



# 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: FOOTBALL 9**

**IMPLEMENTATION DATE: QUARTER 4 2021-2022 SCHOOL YEAR**

<i>Course Philosophy</i>	Football 9 is an exploratory option to allow students to gain an appreciation for the different skills and knowledge components involved in the game of football. Students will learn the rules and basic components of the game while working on physical skills and improving athletic ability.
<i>Rationale for the Course</i>	Give students an opportunity to delve into sport specific movement and training while gaining a deeper understanding of the game.
<i>Statement of General Learner Expectations</i>	<p>Students will practice sport specific skills to improve locomotor and nonlocomotor functions</p> <p>Students will explore the rules, positions and general strategy in football</p> <p>Students will work on manipulative and receiving skills such as catching, carrying, trapping, throwing and kicking.</p> <p>Students will explore the positive and negative effects sport can have and identify positive leadership principals and behaviors</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students will</p> <ul style="list-style-type: none"> <li>- describe, apply, monitor and practice leadership and followership skills related to football</li> <li>- identify and discuss the positive behaviors that are demonstrated by active living role models</li> <li>- Identify and discuss the positions and rules in football and look at both safety and strategic approaches</li> <li>- Identify, discuss and apply offensive and defensive team strategies</li> <li>- apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of sport specific experiences individually and in a group</li> <li>- apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to football</li> <li>- apply and refine nonlocomotor skills (turning, balancing, landing, stretching) and concepts to a variety of activities with increased control to improve personal performance in areas such as catching, covering, tracking, and tackling</li> <li>- apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance in football specific scenarios</li> <li>- apply and refine locomotor skills (ex: running, jumping) and concepts to a variety of game type scenarios with increased control to improve personal performance</li> </ul>

- apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

***Anticipated Enrollment Per Year*** 15-30

***Special Facilities or Equipment Required*** Access to football equipment and space to run fitness and football related activities

***Learning Resources to be Used*** Locally developed materials such as projects, assignments and presentations.

***How Will Students be Assessed?*** Students are assessed through projects, assignments and presentations completed throughout the course.

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**SCHOOL: GPMS**

**GRADE LEVEL OFFERED: 8**

**TITLE OF COURSE: GAME BOARD DESIGN AND HISTORY**

**IMPLEMENTATION DATE: FALL 2021**

<i>Course Philosophy</i>	Games are great learning tools; we learn all kinds of things from them, from collaboration, organization, literacy skills, numeracy and problem-solving skills to creativity, design and fair play.
<i>Rationale for the Course</i>	It is meaningful project-based learning. The students create real games. They learn how to manage a project, plan their time, and learn how to push forward through difficulty and deadlines...the gaming keeps it fun. The critical step in the process is to get students to transform from abstract thinkers into problem-solving doers.
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> <li>• Games provide authentic, structured competition, recreation and intellectual challenge.</li> <li>• Students creating their own gaming experience for other students helps them share their love of games and experiences with others.</li> <li>• Games develop students' social skills, enhance the affective need for friendship and socialization, academic skills, and collaboration among peers.</li> <li>• Giving students intellectual and creative freedom is critical to their development.</li> <li>• Games and game design can be aligned to curriculum standards. Specific games can address content from various core courses including Math, Science, Social Studies and Language Arts.</li> <li>• Games develop higher-order thinking skills as players must carefully analyze and apply strategies, negotiate, and plan for long-term strategies both in playing and designing board games.</li> <li>• Games teach students how to resolve conflict. Playing games helps students communicate, collaborate.</li> </ul>
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>• Communication arts: writing and reading rules, technical writing</li> <li>• Social studies: researching content for games</li> <li>• STEM: devising strategy, creating balance, the engineering design process (design, build, test, analyze)</li> <li>• Arts: creating the game board, bits, visual arts</li> <li>• Math: basic math, probability, risk management, scoring systems</li> <li>• Psychology: create specific emotional responses, how do you want people to behave, how can you empathize with your players to create a</li> </ul>

playable game they want?

***Anticipated Enrollment Per Year***

20-25 Students per term (60-75 per year)

***Special Facilities or Equipment Required***

Storage/Room for materials and game designs

Materials: Paper Stock, Poster Board, Crayon/felts, Glue, Scissors

Board Game samples (Settlers of Catan, Pandemic, Sequence, Monopoly, Clue, Life, Chess, Cards etc...)

***Learning Resources to be Used***

***How Will Students be Assessed?***

Graded Option

Projects, Assignments, Presentations, Individual and Group Projects

Creativity, Design, Cooperation, Rubrics

Peer Marking

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**SCHOOL: GILBERT PATERSON**

**GRADE LEVEL OFFERED: 8**

**TITLE OF COURSE: GUITAR**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

### *Course Philosophy*

Guitar and popular music go hand in hand these days, and to reach more students musically, one must use what is innately connected to themselves and their lives. Using guitar, one of the most easily accessible instruments of the 21<sup>st</sup> Century, we can reach these students by engaging them in musical discipline using the songs they listen to and want to learn. Due to the diverse and versatile nature of guitar and popular/rock/country and even hip-hop music, this can also be the foundation to learn other instruments such as bass guitar, voice, ukulele, banjo, and even piano, drums, violin and cello. It may also be the foundation to collaborative play with other musicians. As this foundation may branch into several key areas of a student's life it may also be the basis for lifelong learning of a new passion for said student.

### *Rationale for the Course*

Included in above.

### *Statement of General Learner Expectations*

1. Students will demonstrate beginner competency in guitar skills.
2. Students will perform a prepared musical piece using the guitar.
3. Students will appreciate technical skill and musicianship association with popular/rock/country/hip-hop music via guitar and other popular instruments.

### *Statement of Specific Learner Expectations*

- 1.1: Students will demonstrate an understanding of chords, their relation to popular/rock/hip-hop or country music and finger placement to achieve most power chords and some regular chords.
- 1.2: Students will demonstrate proficiency in basic strumming patterns. (e.g., up-down tremolo picking, full chord strumming patterns and multistring power-chord strumming)

2.1: Students will use tablature or written chord progressions to learn a musical piece.

2.2: Students will rehearse and perform a song they have learned.

3.1: Students will demonstrate an understanding of instrument anatomy and instrument care such as tuning, truss-rod adjustment, changing strings etc.

3.2: Students will demonstrate an understanding of how the guitar is related to other instruments in popular music culture (notably drums, bass, voice, piano and obviously other guitars) and the guitar's similarities to other instruments (notably violin, cello, bass and ukulele).

3.X: (optional): Students may use outcome 3.2 and 2.2 in tandem to enrich learning of guitar by performing a musical piece together.

***Anticipated Enrollment Per Year***

20 per option term (60 total)

***Special Facilities or Equipment Required***

Guitars  
Strings  
Picks  
Tuners  
Optionally: Amplifiers

***Learning Resources to be Used***

Specifics TBD – method books, videos, teacher knowledge and experience

***How Will Students be Assessed?***

Via rubrics developed around the learning outcomes.  
Performance-based assessment based on willingness to engage in the learning outcomes, proficiency gained in technical skill and performance capacity.



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**SCHOOL: IMMANUEL CHRISTIAN SECONDARY SCHOOL**

**GRADE LEVEL OFFERED: 6-9**

**TITLE OF COURSE: BIBLE**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<b>Course Philosophy</b>	Student will learn about the Bible in depth, using the Bible itself. They will learn about its history and structure, as well as overarching themes and storylines. In order to understand God's will in their own lives, they will learn how to use the Bible appropriately. It is also important for students to understand how the Bible is proven historically, and how history is proven through the Bible. For our students to understand their role in the grand story of God and his love for his people is at the core of who we are. Emphasis will be on the Creation, Fall, Redemption and Restoration story and how we live in the in-between of already (redemption) and the not yet (redemption).
<b>Rationale for the Course</b>	As Christians, we believe in the holy, infallible word of God. We also believe that the way to know God is to study His Word and to make it an integral part of our life. This means that we engage in intentional study with fellow believers, and that we challenge each other in memorizing and applying God's statutes in our everyday life.
<b>Statement of General Learner Expectations</b>	Students will <ul style="list-style-type: none"> <li>- become engaged learners.</li> <li>- be able to engage in respectful and collaborative discussion.</li> <li>- expand their ability to learn in different ways.</li> <li>- increase their knowledge base.</li> <li>- make a heart connection to the Bible and God's will for their life.</li> </ul>
<b>Statement of Specific Learner Expectations</b>	Students will <ul style="list-style-type: none"> <li>- demonstrate Biblical literacy.</li> <li>- identify the impact of historical events on the writing and theology of the different books in the Bible.</li> <li>- reflect on the impact of the Bible and its commands in their own life.</li> </ul> <p>Please note that each unit of studies will have its own Specific Learner Expectations based on the information presented and the topics studied (</p>
<b>Anticipated Enrollment Per Year</b>	40-60/Grade Level  This is dependent on the class and the number of students. Every student is to be a part of the Bible course at ICSS.
<b>Special Facilities or Equipment Required</b>	None.
<b>Learning Resources to be Used</b>	PCCE (Prairie Centre For Christian Education) Bible units (Grade 7 and 9) CSI (Christian Schools International) <i>Walking With God and His People (Grade 6 and 8)</i> Holy Bible

### How Will Students be Assessed?

- Bible memory exercises
- Minor assignments in various units of study
- Formative learning experiences (Service)
- Assessments at the end of a unit



## Walking With God and His People subjects by grade







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**SCHOOL:** IMMANUEL CHRISTIAN SECONDARY SCHOOL

**GRADE LEVEL OFFERED:** 6 – 8

**TITLE OF COURSE:** DIGITAL COMMUNICATIONS

**IMPLEMENTATION DATE:** SEPTEMBER 2021

<b>Course Philosophy</b>	Students can often seem like they have a great understanding of technology. But this is not always the case. Often, they have great understanding of their cellphones or tablets, but their computer knowledge is limited. While more mobile technology is becoming more powerful, it is often easier and faster to complete work on a more stationary device. Knowing the basic functionality and use of a computer will allow for a greater understanding of their technology further in their educational journey.
<b>Rationale for the Course</b>	This course is designed for students to gain a deeper understanding of computers and digital citizenship. In many other classes students are exposed to word processing and presentation design software. It can often be presumed that students understand computers – but this is often not the case. Students need to have a greater understanding of how computers work and their benefits.
<b>Statement of General Learner Expectations</b>	Students will... <ul style="list-style-type: none"> <li>- Use a suite of applications either web-based or locally on their computer</li> <li>- Work to increase their typing proficiency</li> <li>- Code basic programs and input functions into spreadsheets</li> <li>- Create posters and pictures in photo editing software</li> <li>- Create their own website as a living document of their work</li> <li>- Utilize Computer Assisted Design to create images and scenes in both 2D and 3D</li> </ul>
<b>Statement of Specific Learner Expectations</b>	Students will... <ul style="list-style-type: none"> <li>- Increase their typing skills through web-based applications</li> <li>- Send formal and informal communication through messenger services</li> <li>- Create their own table of values and perform various functions on it (average, basic math operations)</li> <li>- Block code: movement, sound, and transitions in two dimensions</li> <li>- Be able to describe and demonstrate the differences between web-based applications and their local counter parts (Word 365 vs. Word)</li> <li>- Create and alter images on picture editing applications (Adobe)</li> <li>- Create simple characters and scenes using CAD and print their 3D counterpart off using a 3D printer</li> <li>- Create a portfolio to demonstrate their learning throughout the course of the semester</li> </ul>
<b>Anticipated Enrollment Per Year</b>	40 – 60
<b>Special Facilities or Equipment Required</b>	<p><b>Facilities</b> – The use of specific computer labs (content-specific) will be required through the semester, depending on the programs in use at the time.</p> <p><b>Equipment</b> – Computer lab or laptop carts, depending on the content at the time.</p>

<b><i>Learning Resources to be Used</i></b>	All learning resources will be created by the teacher
<b><i>How Will Students be Assessed?</i></b>	Students will be assessed through their portfolio at the end of the semester. For the quality of work and participation throughout the semester.



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**SCHOOL: IMMANUEL CHRISTIAN SECONDARY SCHOOL**

**GRADE LEVEL OFFERED: 6-8**

**TITLE OF COURSE: GAMES**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<i>Course Philosophy</i>	Students will be given the opportunity to explore as well as create board and card games. The collaborative and cooperative aspects of strategic gameplay have positive cognitive and social benefits that allow for student creativity and development of character (sportsmanship, leadership, patience)
<i>Rationale for the Course</i>	The purpose of this course is to engage in strategy and enhance memorization techniques. Students will also have the opportunity to engage in the game creation process.
<i>Statement of General Learner Expectations</i>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Practice strategies with the games they are learning and creating</li> <li>• Demonstrate qualities of fair-play, sportsmanship</li> <li>• Demonstrate collaborative and individual approaches to game-play</li> <li>• Organize and lead game-play</li> </ul>
<i>Statement of Specific Learner Expectations</i>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Create a theme-based board game</li> <li>• Play a variety of board and card games (Games are TBD)</li> <li>• Engage in cooperative and individual game play</li> <li>• Reflect on game performance and future game-play strategy</li> </ul>
<i>Anticipated Enrollment Per Year</i>	40-60 students
<i>Special Facilities or Equipment Required</i>	<p>Tables and chairs</p> <p>Art supplies</p> <p>Playing cards and board games</p>
<i>Learning Resources to be Used</i>	How to handbook for card games
<i>How Will Students be Assessed?</i>	<ul style="list-style-type: none"> <li>• Students present and lead created games</li> <li>• Formative feedback on gameplay</li> <li>• Process feedback on game development</li> <li>• Rubrics for gameplay and habits of learning</li> </ul>



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**SCHOOL: IMMANUEL CHRISTIAN SECONDARY SCHOOL**

**GRADE LEVEL OFFERED: 6**

**TITLE OF COURSE: MUSIC APPRECIATION**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<i>Course Philosophy</i>	This course examines the philosophy, and principles of the Baroque period to the contemporary period with a closer look at the Baroque period, Classical period, Romantic period, Classical and Popular music. This course will expose learners to gain an appreciation of musical styles, composers and historical timelines.
<i>Rationale for the Course</i>	This course is designed for students who wish to examine music in an alternative way from concert band. They will have exposure to history of music and composers as well as a look at different styles of music across the globe.
<i>Statement of General Learner Expectations</i>	The students will be able to demonstrate listening skills by recognizing different music styles. The students will develop an understanding of the diverse periods of music in history.
<i>Statement of Specific Learner Expectations</i>	The students will build a vocabulary of music related terms The students will be exposed to a variety of musical styles from different cultures and periods. The students will create presentations based upon critiques of music of their choice.
<i>Anticipated Enrollment Per Year</i>	25-30 students.
<i>Special Facilities or Equipment Required</i>	Computer lab Notebook
<i>Learning Resources to be Used</i>	Power point presentation.
<i>How Will Students be Assessed?</i>	Students will be assessed using a variety of quizzes to check for understanding. Power point presentations will include a composer project as well as a song critique. Students will be expected to create and present.



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**SCHOOL: IMMANUEL CHRISTIAN SECONDARY SCHOOL**

**GRADE LEVEL OFFERED: GRADE 8**

**TITLE OF COURSE: OUTDOOR EDUCATION**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<b>Course Philosophy</b>	ICSS is Christian school that works to provide a Christian environment where God calls his children to develop and use their gifts in joyful service in His Kingdom. The main goal of Outdoor Education at ICSS is to provide a breadth of activities and assignments that introduce students to the outdoors; to provide education about Alberta Wildlife species, to showcase careers associated with the outdoors, while encouraging responsibility for the local and global environment. Activities are grouped into various areas in an effort to expose gr. 8 learners to a variety of Outdoor experiences.
<b>Rationale for the Course</b>	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 and others in and around the environment. 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.
<b>Statement of General Learner Expectations</b>	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. 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)
<b>Statement of Specific Learner Expectations</b>	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.
<b>Anticipated Enrollment Per Year</b>	About 40 students per year

***Special Facilities or Equipment Required***

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

- **Indian Battle Park/Elizabeth Hall Wetland:** , Wildlife Viewing, Ecosystem Research, Vegetation Exploration, Coulee exploration Hiking/ Walking
- **Lethbridge College or University of Lethbridge:** Wildlife Conservation Programs, Hubbard Wildlife Museum Aquaponics, Environmental Programs, Career Connections
- **Park Lake Provincial Park:** Alberta Parks offered programing, camping, orienteering, canoeing, survival skills, environment and wildlife conservation
- **ICSS:** Archery equipment and program
- **LFGA:** Archery 3D shooting
- **SABA:** Archery Target shooting

***Learning Resources to be Used***

- Alberta Conservation and Hunter Education Manual (AHEIA)
- National Archery in the Schools Program (NASP) - Manual and Curriculum
- Various wildlife websites
- Alberta fish and Wildlife
- Alberta Parks
- Parks Canada

***How Will Students be Assessed?***

At the end of the term students will have the choice to complete a hunter's education test which upon a mark of 70% or higher, allows them to achieve a Hunter's Education certificate and number, which in turn allows them to obtain a WIN card and participate in Alberta's hunting heritage. Self-evaluation is also used. Additionally, through the form of constant formative feedback on assignments and projects, where students are given tasks and corresponding rubrics, students are encouraged to joyfully explore the wonders of our Lethbridge and Alberta environment



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**SCHOOL:** IMMANUEL CHRISTIAN SECONDARY SCHOOL

**GRADE LEVEL OFFERED:** 6,7,8,9

**TITLE OF COURSE:** ROBOTICS

**IMPLEMENTATION DATE:** SEPTEMBER 2021

<b>Course Philosophy</b>	In our lives we have seen the rise and fall of different technology. From sending messages via fax machines to text messages. When looking at these complex machines it is easy to become overwhelmed. This course is to help students understand and recognize several similar components that make up machines and robots and using that knowledge to create their own. This course is designed to enrich the science learning outcomes from both grades 5 and 6.
<b>Rationale for the Course</b>	This course is necessary because it provides students who are seeking a more stimulating science experience an opportunity to create and build a robot. This course will help students develop not only their knowledge but also their understanding. Students will have the opportunity to practice logic and metacognitive process through the coding of their robots, which in turn will build an understanding of the linear pathway of algorithms and robotic processing.
<b>Statement of General Learner Expectations</b>	Students will... <ul style="list-style-type: none"> <li>- Learn what an algorithm is and why we use them</li> <li>- Block code using a variety of different programs (Scratch, Vex, Hour of Code)</li> <li>- Using teamwork and cooperation build a robot from a kit</li> <li>- Use an additive process of construction on robot kit to create a robot with greater functionality.</li> </ul>
<b>Statement of Specific Learner Expectations</b>	Students will... <ul style="list-style-type: none"> <li>- Define and give an example of what an algorithm is</li> <li>- "Program" their friends with an algorithm through an obstacle course</li> <li>- Using block coding software, will be able to code an object so that it moves through two-dimensions (across a cartesian plane)</li> <li>- Add sound and up to 10 objects in their code</li> <li>- Work collaboratively and appropriately with groupmates to build first part of robot from kit (standard drive base)</li> <li>- Code and control robot in real life</li> <li>- Debug and fix problems in code as they arise</li> <li>- Build and code the claws of the bot to be able pick up and move pieces.</li> <li>- Code finalized claw bot to move in two-dimensions and lift given objects in three-dimensions</li> </ul>
<b>Anticipated Enrollment Per Year</b>	40 – 60
<b>Special Facilities or Equipment Required</b>	<b>Facilities</b> – Computer lab that has coding software (some software is web-based) <b>Equipment</b> – VEX IQ robotics kit (12 currently)
<b>Learning Resources to be Used</b>	All resources to be used will be created by the teacher.

***How Will Students be Assessed?***

Students will be assessed by their participation and ability to complete challenges throughout the course. Students will also be required to fill out exit-slips to demonstrate their knowledge every 2 weeks.





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**SCHOOL:** LCI

**GRADE LEVEL OFFERED:** 9

**TITLE OF COURSE:** LEADERSHIP 9

**IMPLEMENTATION DATE:** SEPTEMBER 1, 2021

<b>Course Philosophy</b>	To provide students with the perspectives and skills associated with building character and strong leadership practice, both individually and in group settings.
<b>Rationale for the Course</b>	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 LCI through its Green 2 Gold Program.
<b>Statement of General Learner Expectations</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• learn a variety of aspects of youth leadership and the habits and practices that make up a strong leader.</li> <li>• Develop skills to grow in their ability to work as a community to achieve common goals</li> </ul>
<b>Statement of Specific Learner Expectations</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Engage in the concepts of responsibility, empathy, grit, respect, growth.</li> <li>• Identify and communicate aspects of effective leadership, and their impact on self and community.</li> <li>• Investigate a variety of leadership styles, along with their own strengths and areas for growth within these.</li> <li>• Develop/improve essential skills of communication, critical thinking, planning, delegation.</li> <li>• Work together to plan and lead the school community (or segments of) through activities that make a positive impact.</li> </ul>
<b>Anticipated Enrollment Per Year</b>	20-30 students per quarter (80-120 students/year)
<b>Special Facilities or Equipment Required</b>	None.
<b>Learning Resources to be Used</b>	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.



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SCHOOL: LCI

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: POP ROCK

IMPLEMENTATION DATE: SEPTEMBER 1, 2021

<b>Course Philosophy</b>	To provide students with the opportunity to develop musical skills in the pop/rock genre, build confidence, and increase school community through performance.
<b>Rationale for the Course</b>	The Pop/Rock 9 course incorporates a blend of instruction focusing on the development of instrumental (drums, guitar, electric bass, piano) and vocal skills. Students will study musical selections from the pop/rock genre beginning in the 1950s to the present day and will work towards performing these pieces in a showcase. Instrumental students will have the opportunity to develop foundational skills on new instruments and enhance technique on their primary instrument. Vocalists will be introduced to the genre of pop/rock and will focus their time building technique, increasing confidence, and incorporating stylistic interpretation. Instrumentalists and Vocalists will work together on performance projects. Students will also compose their own pieces in a final project.
<b>Statement of General Learner Expectations</b>	Students will: <ul style="list-style-type: none"><li>• Develop skills in listening, performing, and using notational systems.</li><li>• Strive for musical excellence and positive attitudes individually and as members of groups.</li><li>• Develop self-expression, creativity, and communication through music.</li></ul>
<b>Statement of Specific Learner Expectations</b>	Students will: <ul style="list-style-type: none"><li>• Develop techniques and skills from the pop/rock genre.</li><li>• Develop creativity by composing, improvising, and interpreting music.</li><li>• Learn to interpret rhythm, melody, harmony, form and expression as they appear in this genre of music.</li><li>• Apply maximum effort and attain effectiveness in performance through physical and mental discipline.</li></ul>
<b>Anticipated Enrollment Per Year</b>	20-30 students per quarter.
<b>Special Facilities or Equipment Required</b>	None.
<b>Learning Resources to be Used</b>	Lesson materials will be based on a variety of sources including, "Rock & Pop Theory: The Essential Guide" - Julia Winterson, "Popular Music Theory Guidebook" -Various Authors, "The Structure of Singing" - Richard Miller, as well as guest tutorials, workshops, and clinics

from professional artists.

***How Will Students be Assessed?***

Students will be assessed through a combination of individual and group work, including project-based learning, individual assignments, and live performances.



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**SCHOOL:**

**GRADE LEVEL OFFERED: 6, 7, 8**

**TITLE OF COURSE: FALCON ACADEMY (6, 7 AND 8)**

**IMPLEMENTATION DATE: FALL 2021**

<i>Course Philosophy</i>	Falcon Academy is a snapshot into everything cool about middle school and Fairbairn. Activities promote school culture, critical thinking, character building, and a growth mindset. There is something for everyone in this class: art, baseball, coding, drama, experiments, genius hour, hockey, music, physical fitness, STEM, student challenges, team building, tech, robotics and so much more.
<i>Rationale for the Course</i>	We would like to provide our students with an opportunity investigate a larger number of exploratory themes as they develop as learners and young people.
<i>Statement of General Learner Expectations</i>	This course is designed to allow students in to explore and expand their interests, passions and skills while making personal connections through meaningful learning experiences.
<i>Statement of Specific Learner Expectations</i>	Explore interests, passions and skills while making personal connections to a variety of investigative opportunities.
<i>Anticipated Enrollment Per Year</i>	Grade 6 – all Grade 7 – 90 Grade 8 - 90
<i>Special Facilities or Equipment Required</i>	none
<i>Learning Resources to be Used</i>	Teacher created / previously approved Lethbridge School Division locally developed courses and Alberta Learning approved resources.
<i>How Will Students be Assessed?</i>	Pass / Fail



# 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: FILM STUDIES

IMPLEMENTATION DATE: FALL 2021

<i>Course Philosophy</i>	To offer grade 9 students an opportunity to begin to appreciate the artistry and technical aspects of film and other visual media.
<i>Rationale for the Course</i>	Media consumption has a large impact on our student population and this will help develop their critical thinking skills as they analyze, discuss, and respond to a variety of films/directors.
<i>Statement of General Learner Expectations</i>	<p>Through exposure to diverse films, students will:</p> <ol style="list-style-type: none"><li>1. Explore strengths and set appropriate goals for growth.</li><li>2. Develop skills that enhance film analysis within a real world context.</li><li>3. Represent their views and beliefs in a respectful environment.</li></ol>
<i>Statement of Specific Learner Expectations</i>	<p><u>Acquire:</u></p> <ul style="list-style-type: none"><li>• Identify personal strengths. Identify areas for growth. Recognize and consider the what makes a film affective and engaging.</li></ul> <p><u>Apply:</u></p> <ul style="list-style-type: none"><li>• Analyze how audience and purpose affect the structure and content of film</li><li>• Analyze the impact directorial choices on interpretation of film</li><li>• Demonstrate an awareness of how visual stories are shaped by culture and context</li><li>• Explain preferences for films and genres by particular filmmakers</li><li>• Discuss how interpretations of the same film might vary, according to the prior knowledge and experiences of various viewers</li><li>• Use previous viewing experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in films</li><li>• Experience film from a variety of genres.</li><li>• Discuss character development in terms of consistency of behaviour and plausibility of change</li></ul>

**Adapt:**

- Work collaboratively
- Demonstrate and initiate self-guided projects and reflection of films
- Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of films
- Consider peers' interpretations of films, referring to the films for supporting or contradicting evidence

***Anticipated Enrollment Per Year***

50+ students

***Special Facilities or Equipment Required***

None

***Learning Resources to be Used***

DVD player, Criterion license, SmartBoard

***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.



# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL: WINSTON CHURCHILL HIGH SCHOOL**

**GRADE LEVEL OFFERED: 9**

**TITLE OF COURSE: YOGA**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<i>Course Philosophy</i>	Allow students an opportunity to explore and understand the benefits yoga can bring to their lives.
<i>Rationale for the Course</i>	Yoga is a practice that can bring deeper awareness of self, allow for relaxation and mindfulness, and offer management of stress – all of which are important skills for our students to develop. It also will set students up for being active for life. Joining a yoga class or having a personal practice as an adult will maybe be a priority, and less intimidating, for students who have had some exposure to yoga earlier in life.
<i>Statement of General Learner Expectations</i>	Students will be introduced to, or enhance, a regular yoga practice.
<i>Statement of Specific Learner Expectations</i>	Learning basic poses and different styles of yoga Understanding the benefits of yoga Basic understanding of the philosophy of yoga Basic anatomy and the benefits different poses have on those areas
<i>Anticipated Enrollment Per Year</i>	As many as can be accommodated! Anticipating about 40-60
<i>Special Facilities or Equipment Required</i>	Yoga mats Quiet, clear, space Yoga blocks
<i>Learning Resources to be Used</i>	Music Class plans Possible guest teachers
<i>How Will Students be Assessed?</i>	Primarily participation Written reflections Small assignments/quizzes





# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: GRADE 6-8**

**TITLE OF COURSE: BASKETBALL EXPLORATORY**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<b><i>Course Philosophy</i></b>	To develop and progress the skill and passion for basketball in a supportive classroom environment with an emphasis on development over competition.
<b><i>Rationale for the Course</i></b>	This course is designed as a physical fitness program and to develop leadership skills through the sport of basketball. The course will provide an excellent opportunity to strengthen basketball skills and for students to further their understanding of game strategies and officiating abilities. There will be classroom instruction on skills, rules, and strategies. This class will be for beginners and advanced students alike.
<b><i>Statement of General Learner Expectations</i></b>	<ul style="list-style-type: none"> <li>• Students will be aware and able to demonstrate the 4 different components of basketball skills (dribbling, footwork, passing, and shooting)</li> <li>• Students will be able to understand and explain the rules and basic strategy behind the game of basketball. (offense/defense &amp; rules/scorekeeping)</li> <li>• Students will interact positively and respectfully with teammates</li> </ul>
<b><i>Statement of Specific Learner Expectations</i></b>	<ul style="list-style-type: none"> <li>• Students will develop basic ball handling and dribbling skills</li> <li>• Students will demonstrate basic footwork and body control skills</li> <li>• Students will understand offensive and defensive principals necessary for the game of basketball.</li> <li>• Students will demonstrate basic passing and receiving skills</li> <li>• Students will know and be able to show understanding of the rules and scorekeeping of basketball.</li> <li>• Students will learn and demonstrate the basic mechanics of shooting</li> <li>• Students will learn how to officiate and ref a 3 vs 3 basketball games</li> <li>• Students will analyze the role that cooperation and leadership play in team activities.</li> </ul>
<b><i>Anticipated Enrollment Per Year</i></b>	40-50 students per term. There are three terms in the school year so there will be approximately 120-150 students per year taking the course.

<b><i>Special Facilities or Equipment Required</i></b>	School gym or outside basketball courts.
<b><i>Learning Resources to be Used</i></b>	Basketballs, Hula Hoops, Pylons, Basketball nets.
<b><i>How Will Students be Assessed?</i></b>	Students will be assessed on their knowledge of basketball rules, skills, and strategies through written, verbal, or oral projects. Students will be expected to perform daily skills and drills which will go towards a participation and cooperation portion of their grade.



# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6-7-8**

**TITLE OF COURSE: CHARACTER THROUGH MUSIC**

**IMPLEMENTATION DATE: SEPT 2021**

<i>Course Philosophy</i>	Character education through music allows students to build social and interpersonal skills through experience and creativity. Music and art allow us to be vulnerable, express compassion and empathy and ultimately encourage growth mindset. Students will develop these traits through writing and analyzing lyrics, expressing and examining emotion and explaining how music and culture develop community.
<i>Rationale for the Course</i>	Students at WMS have opportunities to learn music theory and skills in band and choir, this class will take previously learned skills and apply them in relevant ways. Students will explore the creative process of writing, composing and recording music and will also learn the basics of promoting and marketing the finished product.
<i>Statement of General Learner Expectations</i>	Students will be able to draw connections between artistic expression and character development.
<i>Statement of Specific Learner Expectations</i>	Students will: <ul style="list-style-type: none"> <li>- Explore creativity as a way to self-regulate</li> <li>- Explore the relationship between emotional wellness and artistic reflections</li> <li>- Identify strategies to improve literacy, numeracy and wellness skills through music</li> </ul>
<i>Anticipated Enrollment Per Year</i>	25/term 75-100 students each year.

***Special Facilities or Equipment Required***

- Music room
- guitars/drums/microphones
- Ipads- GarageBand

***Learning Resources to be Used***

Sound Innovations for Guitar – Stang & Purse  
Essential elements for guitar – Schmid & Morris  
GarageBand  
Youtube

***How Will Students be Assessed?***

Students will be given a series of performance tasks. Assessment will focus more on personal growth than musical skill.



# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6-8**

**TITLE OF COURSE: CREATIVE PURSUITS**

**IMPLEMENTATION DATE: 2021-2022 SCHOOL YEAR**

<b><i>Course Philosophy</i></b>	Students will increase their competency in expressing who they are through crafts, photography, scrapbooking, and drama.
<b><i>Rationale for the Course</i></b>	This course allows students to express their feelings in a variety of forms.
<b><i>Statement of General Learner Expectations</i></b>	<ol style="list-style-type: none"><li>1. Students will express meaning through control of visual relationships.</li><li>2. Students will acquire a repertoire of approaches to recording visual information.</li><li>3. Students will understand that art reflects and affects cultural character.</li></ol>
<b><i>Statement of Specific Learner Expectations</i></b>	<ol style="list-style-type: none"><li>1. Use expressiveness in their use of elements in the making of images.</li><li>2. Create compositions in both two and three dimensions.</li><li>3. Investigate form and structure of natural and man-made objects as sources of images.</li></ol>
<b><i>Anticipated Enrollment Per Year</i></b>	50-75 students
<b><i>Special Facilities or Equipment Required</i></b>	Paint, fabric, clay, glue, scissors, dream catcher kits, canvas, markers, paint brushes, and other art supplies.
<b><i>Learning Resources to be Used</i></b>	Teacher developed visual lesson supports such as PowerPoint as well as handouts will be the primary resources. Art supplies as described above as well as videos/tutorials as collected from various websites.
<b><i>How Will Students be Assessed?</i></b>	Students will use peer critiques and self – assessments for formative feedback. Summative feedback will be assessed using the Wilson Middle School Exploratory Option Rubric. Students will be completing painting projects related to specific skills in handling watercolor paint, color mixing, and subject matter.



# 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: 6-8**

**TITLE OF COURSE: ENTREPRENEURSHIP IN ME**

**IMPLEMENTATION DATE: 2021-2022**

<b><i>Course Philosophy</i></b>	Students will be introduced to the world of business and discover the meaning of entrepreneurship in this exploratory option. This course will begin with a focus on career counselling techniques to allow students to find and follow their passions. Students will then explore and identify characteristics and skills demonstrated by entrepreneurs as well as analyze their own entrepreneurial strengths and skills. From there, students will develop an understanding of the basic functions of business, hear from local entrepreneurs and then ultimately have the opportunity to 'pitch' their own idea to a panel of local entrepreneurs who will act as investors (SHARKS).
<b><i>Rationale for the Course</i></b>	Entrepreneurial spirits and self directed learning are the key drivers in our society's economic development. Small and medium sized start up businesses help to drive job creation and innovation in our world. As Educators we have a role to play in leveraging and exposing students to the dynamic nature of entrepreneurship, where students can begin to become critical engaged thinkers, with ethical principles, and a nourishing entrepreneurial spirit.
<b><i>Statement of General Learner Expectations</i></b>	Students will- Challenge Business Opportunities Understand Elements of a Business Plan Financing a Venture Plan Demonstrated Marketing Strategies to Promote Their Venture Opportunity. Analyzing and Reflection on a Venture
<b><i>Statement of Specific Learner Expectations</i></b>	Students identify, compare and assess a variety of entrepreneurial opportunities and ideas. Students learn the elements of a Business planning process. Students gather and analyze data to make informed decisions about the

feasibility of their venture.  
Students will use various forms of financing to start up their venture.  
Students appraise various marketing strategies, techniques, and formulate a marketing strategy for their venture.  
Students will reflect and grow from receiving feedback from local entrepreneurs regarding their venture.

***Anticipated Enrollment Per Year***

30

***Special Facilities or Equipment Required***

Computers/Laptops

***Learning Resources to be Used***

Computers/ Laptops

***How Will Students be Assessed?***

Rubrics, Checklist, Self Reflections



# 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: 6, 7, 8**

**TITLE OF COURSE: FITNESS EXPLORATORY**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<i>Course Philosophy</i>	To give students the opportunity to learn new fitness-related routines to promote a lifelong active lifestyle.
<i>Rationale for the Course</i>	This course was designed as a physical fitness program to assist students in becoming familiarized with equipment in the fitness center and to learn how to use the equipment in a variety of ways. This course will provide tools for those seeking to have a better understanding of different ways to be active. The Fitness Exploratory will provide unique and fun ways for students to take responsibility for maintaining and improving their health-related fitness.
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> <li>• Students will understand the 5 fitness components (Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)</li> <li>• Students will become familiar with fitness center equipment</li> <li>• Students will learn to take ownership and responsibility for their own personal health and fitness</li> </ul>
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>• Students will understand different ways to implement and practice the 5 fitness components</li> <li>• Students will become familiar with the ways that each piece of equipment can contribute to one or more of the fitness components</li> <li>• Students will learn to create their own fitness routines based on their personal goals</li> <li>• Students will interact positively with classmates and be respectful of equipment</li> </ul>
<i>Anticipated Enrollment Per Year</i>	Unsure-fitness center would best fit a maximum of 20-25 students. 3 terms-approximately 75 kids per year
<i>Special Facilities or Equipment Required</i>	Fitness Center



***Learning Resources to be Used***

Fitness Center equipment

***How Will Students be Assessed?***

Students will be assessed based on the following:

- knowledge of fitness components
- ability to meet the five fitness components with different forms of exercise
- creation of fitness plan based on personal goals
- participation and willingness to learn and try new things



# 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: 6-8**

**TITLE OF COURSE: FLAG FOOTBALL**

**IMPLEMENTATION DATE: 2021-2022**

***Course Philosophy***

Love Football and want to play in school more often? If so, look no further than the Flag Football Fitness enrichment option. This option is offered for introductory, exposed, and experts within the game of football. The course is designed to demonstrate a sense of understanding, participation, teamwork, and general affection for the sport of football through its ability to learn, demonstrate, and participate in a high level of activity and enjoyment through the sport of football!

***Rationale for the Course***

Physical activity is something we all are encouraged to participate in daily as for the betterment of our health and wellness. Physical activity through sport and teamwork can lead to essential social, physical, and cooperative traits/skills that could be beneficiary for a lifetime to come. Learning these key developmental skills through the sport of the flag football enrichment option ensures individuals are meeting their daily dose of physical activity all while developing a deeper understanding about the fundamental skills, rules, and gameplay tactics in relation to a specific sport: Football.

***Statement of General Learner Expectations***

Students will:  
Activity  
Benefits of Health  
Cooperation  
Do it Daily

***Statement of Specific Learner Expectations***

A-1, 2, 5, 10 & 13  
B-1-8  
C- 1-6  
D-1-9

***Anticipated Enrollment Per Year***

30

***Special Facilities or Equipment Required***

Football Field Space

***Learning Resources to be Used***

Footballs & Flags

***How Will Students be Assessed?***

Rubrics, Checklist, Self Reflections

# 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: 6, 7, 8**

**TITLE OF COURSE: FORENSICS**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<b>Course Philosophy</b>	Forensics is a investigative 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.
<b>Rationale for the Course</b>	Solving mysteries is a challenge many students enjoy. Students are commonly exposed to crime situations in the media, and are aware that forensic sciences are used to solve crimes. By becoming involved in a simulated crime scene, students will see how forensic investigators apply scientific skills and processes in a problem-solving capacity.
<b>Statement of General Learner Expectations</b>	<p><b>Topics:</b></p> <p><b>Crime Scene Investigation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using Science to Solve Crimes</li> <li><input type="checkbox"/> Securing and recording a Crime Scene</li> <li><input type="checkbox"/> Types of Evidence</li> <li><input type="checkbox"/> Collecting Physical Evidence</li> </ul> <p><b>Prints and Trace Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prints</li> <li><input type="checkbox"/> Trace Evidence</li> </ul> <p><b>Identifying an Individual:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fingerprints</li> <li><input type="checkbox"/> Evidence from Blood</li> <li><input type="checkbox"/> DNA Evidence</li> <li><input type="checkbox"/> Handwriting Identification</li> </ul>
<b>Statement of Specific Learner Expectations</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how to conduct a variety of experiments used by forensic scientists to analyze evidence collected from crime scene.</li> <li>• Evaluate forensic evidence analysis techniques.</li> <li>• Develop critical analytical skills and apply them in case-study situations.</li> <li>• Learn the techniques used by crime scene investigators to identify and collect evidence at a crime scene.</li> <li>• Work collaboratively with other classmates to analyze and identify unknown sources of evidence.</li> </ul>
<b>Anticipated Enrollment Per Year</b>	35
<b>Special Facilities or Equipment Required</b>	None

**Learning Resources to be Used**

Evidence and Investigation - Edmonton Public Schools elementary science program

**How Will Students be Assessed?**

Labs will be completed in class either in a small group or on your own. You will conduct an experiment and answer questions or demonstrate skills related to our topic for the week.

Quizzes will be completed on your own and will assess what we have learned during the week.

Assignments	20%
Quizzes	30%
Labs	50%
	100%

Assignments will be completed using class content and research. These may include case analysis, presenting on a forensic topic, and problem solving.



# 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: 6-8**

**TITLE OF COURSE: FUNCTIONAL FITNESS TRAINING**

**IMPLEMENTATION DATE: 2021-2022**

### *Course Philosophy*

New to Fitness training? Have goals of improving your fitness levels, getting healthier, gaining mindfulness, improving wellness, or any other fitness components? If so, look no further than the Functional Fitness Enrichment Option. In this option, we will focus understanding the foundational purposes of physical health, physical fitness, and wellness through exercise, research, and discovery. Throughout the 12 weeks we will complete various activities including cardiorespiratory training, strength training, and flexibility and mobility training all aimed to improve your knowledge and experience with functional fitness, striving with a goal of becoming a lifelong physical activist.

### *Rationale for the Course*

Upon the conclusion of our grade 12 PE classes and team sports we are left with an individualism that lies deep within us to continue to stay active, healthy, and mobile. While team sports are great and offers a large array of personal benefits, not all have the economic ability, motivation, or intuition to continue to pursue this area of physical activity as we mature. However, every individual has a need and purpose behind staying physical active throughout their life, hence the purpose for understanding the importance and knowledge behind functional fitness training. This course offers students exposure and knowledge within an area of their lives that is sure to be essential and crucial for years to come.

### *Statement of General Learner Expectations*

Students will:  
Activity  
Benefits of Health  
Cooperation  
Do it Daily

### *Statement of Specific Learner Expectations*

A-1, 2, 3, 4, & 13  
B-1-8

C- 4-6  
D-1-9

***Anticipated Enrollment Per Year***

30

***Special Facilities or Equipment Required***

Functional Fitness Area

***Learning Resources to be Used***

Yoga Mats, Free Weights, Space for Training

***How Will Students be Assessed?***

Rubrics, Checklist, Self Reflections



# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6-7-8**

**TITLE OF COURSE: GOLF**

**IMPLEMENTATION DATE: 2021-2022 SCHOOL YEAR**

<i><b>Course Philosophy</b></i>	In this course students will acquire golf specific skills through a variety of developmentally appropriate movement activities, media, projects, and individual activities. Students will experience and appreciate the health benefits that result from physical activity and interact positively with others
<i><b>Rationale for the Course</b></i>	Golf is not covered in our Phys. Ed program here at Wilson Middle School. Many students do not get the opportunity to experience the game of golf on their own time. This course provides students with hands on experience involving the game of golf as well as real life applications when we apply our devolved skills on multiple field trips to Evergreen Golf Course. By the end of the course students will have all the necessary training to experience the game of golf independently and competently.
<i><b>Statement of General Learner Expectations</b></i>	Students are expected to develop golf specific skills and knowledge and apply those skills in class, on the field and at Evergreen Golf Center.
<i><b>Statement of Specific Learner Expectations</b></i>	Students are expected to come prepared to all classes in proper attire and footwear. Students are expected to participate in the program to the best of their ability. This course is designed to provide a safe and fun atmosphere for students to be active. Teamwork, respect, and fair play are of the utmost importance. Students will demonstrate ways to send an object with varying speeds and accuracy in skills specific to the activity of Golf. Students will infer positive benefits gained from specific physical activities surround the game of golf. As well students will complete projects designed to build their knowledge of golf rules, practice plans and how golf franchises and brands are developed
<i><b>Anticipated Enrollment Per Year</b></i>	20-30 students (offered in term 3)
<i><b>Special Facilities or Equipment Required</b></i>	Golf clubs, whiffle/golfballs and Evergreen Golf Center facilities.
<i><b>Learning Resources to be Used</b></i>	Golf Canada website, RCGA Rule book, Smartboard lessons/projects created by Tyler Keraiff & Jenessa Elliott
<i><b>How Will Students be Assessed?</b></i>	Students will be assessed using the Wilson Middle School Exploratory Option Rubric, Rules and Armature Status quiz on golf and specific project and activity rubrics created by Tyler Keraiff & Jenessa Elliott.





# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6,7 AND 8**

**TITLE OF COURSE: HOCKEY ENRICHMENT**

**IMPLEMENTATION DATE: SEPTEMBER 2021 TO MARCH 2022**

<b>Course Philosophy</b>	In this course students will acquire hockey specific skills through a variety of developmentally appropriate movement activities, media and individual activities. Students will experience and appreciate the health benefits that result from physical activity and interact positively with others.
<b>Rationale for the Course</b>	Ice Hockey is not covered in our Phys. Ed. program here at Wilson Middle School. 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 developed skills on multiple field trips to Labour Club Ice Center. By the end of the course students will have all the necessary training to experience the game of hockey independently and competently.
<b>Statement of General Learner Expectations</b>	Students are expected to develop hockey specific skills and knowledge and apply those skills in class, in the gym, fitness center and at the Labour Club Ice Center.
<b>Statement of Specific Learner Expectations</b>	Students are expected to come prepared to all classes. Students are expected to participate in the program to the best of their ability. This course is designed to provide a safe and fun atmosphere for students to be active. Teamwork, respect and fair play are of the utmost importance. Students will demonstrate ways to send and receive an object with varying speeds and accuracy in skills specific to the sport of Hockey. Students will infer positive benefits gained from specific physical activities surround the game of Hockey. As well students will complete projects designed to build their overall knowledge of hockey: rules, history, influential players, teams and current events.
<b>Anticipated Enrollment Per Year</b>	20-30 students ranging from grades 6,7 and 8.
<b>Special Facilities or Equipment Required</b>	Labour Club Ice Center and protective hockey equipment.

***Learning Resources to be Used***

Hockey Canada website, SMART lessons/projects created by Tyler Keraiff and Reg Dueck

***How Will Students be Assessed?***

Students will be assessed using the Wilson Middle School Enrichment Rubric and specific project and activity rubrics created by Tyler Keraiff and Reg Dueck.



# 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:**

**TITLE OF COURSE: SPORT ED – INTRAMURALS**

**6-7-8**

**IMPLEMENTATION DATE: SEPT 2021**

<i>Course Philosophy</i>	Sports Education delivers more than the basic skills and rules needed for games. This class will introduce students to opportunities for lifelong involvement in sports.
<i>Rationale for the Course</i>	Students at WMS have opportunities discover new physical skills and strategies to promote wellness, the intramurals class will allow students to explore the “business side” of sports. Students will learn to plan, organize, promote, and regulate organized games and activities.
<i>Statement of General Learner Expectations</i>	<p>Students will be able to identify the different ways to be engaged in sport and leisure.</p> <p>Students will develop leadership skills related to planning, organizing, and managing activities for their peers.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Plan and organize intramurals tournaments</li> <li>- introduce and implement new games and ideas</li> <li>-identify the various roles and responsibilities of members of the sports world → Owners, General managers, coaches, trainers, vendors, facility staff, media, spectators</li> </ul>
	<p>25/term</p> <p>75-100 students each year.</p>
<i>Special Facilities or Equipment Required</i>	<ul style="list-style-type: none"> <li>- Classroom</li> <li>- Access to PE storage room and equipment</li> <li>-computer labs occasionally for planning</li> </ul>

***Learning Resources to be Used***

**The Sports Education Model – PE Central (PDF)**

***How Will Students be Assessed?***

**Students will be given a series of performance tasks.**

**-Assessment is based on student ability to demonstrate leadership qualities**

**→social skills, give and follows directions, able to assume different roles**

**→organizational skills,**

**→work ethic and creativity**

**-Students will self assess through reflections**

**-Students will receive peer assessments**



# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 8**

**TITLE OF COURSE: LEARNERS LICENSE**

**IMPLEMENTATION DATE: 2021**

<i>Course Philosophy</i>	Students will explore many different methods of studying for tests as they prepare to write their Learner's License exam. This course is designed for students to enable them more time to prepare for a skill they will use in life—driving a vehicle.
<i>Rationale for the Course</i>	Many students struggle with preparing to write their Learner's License test. Using a wide variety of study methods (that transfer to preparing for any test), this course helps students study the Basic License Driver's Handbook, created by the Government of Alberta. Various methods of studying are employed including: independent, partner, SmartBoard lessons, on-line practice tests, videos, vocabulary acquisition, and creating a brochure for safe driving.
<i>Statement of General Learner Expectations</i>	Students are expected to learn a variety of study techniques that will apply across the curriculum and in life. As well, they will be prepared to successfully write their Learner's License test.
<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>	30 students
<i>Special Facilities or Equipment Required</i>	Touch screen projector, computer lab, ipads
<i>Learning Resources to be Used</i>	Smart notebook lessons, Basic License Driver's Handbook, Published by the Alberta Government, Department of transportation on-line practice tests and AMA on-line practice tests.
<i>How Will Students be Assessed?</i>	Students will be completing on-line practice tests for every chapter and creating a study brochure for one of the chapters in the handbook.

# 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: 6, 7, 8**

**TITLE OF COURSE: MATH CARD GAMES**

**IMPLEMENTATION DATE: AUGUST 2021**

### *Course Philosophy*

Math Card Games is an assortment of card and dice games. Students will learn and identify math skills and concepts used throughout the various games. Student will have the opportunity to develop math skills in a fun and hands-on learning environment.

As per the Alberta Mathematics K-9 program of studies:

- Meaningful student discussions provide essential links among concrete, pictorial and symbolic representations of mathematical concepts.

### *Rationale for the Course*

The overall goal of Math Card Games is to provide students an opportunity to stimulate the mind, improve math concepts, memorization, involve planning strategies as well as introduce students to the world of statistics and probability.

During this course, students will also:

- Increase face-to-face social engagement
- Learn family friendly games
- Develop valuable numeracy skills

The course is based off of and built around the "Goals for Students" in regard to mathematics education from the Alberta Program of Studies.

### **Goals For Students**

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its applications
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- exhibit a positive attitude toward mathematics

- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity.

***Statement of General Learner Expectations***

Develop number sense.

Collect, display and analyze data to solve problems.

Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

***Statement of Specific Learner Expectations***

**Basic Facts:**

Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:

- using personal strategies for adding and subtracting
- estimating sums and differences
- solving problems involving addition and subtraction.

Describe and apply mental mathematics strategies to determine basic multiplication facts to  $9 \times 9$  and related division facts.

Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems

Demonstrate an understanding of division

Grade Level (6-8) outcomes:

Demonstrate an understanding of place value, including numbers that are:

- greater than one million
- less than one thousandth.

Solve problems involving whole numbers and decimal numbers.

Solve problems that involve rates, ratios and proportional reasoning.

Select, justify and use appropriate methods of collecting data, including:

- questionnaires
- experiments
- databases
- electronic media.

Demonstrate an understanding of probability by:

- identifying all possible outcomes of a probability experiment
- differentiating between experimental and theoretical probability
- determining the theoretical probability of outcomes in a probability experiment
- determining the experimental probability of outcomes in a probability experiment
- comparing experimental results with the theoretical probability for an experiment.

***Anticipated Enrollment Per Year***

50-70 students per year – offered two terms.

***Special Facilities or Equipment Required***

Cards and Dice

***Learning Resources to be Used***

Teacher developed resource of games and required printables.

Videos from Youtube: Gather Together Games

<https://www.youtube.com/channel/UCVeEx96wzFgzhXsy7cBC8hw>

***How Will Students be Assessed?***

Students will be required to turn in a math skills identifier once per game. Evaluation will also include a teacher and self-assessment for each game.





# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL:**

**GRADE LEVEL OFFERED:**

**TITLE OF COURSE: READ IT WATCH IT**

**GRADES 6-8**

**IMPLEMENTATION DATE: 2021-2022**

<i>Course Philosophy</i>	Mythology is at the heart of many cultures, with tales of wonder, fear, and humor that fascinates students. This course will explore mythology from many different culture including Greek, Norse, Egyptian, Aztec, and Blackfoot. By investigating the myths that come from different cultures students will develop a greater understanding and appreciation for the worldview of different peoples and cultures.
<i>Rationale for the Course</i>	The teaching of mythology provides many benefits to students of all ages and backgrounds. Students will come into contact with a variety of world cultures while comparing those cultures to their own. Mythology also teaches history by examining ancient times and their effect on the modern world. It can also increase students' appreciation for literature and art by understanding the many mythological allusions all around us. By studying ancient mythologies, students also start thinking analytically about modern culture, analyzing the traces of ancient mythology that has been left behind. Studying mythology has a variety of benefits, but perhaps the most important one is that students find it interesting!
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> <li>- Students will develop a greater appreciation for myths that originate from different cultures as well as the explaining power and life lessons that can be learned from them.</li> </ul>
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>- Students will appreciate the diverse nature of myths that originate from different cultures as well as what role those myths have played in the culture they come from.</li> <li>- Students will examine the explaining power of myths by investigating the mythologies from different cultures such as Greek, Norse, Egyptian, Aztec, and Blackfoot.</li> <li>- Students will examine the cultural and moral value held within myths by investigating the mythologies from different cultures such as Greek, Norse, Egyptian, Aztec, and Blackfoot.</li> </ul>
<i>Anticipated Enrollment Per Year</i>	30 students per term, potentially 3 terms.
<i>Special Facilities or Equipment Required</i>	Students may occasionally require access to computer labs or laptop carts.
<i>Learning Resources to be Used</i>	Occasional use of Computer Lab or Laptops.
<i>How Will Students be Assessed?</i>	Quizzes, projects, presentations, class discussion and participation.



# 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: 6-7-8**

**TITLE OF COURSE: OUTDOOR EDUCATION**

**IMPLEMENTATION DATE: 2021-2022**

<i>Course Philosophy</i>	A student-centered course designed to enhance the participant's knowledge and skill in an outdoor setting, while promoting growth in student learning ability, self-confidence, and self-discipline.
<i>Rationale for the Course</i>	Students of all walks of life need assistance to forge personal connections between themselves and the outdoors. By doing so we will open future career opportunities and exposure to lifelong hobbies.
<i>Statement of General Learner Expectations</i>	Students will gain knowledge and skills in various outdoor pursuits.
<i>Statement of Specific Learner Expectations</i>	Students will develop specific skills in the areas of archery, canoeing, disc golf, climbing and hiking.
<i>Anticipated Enrollment Per Year</i>	225
<i>Special Facilities or Equipment Required</i>	Archery Equipment, Canoeing Equipment, Fishing Equipment, Fire starting gear, Tents, Disc Golf Equipment, Climbing Equipment
<i>Learning Resources to be Used</i>	NASP Archery Program Paddle Canada Guidelines Alberta Hunters Ed. Alberta Fishers Ed. Outdoor Council of Canada
<i>How Will Students be Assessed?</i>	Student will be assessed based on their skills, behaviors and participation.



# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6-7-8**

**TITLE OF COURSE: OUTDOOR LEISURE**

**IMPLEMENTATION DATE: SEPT 2021**

<i>Course Philosophy</i>	The need for functional fitness and lifelong wellness is evident after navigating a pandemic. Outdoor leisure games have always been a way to increase connection and to build positive relationships. This course will introduce students to a variety of activities that promote personal wellness.
<i>Rationale for the Course</i>	Students at WMS have opportunities discover new physical skills and strategies to promote wellness through Phys Ed, unfortunately not all students excel in mainstream PE and struggle to find the confidence to build their skill set in competitive settings. This class will allow students to explore the non-competitive ways that they can stay active and healthy throughout their lives.
<i>Statement of General Learner Expectations</i>	Students will be able to identify the effects of daily physical activity. Students will be able to understand the relationship between nature (outdoors) and personal wellness, can identify how getting outside can improve wellness.
<i>Statement of Specific Learner Expectations</i>	Students will: -develop the skills to organize and take responsibility for leisure activities that promote wellness. -engage in physical pursuits (bocce, disc golf, horseshoes, geocaching and various other games) that promote active living and community involvement
	25/term 75-100 students each year.
<i>Special Facilities or Equipment Required</i>	- Classroom - Access to PE storage room and equipment -Possibility of off campus activities??? Field trips – parks and pathways

***Learning Resources to be Used***

-11+ years of experience teaching PE, coaching, mentoring  
--> Orienteering unit, Student led tournament unit, Create-a-game unit  
-Sport-ed model (team games unit)

***How Will Students be Assessed?***

Students will be given a series of performance tasks.  
-Focus of assessment will be personal reflection. Students will keep an active living log/journal to record growth and achievements.



# 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:**

**TITLE OF COURSE: PODCASTING**

**GRADES 6-8**

**IMPLEMENTATION DATE: 2021-2022**

<i>Course Philosophy</i>	Podcasting is an increasingly popular form of media entertainment that is entertaining, engaging, educational, and accessible both to listen to and create.
<i>Rationale for the Course</i>	Podcasting is a great way to invite students to investigate authentic, engaging, complex questions and problems. It empowers students to share their voices with an audience beyond the teacher. Not only is podcasting fun to do, but it can build important 21st-century skills and competencies, including communication, critical thinking, creativity, and collaboration. And considering so many students are avid listeners, students are drawn to expressing themselves through podcasting. Not only can they emulate real journalists and famous podcasters, they are engaged in designing their own learning by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
<i>Statement of General Learner Expectations</i>	Students will learn the difference between scripted and Q&A podcasts and familiarize themselves with a wide range of podcast topics.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>- Students will gain an appreciation of Podcasting as not only a form of entertainment, but of news, education, and many other things.</li> <li>- Students will familiarize themselves with the types, genres, and format of podcasts in order to create their own podcast.</li> </ul>
<i>Anticipated Enrollment Per Year</i>	30 students per class, possibly 3 terms.
<i>Special Facilities or Equipment Required</i>	Standard classroom equipment (Computer, projector, speakers). Students will also need a personal device that they can access a podcasting app on as well as a set of headphones.
<i>Learning Resources to be Used</i>	Computer, microphones, speakers, podcasting apps, various age-appropriate podcasts.
<i>How Will Students be Assessed?</i>	Class discussion and participation, worksheets, 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:**

**GRADE LEVEL OFFERED: 6, 7, 8**

**TITLE OF COURSE: PROBLEMS AND PUZZLES**

**IMPLEMENTATION DATE: AUGUST 2021**

### *Course Philosophy*

Problems/Puzzles will work on developing problem solving skills using a variety of word and number puzzles, games, and logic problems. Students will use peer collaboration to increase and develop strategies for problem solving.

Philosophy is based off of the interrelation between English Language Arts and Mathematics:

Alberta Math K-9 program of studies.

- Students need to explore problem-solving situations in order to develop personal strategies and become mathematically literate. They must realize that it is acceptable to solve problems in a variety of ways and that a variety of solutions may be acceptable.

Alberta English Language Arts K-9 POS:

- The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

### *Rationale for the Course*

The overall goal of Problems/Puzzles is to increase skills such as critical thinking and reflection, communication, and numeracy in students by encouraging them to think creatively and express their thoughts and ideas logically. During this course, students will also:

- Understand the importance of problem solving
- Use various strategies to problem solve
- Collaborate with peers to develop strategies and solutions
- Communicate and express ideas

From Math K-9 POS Instructional focus:

- Problem solving, reasoning and connections are vital to increasing mathematical fluency
- Concepts should be introduced using manipulatives and be developed concretely, pictorially and symbolically.
- Students bring a diversity of learning styles and cultural backgrounds to the classroom. They will be at varying developmental stages.

**Statement of General Learner Expectations**

**MATH:**

Use patterns to describe the world and to solve problems.

Represent algebraic expressions in multiple ways.

Collect, display and analyze data to solve problems.

Use patterns to describe the world and to solve problems.

Develop number sense.

**English:**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students will listen, speak, read, write, view and represent to manage ideas and information.

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

**Statement of Specific Learner Expectations**

**Math:**

Represent and describe patterns and relationships, using graphs and tables.

Demonstrate an understanding of the relationships within tables of values to solve problems.

Represent generalizations arising from number relationships, using equations with letter variables.

Express a given problem as an equation in which a letter variable is used to represent an unknown number.

Demonstrate and explain the meaning of preservation of equality, concretely and pictorially.

Select, justify and use appropriate methods of collecting data, including:

- questionnaires
- experiments
- databases
- electronic media.

Demonstrate an understanding of oral and written patterns and their equivalent linear relations.

Solve problems that involve rates, ratios and proportional reasoning.

**English:**

**Use prior knowledge**

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print

and other media texts to understand new ideas and information

- apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning

### **Use comprehension strategies**

- identify, and explain in own words, the interrelationship of the main ideas and supporting details
- use definitions provided in context to identify the meanings of unfamiliar words
- monitor understanding by evaluating new ideas and information in relation to known ideas and information

### **Use textual cues**

- use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information

### **Focus attention**

- distinguish among facts, supported inferences and opinions
- use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation

### **Determine information needs**

- decide on and select the information needed to support a point of view

### **Plan to gather information**

- develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation

### **Organize information**

- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence
- organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions

### **Record information**

- make notes on a topic, combining information from more than one source; use reference sources appropriately



- use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning

### **Appreciate diversity**

- share and discuss ideas and experiences that contribute to different responses

### **Cooperate with others**

- assume a variety of roles, and share responsibilities as a group member
- identify and participate in situations and projects in which group work enhances learning and results

### **Work in groups**

- contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations
- address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative

### **Evaluate group process**

- assess own contributions to group process, and set personal goals for working effectively with others

***Anticipated Enrollment Per Year***  
***Special Facilities or Equipment Required***

**25-35 students – offered one term**  
**N/A**

***Learning Resources to be Used***  
***How Will Students be Assessed?***

**Teacher developed curricula.**  
**Assessment will be calculated from a variety of components such as:**

- Puzzle portfolio
- Original puzzle creation
- Student/Teacher Evaluations based on



# 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: 6,7&8

TITLE OF COURSE: RACQUET SPORTS

IMPLEMENTATION DATE: SEPTEMBER 2021- JUNE 2022

<i>Course Philosophy</i>	Students will be given the opportunity to discover new activities in a safe learning environment with the goal of establishing self-esteem in the area of racquet sports.
<i>Rationale for the Course</i>	Racquet sports are a lifelong physical activity and establishing an understanding for these sports in younger ages drastically increases the likelihood students and then adults will feel comfortable taking the risk to becoming physically active later in life.
<i>Statement of General Learner Expectations</i>	Students will gain an in depth understanding for rules, etiquette and game play for multiple different racquet sports.
<i>Statement of Specific Learner Expectations</i>	Students will understand and implement the rules in Badminton, Tennis and Pickleball Students will understand and implement tactical game play in Badminton, Tennis and Pickleball Students will understand and implement proper etiquette in Badminton, Tennis and Pickleball
<i>Anticipated Enrollment Per Year</i>	25 per term 3 terms per year 75 Students in total
<i>Special Facilities or Equipment Required</i>	Access to the gymnasium, outdoor basketball courts and community courts Use of Badminton, Tennis and Pickleball racquets
<i>Learning Resources to be Used</i>	Badminton- Shuttle time Tennis- TPA Pickleball- Pickleball Kitchen
<i>How Will Students be Assessed?</i>	Students will be assessed on three categories: <ol style="list-style-type: none"><li>1. Participation</li><li>2. Skill tests</li><li>3. Practical tests</li></ol>





# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL:**

**GRADE LEVEL OFFERED:**

**TITLE OF COURSE: READ IT WATCH IT**

**GRADES 6-8**

**IMPLEMENTATION DATE: 2021-2022**

<i>Course Philosophy</i>	This course is designed to help students better appreciate core elements of both literature and film by examining books for which there has been a film adaptation. This option gives students a chance to improve important literacy skills while enjoying popular literature and film.
<i>Rationale for the Course</i>	Getting students to engage with books is crucial to their literacy development. This course is an opportunity that allows them to extend their reading opportunities and connect with others in an environment geared towards growing readers. Adding in the film analysis into the pairing makes it especially attractive to reluctant readers who still enjoy the story engagement aspect of literacy.
<i>Statement of General Learner Expectations</i>	Students will improve core literacy skills such as reading, writing, viewing, and listening by critically examining purposefully selected literature and the films that have been adapted from the books.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>- Course is designed to enhance Language skills using different mediums.</li> <li>- Students will participate in an in-depth analysis of a number of books and videos.</li> <li>- Comprehensive processes such as previewing, predicting and making inferences will also be used in viewing.</li> <li>- Students will learn to deduce meaning, recall information and understand the formation of characters and scene in literature and film.</li> </ul>
<i>Anticipated Enrollment Per Year</i>	30 students per class, potentially 3 terms.
<i>Special Facilities or Equipment Required</i>	Selected novels, computer, DVD player, projector.
<i>Learning Resources to be Used</i>	Selected novels and films that may include but is not limited to: Wonder (R.J. Palacio), Coraline (Neil Gaiman), Harry Potter and the Philosopher's Stone (J.K. Rowling), The Giver (Lois Lowry), Holes (Louis Sachar), The Fault in our Stars (John Green), The Outsiders (S.E. Hinton), Hoot (Carl Hiaasin), The Lion, The Witch, and the Wardrobe (C.S. Lewis), A Wrinkle in Time (Madeline L'Engle), A Series of Unfortunate Events (Lemony Snicket).
<i>How Will Students be Assessed?</i>	<p>All copyright laws will be followed when accessing resources for this course.</p> <p>Quizzes, projects, presentations, class discussion and participation.</p>



# Lethbridge School Division

## Locally Developed Course Outline

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SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: SPORTS PERFORMANCE

IMPLEMENTATION DATE: 2021-2022 SCHOOL YEAR

<b>Course Philosophy</b>	To provide students with a narrower focus on factors that influence, and contribute to, <i>learning to train</i> and <i>training to train</i> (based on the Canadian Sport For Life - Long Term Athlete Development Model)
<b>Rationale for the Course</b>	Students really seem to enjoy and want to be in the fitness centre. However, many are intimidated, or unsure how to complete a meaningful workout. Others believe they know how but might be missing some critical safety and performance tips to optimize their training. This class will help to eliminate some of the barriers to training and the mistakes students often make when training for performance.
<b>Statement of General Learner Expectations</b>	<ul style="list-style-type: none"> <li>- General Understanding of program creation for desired results</li> <li>- Overview of the different training modalities (FITT principals)</li> <li>- Introduction of various training “fads”</li> </ul>
<b>Statement of Specific Learner Expectations</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Develop an understanding of gym etiquette</li> <li>- Experience specific technique coaching for major compound movements (squat, press, bench press)</li> <li>- Evaluate the different FITT principals and formulate an exercise routine that fits their needs</li> <li>- Compare and discover different training modalities (i.e. Full body vs. split routines, strength, conditioning, mobility)</li> <li>- Be exposed to various trends in the health and wellness industry (i.e. Cross Fit, Barr, Natural Movement, etc.)</li> <li>- Investigate an injury management plan and create a presentation for this</li> </ul>
<b>Anticipated Enrollment Per Year</b>	<ul style="list-style-type: none"> <li>- Based on size of fitness centre, the maximum enrollment for this course would be 10-15 students per class</li> </ul>
<b>Special Facilities or Equipment Required</b>	<ul style="list-style-type: none"> <li>- Fitness Centre and all equipment</li> <li>- Classroom space for lectures</li> </ul>
<b>Learning Resources to be Used</b>	<ul style="list-style-type: none"> <li>- Content is based on teacher creation (I have additional certifications and previous professional experience in this field).</li> </ul>
<b>How Will Students be Assessed?</b>	<p>Students will be assessed as follows:</p> <ul style="list-style-type: none"> <li>- Projects and performance tasks (30%)</li> <li>- Movement Quiz (20%)</li> <li>- PACE (participation, attitude, cooperation and effort) during training sessions (50%)</li> </ul>



# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6,7,8**

**TITLE OF COURSE: TRAVEL, TOURISM, GEOGRAPHY AND CULTURE**

**IMPLEMENTATION DATE: AUGUST 2021**

<i>Course Philosophy</i>	<p>To help students gain an understanding about different places in the world. To allow students the opportunity to explore locations that they are interested in and some also assigned.</p> <p>Potential locations to be explored could include: Disneyland, Continent of Africa, Hawaii, Japan, Paris France, Caribbean Islands, Greece, Italy.</p> <p>Students will also have the opportunity to select locations they would like to learn more about.</p>
<i>Rationale for the Course</i>	<p>Provide students the opportunity to learn about different locations, cities, countries of the world that they might not otherwise have a chance to study. Allow students to have the opportunity to learn how to plan a trip.</p>
<i>Statement of General Learner Expectations</i>	<p>Students will have the opportunity to learn about Travel, Tourism, Geography and Culture and gain an understanding about different locations around the world.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students will study and learn about specific places in the world using a balance between assigned locations and student choice.</p>
<i>Anticipated Enrollment Per Year</i>	<p>Roughly between 60 and possibly up to around 150 students.</p>
<i>Special Facilities or Equipment Required</i>	<p>Classroom setting with use of technology for research.</p>
<i>Learning Resources to be Used</i>	<p>Internet, videos, travel websites, booking travel websites, etc.</p>
<i>How Will Students be Assessed?</i>	<p>Students will be assessed on the completion of their projects and assignments that they work on during the course.</p>

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# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6,7,8**

**TITLE OF COURSE: TRAVEL, TOURISM, GEOGRAPHY AND CULTURE**

**IMPLEMENTATION DATE: AUGUST 2021**

<i>Course Philosophy</i>	<p>To help students gain an understanding about different places in the world. To allow students the opportunity to explore locations that they are interested in and some also assigned.</p> <p>Potential locations to be explored could include: Disneyland, Continent of Africa, Hawaii, Japan, Paris France, Caribbean Islands, Greece, Italy.</p> <p>Students will also have the opportunity to select locations they would like to learn more about.</p>
<i>Rationale for the Course</i>	<p>Provide students the opportunity to learn about different locations, cities, countries of the world that they might not otherwise have a chance to study. Allow students to have the opportunity to learn how to plan a trip.</p>
<i>Statement of General Learner Expectations</i>	<p>Students will have the opportunity to learn about Travel, Tourism, Geography and Culture and gain an understanding about different locations around the world.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students will study and learn about specific places in the world using a balance between assigned locations and student choice.</p>
<i>Anticipated Enrollment Per Year</i>	<p>Roughly between 60 and possibly up to around 150 students.</p>
<i>Special Facilities or Equipment Required</i>	<p>Classroom setting with use of technology for research.</p>
<i>Learning Resources to be Used</i>	<p>Internet, videos, travel websites, booking travel websites, etc.</p>
<i>How Will Students be Assessed?</i>	<p>Students will be assessed on the completion of their projects and assignments that they work on during the 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: **WILSON MIDDLE SCHOOL**

GRADE LEVEL OFFERED: **GRADES 6-8**

TITLE OF COURSE: **INTRODUCTION TO VOLLEYBALL**

IMPLEMENTATION DATE: **SEPTEMBER 2021**

<b>Course Philosophy</b>	This course is designed to introduce students to the fundamental/basic physical and mental skills found within the sport of volleyball. This includes proper/safe cognitive, social, and psychomotor behaviours with emphasis on the dexterity needed for forearm/overhead passing, attacking, serving, and defensive skills. Students will also acquire intangible skills presented in the game of volleyball such as reading and reacting, effective communication, offensive systems, rules/regulations, and the art of scouting an opponent.
<b>Rationale for the Course</b>	Students will develop knowledge, understanding, and an appreciation for volleyball in conjunction with the Long Term Athletic Development model and the Positive Youth Development model. Students will refine their sport specific skills to enhance performance and understanding in the sport of volleyball. Students will become familiar with basic offensive and defensive strategies to increase their volleyball IQ and apply the transfer of knowledge to both Phys.Ed and other volleyball endeavors.
<b>Statement of General Learner Expectations</b>	Students will learn, practice, and perform various volleyball-specific skills both individually and within a team while in a cooperative and/or competitive setting. Students will develop an appreciation for the history, rules, and regulations of volleyball and how they affect game play. Students will become familiar with general tactics and strategies that promote offensive and defensive efficiency in game situations.
<b>Statement of Specific Learner Expectations</b>	Students will partake in the skill acquisition and refinement of forearm passing, setting, attacking, serving, blocking, and digging. Students will further their knowledge of the rules and regulations outlined by both Volleyball Alberta and Volleyball Canada. Students will watch and analyze video of high level (post-secondary) volleyball to promote an understanding and appreciation for the tactics and systems being utilized in the game. Students will learn effective communication skills that enhance performance and understanding in both on and off court settings.
<b>Anticipated Enrollment Per Year</b>	~ 30 students per class.
<b>Special Facilities or Equipment Required</b>	Gymnasium with volleyball and/or badminton net and volleyballs. Lighter touch volleyballs for beginner level athletes. Classroom used for non- court specific skills.
<b>Learning Resources to be Used</b>	Print and Web resources Volleyball Manual
<b>How Will Students be Assessed?</b>	Students will be assessed on participation and performance using skill specific rubrics. They will also be assessed through assignments and quizzes for non-court specific content. Students will also provide self-assessments throughout the course. Students will also create a final passion project to promote a calling to pursue volleyball as a lifelong sport.



# Lethbridge School Division

## Locally Developed Course Outline

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**SCHOOL: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6, 7, 8**

**TITLE OF COURSE: WATERCOULOR**

**IMPLEMENTATION DATE: 2021-2022 SCHOOL YEAR**

<i>Course Philosophy</i>	Students will learn the fundamentals of painting with watercolors in this course. They will be introduced to a painting medium that is both easy to use and requires very little in the way of specialized art materials and equipment. This course is designed to encourage the development of basic painting and color mixing skills and further students' appreciation of art.
<i>Rationale for the Course</i>	Watercolor painting provides students with a specific water-based media experience that builds upon prior knowledge and skills in drawing and two-dimensional design. It also facilitates the development of visual thinking skills and the development of specific knowledge and skills related to color theory, painting materials and tools that allow for personal artistic expression.
<i>Statement of General Learner Expectations</i>	Students are expected to learn basic skills in brush handling and care, color mixing and color application with watercolor paint.
<i>Statement of Specific Learner Expectations</i>	Students will use transparent watercolor media to achieve a variety of effects and will use color mixing to achieve local color in dealing with varied subject matter. Students will demonstrate good studio working habits.
<i>Anticipated Enrollment Per Year</i>	60 - 75 students
<i>Special Facilities or Equipment Required</i>	Art room, watercolor paint sets, salt, rubbing alcohol, Q-tips, watercolor paper, and watercolor brushes.
<i>Learning Resources to be Used</i>	Teacher developed visual lesson supports such as PowerPoint as well as handouts will be the primary resources. Watercolor videos/tutorials as well as painting techniques as collected from various websites.
<i>How Will Students be Assessed?</i>	Students will use peer critiques and self – assessments for formative feedback. Summative feedback will be assessed using the Wilson Middle School Exploratory Option Rubric. Students will be completing painting projects related to specific skills in handling watercolor paint, color mixing, and subject matter.



# 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: **WILSON MIDDLE SCHOOL**

GRADE LEVEL OFFERED: **GRADES 6-8**

TITLE OF COURSE: **INTRODUCTION TO YOGA**

IMPLEMENTATION DATE: **SEPTEMBER 2021**

<b>Course Philosophy</b>	This course is designed to introduce students to fundamental and basic yoga postures, pranayama (breathing techniques), and meditation. Students will develop an appreciation of yoga theory as it pertains to health and wellness.
<b>Rationale for the Course</b>	Through a regular yoga practice, students will develop an understanding of self-awareness and self-control to aid in improving behavior and mindfulness. Students will be equipped with the necessary tools to learn how to engage in relaxation techniques to work towards relieving built up stress, all while engaging in activity that both relaxes and challenges them physically.
<b>Statement of General Learner Expectations</b>	Students will learn, practice, and perform introductory yoga asanas, pranayama, and meditation. Students will establish an understanding and appreciation for proper yoga etiquette and terminology and develop techniques that aid in enhancing their physical and mental fitness.
<b>Statement of Specific Learner Expectations</b>	Students will experience the process of self-discovery through an integrative yoga approach to develop an individualized yoga practice. Students will gain an understanding of general benefits related to the practice of yoga, pranayama, and meditation. Students will become familiar with the general aspects of yoga philosophy and physiology and how it aids in understanding the practice of yoga.
<b>Anticipated Enrollment Per Year</b>	~30 students per class.
<b>Special Facilities or Equipment Required</b>	Open space/classroom/fitness center. Yoga mats for each participant.
<b>Learning Resources to be Used</b>	Print/Web Resources Journal (used for self- reflection) Yoga manual
<b>How Will Students be Assessed?</b>	Students will be assessed based upon their participation both through their physical participation and their daily journal reflections. Students will have assignments and quizzes to test them on yoga terminology/physiology. They will also be assessed on their ability to present, perform, and teach postures and create a home practice plan. Example Breakdown: Participation/Attendance: 25% Assignments/Quizzes: 15% Practical Assessment: 25% Journal Entries: 20% Home Practice Plan: 15%

# 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: WILSON MIDDLE SCHOOL**

**GRADE LEVEL OFFERED: 6-8**

**TITLE OF COURSE: COOPERATIVE TEAM GAMES**

**IMPLEMENTATION DATE: SEPTEMBER 2021**

<i>Course Philosophy</i>	To develop and progress students' teamwork and communication skills through a variety of competitive team games.
<i>Rationale for the Course</i>	This course was designed as a physical fitness program to help develop team-building skills through an assortment of team games. This course will challenge students to be competitive, but to also practice good team strategies while competing. Students will have the opportunity to get active while learning and participating in team games. This Fitness Exploratory has an emphasis on cooperation so the main focus of all activities will be teamwork, positivity, communication, and respect/etiquette.
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> <li>Students will cooperate well with others</li> <li>Students will learn an assortment of team building skills</li> <li>Students will learn communication skills required for team activities</li> <li>Students will learn to take ownership and responsibility for their actions</li> </ul>
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> <li>Students will understand different ways to demonstrate good teamwork</li> <li>Students will learn to create games that focus on teamwork</li> <li>Students will interact positively with classmates and be respectful of equipment</li> </ul>
<i>Anticipated Enrollment Per Year</i>	20-30 students per term
<i>Special Facilities or Equipment Required</i>	Gym Can use field-weather depending
<i>Learning Resources to be Used</i>	Assortment of P.E equipment. Possible games that will be learned/played are: <ul style="list-style-type: none"> <li>Triple Threat (variation of handball)</li> <li>Chaos</li> <li>Tripleball (variation of baseball)</li> <li>Crazy Kickball</li> </ul>

- Matball
- 4 Corner Capture the Chicken/Pig
- Powerball
- Speedball
- 4 Corner Soccer
- Flyback
- Gold Rush

**\*Students will also have the opportunity to create their own game and teach it to the rest of the class!**

***How Will Students be Assessed?***

**Students will be assessed based on the following:**

- knowledge and demonstration of proper cooperation with teammates
- demonstration of ability to communicate with teammates/opponents
- participation and willingness to learn and try new things