performance choices

**ANTICIPATED ENROLMENT PER YEAR:** 180 students per year including all grade levels

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

- a sprung dance floor is required for the adequate teaching of dance
- full length mirrors along a wall
- windows for fresh air ventilation
- female and male changing facilities
- storage facilities for equipment and supplies
- stereo system and projector with screen
- access to performance theatre with appropriate sound and lighting
- safety mats and manipulatives (such as ribbons, scarves, hoops etc.)
- music reflecting a wide range of styles

## **HOW WILL STUDENTS BE ASSESSED?**

The dance performance curriculum approaches assessment as both formative and summative. Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.

- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances

An important component of this curriculum is the students' ability to accept and respond appropriately to constructive criticism.

## **LEARNING RESOURCES TO BE USED:**

Locally Developed Course: Dance Performance (Edmonton Public Schools, 2013)



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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:** G.S. Lakie Middle School

**TITLE OF COURSE:** Dancing Duos

**GRADE LEVEL(S) OFFERED:** 8

**IMPLEMENTATION DATE:** September 2019

**COURSE PHILOSOPHY:**

Through the provision of knowledge about dance and the opportunity to develop physical, social and emotional skills, the dance program is intended to foster technical proficiency, historical appreciation and positive self-concept. Classes foster positive partner interactions in a supportive, non-threatening and challenging environment. Students become creators, performers, historians, critics and patrons.

**RATIONALE FOR THE COURSE:**

It has become evident that many students interested in dance curriculum appreciate the opportunity to specialize in a particular dance discipline. The dancing duos curriculum provides this opportunity and allows students to progress at their own level.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

1. In orientation, the students will be able to
2. The student will be able to appreciate, identify and recognize basic ballroom dance history
3. The student will be able to identify recognize, and demonstrate specific ballroom dance techniques.
4. The student will be able to understand and demonstrate the process and elements of composition.

## **STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

### **1. In orientation, the students will be able to**

- 1.1 understand and respond to classroom rules, procedures and routines
- 1.2 demonstrate a responsible attitude toward the physical and emotional safety and comfort of self and others
- 1.3 demonstrate respect for facilities, equipment and others in the classroom
- 1.4 participate positively in the classroom
- 1.5 work co-operatively and productively with all members of the class in pairs, small groups and large groups
- 1.6 show positive appreciation for the work of other members in the class
- 1.7 show respect and dancer etiquette when paired with another dancer
- 1.8 use proper body alignment in open, semi-closed and closed dance position
- 1.10 recognize their stage directions
- 1.12 understand and keep in time to various tempos, time signatures and rhythms
- 1.13 demonstrate control and poise during warm-up and genre work

### **2. The student will be able to appreciate, identify and recognize basic partner dance history**

- 2.1 recognize some of the pioneers of ballroom dance
- 2.2 recognize when and where various ballroom dance genres originated

### **3. The student will be able to identify, recognize, and demonstrate techniques in the following genres**

- 3.1 Salsa
- 3.2 Bachata
- 3.3 Swing
- 3.4 Jive



3.5 Two Step

3.6 Polka

3.7 Line dancing

3.8 Waltz

3.9 Merengue

**4. The student will be able to understand and demonstrate the process and elements of composition.**

4.1 memorize and demonstrate choreographed steps

4.2 choreograph tap steps in a combination and a routine based on steps acquired from previous lessons

4.3 select a type of ballroom dance genre and choreograph a routine collaborating with a partner or group

4.4 demonstrate effective performance qualities: posture, eye contact, partner interaction, leading, following, energy and style

4.5 demonstrate partner dance improvisation

**ANTICIPATED ENROLMENT PER YEAR:**

**20-30 students**

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

- large open space with a floor appropriate for tap dance
- full-length mirrors along a wall
- windows for fresh air ventilation
- audio and video equipment

**LEARNING RESOURCES TO BE USED:**

Locally Developed Course -Dance (Edmonton Public Schools, 2015)

Guest teachers

Dance performance videos and documentaries

### **HOW WILL STUDENTS BE ASSESSED?**

The beginner tap dance curriculum approaches assessment as both formative and summative. Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.

- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances



## 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:** G.S. Lakie Middle School

**TITLE OF COURSE:** Musical Theatre 6,7, 8

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

**IMPLEMENTATION DATE:** September 2019

### **COURSE PHILOSOPHY:**

Alberta Education is moving towards areas of collaboration and cross-curricular activities. Musical Theatre 6,7 and 8 will allow for collaboration between classes, teachers and professional community members.

The musical theatre program aims to provide an interactive environment of integrated study in dance/movement, drama and music for students who seek the challenge of working through the creative process to performance. It is expected that competencies in all of the above disciplines will become developed to the point where the individual feels confident in sharing their work with others through performances as both a performer and an informed critical viewer.

### **RATIONALE FOR THE COURSE:**

Musical Theatre involves a collaborative group of students and educators. It is through this collaboration that students learn about professional and amateur theatre careers, become more comfortable with the craft so that they are ready for high school performing classes, and most importantly learn collaboration skills and the creative process so that they may be lifelong learners.

Students learn to understand the historical, cultural and social aspects of the musical theatre genre. Students will also endeavour to extend learning to other situations and choices.

### **STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

\*\*\* General and specific outcomes span all three grade levels. Musical Theatre 6,7 and 8 increase in sophistication and independence in demonstrating the outcome. \*\*\*

1. To foster an appreciation for musical theatre as an art form
2. Demonstrate, through performance, the practical and technical skills for integrating dance/movement, drama and music
3. Evaluate and effectively reflect on their own progress and that of their peers in live musical theatre production using a variety of techniques

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

1. Students will study a variety of musicals from different time periods and styles
2. Students will learn a variety of dance/movement techniques
3. Students will understand and demonstrate characterization through blocking, choreography and spoken/sung text
4. Students will perform musical selections accurately with vocal and physical expression and interpretation of music
5. Students will perform in a solo and/or ensemble repertoire
6. Students will understand the importance of, and participate in, ongoing rehearsals and performances
7. Students will develop and demonstrate the ability to accept and offer constructive criticism
8. Students will collaborate with others respectfully and confidently

**ANTICIPATED ENROLMENT PER YEAR:**

It is anticipated that each teacher will have 20+ students. The class should have 40-60 students with 2 educators trained in different disciplines. It is anticipated that after the first year, student enrollment will increase due to public performances and publicity throughout the term.

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

- Mirrors
- Open space (foyer, stage, large open area)
- Piano
- Speakers
- Microphones
- Lighting and lighting board
- Spotlights
- A variety of props and costumes
- Tap shoes, jazz shoes, and other specialty shoes for dance numbers
- DVD/CD player, or a way to watch musicals already publishes

- I-pad or recording device.

#### **LEARNING RESOURCES TO BE USED:**

- Variety of musicals
- Youtube
- Collaboration with professionals in the community and surrounding areas
- Variety of books and videos as teacher resources
- Mixing technology/Apps
- Downloaded music
- Music Scores

#### **HOW WILL STUDENTS BE ASSESSED?**

Assessment should be set with specific criteria and grading practices by the teacher, and invite student participation, as they assess learning based on the outcomes of the course.

Rehearsal participation, dedication, growth and risk taking will be crucial for student success. Students and teachers should evaluate the processes and growth on an individual basis in order to encourage an inclusive and diverse classroom environment. Careful and regular observation of students is critical as it allows the educator to build a holistic and multi-dimensional picture of student learning.

This is a performance class, and weighting of the class should indicate a strong emphasis on the final product; however, there should also be a heavy weighting on growth and appreciation as this class should have a focus on the process as well as the final product. This weighting should be up to the educators discretion, with the aforementioned focus in mind.



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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:** Babysitting

**GRADE LEVEL(S) OFFERED:** 6-8

**IMPLEMENTATION DATE:** September 2019

### **COURSE PHILOSOPHY:**

In the class, students will be certified to babysit through the Canadian Safety Council Babysitter Training Course. Student will review material through the babysitting manual and take the final exam to receive their certificate.

“The Babysitter Training Course is an ideal community project, which can help prevent injuries and promote the responsible management of common situations that may arise while children are under the care of babysitters. It is our intention that it will also serve to improve general childcare standards.”

– Canadian Safety Council

### **RATIONALE FOR THE COURSE:**

In this babysitting exploratory you will learn skills that will help throughout your life. Babysitting is a big job and can be a very enjoyable experience where you attend to the needs of children of varying ages and abilities.

### **STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

#### Course Topics:

- Becoming a Successful Babysitter
- Caring for Babies Three Months to 12 Months
- Caring for Toddlers – One to Two Years Old
- Caring for Pre-Schoolers – Three to Five Years Old
- The Behaviour and Misbehaviour of Children
- Handling Emergencies
- Caring for a Sick or Injured Child
- Prevention and Basic First Aid\*

### **STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

- Describe the basic functions of a babysitter

- Know the babysitting plan
- Describe the processes involved in becoming a babysitter
- Know the appropriate activities a babysitter should utilize
- Know indoor and outdoor safety and security
- Know the proper methods and procedures for feeding children
- Know the appropriate ways to feed and what foods to give children of various ages
- Understand types of emergencies and make appropriate decisions
- Common illnesses and injuries and how to treat them\*

\*It is recommended students take a formal CPR and First Aid Course

**ANTICIPATED ENROLMENT PER YEAR:** 30 students per term offered.

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:** None

**LEARNING RESOURCES TO BE USED:**

Canadian Safety Council Babysitting Teacher Manual  
Canadian Safety Council Student Reference Manual

**HOW WILL STUDENTS BE ASSESSED?**

The instructional modes used in the course focus on lectures, small group discussions, and problem solving, student presentations, inquiry, role-playing and instructor led demonstrations. The Student Reference Manual is designed to allow the course participants to actively participate in the class assignments.

Assignments: 25%

Projects: 25%

Quizzes: 10%

Final Exam : 40%

**Students must receive 75% or better on their final exam to receive their certificate.**



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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: Broadcasting**

**GRADE LEVEL(S) OFFERED: 6-8**

**IMPLEMENTATION DATE: 2019-2020**

**COURSE PHILOSOPHY:** Students will be introduced to the world of broadcasting and Journalism. In this course, students discover the meaning of Broadcasting, are exposed to Broadcasting opportunities, as well as engage themselves with journaling and literacy components. This course will begin with a focus on introducing broadcasting mediums to allow students to find and follow the one they're passionate about. Students will then explore and identify characteristics and skills demonstrated by broadcasters as well as analyze their own strengths and skills from a Broadcasting perspective. From there, students will develop an understanding of the basic functions of preparing a newscast and air live on the school's digital medium platforms. After each take, student will reflect on strengths and areas of improvement for their broadcast.

### **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-

Be introduced to the world of Broadcasting and Journalism

Understand Elements of putting together a news cast



Exploring strengths and areas of improvement in the public speaking

Demonstrated Marketing Strategies to Promote topics discussed in their news cast

Analyzing and Reflection on a Venture

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

Students identify, compare and assess a variety of Broadcasting modalities

Students learn the elements of planning a broadcast

Students gather and analyze data to make informed, up to date, and reliable newscasts.

Students will using various forms of different modalities to present their broadcast (video, digital ads, voice over, etc.)

**ANTICIPATED ENROLMENT PER YEAR: 30**

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED: Camera, I-pads, Adobe Premiere Pro**

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

**HOW WILL STUDENTS BE ASSESSED?**

Rubrics, Checklist, Self Reflections



## 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:** Cosmetology

**GRADE LEVEL(S) OFFERED:** 6-8

**IMPLEMENTATION DATE:** September 2019

**COURSE PHILOSOPHY:**

The Cosmetology Option is designed to develop skills that junior high school students can apply in their daily lives (build self-esteem and self-awareness) and in the future (possible career choices, business and industry understandings)

**RATIONALE FOR THE COURSE:**

This course will allow students to explore an option that is offered in both of the secondary and post-secondary levels. Students may take this course to determine whether or not this is a viable career trajectory.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

Students will understand the importance of personal grooming in various life situations, as well as the knowledge and skills required to maintain a personal health and safety plan.

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

- 1.1 appreciate that one's appearance is a mode of communication with others
- 1.2 identify personal practices and products that contribute to wellness
- 1.3 create a health and safety plan
- 1.4 describe the professional ethics required for salon success

**ANTICIPATED ENROLMENT PER YEAR:**

30-35 students

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

N/A

**LEARNING RESOURCES TO BE USED:**

Basic personal grooming accessories and some cosmetic products

**HOW WILL STUDENTS BE ASSESSED?**

Students will be assessed via observation, checklists, and lab exercises



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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:** Filmmaking

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

**IMPLEMENTATION DATE:** May 6, 2019

**COURSE PHILOSOPHY:** This unique course offers students the chance to learn about what makes a good film and gives them the skills to be able to create them. The fun of Filmmaking is that you get to be creative and come up with any kind of project you want.

**RATIONALE FOR THE COURSE:** This course encourages students to be creative with technology that they already have with them. Films are ubiquitous and highly engaging in our culture and students will develop skills to critically think about what makes a good film.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

Students will create short films or commercials with intentional meaning and plot.

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

Students will demonstrate an understanding of what the message is in a short film

Students will convey meaning and create a plot in a short film or commercial

Students will demonstrate how to film with a camera or phone camera

Students will practice video cutting and editing skills to fine-tune the final cut of their film.

**ANTICIPATED ENROLMENT PER YEAR:**

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:** Computer Lab with preferably Adobe Premiere Pro CC, but other movie making software can work too.

**LEARNING RESOURCES TO BE USED:** Various films and commercials (some from home, some from YouTube)

**HOW WILL STUDENTS BE ASSESSED?**

Students will be assessed using specific project rubrics.



## 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:** Popular Culture

**GRADE LEVEL(S) OFFERED:** 6-8

**IMPLEMENTATION DATE:** Sept 2019

**COURSE PHILOSOPHY:**

This course focuses upon inquiry based and project based learning. Students will explore various facets of pop culture through the lenses of inquiry and projects, which will best showcase their learning and understanding.

**RATIONALE FOR THE COURSE:**

This course will provide an interesting and engaging opportunity for students to explore culture and society and what they see around them, which will allow them to contextualize the world around them.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:**

-Students will develop an understanding of the broader meanings and implications of the various facets of popular culture

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:**

-Students will develop an appreciation of music, art, architecture, design, new media, literature etc., and present their understandings and appreciation of these facets through inquiry and project based learning.

**ANTICIPATED ENROLMENT PER YEAR:**

25-30 students per term x 3 terms

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:**

None

**LEARNING RESOURCES TO BE USED:**

This will be developed after the course receives approval. It is assumed that the teacher will require items such as art supplies, access to technology, and other resources that the school would likely be able to provide.

**HOW WILL STUDENTS BE ASSESSED?**

The students will be assessed through project and inquiry projects, as well as formative assessments through checking for understanding, engagement etc.



## 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:** Dance 9

**GRADE LEVEL(S) OFFERED:** Grade 9

**IMPLEMENTATION DATE:** 2019/2020 School Year

**COURSE PHILOSOPHY:** This course is being provided to give students an opportunity to explore dance within a school setting. In addition to technique class, dancers study theory, anatomy and dance history to expand their understanding of the art form. **This course is intended to encourage students to find their voice and artistic expression through various dance forms.** The goal of this course is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance.

**RATIONALE FOR THE COURSE:** Dance 9 is intended to provide opportunities for students who would like to pursue dance beyond the Alberta Physical Education Program of Studies. It also offers students the opportunity to study dance as an integral part of fine and performing arts programs. Dance 9 is designed for students at various points of their study of dance and who have had little or no experience with dance upon entry into this course series.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:** The aim of the Dance 9 course is articulated through four general outcomes. These four general outcomes serve as the foundation of the Dance 9 course series and identify what students are expected to know and be able to do upon completion of the course. The general outcomes are interrelated and interdependent

- A Students will develop the foundations of dance.
- B Students will acquire competency through a variety of dance genres and traditions.
- C Students will develop self-expression, creativity and communication through dance.
- D Students will understand and appreciate dance.



**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:** 1.Acquire - A. Student has identified and can perform the basic foundations of dance. B. Student can identify and demonstrate a variety dance genres and traditions. C. Student has begun to develop self-expression and creativity through dance. D. Student demonstrates an appreciation of dance. 2. Adapt- A. Student can identify and expressively perform the basic foundations of dance. B. Student can identify, perform, and expand upon a variety of dance genres and traditions. C. Student will passionately develop self- expression, creativity, and communication through dance. D. Students will deeply understand and uniquely appreciate dance. Apply - A. Student has skillfully identified, and can create and perform the basic foundations of dance. B. Student can identify, demonstrate, and create a variety of dance genres and traditions. C. Student has developed self-expression and creativity through dance. D. Student passionately understands and has their own unique appreciation for dance and how it can extend beyond the classroom.

**ANTICIPATED ENROLMENT PER YEAR:** 1 – 2 sections of 20 students in the third or fourth quarter.

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:** An open space, with the capability to play music. Wall mirrors and a dance barre would be also ideal.

**LEARNING RESOURCES TO BE USED:** n/a

**HOW WILL STUDENTS BE ASSESSED?** Students will be assessed using the acquire, adapt, apply grading scale. Self assessment, and observation will be used.



## 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:** IB Prep & Math Skills

**GRADE LEVEL(S) OFFERED:** 9

**IMPLEMENTATION DATE:** April 2020

**COURSE PHILOSOPHY:** IB is a rigorous and demanding program. This option will give an advantage in math because it is the first course completed in IB and instruction goes fast. We will extend the grade 9 curriculum to cover Trigonometry, Integral and Rational Exponents, Radicals and Factoring Quadratics. The goal is also to set students up for more success in general so we will be delving into mindfulness practice and time management. These are key skills that will assist current Gr. 9 students with their sights on the IB program.

**RATIONALE FOR THE COURSE:** We have found that students need extension in certain areas of the Gr. 9 math Curriculum to help them find success in Math 10i. We have also noticed that the stress and expectations placed on students can be more of a stress than students expect. We would like to help them build skills to work with these expectations and find the balance that works best for them.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:** Grade 9 math Extension. Mindfulness practice. Time Management skills.

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:** Math extension – Trigonometry, Integral and Rational Exponents, Factoring. Ways to include daily mindfulness in your life. How to be mindful during stress inducing times. Strategies to prioritize commitments. Strategies to prioritize studies and extra curricular activities. Strategies to balance school/life.

**ANTICIPATED ENROLMENT PER YEAR:** 60 – 75 students

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:** Classroom and access to laptops/computers

**LEARNING RESOURCES TO BE USED:** Absolute Value Math 10-C workbook

**HOW WILL STUDENTS BE ASSESSED?** Anecdotal comments will be used, no number grades. The comment will reference whether the students is at the Acquire, Apply or Adapt stage of growth and if they are recommended to apply to IB.



## 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:** Reading Cafe

**GRADE LEVEL(S) OFFERED:** 9

**IMPLEMENTATION DATE:** September 2019

**COURSE PHILOSOPHY:** This course is being provided to help students build their love of reading. Students will be getting more exposure to literature, and will be able to develop their own sense of who they are as a reader as they begin high school. The course is intended to create a sense of confidence for readers, regardless of their interests or reading level, and to develop the necessary skills to continue reading for the love of it as they progress through school and life.

**RATIONALE FOR THE COURSE:** The rationale for this course is to increase reading stamina, and to increase exposure to a multitude of texts in Grade 9. This course allows for reading time during the day to help students de-stress, while pairing the mindfulness of reading with the academic benefit of increasing vocabulary and comprehension.

**STATEMENT OF GENERAL LEARNER EXPECTATIONS:** 1. I explore my interests and passions while making personal connections to literature. 2. I develop skills that enhance my reading abilities.

**STATEMENT OF SPECIFIC LEARNER EXPECTATIONS:** 1. Acquire: Identify your interests and passions. Discuss interests and passions that people have. Explain why understanding your interests and passions is useful. Apply: Explain ways that you explore your interests and passions through literature. Determine how to challenge your interests and passions through varied reading. Adapt: Create a public sphere that allows you to explore your interests and passions. Reflect on representation of interests and passions in various texts. 2. Acquire: Identify reading rate. Discuss the importance of comprehension and vocabulary. Explain why reading is important. Apply: Justify the skills you use when selecting appropriate novels and working with vocabulary. Assess the strengths and limitations you have when reading for pleasure. Practice skills to enhance reading quality and stamina. Adapt: Encourage others to engage with meaningful texts. Strengthen your ability to read a wide variety of challenging texts.

**ANTICIPATED ENROLMENT PER YEAR:** 50-75 students (it can be ran as a quarter option, semester option, or full year option depending on enrolment)

**SPECIAL FACILITIES OR EQUIPMENT REQUIRED:** n/a

**LEARNING RESOURCES TO BE USED:** Students will be accessing classroom libraries, learning commons, and public libraries in order to find books that interest them throughout the course.

**HOW WILL STUDENTS BE ASSESSED?** There will be levels of projects that represent, acquire, apply, and adapt in accordance with the new CTF structure. For example, a student who completes a “reader’s profile” detailing their interests in different texts will have met the acquire stage of the “I explore my interests and passions while making personal connections to literature.” learning outcome. A student who creates a website reviewing their favourite books will be meeting the adapt stage for the same learning outcome.