



Lethbridge School Division

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: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 8

TITLE OF COURSE: CARDBOARD BOAT RACES

IMPLEMENTATION DATE: SEPTEMBER 2020

Course Philosophy

This course is designed to build on and enhance learning outcomes already built into the Math and Science program of studies. It will provide students who are more academically inclined an enriching and authentic learning opportunity in the sciences. Moreover, it will encourage character education in terms of cooperation and team building.

Rationale for the Course

This course is needed to provide those students looking for a more academically focused option that will enrich select Science and Math outcomes for Grade 8. The building of a cardboard boat, although fun, will also require the students to have in-depth knowledge about Buoyancy, Density, Displacement, Construction of Nets, Scale, and Pythagorean Theorem (all of which are required learning outcomes within the Math and Science Programs of Study). By using a culminating activity such as the building of a cardboard boat as a 'hook', students will be able to not only learn, but apply the different learning outcomes in an authentic and engaging activity. Furthermore, this course will require students to work as part of a team in not only designing a blue print for their boat, but in the construction and operation of their boat. This course is designed to coincide with the Southern Alberta Regional Cardboard Boat Race Challenge. All of the students enrolled in this course will participate in our own site based boat races. However, the two teams that emerge as having built the best boat will be allowed to represent our school at the Regional Boat Race Challenge up against 35 other teams from across Southern Alberta.

Statement of General Learner Expectations

Students will...

- Investigate and compare the properties of liquids and relate variations in their viscosity, density, buoyancy, and compressibility to the particle model of matter. (Taken from the Grade 8 Science Alberta Program of Studies)
- Work collaboratively on problems and use appropriate language and terminology to communicate ideas, procedures, and results. (Taken from the Grade 8 Science Program of Studies)
- Use direct and indirect measurements to solve problems. (Taken from the Grade 8 Math Alberta Program of Studies)

Statement of Specific Learner Expectations

Students will...

- Observe the mass and volume of a liquid and calculate its density using the formula $d = M/V$ (Taken from the Grade 8 Science Alberta Program of Studies)
- Compare densities of materials and explain the difference in densities between a solid, liquid, and a gas. (Taken from the Grade 8 Science Alberta Program of Studies)
- Observe how the amount of displacement of a liquid directly impacts the level of buoyant force exerted in return.

- Develop and apply Pythagorean Theorem to solve problems (Taken from the Grade 8 Math Alberta Program of Studies)
- Draw and construct nets for 3D objects. (Taken from the Grade 8 Science Alberta Program of Studies)
- Develop and apply formulas for determining the Volume of right rectangular prisms. (Taken from the Grade 8 Science Alberta Program of Studies)

Anticipated Enrollment Per Year

28 to 32 student per year

Special Facilities or Equipment Required

Facilities - This option can be carried out within the confines of a 'normal classroom' until the culminating activity. The culminating activity (a.k.a. the boat races) will need to be held at one of the public swimming pools in Lethbridge. Transportation to and from the pool can be accomplished by using the G.S. Lakie School Bus. **Equipment** - part of the challenge when building the Cardboard boat is that teams are given a finite amount of materials to use in the construction of the boat. The majority of these materials (i.e. tape, string, scissors, etc.) are 'normal classroom materials'. However, two 4'x8' sheets of cardboard per team will need to be purchased as that is the standard amount supplied in the Regional Cardboard Boat Race Challenge.

Learning Resources to be Used

All resources will be created and developed by the teacher

How Will Students be Assessed?

There will be two primary means of assessing students in this option. The first will involve written tests and quizzes based on lessons involving the mathematical and scientific principles. The second component will involve a performance assessment based on the prototype and actual construction of each team's cardboard boat. For that, a point system will be used which will be provided to the students ahead of time so they know what their boat must be capable of accomplishing in order to receive top marks.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 & 7

TITLE OF COURSE: DANCE GROOVES

IMPLEMENTATION DATE: SEPTEMBER 2020

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	<ol style="list-style-type: none"> 1. The students will be able to appreciate, identify, and recognize basic Hip-Hop dance history. 2. The students will be able to identify, recognize, and demonstrate specific Hip-Hop dance techniques 3. The students will be able to understand and demonstrate the process and elements of dance composition.
Statement of Specific Learner Expectations	<p>1. In orientation, the students will be able to</p> <ol style="list-style-type: none"> 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 <p>2. The student will be able to appreciate, identify and recognize basic hip-hop history</p> <ol style="list-style-type: none"> 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 The specific hip-hop genres that students will be learning about include, popping, locking, breaking, waving, gliding, stomp, tutting, animation, and crump

Anticipated Enrollment Per Year 65 - 95 students per year

Special Facilities or Equipment Required G.S. Lakie's dance studio and stage will be utilized to deliver this class. This space is conducive to dance classes as it has a large open floor space, full-length mirrors along the wall, proper ventilation, and the necessary audio and video equipment.

Learning Resources to be Used Locally Developed Course – Dance (Edmonton Public Schools, 2006).
Guest teachers / choreographers
Dance performance videos & documentaries

How Will Students be Assessed? The beginner "Dance Grooves" 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
- recording performances



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 8

TITLE OF COURSE: DRIVERS EDUCATION

IMPLEMENTATION DATE: SEPTEMBER 2020

<i>Course Philosophy</i>	This course is designed for students that are nearing the age where they can start to operate a motor vehicle. Being a licensed driver is a necessity this day in age, and this course will help our students obtain their class 7 driver's license. Within this course, students will explore many different methods of studying for tests as they prepare to write their driver's exam.
<i>Rationale for the Course</i>	14 years of age is when one becomes legally eligible to obtain their class 7 (learners) driver's license. During grade 8, we have a large population of students who turn 14 years of age which has created a demand to help those students prepare for their written driver's exam. Studying for these types of exams is a skill that is highly transferable and definitely related to general student education.
<i>Statement of General Learner Expectations</i>	Students will be expected to complete a series of chapter exams that are composed of multiple-choice questions meant to mimic those that they will find on their actual Alberta Government written driver's examination. Students will utilize the material covered in this course to not only help them on the written examination, but on the road once they get behind the wheel.
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate their ability to read a formal text for comprehension. Students will develop a new vocabulary in order to understand the formal language of the handbook. Students will apply their skills to "read" and understand the many diagrams and charts in the handbook. Students will demonstrate their knowledge of being a responsible driver.
<i>Anticipated Enrollment Per Year</i>	90 students per year
<i>Special Facilities or Equipment Required</i>	There will be some off-campus field trips taken to observe different driving scenarios and how traffic negotiates those situations.
<i>Learning Resources to be Used</i>	This course will be based off of the Alberta Government's "Drivers Guide" booklet which is available to the public as a resource to specifically help new drivers prepare for their written drivers' exam. Locally developed lesson material will also be prepared by the teacher.
<i>How Will Students be Assessed?</i>	Students will be assessed through various projects and assignments. They will also receive a summative mark for each chapter quiz that they complete, which will be averaged together at the end of the course to create a final grade.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 7 & 8

TITLE OF COURSE: EXPLORING CREATIVITY

IMPLEMENTATION DATE: SEPTEMBER 2020

<i>Course Philosophy</i>	In this course, students will build upon their creative skills and talents through a variety of crafts, projects, and artistic mediums.
<i>Rationale for the Course</i>	Design will give students an opportunity to explore their creativity in an inclusive, calm, and inspiring environment. This course will give students access to materials and project opportunities they might not otherwise have the chance to explore.
<i>Statement of General Learner Expectations</i>	Students will build upon their creative skills and talents through a variety of crafts, projects, and artistic mediums. Students will appreciate different forms and mediums of creative expression.
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate how creative ideas can be represented through visual presentation. Students will work both individually and in groups. Students will create and share their own creative projects.
<i>Anticipated Enrollment Per Year</i>	60 students per year.
<i>Special Facilities or Equipment Required</i>	Arts and crafts supplies which could include, but not be limited to, the following: <ul style="list-style-type: none"> • Glue guns • Craft paper • Glue • Scissors • Drawing utensils • Yarn and other textiles • Scrapbooking supplies
<i>Learning Resources to be Used</i>	Resources created and developed by the teacher. Magazines and other forms of media. Websites.
<i>How Will Students be Assessed?</i>	Students will be assessed on various creative projects and assignments.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 8

TITLE OF COURSE: FILM STUDIES

IMPLEMENTATION DATE: SEPTEMBER 2020

Course Philosophy	Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing. This course gives students an experience in the viewing strand while pursuing a personal interest.
Rationale for the Course	The aim of this course is to enhance the regular Language Arts Program of Studies.
Statement of General Learner Expectations	<p>The aim of this course is to enable each student to understand and appreciate language in a variety of situations for communication, personal satisfaction and learning in accordance to some of the general outcomes already outlined in the Language Arts Program of Study.</p> <ul style="list-style-type: none"> • General Outcome 1: Students view films to explore thoughts, ideas, feelings and experiences. • General Outcome 2: Students will view films to comprehend and respond personally and critically to film. • General Outcome 3: Students will view films to enhance the clarity and artistry of communication • General Outcome 4: Students will view films to respect, support and collaborate with others
Statement of Specific Learner Expectations	<p>The students Will...</p> <ul style="list-style-type: none"> • Consider the ideas of others • listen and respond constructively to alternative ideas or opinions-select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information • identify, connect, and summarize in own words, the main ideas of various films, experience films • justify own point of view about print and film using evidence from films • identify genres of film- predict and discuss the consequences of events or characters' actions, based on information in film • compare the choices and behaviors of characters portrayed in film with those of self and others • analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters • talk about experiences similar or related to those in film, identify and explain conflict, and discuss how it develops and may be resolved • develop, clarify and defend own interpretation, based on evidence from the film with support from own experiences • discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in film • identify and explain the usefulness, effectiveness and limitations of various forms of film • reflect on, revise and elaborate on initial impressions of film, identify various forms and genres of film, and describe key characteristics of each • identify the characteristics of film and discuss connections among plot and subplot, main and supporting characters, main idea and theme • identify the narrator's perspective, and explain how it affects the overall meaning of a film • identify and explain how narrative in a film hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development • explain how sound and image work together to create effects in film

- compare the choices and behaviors of characters portrayed in film with those of self and others
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters
- talk about experiences similar or related to those in film, identify and explain conflict, and discuss how it develops and may be resolved
- develop, clarify and defend own interpretation, based on evidence from the film with support from own experiences
- discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in film
- identify and explain the usefulness, effectiveness and limitations of various forms of film
- reflect on, revise and elaborate on initial impressions of film, identify various forms and genres of film, and describe key characteristics of each
- identify the characteristics of film and discuss connections among plot and subplot, main and supporting characters, main idea and theme
- identify the narrator’s perspective, and explain how it affects the overall meaning of a film
- identify and explain how narrative in a film hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development
- explain how sound and image work together to create effects in film.

Anticipated Enrollment Per Year

Approximately 30 students per year

Special Facilities or Equipment Required

Multi-media devices such as Projector, DVD Player, etc.

Learning Resources to be Used

A variety of school owned films and online district resources.

How Will Students be Assessed?

Post viewing activities will be graded with a teacher generated rubric. Sample below:

Activity: Wasteland – Dignity and Art

CATEGORY	4	3	2	1
Relevant, detailed, accurate and varied information	Watches film. Completes activity with depth, details and examples. Activity is complete and interesting. Subject knowledge is excellent.	Watches film. Completed activity includes essential knowledge about the topic. Subject knowledge appears to be good.	Watches film. Activity is either incomplete or poorly done.	Film is not watched and activity is not finished.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6

TITLE OF COURSE: FORENSICS

IMPLEMENTATION DATE: SEPTEMBER 2020

<p><i>Course Philosophy</i></p>	<p>This course is designed to go beyond the Evidence and Investigation unit in the Grade 6 Science curriculum to provide students with a deeper appreciation for forensic science. Forensic science is critical to an effective justice system, which in turn is a pillar of a civil society. This course will provide students with an enriching and authentic learning opportunity that explores an application of the science they have learned in class.</p>
<p><i>Rationale for the Course</i></p>	<p>This course is an extension of the Grade 6 Science curriculum and offers students a deeper look into possible career paths related to the sciences. Students will be able to apply what they may have already learned and sharpen their skills of inquiry, observation, and analysis.</p>
<p><i>Statement of General Learner Expectations</i></p>	<p>Forensics is a science and technology course. Using scientific inquiry skills, students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. The purpose of this course is to expose students to a variety of Forensic fields and careers.</p>
<p><i>Statement of Specific Learner Expectations</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn how to conduct a variety of experiments used by forensic scientists to analyze evidence collected from crime scene. • Evaluate forensic evidence analysis techniques. • Develop critical analytical skills and apply them in case-study situations. • Learn the techniques used by crime scene investigators to identify and collect evidence at a crime scene. • Work collaboratively with other classmates to analyze and identify unknown sources of evidence.
<p><i>Anticipated Enrollment Per Year</i></p>	<p>30 students per year</p>
<p><i>Special Facilities or Equipment Required</i></p>	<p>Students may get the opportunity to go on various field trips (Lethbridge College, Lethbridge Police Station)</p> <p>Science equipment will be required for various labs and experiments.</p>
<p><i>Learning Resources to be Used</i></p>	<p>All resources will be created and developed by the teacher.</p>
<p><i>How Will Students be Assessed?</i></p>	<p>Students will be assessed through a variety of assignments, quizzes, labs, and experiments.</p>



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 7 & 8

TITLE OF COURSE: MATH 4 LIFE

IMPLEMENTATION DATE: SEPTEMBER 2020

Course Philosophy

Mathematics is for everyone, and everyone is a math person. Students can sometimes label themselves as “not a math person” based on negative learning experiences that they have had. This course will offer students an opportunity to experience math in a setting that is not bound by curricular outcomes and without the stress of timed standardized tests. The deep beauty of mathematics can sometimes be obscured by the limited curricular outcomes. It is my hope that through this course, students will get a glimpse of their own mathematical potential and the beauty that lies in mathematics.

Rationale for the Course

This course is intended to present mathematical concepts in a non-threatening way that is not attached to speed, memory, or tests. It is my hope that this course will offer some positive learning experiences for students who have struggled with math in order to build confidence and appreciation for the subject. Students will see that math extends beyond the classroom and is useful and necessary in many areas of life.

Statement of General Learner Expectations

This course will vary by term, depending on which grade level it is being offered to. Student choice and opinion will also play a role in deciding what topics are explored.

However, regardless of grade level, students will...

- Develop an understanding that mathematics exists outside of the classroom
- Develop an appreciate for the role of mathematics in art, design, play, and everyday life
- Develop confidence in their ability to “do math”
- Collaborate and share their understanding with others

Statement of Specific Learner Expectations

This course will vary by term, depending on which grade level it is being offered to. Student choice and opinion will also play a role in deciding what topics are explored.

Depending on grade level and student interest, students will...

- Use mathematics to create art and recognize it in other works of art
- Use mathematics to play games and even create their own games
- Use mathematics to create a budget and gain a deeper understanding of finances
- Play with mathematical concepts and ideas to solve problems
- Investigate the role that mathematics plays in various career options

Anticipated Enrollment Per Year

Approximately 60 students per year

Special Facilities or Equipment Required

Dice, cards, board games, art supplies.

Learning Resources to be Used

All resources will be created and developed by the teacher. Student choice and opinion will also play a role in deciding what resources will be used.

How Will Students be Assessed?

Students will be assessed through various tasks, projects, and assignments. This course will be very exploratory and collaborative in nature, so students will also be assessed on their participation and ability to work well with others.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 7 & 8

TITLE OF COURSE: NUMERACY

IMPLEMENTATION DATE: SEPTEMBER 2020

<i>Course Philosophy</i>	This course is designed for students that are struggling with basic math concepts, and their grade level curriculum.
<i>Rationale for the Course</i>	This course is needed to provide struggling students with the opportunity to enhance their math skills and improve their performance in the math outcomes. This course will require students to work individually, in pairs and in small groups to solve math problems, identify strategies to solve math problems, complete enriching math tasks, and receive some one-on-one help to be successful in math. Students will have the opportunity to review concepts previously taught, as well as extra time to work on concepts that are being taught in their core math classes at the same time. This will allow students to identify not only their weaknesses, but also their strengths and learn how to use those strengths.
<i>Statement of General Learner Expectations</i>	Students will... <ul style="list-style-type: none"> - Participate in classroom discussions - Work collaboratively to solve math problems - Explore different strategies when working with math concepts - Practice basic math skills
<i>Statement of Specific Learner Expectations</i>	Specific learner expectations will be based on the students that are enrolled in the class and their specific learning needs within the middle school math program of studies
<i>Anticipated Enrollment Per Year</i>	10 -15 students per term
<i>Special Facilities or Equipment Required</i>	Facilities – classroom Equipment – white surfaces, computers, manipulatives
<i>Learning Resources to be Used</i>	All resources will be created or developed by the teacher
<i>How Will Students be Assessed?</i>	Assessment will only be formative. Students will be formatively assessed on improvement of basic concepts, different strategies that they develop and use to solve enriching tasks, how they adapt to math games or create math games using the concepts they have been working on. Summative assessment of their Math GLO's and SLO's will occur within their regular math program.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6

TITLE OF COURSE: OUTDOOR EDUCATION

IMPLEMENTATION DATE: SEPTEMBER 2020

Course Philosophy

This course is designed to present the course work, and meet the objectives of, combining CTS outdoor education modules with the CTF framework. The main goal is to not solely focus on one area of environment and outdoor education but provide a breadth of activities and assignments that introduce students to the outdoors; careers associated with the outdoors and encourage responsibility for the local and global environment. Activities are grouped into six areas in an effort to maximize class time when weather is generally least conducive to outdoor activity. In-class and take-home assignments will be utilized when possible and student designed – and led – activities will be encouraged.

Rationale for the Course

The Outdoor Education course aims to develop the knowledge, the skills and positive attitudes of students as they make sense of the world in a personal way, establishing a sense of self through personal challenges, and establishing new relationships with peers, others and the environment/outdoors. Students in this course will build their competency in outdoor education through in-depth practical studies and experiences. This activity-based course provides opportunities for in-depth practical studies for students who learn best from physical involvement. Decision-making skills will be emphasized to develop personal, group and societal decisions and examine the consequences of those actions in relationship to themselves and environment.

Statement of General Learner Expectations

The general outcomes for this course are a direct reflection of the “CTS Environmental and Outdoor Education – Program of Studies” for grade 7 and 8. This particular course has been adapted to meet the goals for the CTF program as well as, the age and level of learning for younger students (i.e. middle school, CTF level).

- OE-GLE-1: Commitment to Action
- OE-GLE-2: Outdoor Expeditions (Empowerment)
- OE-GLE-3: Environmental Investigations (Empowerment)
- OE-GLE-4: Outdoor Core (Exploration)
- OE-GLE-5: Personal and Group Development (Exploration)
- OE-GLE-6: Environmental Core (Exploration)

Statement of Specific Learner Expectations

- OE-GLE-1: Students will develop lifestyle strategies that foster contact with the natural world, encourage responsibility for local and global environment and encourage living in harmony with others.
- OE-GLE-2: Students will demonstrate skill, judgment, confidence and sensitivity in a wide range of environmentally responsible activities in outdoor settings.
- OE-GLE-3: Students will develop knowledge and skills by investigating the effects of human lifestyles on environments.
- OE-GLE-4: Students will demonstrate basic knowledge, skills and attitudes necessary for safe, comfortable, outdoor experiences in all seasons.
- OE-GLE-5: Students will demonstrate understanding, respect and appreciation for self and others.
- OE-GLE-6: Students will demonstrate awareness and appreciation of living things and understanding of basic ecological processes.

Anticipated Enrollment Per Year

About 180 students per year

Special Facilities or Equipment Required

Some of the facilities we will be attending include, but are not limited to:

- **Nicholas Sharon Park:** Compass and Orienteering, Tarp Shelter Building/Testing, Canoeing
- **Indian Battle Park:** Advanced Orienteering, Wildlife Viewing, Ecosystem Research, Vegetation Exploration, Hiking/ Walking
- **Lethbridge College or University of Lethbridge:** Wildlife Conservation Programs, Aquaponics, Environmental Programs, Career Connections
- **Coulee Climbing Gym:** Rock-climbing (Bouldering)
- **Ascent Climbing Wall:** Rock-climbing
- **Maxbell Pool (UofL Pool):** Scuba Diving Experience or Canoe Safety or Basic Swim Skills
- **Park Lake Provincial Park:** Alberta Parks offered programing, camping, orienteering, canoeing, survival skills, environment and wildlife conservation
- **GS Lakie Middle School:** Archery equipment and program

Learning Resources to be Used

- Alberta Conservation and Hunter Education Manual
- Survivor Kid: A practical guide to wilderness survival – Denise Long
- National Archery in the Schools Program (NASP) - Manual and Curriculum
- Alberta Parks
- Parks Canada
- Orienteering Canada
- Professional Association of Diving Instructors (PADI) – Scuba Diving Experience Program

How Will Students be Assessed?

At the end of the term students will receive a **complete** or **incomplete** grade in *PowerSchool* as their overall grade in this course. The grade is determined by the performance of the student, the **complete/incomplete** assessment will take the numerical grade and turn it into either a **complete or incomplete**. Getting 50% or above will result in a **complete**, and an **incomplete** is a result of receiving 49% or below. Each assignment or activity will be giving a numerical grade assessed either through rubrics or traditional grading. Student's coursework will be assessed through various projects, assignments, and practical skill demonstrations. They will also receive a mark for each module quiz they complete.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 7 & 8

TITLE OF COURSE: STRENGTH AND CONDITIONING

IMPLEMENTATION DATE: SEPTEMBER 2021

<i>Course Philosophy</i>	This course is designed for students that want to improve physical fitness. Every fitness level is welcome. Every activity is presented with modifications, allowing the most elite athlete to push themselves to a new level, and the most out of shape adolescent to participate fully and be part of the group.
<i>Rationale for the Course</i>	There are 2 main reasons for adding this course to our options program at Lakie. Students will learn that they don't need a lot of space or special equipment to work out on their own. Students will also learn that even in 35 minutes, they can make a difference in their physical health. This course really does make a reasonable fitness program accessible to every student and it provides ideas, structure and inspiration to continue to maintain and even increase fitness levels as lifelong active learners.
<i>Statement of General Learner Expectations</i>	Students will be expected to participate daily, making their best effort at their own level. Students should change before coming to work out, and change again after. Students should be positive and encouraging of other students, as the group experience can be a significant positive motivation for students in the class.
<i>Statement of Specific Learner Expectations</i>	Students will be changed and focused for a 30 minute work out that targets general cardiovascular fitness, plyometrics, core strength. Students will be encouraging of other participants while making their best effort individually. Students will record pre-test and post test results in aerobic recovery, abdominal strength, lower body power and upper body strength.
<i>Anticipated Enrollment Per Year</i>	30 students per year
<i>Special Facilities or Equipment Required</i>	Most days we will use our foyer, fitness center, dance room, or class room. On Thursdays, we will take a bus off campus to Nicholas Sheran ice rink. Weather permitting, there may be days we bus to the stairs at Bull Trail Park instead.
<i>Learning Resources to be Used</i>	We will use the bus once a week. Students will record pretest and post test in a paper training diary.
<i>How Will Students be Assessed?</i>	Students will self-assess in areas of effort, attitude and participation. Teacher will assess students in the same area and discuss with students if there is a wide gap between the assessments.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: GRADE 6 7 & 8

TITLE OF COURSE: YOGA

IMPLEMENTATION DATE: SEPTEMBER 2020

<i>Course Philosophy</i>	In this course, students will be introduced to the practice of yoga by experiencing different yoga styles and postures. The course will focus on bodily awareness, movement, and breath. Students will work to improve flexibility, posture, balance, and self-awareness.
<i>Rationale for the Course</i>	This option will give students an opportunity for physical activity that is gentle yet challenging. Students will develop their yoga practice with a focus on safe and mindful movement, learning to listen to their body's needs. Students will learn to emphasize mindful body awareness while improving flexibility, posture, and balance. This course will help students gain techniques for managing stress and emotions through body movement, meditation, affirmations, and mindfulness.
<i>Statement of General Learner Expectations</i>	Yoga will provide students with an opportunity to develop their yoga practice in a safe, inclusive, and calming environment.
<i>Statement of Specific Learner Expectations</i>	Students will learn and participate in the following: <ul style="list-style-type: none"> • The history and fundamentals of yoga. • Yoga principles. • Yoga routines and postures. • Creation of a personal yoga routine. • Mindfulness, breathwork, and meditation practices. • Creation of personal affirmations and meditation practice.
<i>Anticipated Enrollment Per Year</i>	30 students per year (1 term).
<i>Special Facilities or Equipment Required</i>	Yoga mats. A quiet room big enough to spread out yoga mats for each student to move freely. Sanitizer and cloths for the yoga mats.
<i>Learning Resources to be Used</i>	Resources created and developed by the teacher. Affirmation cards. Existing yoga flows and guided meditations. Relaxing music. Possible guest yoga instructor.
<i>How Will Students be Assessed?</i>	Performance assessments of yoga flow during class time will be one category of assessment. There will also be a group project performance assessment of a student-led yoga flow. Students will complete a research project on a style of yoga, associated poses, and breathing techniques. Students will create their own affirmation cards and personal meditation practice.



Lethbridge School Division

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: GPMS

GRADE LEVEL OFFERED:7

TITLE OF COURSE: AGE OF EMPIRES (HISTORY OPTION)

IMPLEMENTATION DATE: BEGGING OF A NEW TERM AT GILBERT PATERSON MIDDLE SCHOOL

<i>Course Philosophy</i>	The philosophy behind Age of Empires is <i>opportunity</i> and <i>exploration</i> . This is an exploratory option that creates an opportunity for students to explore areas of personal passion and interest, as well as learn about new mythologies, cultures, and historical figures in a safe, supportive, and caring environment.
<i>Rationale for the Course</i>	This course strives to connect students with historical, anthropological, and archaeological content that would not otherwise be covered by the K-12 curriculum. Age of Empires hopes to get kids hooked on history and leave with a deeper appreciation and interest that will get them seeking out learning opportunities on their own. We want to make history fun and capture their curiosity which will have benefits in other core classes moving forward (historical context considerations and research skills for instance).
<i>Statement of General Learner Expectations</i>	Students will demonstrate an understanding and appreciation of global cultures, both ancient and contemporary, their connection to our own civilization and interconnected impacts caused by historical peoples, places and events.
<i>Statement of Specific Learner Expectations</i>	<p>Global Connections: Students will see the causation of historical events and anticipate/analyze their impacts.</p> <p>Culture and Community: Students will explore global cultures, both familiar and foreign, to grow a deeper understanding of how our community is shaped by ideas and peoples.</p> <p>Economics and Resources: Students will consider the surrounding environments of global geography, the factors of economic prosperity/hardship, and reflect on our own impact on the ecosystem.</p> <p>Power, Authority and Decision Making: Students will discover individuals and systems that attained power over peoples and places, how they worked, how effective they were, and how they compare to our own society.</p> <p>Aboriginal Perspectives: This course offers a unique opportunity for students to explore Aboriginal perspectives that are not covered by the grade 7 curriculum, including but not limited to: Blackfoot Confederacy, Cree, Sioux, Navajo, Inca,</p>

Mayan, Cherokee, etc.

Anticipated Enrollment Per Year

25 per term

Special Facilities or Equipment Required

My classroom/Learning Commons.

Laptop cart can be booked out when required.

Learning Resources to be Used

YouTube: History Buffs, Feature History, Kings & Generals, Extra History, Crash Course, etc.

Various global and regional maps, an Atlas.

Book resources from the Learning Commons

Minecraft Education Edition

How Will Students be Assessed?

Students will be assessed based on projects that will address desired outcomes for that activity based on rubrics provided. There will be a lot of flexibility in the content, but some skills that will be assessed will be counterpart to Social Studies and Language Arts, such as developing skills of critical thinking, historical thinking, geographic thinking, application of research process, etc.

All projects and assessments will be completed in class, as assigned reading or homework may cause undue distress for students in their core courses.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: BOOK CLUB

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	This course was designed for lovers of books. This option gives them the opportunity to meet and share their love of books with others and drive their own learning opportunities through a variety of project-based learning opportunities driven by their own skills and interest.
<i>Rationale for the Course</i>	There is a want from students for this type of opportunity that allows them to extend their reading opportunities and connect with others in an environment geared towards growing readers.
<i>Statement of General Learner Expectations</i>	Students are given the opportunity to read books of their choice and share their experiences. Students are also encouraged to challenge themselves in the shape of individual reading goals.
<i>Statement of Specific Learner Expectations</i>	Students will have exposure to a variety of reading genres Students will gain appreciation for other genres Students will collaborate with the teacher and other students to develop their own projects with which to share their reading with each other
<i>Anticipated Enrollment Per Year</i>	25 per term
<i>Special Facilities or Equipment Required</i>	Access to books, school learning commons, public library, on line reading materials
<i>Learning Resources to be Used</i>	Laptops, internet, learning commons
<i>How Will Students be Assessed?</i>	Students can complete provided assignments or will have the opportunity to develop their own assignments. Assignments are designed to allow students to present on the elements of story in ways that allow them to show creativity and make learning choices based on their strengths.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: 6

TITLE OF COURSE: CLAYMATION

IMPLEMENTATION DATE: 2020-21

Course Philosophy

1. Study the history of clay animation.
2. Study the proper vocabulary and terminology used by animators.
3. Develop a storyboard, character, and set design integrating concepts learned.
4. Identify and apply basic audio/video techniques.
5. Demonstrate knowledge of a variety of video camera techniques and to show an understanding of the video pre-production process.
6. Students will explore, understand and employ various processes to generate ideas and imagery and solve visual problems to communicate their ideas in character design development.
7. Conceptual Problem Solving
8. Apply the concepts of animation in a cooperative production of a Claymation film.

Rationale for the Course

Provide an opportunity for students to engage in an creative and cooperative learning faucet for individual and social growth. Students are the artists, scientists, thinkers, innovators and leaders of the future. This course will provide students a hands-on technology based learning experience while developing and applying competencies such as critical thinking, communication, collaboration, creativity, innovation and personal growth and well-being to achieve their full potential as lifelong learners and active citizens, today and in the future.

Statement of General Learner Expectations

- Students will access, use and communicate information from a variety of technologies.
- Students will seek alternative viewpoints, using information technologies.
- Students will critically assess information accessed through the use of a variety of technologies.
- Students will use organizational processes and tools to manage inquiry.
- Students will use technology to aid collaboration during inquiry.
- Students will use technology to investigate and/or solve problems.
- Students will use electronic research techniques to construct personal knowledge and meaning.
- Students will cooperatively construct a Claymation film.

Statement of Specific Learner Expectations

- Students will analyze and synthesize information to create a product.

- Students will communicate in a persuasive and engaging manner, through appropriate forms, such as speech and multimedia presentations, applying information technologies for content, audience and purpose.
- Students will articulate clearly a plan of action to use technology to solve a problem.
- Students will identify the appropriate materials and tools to use in order to accomplish a plan of action.
- Students will demonstrate proficiency in uploading and downloading text, image, audio and video files.
- Students will be able to use animation terms and vocabulary appropriately.
- Students will be able to create a storyboard.
- Students will be able to construct appropriate character and set design, given the time allotted and materials available.
- Students will cooperatively construct a Claymation film.

Anticipated Enrollment Per Year 25 per term

Special Facilities or Equipment Required iPad with Stop motion software and various art supplies for creating storyboards

Learning Resources to be Used Stop motion software

How Will Students be Assessed? Assignments, projects, quizzes and exams will be designed to evaluate student knowledge and skills.
The skills students will be expected to develop can be divided in to three categories:

- A. Process for Productivity – knowledge and skills required to use a variety of basic productivity tools and techniques.
- B. Communicating, Inquiring, Decision Making and Problem Solving – the ability to use a variety of processes to critically assess information, manage inquiry, solve problems, do research and communicate with a variety of audiences.
- C. Foundational Operations, Knowledge and Concepts – understanding the nature and affect of technology, the moral and ethical use of technology



Lethbridge School Division

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: GPMS

GRADE LEVEL OFFERED: 8

TITLE OF COURSE: COSMETOLOGY

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	The purpose is to help girls work on self-esteem while learning some basic cosmetology skills.
<i>Rationale for the Course</i>	Students who are interested in pursuing a career in aesthetics will learn the basics to determine whether aesthetics is something that will be of interest to them.
<i>Statement of General Learner Expectations</i>	Students will learn a variety of techniques that are based from the Alberta Program of Studies for Cosmetology.
<i>Statement of Specific Learner Expectations</i>	Students will learn about the basics of hairstyle techniques, and working with hairstyle for face shapes. Students will also learn basic nail care; they will perform their own manicures, and work with nail art. We create our own facial products, and work on self-esteem and taking care of our mental health through self-care.
<i>Anticipated Enrollment Per Year</i>	25 per term
<i>Special Facilities or Equipment Required</i>	Classroom, nail polish, nail polish remover, nail art supplies, ingredients to make facials, and self-care materials.
<i>Learning Resources to be Used</i>	Alberta Program of Studies that are adapted to meet the needs of the kids in my classroom.
<i>How Will Students be Assessed?</i>	Students will be assessed on their participation level, rubrics for skill development and their overall interest in trying new techniques.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: GRADE 8

TITLE OF COURSE: DRIVERS EDUCATION

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	This course is designed for students that are nearing the age where they can start to operate a motor vehicle. Being a licensed driver is a necessity this day in age, and this course will help our students obtain their class 7 driver's license. Within this course, students will explore many different methods of studying for tests as they prepare to write their driver's exam.
<i>Rationale for the Course</i>	14 years of age is when one becomes legally eligible to obtain their class 7 (learners) driver's license. During grade 8, we have a large population of students who turn 14 years of age which has created a demand to help those students prepare for their written driver's exam. Studying for these types of exams is a skill that is highly transferable and definitely related to general student education.
<i>Statement of General Learner Expectations</i>	Students will be expected to complete a series of chapter exams that are composed of multiple-choice questions meant to mimic those that they will find on their actual Alberta Government written driver's examination. Students will utilize the material covered in this course to not only help them on the written examination, but on the road once they get behind the wheel.
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate their ability to read a formal text for comprehension. Students will develop a new vocabulary in order to understand the formal language of the handbook. Students will apply their skills to "read" and understand the many diagrams and charts in the handbook. Students will demonstrate their knowledge of being a responsible driver.
<i>Anticipated Enrollment Per Year</i>	90 students per year
<i>Special Facilities or Equipment Required</i>	There will be some off-campus field trips taken to observe different driving scenarios and how traffic negotiates those situations.
<i>Learning Resources to be Used</i>	This course will be based off of the Alberta Government's "Drivers Guide" booklet which is available to the public as a resource to specifically help new drivers prepare for their written drivers' exam. Locally developed lesson material will also be prepared by the teacher through Moodle.
<i>How Will Students be Assessed?</i>	Students will be assessed through various projects and assignments. They will also receive a summative mark for each chapter quiz that they complete, which will be averaged together at the end of the course to create a final grade.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: 8

TITLE OF COURSE: FILM STUDIES

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	<p>In modern Albertan society, students are exposed to the many varieties of visual media: This course is designed for:</p> <ol style="list-style-type: none"> 1. Students who wish to develop an understanding of filmmaking to enhance their critical appreciation of films and how they are produced. 2. Students to develop comprehensive and analytical processes in studying film and promoting and developing a critical appreciation of film as an art but also a form of communication. 3. Students to pursue in-depth perspectives of theme, symbolism and comprehension.
<i>Rationale for the Course</i>	<p>This is not a course where students passively watch films. It is an integral part of the <i>Language Arts curriculum</i>. Students will engage in a number of different activities when watching these films and participating in activities to develop intellectually, through analytical and synthesis of material (e.g., note-taking, initial written responses, class discussions, internet, and essay research, oral and visual multi-media presentations and evaluations).</p>
<i>Statement of General Learner Expectations</i>	See Below
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Course is designed to enhance Language skills using a different medium • Students will participate in an in-depth analysis of a number of videos • Students will begin to understand the ways in which images and language may be used to convey ideas, values and beliefs • Viewing enables students to acquire information and to appreciate the ideas and experiences of others • Comprehensive processes such as previewing, predicting and making inferences will also be used in viewing • There will be an introductory look into filmmaking and various film features such as mood, emotion, color, action, sound, illusion, foreshadowing etc. • Students are attempting to deduce meaning, recall information and understand the formation of characters and scene in film
<i>Anticipated Enrollment Per Year</i>	30 per term
<i>Special Facilities or Equipment Required</i>	Proxima/Computer/ DVD Player/Sound System
<i>Learning Resources to be Used</i>	Movies/Computer Room/Internet/Booklets/Instructional Videos
<i>How Will Students be Assessed?</i>	<ul style="list-style-type: none"> • Recalling of Information

- **Listening and Recording**
- **Comprehension Skills**
- **Research Skills**
- **Analysis and Symbolic Understanding**
- **Testing**
- **Discussion Questions**
- **Descriptive and Thorough Writing Skills.**



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GILBERT PATERSON

GRADE LEVEL OFFERED: 7

TITLE OF COURSE: FOODOLOGY

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	This option will challenge students to change the way they think about food and will help them improve their understanding of food science so that students can become more thoughtful consumers of food and media.
<i>Rationale for the Course</i>	Students will develop their scientific literacy by researching controversial issues around food and performing hands-on investigations where they will use the scientific method to manipulate variables and come up with conclusions based on the results of their experiments.
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> • Investigate common myths around the food we eat • Describe the Scientific Method and how it can be applied to food science investigators • Conduct investigations regarding where ingredients come from and the role they play in cooking • Analyze why food spoils and identify how we can preserve it • Work collaboratively to identify ethical concerns surrounding how food is produced
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Describe the general function and structure of DNA • Investigate the role enzymes play in spoiling fruit and identify methods for preserving fruits such as apples • Evaluate how acid rain can affect an ecosystem by apply their knowledge of the PH scale and neutralization • Analyze the role different leavening agents play in baking and identify which agent makes the ideal cupcake
<i>Anticipated Enrollment Per Year</i>	

Special Facilities or Equipment Required

Classroom and access to typical science equipment such as burners

Learning Resources to be Used

PowerPoint, Youtube videos and hands on experiments

How Will Students be Assessed?

Lab assignments and projects



Lethbridge School Division

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: GPMS

GRADE LEVEL OFFERED: 6, 8

TITLE OF COURSE: OUTDOOR GAMES

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	To allows students to develop knowledge, skills, and attributes surrounding team games played outdoors.
<i>Rationale for the Course</i>	To provide opportunities for students to experience team games and activities outside of the scope of regular physical education opportunities available.
<i>Statement of General Learner Expectations</i>	To develop the following qualities, attributes and competencies: <ul style="list-style-type: none"> • Understanding and sharing strategies for a wide variety of team-based games • Develop leadership qualities by allowing students to organize games and activities within the class • Encourage and develop teamwork, collaboration, and fair play through team games and activities
<i>Statement of Specific Learner Expectations</i>	Interact positively with others through communication, teamwork and leadership while playing the games and leading their own games
<i>Anticipated Enrollment Per Year</i>	20-25 students per term – spring and fall term only
<i>Special Facilities or Equipment Required</i>	Outdoor field, various types of PE equipment
<i>Learning Resources to be Used</i>	Peers, past experience and online resources
<i>How Will Students be Assessed?</i>	Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: 6

TITLE OF COURSE: PROBLEMS, PUZZLES, AND GAMES

IMPLEMENTATION DATE: 2020-21

Course Philosophy

Students will have the opportunity to work on the following skills and traits

- Critical Thinking
- Problem solving
- Collaboration
- Growth mindset

through exposure to a variety of math related puzzles , problems and games.

Rationale for the Course

In this course students will explore different problems, puzzles, and games to help develop critical thinking and problem-solving skills. Students will participate in a variety of activities that will engage them in independent and reflective thinking, as well as collaborate with their peers as they communicate about their learning. It is through this environment that I will help model and foster what it truly means to have a growth mindset.

Statement of General Learner Expectations

CTF is planning, creating, appraising and communicating in response to challenges.

CTF is working independently and with others while exploring careers and technology.

Statement of Specific Learner Expectations

I solve problems in response to challenges.

I communicate my learning.

I collaborate to achieve common goals.

Anticipated Enrollment Per Year

20-30 per term

Special Facilities or Equipment Required

Learning Commons – Playing Cards/Boardgames

Learning Resources to be Used

[Shelly Wismath](#) – University of Lethbridge Professor

[Krazydad](#) – Printable Puzzles, Mazes and More

How Will Students be Assessed?

Student Work

Student Self-Reflection



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GILBERT PATERSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: PATERSON SOCCER OPTION

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	The aim of Paterson Soccer Option is to develop each player’s individual technical skills. The vision of the program focuses on students achieving their individual potential, but at the same time developing the knowledge, skills and attitudes necessary to be successful in the sport of soccer.
<i>Rationale for the Course</i>	Paterson Soccer Option is for students in grade 6 – 8 who are currently interested in the game of soccer and who would like to develop their skills further. This single term option will focus on individual skill development (technical skills) and small group play (tactical skills). In addition, participants will develop a knowledge base regarding injury prevention, the laws of the game, care of equipment and proper nutrition.
<i>Statement of General Learner Expectations</i>	Our program is geared towards promoting and enhancing personal soccer skill development and small-sided group play.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Rules of the game • Care of equipment • Sports Nutrition • Injury Prevention- FIFA 11 • Composure and Decision making with the ball • 1 V 1 Attacking with the ball • 1 V 1 Defending the ball • 2 V 1 Attacking • Proper shooting technique • Proper passing technique • Goalkeeping techniques

Anticipated Enrollment Per Year 25-30 per class. Will be offered in terms one and three, at each grade level 6-8.

Special Facilities or Equipment Required Soccer balls, pinnies, goal nets, soccer cleats/trainers, shin pads, futsal balls, ladders, hurdles, pylons, exercise bands.

Learning Resources to be Used German Football Federation, Dutch Football Federation, National Soccer Coaches Association of America, LTAD., Ultimate Guide to Coaching U-12 Soccer Teams, Skills and Strategies for Coaching Soccer

How Will Students be Assessed? Daily EAP marks (effort, attitude, participation) based on rubric. * see attached. Monthly one-one assessments will be done with each student

Soccer Rubric

	3	2	1	0
Effort	Completes all activities. Identifies personal soccer goals for improvement. Works to improve fitness and soccer skill levels.	Attempts all activities. Works to improve soccer skill level. Engaged in activity from beginning to end of class. Focused on task at hand.	Attempts all activities. Occasional reminders to participate.	Does not attempt activities even after personal reminders. Not engaged in activity from beginning to end of class.
Attitude	Displays a positive and consistent attitude Graciously accepts feedback and attempts to use it constructively Peer leader. Student is positive about the activities being learned in class and sets the example for students around him/her. Always respectful and mindful of others' opinions	Displays a positive attitude Open to positive feedback Willing to work with others Respects others' opinions	Displays inconsistent attitude Sometimes unwilling to accept feedback Finds it difficult to work with others Does not always respect others' opinions	Unwilling to display a positive attitude Resistant to positive feedback Unwilling to work with others Disrespectful of others' opinions Occasional removal from class and/or class activities
Participation	Student is constantly engaged in the class activity.	Student is often engaged in the activities. Student could participate more in class activity, but is never causing a distraction.	Student is often engaged in the activity. Student needs a reminder to get back on task and can be distracting to teacher and classmates	Student is not involved with the class activity. Student needs constant reminders to get back on task. Student is distracting to the class as a whole
Overall	Student always listens well, follows directions, carries out directions correctly, participates at a VERY high level daily, works hard/high intensity/sweaty/heart rate, has excellent attendance and is a leader.	The student listens well, follows directions at times, and follows the rules. Participates at a high level daily, works hard/high intensity/sweaty/heart rate, and has good attendance.	Sometimes the student listens, follows directions at times, and follows the rules, participates at a high level daily, works hard/high intensity/sweaty/heart rate, and has good attendance.	Student doesn't listen, doesn't follow directions, rules are not followed correctly. Performs at a very low level even when expectations are discussed and reviewed. Several absences and no make-ups.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GPMS

GRADE LEVEL OFFERED: 8

TITLE OF COURSE: TECHNICAL THEATRE 8

IMPLEMENTATION DATE: 2020-21

<i>Course Philosophy</i>	<p>Click here to enter text. Technical Theatre is designed to offer students an opportunity to explore and experience the skills necessary to realize a theatrical performance. The course provides opportunities for students to study technical mastery in a production based environment. Technical Theatre is process driven and supports the creation of theatrical performances.</p> <p>Through the exploration and application of the technical aspects of theatre, students will have the opportunity to be creative and innovative, and apply multiple literacies as they solve complex problems and work toward a theatrical performance. Effective teamwork, collaboration, and communication are essential skills of life-long learners who are able to adapt to change with an attitude of optimism and hope for the future. In Technical Theatre students will build positive relationships, share responsibility, and demonstrate flexibility.</p>
<i>Rationale for the Course</i>	<p>A significant number of students interested in pursuing Drama/Theatre would like to participate in the non-performing, technical components involved in theatre production. Technical Theatre recognizes that students need a practical component to both deepen and broaden understanding of technical elements of theatre. Technical Theatre may also act as a stepping stone for students wishing to consider a career in the non-performing technical components of theatre production, film and event production.</p>
<i>Statement of General Learner Expectations</i>	<ol style="list-style-type: none"> 1. Apply safe stage practices 2. Demonstrate competency in technical theatre disciplines: Stage management 3. Demonstrate competency in technical theatre disciplines: Sound 4. Demonstrate competency in technical theatre disciplines: Lighting 5. Demonstrate competency in technical theatre disciplines: Sets & properties 6. Demonstrate competency in technical theatre disciplines: Costumes & make up
<i>Statement of Specific Learner Expectations</i>	<p>Awareness</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the basic terminology associated with the component being studied.

2. Demonstrate understanding of the basic functions of the component being studied.
3. Show awareness of the importance of research.
4. Show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies.
5. Demonstrate understanding of the various conventions of the component being studied.

Readiness

The student will be able to:

6. Demonstrate understanding of the importance of planning and organization.
7. Select a project appropriate to the component being studied.
8. Demonstrate understanding of the use of colour, shape and texture to achieve a desired effect.
9. Use sketching to explore ideas for the project.
10. Demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawings.
11. Arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project.

Application

The student will be able to:

12. Demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions.
13. Determine and acquire necessary supplies or substitutes to construct the planned project.
14. Use appropriate tools and skills to assemble or construct the planned project.
15. Use the project.
16. Demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication.

Anticipated Enrollment Per Year
Special Facilities or Equipment Required

30 per term

- Light board
- Variety of stage lights
- Sound board
- Variety of microphones
- Speakers
- Light and sound cables
- Stage make-up (product, brushes, prosthetics etc.)

Learning Resources to be Used

Practical Technical Theatre – produced and published by Theatrefolk (Toronto based Theatre Resource)

How Will Students be Assessed?

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards

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Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: GILBERT PATERSON

GRADE LEVEL OFFERED: 6

TITLE OF COURSE: TRAVEL AND TOURISM

IMPLEMENTATION DATE: 2020-21

Course Philosophy	With guidance from the teacher, students will explore different types of tourism, then go through and learn part of what a travel agent does and plan a simple trip to a destination of their choosing. On this trip the goal is for students to plan to access some of the forms of tourism that they learned about earlier in the course.
Rationale for the Course	Students will participate in meaningful and authentic exploration of various occupational areas including the tourism and travel industry.
Statement of General Learner Expectations	Students will create simple travel itineraries, researching countries of their choosing with their peers using a variety of tools to present their information to classmates.
Statement of Specific Learner Expectations	<p>CTF Learning Outcomes</p> <p>CTF is exploring interests, passions and skills while making personal connections to career possibilities.</p> <ul style="list-style-type: none"> • I explore my interests and passions while making personal connections to career possibilities. • I use occupational area skills, knowledge and technologies. • I follow safety requirements associated with occupational areas and related technologies. <p>CTF is planning, creating, appraising and communicating in response to challenges.</p> <ul style="list-style-type: none"> • I plan in response to challenges. • I make decisions in response to challenges. • I solve problems in response to challenges. • I create products, performances or services in response to challenges. • I appraise the skills, knowledge and technologies used to respond to challenges.

- I communicate my learning.

CTF is working independently and with others while exploring careers and technology.

- I determine how my actions affect learning.
- I collaborate to achieve common goals.

Anticipated Enrollment Per Year 30 per term

Special Facilities or Equipment Required

Computers

Learning Resources to be Used

Teacher built resources

How Will Students be Assessed?

Participation and a summative project at the end of the term showing a culmination of all the skills learned in the class.



Lethbridge School Division

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: LETHBRIDGE CHRISTIAN SCHOOL

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: BIBLE

IMPLEMENTATION DATE: SEPTEMBER, 2020

Course Philosophy

This course gives students an opportunity to learn more about a key historical and living document upon which their faith is founded. As a faith-based alternate school, we believe in the inerrancy of the Scriptures and that the Bible is key to our faith and its understanding to living it out completely in our lives as Christians. As a result Bible class has as its purpose to enable students to better comprehend the content of Scriptures by listening, reading, and analyzing its content as guided by the teacher. This, we believe, will enable students to more fully live in our world as believers in Christ Jesus and as good citizens who positively impact society.

Rationale for the Course

The aim of this course is to cover the foundational materials of our faith-based alternate school position and to encourage the practical application of Scripture into the daily lives of our students. This is consistent with our mission statement: "Lethbridge Christian School exists to provide students with a Christ-centered education in an interdenominational setting, challenging them to life-long excellence as they grow in knowledge and love, and in obedience to Jesus Christ."

Statement of General Learner Expectations

The aim of this course is to enable each student to understand and appreciate the character of Jesus Christ, both as a historical figure and the Son of God and to enable them to comprehend his purpose in the Holy Scriptures and how this understanding impacts their lives in a personal, societal and global way.

Grade 6 Bible—Study of the New Testament

- New Testament Study
- The Life of Christ
- Evidence for Christian world-view
- Participate in presentations demonstrating knowledge of Christian world-view

Grade 7 Bible—Text: The Life of Christ: An Adventure in Learning by ACSI

- The Life of Christ
- Daring Deliverers
- Memory Verses (Sermon on the Mount)
- Chapel Participation—participate fully and listen attentively

Grade 8

- New Testament Study
- Bible Character assessments and their application to our lives

- Birth and Expansion of the Early Church
- The Validity of Scripture
- Application of Scripture to Lives and to World Transformation

General Outcome 1: Biblical Foundations (doctrine)

Students will study the Bible to understand and identify the Fall of Man and justification through faith in Jesus Christ.

General Outcome 2: Servanthood (reaching out to others)

Students study the Bible to demonstrate how God loves others and how our actions and service to others shows that we truly love them (and God).

General Outcome 3: Personal Growth (discipleship)

Students study the Bible in order to grow as Disciples of Christ. They do this by engaging in a Christ-focused faith community, communicating with God through prayer, and participating in offering praise and worship to God.

General Outcome 4: Apologetics (knowing what you believe and why)

Students study the Bible, the writings of leading Christian apologists and other historical documents to strengthen their faith and to know how to thoughtfully and prayerfully answer challenging questions about their beliefs in a caring, wise and gracious manner.

General Outcome 5: Unique Faith

Students study the Bible, the writings of leading Christian apologists and other faiths to understand the uniqueness of Christianity and the exclusivity of Jesus Christ's claims.

Statement of Specific Learner Expectations

Students will:

- demonstrate an understanding of the New and/or Old Testament books
- describe how one or more biblical characters grew in trusting God when faced with disappointments and/or hardships
- share the good news (gospel) of what Jesus Christ accomplished with family, friends, neighbours, and global communities
- demonstrate obedience as a key component of loving Christ because our actions validate our heart's condition
- keep their hearts right with Him (exercising confession/repentance, and offering/receiving forgiveness of their sins)
- engage in a Christ-focused faith community (e.g. one that offers home Bible study groups, Bible teaching, church services, youth groups, outreach opportunities, global mission opportunities)
- understand the historical validity of Scripture
- understand the authenticity of biblical characters

- identify archaeological findings and their place in validating biblical writings
- identify how world systems have been impacted by Jesus Christ and biblical teachings
- listen to and respond constructively and biblically to alternative ideas or opinions
- develop methods of sharing God’s love that respect the different faiths and religions of the world in which they live
- determine whether or not they can live as true believers in a fallen world
- be given opportunities to participate in leading worship e.g. chapel teams
- learn and internalize Christian/biblical vocabulary e.g. resurrection, redemption
- memorize the books of the Bible and the location (chapter and verse) of significant verses
- study the geography of the Bible’s setting
- piece together the timeline of Scripture
- collaborate in order to discuss and give meaning to a portion of Scripture within its context
- synthesize their own personal experiences with those of biblical characters while applying scriptural principles to their own situations

<i>Anticipated Enrollment Per Year</i>	50 or more (includes grades 6-8)
<i>Special Facilities or Equipment Required</i>	DVDs, projector, Internet
<i>Learning Resources to be Used</i>	variety of school owned multimedia resources (videos, DVDs), online websites , and personal devices (Bible apps). Textbooks will also be used (Bibles, Concordance Tools, etc.)
<i>How Will Students be Assessed?</i>	Students will be assessed based on specific course outlines (refer to the attachments). Evaluation will be based on tests/quizzes, assignments, Bible memory work and participation in class and chapel. In order to be successful in the course, you must be willing to work with others, participate and put time and effort into memorizing Bible passages and completing your assignments. The mark at the end of this course will be given as a percent.

Gr. 6 Bible Class

(year of study)

We use Bible 6, a resource published by the Association of Christian Schools International (ACSI). It consists of sequenced lessons that are aimed at making Christ relevant and real in the kids' lives. The lessons work through the New Testament.

Assignments:

1. The students have weekly assigned memory verses with a written portion. The work is graded with regard to the writing structure (conventions, sentence structure, vocabulary and spelling) as well as the quality and depth of written responses.
2. Students will also have work assigned from the textbook and are expected to communicate responses to questions adhering to appropriate writing structure.

Bible Memory Work:

The students are required to learn a Bible memory verse each week. The verse is related to the content from the ACSI Bible student workbook and can be recited to parents/guardians at home or to the teacher at school. These verses form a part of the student's Christian walk. In ancient times, Jews would bind pieces of scripture in a small pouch to their foreheads in an attempt to keep God's word literally at the forefront of their minds. The verses will hopefully be at the top of the student's mind when he or she leaves home or school to go out as representatives of Christ in our world. As teachers in a Christian school, we have a strong responsibility to ensure that Christ's message of love, forgiveness and salvation is written on our students' hearts and minds.

Each week's verse is sent home with the student in two ways: a verse list that includes all verses for a number of months, and a weekly sheet that includes the current verse in the NIV translation and the Message.

Grading is determined as follows:

Assignments	50%
Memory Verse Work	50%

Bible 7 Outline

(year of study)

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work. 2 Timothy 3:16-17

There are three components of Bible class. They are as follows:

1) **Course work** -- Text: The Life of Christ: An Adventure in Learning by ACSI

This text is divided into lessons. We will explore one lesson per week, including personal responses and mini-quizzes on content covered.

2) **Memory verses** -- Each student is expected to learn various passages chosen from the Sermon on the Mount. These will be learned a verse at a time, and compiled every five or six weeks. Students will either repeat the passage aloud or write it out for evaluation. In order to receive the year-end Scripture memory award, the student must receive 8/10 or better on each passage assigned.

3) **Chapel participation** -- The entire school gathers for chapel twice per week. Students are expected to participate fully and listen attentively.

Evaluation:

Course work	65%
Memory verses	20%
Chapel participation	15%

****Students are expected to have a personal copy of an NIV (New International Version) Bible here at the school at all times.****

Bible 8 Outline

(year of study)

Teacher:

Subject: Bible

Grade: 8

This year the students will be going through a series from ACSI called **“TO THE ENDS OF THE EARTH”**, an in-depth study of the books of Acts.

The students will embark on a fascinating New Testament journey that will carry them to hostile cities, lofty temples, and raging seas. They will meet a wealthy soldier, a stinky tanner, a reluctant king, and a godly businesswoman, a sleepy student, a faithful martyr, and many other interesting characters.

They will be witnessing the birth and expansion of the early Christian church. Along the journey, their minds will be stretched, and the values will be challenged. They will learn about the truth of Scripture and how, by applying it, they can impact the world.

Course Evaluation:

Bible Memory	20%
Assignments	30
Class Participation	30
Test/Quizzes	20%

****Students are expected to have a personal copy of an NIV (New International Version) Bible here at the school at all times.****



Lethbridge School Division

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:

GRADE LEVEL OFFERED:9

TITLE OF COURSE: ENVIRONMENTAL SCIENCE 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

Course Philosophy	Environmental Science 9 is an exploratory option course that allows students to study the relationships between organisms and their environment, taking into consideration natural and human changes, problems and issues, and creative solutions.
Rationale for the Course	<p>Social and Environmental Contexts of Science and Technology is one of the foundational Science, Technology, and Society (STS) outcomes for students. This course will provide students with the opportunity to discover the Earth and Life Sciences, while exploring big-picture outcomes that correlate with their mainstream science classes. Focusing on environmental science allows students the opportunity to develop an understanding of nature as it applies to their lives.</p> <p>Students will be developing scientific inquiry skills that will benefit them in the various science courses. This option will also provide students with the opportunity to engage in a new stream of science, that may pique their interests in the sciences as a whole.</p> <p>For students looking to pursue CTS credit, this course could serve as an introduction to various Natural Resources Modules, focusing on conservation and sustainable use of resources. For example: Introduction to Stewardship (ENS1010), Fostering Stewardship (ENS1020), Living with the Environment (ENS 1040), etc.</p>
Statement of General Learner Expectations	Students will describe nature and environmental science, and the ways in which human intervention has affected the environment.
Statement of Specific Learner Expectations	<p>Students Will:</p> <ul style="list-style-type: none"> • define environmental stewardship. • investigate methods to monitor and measure environmental quality. • classify local ecosystems by components and health. • study the impact made by humans and industry. • collaborate to create an experimental design. (<i>Developing an inquiry-base question, conducting research, and evaluating their research</i>). • propose shared and personal actions that foster sustainable management of the environment and its various components.
Anticipated Enrollment Per Year	45 - 60 students
Special Facilities or Equipment Required	<p>Science lab or regular classroom setup.</p> <p>Optional local field trips and/or guest speakers, as applicable.</p>

Learning Resources to be Used

Project WILD Activity Guide (Canadian Wildlife Federation)
Understanding Climate Change (Holly Fretwell/Brandon Scarborough)
Various case studies and environmental projects
Classroom Energy Diet activity list (Canadian Geographic)

How Will Students be Assessed?

Students will be assessed based on understanding of curricular objectives and through assignments, labs, projects and participation.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: GRADE 9

TITLE OF COURSE: FORENSIC SCIENCE 9

IMPLEMENTATION DATE: SEPTEMBER 1 2020

<p><i>Course Philosophy</i></p>	<p>Forensic Science 9 is an exploratory option course that allows students to delve into the various fields of forensics, and gain an appreciation for the use of science in solving problems and crimes</p>
<p><i>Rationale for the Course</i></p>	<p>Offer students real world examples and experience with scientific knowledge and principles and allow students to explore possible career paths in science.</p>
<p><i>Statement of General Learner Expectations</i></p>	<p>Apply Logic and Critical thinking skills to help interpret evidence collected by investigators.</p> <p>Conduct investigations into the relationships between and among observations and gather and record qualitative and quantitative data.</p> <p>Describe and apply the use of science in collecting and analyzing evidence in various fields (handwriting, fingerprints, hair, fibers, footprints, chromatography, blood typing, blood spatter, etc.)</p>
<p><i>Statement of Specific Learner Expectations</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Identify problems to investigate • work collaboratively on problems • communicate questions, ideas, plans and results, using lists, notes, data tables, graphs, drawings, oral language and other means • apply and interpret scientific data obtained through experiment and investigation • identify and evaluate information and evidence related to an issue in which forensic science plays a major role
<p><i>Anticipated Enrollment Per Year</i></p>	<p>60-70 students</p>
<p><i>Special Facilities or Equipment Required</i></p>	<p>Science labs, scientific equipment such as beakers, hand lens, microscope</p>
<p><i>Learning Resources to be Used</i></p>	<p>Locally developed materials such as labs, projects, assignments and presentations from local experts</p>
<p><i>How Will Students be Assessed?</i></p>	<p>Students are assessed through projects, labs and assignments completed throughout the course</p>



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: HISTORY THROUGH FILM 9

IMPLEMENTATION DATE: SEPT. 1, 2020

Course Philosophy	To develop critical analysis skills by looking in-depth into eras both past and present that have helped shape humanity while exploring their connections to progress vs. decline and the way that history is shaped through the media of film.
Rationale for the Course	History Through Film 9 allows students to visually pay witness to history and the way in which history is remembered. This course will touch on the effects Hollywood has had in remembering people and events; how history can be portrayed in differing ways in order to ethically, morally and emotionally reach their viewers; and finally students will learn to take what they see in film and critically analyze the information they just viewed by cross-referencing it with outside sources and formulating their own opinions on the relevance, accuracy and overall value of the movie media outlet.
Statement of General Learner Expectations	<p>Students will understand the relationship between cause and consequence and how events from the last 100+ years have worked towards shaping modern society.</p> <p>Students will understand the influence that media, specifically film has on determining our understanding of history</p>
Statement of Specific Learner Expectations	<p>Students will:</p> <p>1.1 – Explore historical events from the early 20th Century with a critical look at the impacts of each event for the future</p> <p>1.2 – Analyze the global dynamics of the Cold War and the people, events and ideologies that shaped it.</p> <p>1.3 - Discover how events throughout the 20th Century have contributed to the creation of modern societies, borders, population demographics and dynamics.</p> <p>2.0 – Communicate the impact of the film industry on the portrayal and understanding of historical events</p>
Anticipated Enrollment Per Year	25 - 35
Special Facilities or Equipment Required	Projector, dvd player, digital movies (note: appropriate copyright and performance rights will be secured/adhered to)
Learning Resources to be Used	Internet
How Will Students be Assessed?	<p>Formative source-creation including journal entries and critical analyses of films.</p> <p>Summative final project looking back at the lessons learned from the entire course</p>



Lethbridge School Division 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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: ICE HOCKEY 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

<i>Course Philosophy</i>	In this course students will acquire and improve hockey specific skills through a variety of developmentally appropriate movement activities, group work and individual activities. Students will experience and appreciate the health benefits that result from physical activity and interact positively with others.
<i>Rationale for the Course</i>	Ice Hockey is not covered in depth in the Physical Education. Many students do not get the opportunity to experience the game of hockey on their own time. This course provides students with hands on experience involving the game of hockey as well as real life applications when we apply our devolved skills on multiple field trips to ice rinks. By the end of the course students will have all the necessary training to experience the game of hockey independently and competently. While not a pre-requisite, It also sets them up to continue Ice hockey sports performance classes in Grades 10-12 if offered (e.g.at Chinook)
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> • Students will demonstrate and understanding of the fair play code • Students will demonstrate that they will have fun and improved fitness levels • Students will demonstrate a knowledge and acceptance of game and team rules • Students will demonstrate improved individual skill • Students will demonstrate an ability to execute a wider variety of individual and team tactics • Students will demonstrate an ability to execute a wider variety of team play situations • Students are expected to develop hockey specific skills and knowledge and apply those skills in class, in the gym and on the ice
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Students will develop individual skills with emphasis on <ul style="list-style-type: none"> ○ Skating-agility/ balance/coordination ○ Stickhandling –open and confined space ○ Passing-forehand, backhand, sauce ○ Shooting-wrist, backhand, slap, snap ○ Checking stick, and angling a puck Carrie • Students will develop an understanding of the use of individual tacketics with emphasis on <ul style="list-style-type: none"> ○ Deking- change of pace, shoulder and head fakes, passing and shooting fakes ○ Net drive, drive delay, walkouts, turn ups, puck protection , body protection, closing the gap, back checking

- Students will develop an understanding of the use of team tactics with emphasis on
 - Give and go
 - Give and follow
 - Cross
 - Headman
 - 1 2 3 triangles
 - 2/1's
 - 2/2's
 - 3/2's
- Students will develop an understanding of team play systems
- Students will develop an understanding of team rules, procedures, and review fair play code.

Anticipated Enrollment Per Year 20-30 students

Special Facilities or Equipment Required Ice Rink, classroom, weight room, gymnasium, hockey equipment.

Learning Resources to be Used Hockey Manuals, skating manuals, experienced coach

How Will Students be Assessed? All students will be assessed using rubrics, checklists anecdotal records, project assessment.



Lethbridge School Division

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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: LEADERSHIP 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

Course Philosophy	To provide students with the perspectives and skills associated with building character and strong leadership practice, both individually and in group settings.
Rationale for the Course	Leadership 9 seeks to teach students about what it means to lead and amplify the leadership qualities that each student already holds inside, while at the same time establishing new habits and practices. Leadership is a strong focus at Chinook (and other schools) and this course serves to introduce and/or mentor grade 9's in the community of service and leadership. It also serves as a pathway to leadership courses throughout high school, as well as setting the groundwork for service and leadership as an important part of life throughout high school and beyond.
Statement of General Learner Expectations	<p>Students will:</p> <ul style="list-style-type: none"> • learn a variety of aspects of youth leadership and the habits and practices that make up a strong leader. • Develop skills to grow in their ability to work as a community to achieve common goals
Statement of Specific Learner Expectations	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in the concepts of integrity, discipline, responsibility, empathy, accountability, acceptance, courage, work ethic, resilience, and effective communication. • Identify and communicate aspects of effective leadership, and their impact on self and community. • Investigate a variety of leadership styles, along with their own strengths and areas for growth within these. • Develop/improve essential skills of communication, critical thinking, planning, delegation. • Work together to plan and lead the school community (or segments of) through activities that make a positive impact.
Anticipated Enrollment Per Year	20-30 students per quarter (80-120 students/year)
Special Facilities or Equipment Required	None.

Learning Resources to be Used

Locally developed resources and lesson materials based on a variety of sources including best practices from the Canadian Student Leadership Association.

How Will Students be Assessed?

Combination of individual and group work - including project-based learning, individual assignments, and student lead activities intended to positively impact our school environment.



Lethbridge School Division 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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: MILITARY HISTORY 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

<i>Course Philosophy</i>	This course offers students a look into Canada’s military history including some of the conflicts we have been a part of and the impacts that they would not be able to see within their social studies courses. They will investigate Canada’s proud military past through various events and experiences while remembering and better understanding the significance of the sacrifices made by those who have come before us.
<i>Rationale for the Course</i>	<p>In this course, students will study the evolution of Canada’s military and its use, within various eras and events throughout the nations’ history. The course will look at the changing face of warfare throughout time and how the Canadian people have viewed the ideas of military intervention. Ethical and moral considerations of military use will be examined and the relationship between politics and military in Canada (with comparisons to other regimes from countries around the world) will be analyzed.</p> <p>Timeline of events for this course include: Early: The American Revolution, the War of 1812, 20th Century: Boer War, World War 1, World War 2, Cold War Years, October Crisis, Oka Crisis, Gulf War, Yugoslavian Ethnic Cleansing, Rwanda Genocide, 21st Century: Afghanistan War, Libyan Civil War, and a look into how the country has evolved regarding peacekeeping.</p>
<i>Statement of General Learner Expectations</i>	<p>Students will explore the relationship between economics and military use.</p> <p>Students will investigate the use of the military as a deterrent.</p> <p>Students will discover the impacts of military involvement in historical events.</p> <p>Students will study the complexities of military use and ideology.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students will:</p> <p>1.1 –connect Canadian identity linked with our nation’s military.</p> <p>1.2 – look at military use in historical events that have helped shape the modern</p>

Canadian reputation.

1.3 – Investigate Canadian political ideologies and the differences in how they view military intervention.

1.4 – Recognize the importance of Remembrance Day and what it means to different stakeholders throughout Canada's past

1.5 – Look at the other side of military intervention by investigating what happens to the people directly affected by military intervention (during the conflict and after)

1.6 – Look at military recruiting over the years (strategies, propaganda, indoctrination, conscription, impacts on populations)

Anticipated Enrollment Per Year 25-35 Students

Special Facilities or Equipment Required Projector, dvd player, digital movies (note: appropriate copyright and performance rights will be secured/adhered to)

Learning Resources to be Used Course Materials and experiences (Hopeful) such as visiting our local Royal Canadian Legion; Bomber Command Museum Nanton;

How Will Students be Assessed? Video responses; Formative assessments including journal entries, source-creation; inquiry-based projects and assignments; Summative Exams



Lethbridge School Division 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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED:9

TITLE OF COURSE: SOCCER 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

<i>Course Philosophy</i>	In this course students will acquire soccer specific skills through a variety of developmentally appropriate movement activities, group work and individual activities. Students will experience and appreciate the health benefits that result from physical activity and interact positively with others.
<i>Rationale for the Course</i>	Soccer is not covered in depth in Phys. Ed programs. Many students do not get the opportunity to experience the game of soccer on their own time. This course provides students with hands on experience involving the game of soccer as well as real life applications when we perhaps extend friendly matches to other schools or organized teams. By the end of the course students will have all the necessary training to experience the game of soccer independently and competently. They may also wish to continue in the leagues offered via the Lethbridge Soccer Association
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> • Students will demonstrate and understanding of the fair play code • Students will demonstrate that they will have fun and improved fitness levels • Students will demonstrate a knowledge and acceptance of game and team rules • Students will demonstrate improved individual skill • Students will demonstrate an ability to execute a wider variety of individual and team tactics • Students will demonstrate an ability to execute a wider variety of team play situations • Students are expected to develop soccer specific skills and knowledge and apply those in class and on the field
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Students will develop individual skills with emphasis on <ul style="list-style-type: none"> ○ Throw ins-/ balance/coordination ○ dribbling –open and confined space ○ Passing- side of foot and instep ○ Shooting- long and short range ○ trapping- using legs and chest ○ goaltending basics • Students will develop an understanding of the use of individual tactics with emphasis on <ul style="list-style-type: none"> ○ Deking- change of pace, shoulder and head fakes, passing and shooting fakes ○ ball possession- control tactics, shielding (ball protection, body protection), closing the gap, loss of possession

- Students will develop an understanding of the use of team tactics with emphasis on
 - Give and go
 - Goal side of ball
 - Cross
 - Headman
 - 1 2 3 triangle
 - 2/1's
 - Control of midfield
 - D zone coverage – use of offsides
- Students will develop an understanding of team play systems
- Students will develop an understanding of team rules, procedures, and review fair play code.

Anticipated Enrollment Per Year 20-30 students

Special Facilities or Equipment Required Classroom, weight room, soccer pitch, soccer equipment (cleats).

Learning Resources to be Used Soccer Manuals, rule and play books, experienced coach.

How Will Students be Assessed? All students will be assessed using rubrics, checklists anecdotal records, project assessment.



Lethbridge School Division

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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: SPORTS MANAGEMENT 9

IMPLEMENTATION DATE: SEPTEMBER 1, 2020

<i>Course Philosophy</i>	Sports Management 9 will serve to engage students in all elements of sport from beyond the playing surface. Minor officiating, rules, and strategy, as well as the discovery of new and historical sport will all be explored.
<i>Rationale for the Course</i>	To provide students with the necessary skills and understanding with respect to a variety of sports and their execution beyond the playing surface. Students will learn historical roots, organizational models and investigate minor officiating roles and practices that will help to increase their knowledge base and appreciate the structures and mechanisms which are put in place to run organized sport. Grade 9 is a time when students are beginning to diversify all their roles and interests. By introducing and engaging students in aspects and roles of sports outside those of player, students will develop a deeper understanding and appreciation for sports and begin to look at avenues to be involved with sports in multiple ways throughout school as lifelong activities or pastimes.
<i>Statement of General Learner Expectations</i>	Students will <ul style="list-style-type: none"> • engage in and discover basic rules and organizational practices associated with a variety of sport and games • investigate the roles of officials in a variety of sports
<i>Statement of Specific Learner Expectations</i>	Students will <ul style="list-style-type: none"> • understand the history of a variety sports, identifying common roots and shared common practices • work to foster understanding of the rules and organization of a variety sports through study and interaction • understand and communicate the impact sport has on our day to day lives in the realms of health and culture • understand and practice a variety of officiating roles in various sports, focusing on minor officiating
<i>Anticipated Enrollment Per Year</i>	20-30 students
<i>Special Facilities or Equipment Required</i>	Access to main gymnasium scorekeeping equipment, individual digital score clocks, flip boards.

Learning Resources to be Used

Locally developed presentations re: rules and guidelines for each sport/activity, along with locally curated assignments and projects. Officiating equipment/documents.

How Will Students be Assessed?

Students will be assessed through a variety of individual and group-based projects and assignments, as well as minor quizzes and self-assessed participation and engagement.



Lethbridge School Division 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: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: YOGA 9

IMPLEMENTATION DATE: SEPT 1, 2020

<i>Course Philosophy</i>	Yoga 9 is an introductory study of yoga. This course will allow students to experience the postures (asana), breathing techniques and relaxation techniques of a yoga practice. It will help students to understand and support their own unique needs, limitation and growth within their own bodies. They will acquire a basic understanding of anatomy and physiology as it pertains to their practice, and explore the historical roots of yoga as an art, science and philosophy
<i>Rationale for the Course</i>	<p>Managing stress and anxiety is part of the daily life of a student in the word today, and yoga is a way to help manage these through conscious exercise of the mind and body. The physical and mental benefits for students who participate fully in the Yoga 9 course are as follows:</p> <ul style="list-style-type: none"> • The Physical benefits of Yoga include: improved muscle tone, strength, flexibility, balance, weight control, detoxification of muscles and organs, reduced tension, deep relaxation, and an improved energy level. • Mental benefits include: improved concentration, self-awareness, self-acceptance, and compassion as well as the development of will - power and stress management. Proper body alignment and breathing will be a key focus during this course.
<i>Statement of General Learner Expectations</i>	Students will investigate through active participation the fundamentals of Yoga including an understanding of the history, physical movements, mental exercises, and development of routine. Students will understand the health benefits of this practice and their effect on well being.
<i>Statement of Specific Learner Expectations</i>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience postures (asanas), breathing techniques and relaxation techniques of a yoga practice, and the benefits thereof. 2. Develop an understanding of their own unique needs, limitations and growth through yoga. 3. Develop the skills and knowledge to independently maintain a regular yoga practice. 4. Acquire and apply a basic understanding anatomy and physiology that is relevant to yoga. 5. Explore the historical roots of yoga as an art, science and philosophy.

Anticipated Enrollment Per Year 60 students

Special Facilities or Equipment Required Yoga mats, blocks, and straps
Yoga mat cleaner + clothes or sponges
Cleared space to accommodate students (ie: dance studio, multipurpose room or gym)

Learning Resources to be Used Trained Yoga Instructor, digital materials as required.

How Will Students be Assessed? *In Class Work:* (preparedness, participation, reliability...etc) 80%
Written assignments: history, anatomy, self-reflection... 20%
Total: 100%



Lethbridge School Division

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: WINSTON CHURCHILL HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: ENGLISH IB PREP

IMPLEMENTATION DATE: SPRING 2021

Course Philosophy

To offer grade 9 students an opportunity to begin to appreciate the artistry of literature and develop the ability to reflect critically on their reading, introducing students to literary analysis through both oral and written communication.

Rationale for the Course

As we are no longer offering Honours we would like to offer an academic option that might interest grade 9 students who are thinking about heading into IB. Students are welcome to move on into IB without this course.

Statement of General Learner Expectations

Through exposure to diverse written and visual texts, students will:

1. Explore strengths and set appropriate goals for growth.
2. Develop skills that enhance textual analysis within an IB framework.
3. Represent their views and beliefs in a respectful environment.

Statement of Specific Learner Expectations

Acquire:

- Identify personal strengths. Identify areas for growth. Recognize and consider the ethics of choices and actions

Apply:

- Analyze how audience and purpose affect the structure and content of texts
- Analyze the impact of language changes on interpretation of texts
- Demonstrate an awareness of how language and meaning are shaped by culture and context
- Engage with issues of personal and global significance
- Explore and explain how interactions with others and with oral, print and other media texts affect personal understandings
- Explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers
- Discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
- Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
- Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- Experience oral, print and other media texts from a variety of cultural

traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction

- Consider historical context when developing own points of view or interpretations of oral, print and other media texts
- Compare and contrast own life situation with themes of oral, print and other media texts
- Express the themes of oral, print or other media texts in different forms or genres
- Analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
- Discuss character development in terms of consistency of behaviour and plausibility of change
- Speak in a clear voice, with appropriate volume, at an understandable pace and with expression
- Analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history

Adapt:

- Work collaboratively
- Demonstrate and initiate self-guided projects and reflection on texts
- Choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences
- Develop new skills for overcoming challenges within an environment of diverse academic inquiry
- Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- Consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

Anticipated Enrollment Per Year

35 students

Special Facilities or Equipment Required

None

Learning Resources to be Used

A combination of short visual and written texts that are available at the school.

How Will Students be Assessed?

This is a grade 9 option and therefore will not receive a number grade for evaluation. It will be assessed in the same manner as our other options, using the Acquire/Apply/Adapt model.