



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: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: ARCHERY

7/8

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

<i>Course Philosophy</i>	To give students a safe introduction to the sport of target archery.
<i>Rationale for the Course</i>	Archery is an excellent life-long physical activity that can be learned and mastered by people of all ages.
<i>Statement of General Learner Expectations</i>	Students will be introduced to the sport of target archery in accordance with all of the practices, protocols, rules and regulations of the National Archery in the Schools Program (NASP).
<i>Statement of Specific Learner Expectations</i>	See attached document for entire curriculum or link here: https://www.naspschools.org/wp-content/uploads/2017/06/middleSchool_curriculum.pdf
<i>Anticipated Enrollment Per Year</i>	As determined by Administration and respecting the general guidelines set forth by NASP.
<i>Special Facilities or Equipment Required</i>	An appropriate outdoor range with shooting distances of 10m and 15m, an indoor range with a 10m shooting distance, all of the Archery equipment specific to the NASP program.
<i>Learning Resources to be Used</i>	All of the NASP Basic Archery Instructor materials for both the teacher and the students.

How Will Students be Assessed?

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



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: BABYSITTING

6

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

Course Philosophy

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

Rationale for the Course

RATIONALE FOR THE COURSE:

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

Statement of General Learner Expectations

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

Statement of Specific Learner Expectations

Students will be introduced to and will learn the following:

- The rights and responsibilities of the babysitter, child and parent
- Care for babies: holding, diapering, feeding, sleeping, how to settle a crying baby
- Care for toddlers: diapering, dressing, feeding, sleeping
- Care for preschoolers: toilet learning, dressing, feeding, sleeping
- Care for school-aged children: feeding and sleeping • Appropriate foods and toys for each age and stage
- Dangers associated with each age and stage
- Appropriate activities (indoor and outdoor) for each age and stage
- Responsibilities associated with outdoor play (pedestrian, bike, playground safety, sunscreen, bug spray, winter play)
- Basic Nutrition
- How to handle sick and exceptional children

- The business of babysitting (qualities of a great babysitter, practice interviews, resume and business card creation, how to keep clients, maintaining house rules and routines, and staying safe)
- How to handle emergencies/first aid (see below)

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

Anticipated Enrollment Per Year

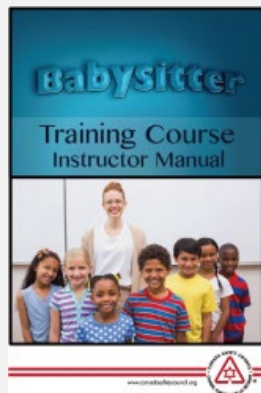
Due to the nature of the hands-on activities, there may be limits placed on maximum numbers enrolled.

Special Facilities or Equipment Required

Materials:

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

Learning Resources to be Used



How Will Students be Assessed?

Formative and Summative Assessments may include:

- Upon successful completion of the course test (set by the Canadian Safety Council), students will receive a “Canadian Safety Council Babysitter Training Course” certificate
- Students will also be assessed based on the following (some will be formative, others summative):
- Class discussions and role playing activities o Showing proper diapering, dressing, swaddling and feeding techniques on the baby

models

- Creation of activity materials for possible musical activity, story, craft, active indoor game and active outdoor game that is appropriate for each of the following: infant, toddler, preschooler, school-aged child
- Canada Food Guide Online Assignment and finding a simple, nutritious recipe that could be made while babysitting (all recipes will be put together to make a babysitters recipe book)
- Resume and business card creation o
- Mock call to 911 (what information do I give, how do I stay calm)
- Learn the sign language alphabet
- Creating a business card and resume
- Mock interview with a parent
- Creating a “kid kit” (a kit of activities to bring along while you are babysitting)



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: DESIGN

8

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

Course Philosophy	To provide opportunities for students to learn about the basic elements of modern design and the opportunities that exist to apply these concepts in fields of work and study.
Rationale for the Course	From the clothes we wear to the homes we live in, fashion and design is all around us! In this course, students who have a flair for design will explore career possibilities, test their skills through hands-on projects as they learn the basics of design, and recognize design styles from different eras.
Statement of General Learner Expectations	The Babysitting course will allow students to explore the skills required to provide care to younger children. They will be introduced to the following: The rights and responsibilities of a babysitter, child development and play, care and nutrition for babies, toddlers, preschoolers and school-aged children, creating safe environments and how to handle basic emergencies, as well as the business of babysitting.
Statement of Specific Learner Expectations	<ul style="list-style-type: none"> • <i>Describe careers in the fashion and design industry.</i> <ul style="list-style-type: none"> ○ Research and present information on design careers, including the responsibilities, employment opportunities, and requirements for education and training. ○ Identify and describe works of influential designers. • <i>Define, illustrate, and apply the elements and principles of design.</i> • <i>Work cooperatively as a group member to achieve goals.</i> • <i>Demonstrate organizational responsibilities.</i> • <i>Be able to use appropriate language of the fashion and design industry.</i> • <i>Analyze how history has affected the development of fashion and design.</i> <ul style="list-style-type: none"> ○ Discuss design capitals and their history.

- Describe how modern fashion and design have evolved through the decades from 1900 to the present.
- *Demonstrate how design ideas can be represented through visual presentation.*
 - Develop a design that reflects knowledge of the design principles.
- *Explain the impact of trends and social climate on fashion and interior styles.*
 - Define green design.
 - Redesign an item into another useful product.

Anticipated Enrollment Per Year 60-90 based on demand

Special Facilities or Equipment Required Computer, internet, design and construction basic supplies supplied by the class and student

Learning Resources to be Used
various websites, forms of media, magazines, guest speakers

How Will Students be Assessed? Students will be required to complete various project work as well as self assess their progress



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: LEADERSHIP

6/7/8

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

<i>Course Philosophy</i>	To provide opportunities for students to discover and initiative leadership opportunities at grade, school and community levels and work collaboratively
<i>Rationale for the Course</i>	This course provides a starting point for leadership in our school – theme days, community relationships, charitable work, and philosophy of leadership
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> • Gain knowledge and understanding of leadership foundational theories and models. • Cultivate a sense of self-awareness through identifying a leadership vision, mission, style and values. • Exhibit knowledge and awareness of diversity around identities, cultures, and society. • Demonstrate communication skills and the ability to interrelate with others. • Demonstrate an understanding of group dynamics and effective teamwork. • Enhance awareness and commitment towards effective citizenship and social responsibility. • Gain knowledge and understanding of service and of opportunities to engage in service • Develop interpersonal skills including communication and cooperation and show empathy for others especially those different from oneself • Demonstrate the ability to make meaning of service experiences o Exhibit self-awareness and self-authorship through service • Assume a sense of social and civic responsibility through involvement in the community

Statement of Specific Learner Expectations

See above

Anticipated Enrollment Per Year

60-120 based on demand

Special Facilities or Equipment Required

Computer, internet

Learning Resources to be Used

various websites, videos, guest speakers

How Will Students be Assessed?

- Contributions to conversations, planning and class projects around the school
- Journal reflections on learning and experiences
- Final project: Example - "What does it mean to be a leader?" (MacLean's Magazine Assignment)



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: PHOTO SCRAPBOOKING

6/7

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

<i>Course Philosophy</i>	In this class, we will explore different digital photography styles then develop and print the photos experimenting with different tones and colour grading. Once all of the photos have been printed, we will dive into the world of scrapbooking. Each themed page will feature the photographs in an exciting and unique way. At the end of the term, you will be able to take your scrapbook home to share with your family and friends.
<i>Rationale for the Course</i>	Provide opportunity for students to utilize their own technology to create and share digital and print media to share
<i>Statement of General Learner Expectations</i>	Students will learn different techniques and elements of effective photography and presentation and utilize creativity in their presentation and preservation.
<i>Statement of Specific Learner Expectations</i>	Students to work collaboratively with others and develop skills relating to editing, color, tone, focus, adding text to photos.
<i>Anticipated Enrollment Per Year</i>	Approximately 75
<i>Special Facilities or Equipment Required</i>	Digital camera (iPod, iPad, camera, phone), computer, color printer, scrapbooking materials and supplies
<i>Learning Resources to be Used</i>	various websites and examples to teach and exemplify photographic elements
<i>How Will Students be Assessed?</i>	Project based learning assignments as per course outline



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: WELLNESS – THE POWER OF YOU

8

IMPLEMENTATION DATE: 2022 (NEW COURSE)

<i>Course Philosophy</i>	The Power of You is a course that will encourage students to participate in a variety of activities to meet all areas of the stressful teenage life.
<i>Rationale for the Course</i>	To provide an opportunity for students to understand what wellness encompasses and learn strategies and skills to develop it for themselves. We see a need for this type of learning for our students.
<i>Statement of General Learner Expectations</i>	This course is the perfect mix for students who want some variety in their option class and skills to cope and thrive in high school. Fitness, self-care, nutrition, community service, goal setting, creativity and entrepreneurial spirit are just a few of the activity’s students will participate in.
<i>Statement of Specific Learner Expectations</i>	Students will learn the following: <ul style="list-style-type: none"> • Benefits of physical activity and nutrition • What is self-care and mindfulness? • How to be of service to others • Setting goals and developing skills for the future • Entrepreneurial spirit
<i>Anticipated Enrollment Per Year</i>	Approximately 30-60 depending on interest
<i>Special Facilities or Equipment Required</i>	Classroom, computer labs, outside space, learning commons
<i>Learning Resources to be Used</i>	Locally developed by teacher and counselling team members, depending on students in the class, and which activities will best suit their needs.
<i>How Will Students be Assessed?</i>	Students will be assessed on participation and their willingness to try new activities, participate in class activities. Summative project work.



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SCHOOL: GILBERT PATERSON MIDDLE

GRADE LEVEL OFFERED:

TITLE OF COURSE: YOGA

6/7/8

IMPLEMENTATION DATE: 2022 (RENEWAL OF PREVIOUS COURSE)

<i>Course Philosophy</i>	Allow students an opportunity to free their minds from everyday worries and develop personal skills and strategies for mental and physical well being and awareness.
<i>Rationale for the Course</i>	Yoga is a practice that allows students to be able to be active for life. It is low impact and allows students to de stress about everyday worries and improve their wellness in a variety of ways
<i>Statement of General Learner Expectations</i>	Yoga will provide students with an opportunity to explore the basic skills of yoga in a safe and quiet environment.
<i>Statement of Specific Learner Expectations</i>	<p>Students will learn the following:</p> <ul style="list-style-type: none"> • History of Yoga and it's fundamentals • Basic Yoga Principals • Yoga Routines • Create their own yoga routines based on previously learned techniques
<i>Anticipated Enrollment Per Year</i>	Approximately 75-90 per grade level
<i>Special Facilities or Equipment Required</i>	Quiet space, computer and projector and yoga mats for all students.
<i>Learning Resources to be Used</i>	Relaxation Music/ Yoga routines/Possible Guest Yoga Teacher
<i>How Will Students be Assessed?</i>	Students will be assessed on participation, theory of yoga practice, self-reflection and personal goals and growth as well as creating their own routine to teach the class.



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SCHOOL:

GRADE LEVEL OFFERED:

TITLE OF COURSE: HAND CRAFTS

IMPLEMENTATION DATE: SEPTEMBER 2022/23

<i>Course Philosophy</i>	Students will learn how to knit, crochet or do needle work to pursue these activities outside of school
<i>Rationale for the Course</i>	Teach students the basics of knitting, crocheting and needle work so they will be able to pursue these activities as leisure activities
<i>Statement of General Learner Expectations</i>	How to cast on and off Knit, pearl Chain on and off Different basic knitting and crocheting stitches How to cross stitch, or embroider stitches
<i>Statement of Specific Learner Expectations</i>	Use the basics to make a knitted square, which will be donated to Blankets for Canada Society and crochet a dish cloth Complete at least one major knitting or crocheting project Draw out a cross stitch pattern on grid paper and complete it
<i>Anticipated Enrollment Per Year</i>	20-30 students
<i>Special Facilities or Equipment Required</i>	Knitting needles, crochet hooks, yarn. I already have knitting needles and crochet hooks and yarn for the students to practice with. Students will need to purchase their own materials for their final project. Cross stitch fabric, embroidery floss, embroidery needles
<i>Learning Resources to be Used</i>	Internet, books that I already have
<i>How Will Students be Assessed?</i>	Knitting and Crocheting basics (cast on and off, knitting, purling, chaining, single chain, double chain) or basics of cross stitching 30% Knitting and Crocheting squares/dish clothes or cross stitch a basic picture 30% Knitting or crocheting major project or cross stitch project or embroider project 40%



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SCHOOL: G. S. LAKIE

GRADE LEVEL OFFERED: 7

TITLE OF COURSE: BOARDGAMES

IMPLEMENTATION DATE: FALL 2021

<i>Course Philosophy</i>	Children learn through play. So let's play.
<i>Rationale for the Course</i>	In this option, we will explore and play a variety of different games. Along the way, you will also: increase brain function, learn how to set goals and develop patience, develop and strengthen relationships with new people, increase happiness and decrease stress, and enhance creativity and self-confidence.
<i>Statement of General Learner Expectations</i>	Learn how to play a variety of games
<i>Statement of Specific Learner Expectations</i>	Students will develop collaborative skills, interpersonal skills, problem solving skills, and self-confidence
<i>Anticipated Enrollment Per Year</i>	<30
<i>Special Facilities or Equipment Required</i>	Board games, cards, dice
<i>Learning Resources to be Used</i>	Boardgame tutorials, card game tutorials, dice game tutorials
<i>How Will Students be Assessed?</i>	Participation, self-reflection, self-assessment, observation, conversation



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SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: COULD BE 6,7,8

TITLE OF COURSE: DIGITAL MEDIA: PRINT DESIGN (YEARBOOK)

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Write up for option booklet: Are you interested in the way professionals create stunning print designs in magazines, newspapers, advertisements and yearbooks? In this course, you will learn all about print design and will practice producing stunning visual compositions. You will learn how to use Adobe InDesign and Photoshop software—the same software professionals using in the print media industry! You will even have the opportunity to create page layouts that will be used in the school’s yearbook. If you’re a creative, hard-working individual and a good team player, then this is the option for you!
<i>Rationale for the Course</i>	This course gives students to learn about print design and develop technology skills.
<i>Statement of General Learner Expectations</i>	Teamwork, page layout, photo selection and editing
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate the techniques involved to effectively design elements and principles of art related to print design. In small groups, students will develop a summative project involving designing one or more spreads for the yearbook.
<i>Anticipated Enrollment Per Year</i>	20-30
<i>Special Facilities or Equipment Required</i>	Computer lab
<i>Learning Resources to be Used</i>	Adobe PhotoShop and InDesign software
<i>How Will Students be Assessed?</i>	Ongoing formative assessment with feedback specific to student in-class projects. Summative assessment in PowerSchool will be Complete/Incomplete.



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SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: COULD BE 6,7,8

TITLE OF COURSE: ESCAPE ROOMS & CRYPTOGRAPHY

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Write up for option booklet: Do you love puzzles, codes, and ciphers? Then this is the option for you! We will play escape rooms, learn about cryptography, and even get to work in groups to create puzzles and clues to design your own break-out room. Students who take this option need to be willing to develop their teamwork skills, as most projects will involve groupwork.
<i>Rationale for the Course</i>	Constructive challenges build engaged and capable learners. Escape rooms are learner-centred experiences that allow students to work together, think conceptually, and utilize prior knowledge for deeper comprehension (Breakoutedu.com, 2022). Having students develop their own escape room challenges will foster critical thinking, collaboration, creativity and communication.
<i>Statement of General Learner Expectations</i>	Critical thinking, collaboration, communication in groups
<i>Statement of Specific Learner Expectations</i>	How to develop puzzles and codes to be used in an escape room challenge
<i>Anticipated Enrollment Per Year</i>	30-60, depending on number of terms offered
<i>Special Facilities or Equipment Required</i>	Laptops, variety of locks (teacher already has)
<i>Learning Resources to be Used</i>	Breakoutedu.com, other online resources, possibility of reaching out to local escape rooms
<i>How Will Students be Assessed?</i>	Ongoing formative assessment during playing and developing of games Summative assessment in PowerSchool will be Complete/Incomplete



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SCHOOL: LETHBRIDGE COLLEGIATE INSTITUTE

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: DANCE 9

IMPLEMENTATION DATE: ONGOING- SEPT 2022

Course Philosophy

Through the provision of knowledge about dance and the opportunity to develop physical, social and emotional skills, the dance program is intended to foster technical proficiency, historical appreciation, and positive self-concept. Students become creators, performers, historians, critics and patrons. The dance curriculum compliments and encourages student involvement in, and does not compete with dance in the private sector. Emphasis is placed on generosity, acceptance, and cooperation as students are exposed to a variety of styles, techniques, historical reference and creative forms.

Rationale for the Course

It has become evident that many students are interested in taking dance as an optional course. The course will allow students to experience a wide variety of dance forms and to focus on the appreciation of dance as an art form.

Statement of General Learner Expectations

In Dance 9, students learn the elements of movement, shape, time and dynamics. They learn different genre's and styles of dance including ballet, jazz, hip-hop, funk styles, modern, creative and contemporary dance.

Statement of Specific Learner Expectations

The objective of Dance 9 is for students to:

- Increase dance knowledge and skills.
- Demonstrate improved concentration, focus, and coordination through dance progressions.
- Develop an appreciation of dance performers, choreographers and performance.
- Develop creators, historians, critics and patrons of the arts.
- Exhibit a greater personal sensory awareness.
- Develop a musical sense through music.
- Learn to look at dance critically
- Express emotions and ideas through dance
- See live and filmed dance performance.

Anticipated Enrollment Per Year Between 90-100 students per year.

Special Facilities or Equipment Required The dance room at Lethbridge Collegiate Institute is spacious and bright. It has mirrors along the front of the room an amazing stereo system and sprung floors to help keep the dancers injury free.

Learning Resources to be Used Guest choreographers, internet sources.

How Will Students be Assessed? The students will be assessed through a variety of forms such as:
Practical exams in technique, composition and performance.
Theoretical exams in history and dance critique.



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SCHOOL: LETHBRIDGE COLLEGIATE INSTITUTE

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: OUTDOOR EDUCATION 9

IMPLEMENTATION DATE: FALL 2022

Course Philosophy

The purpose of this course is to foster student awareness and involvement in the intricate connections between humanity and the natural world, as foundation for the development of responsible community members. The Environmental Outdoor Education course is a student-centred program designed to enhance the participants learning ability, self-confidence, and self-discipline. The E.O.E course is an adventure in excellence where students can challenge themselves mentally, physically, socially and emotionally. The students will learn to utilize the great outdoors as a classroom and incorporate many skills to live an active and healthy lifestyle.

Rationale for the Course

The adolescent years are a time of learning and adjustment. Junior high students need to make sense of the world in a personal way, establishing a sense of self through personal challenges, and establishing new relationships with peers, others and the environment. The junior high years are the time for students to lay solid foundations, explore new horizons and apply new-found knowledge, skills and values to the world around them.

Within their experience as adolescents, junior high students actively strive to develop a sense of identity by establishing and extending personal competencies. Physical skills that are clearly and immediately recognizable are of tremendous importance to students at this level. In many instances they are motivated not only by the personal pride that comes with accomplishment, but also by the feeling of social belonging that comes from taking part in enjoyable and meaningful activities with others. The quest for personal identity and wholeness is of utmost importance to the adolescent.

The holistic nature of the Junior High Environmental and Outdoor Education Course provides an opportunity for lifelong learning and for meeting the immediate needs of adolescents.

Statement of General Learner Expectations

Understand the ecological processes and impacts of human activity.
 Apply skills and knowledge for safe, environmentally responsible outdoor activity.
 Demonstrate awareness and responsibility for actions as a member of a group.

Statement of Specific Learner Expectations

To demonstrate the basic knowledge, skills, and attitudes necessary for safe, comfortable outdoor experiences, pursuits, and activities in all seasons.
 To demonstrate an awareness and respect of living things and basic ecological processes.
 To develop knowledge and skills by investigating effects of human lifestyles on environments.

To develop leadership and decision-making skills.
To develop communication, time management, listening, problem-solving and observational skills.
To maintain a functional level of fitness, walking, hiking, cross-country skiing, and snowshoeing.
To develop positive personal and social behaviors and interpersonal relationships.
To learn proper nutrition and menu planning for outdoor activities.
To learn how to interact with wildlife populations in manner safe for all involved.

Anticipated Enrollment Per Year

~30-35 students per class x 4 classes in a year (quarter system).
120-140 students

Special Facilities or Equipment Required

Equipment required depends on activities and units done. This includes:

- Equipment for outdoor cooking (propane, stoves, outdoor cooking utensils, food, etc.)
- Equipment for slacklining (slacklines, outdoor space to set up slacklines)
- Equipment for rope tying (ropes, carabineers, etc.)
- Equipment for compass/orienteering (map compass, maps, etc.)

Facilities required depends on activities and units chosen. External facilities can be used for units. This includes:

- Coulee Climbing for bouldering
- Provincial Parks
- Local Parks

Learning Resources to be Used

As a hands-on, activity-based course, resources to be used include guest presenters, classroom teaching, and visits to off campus sites and locations.

How Will Students be Assessed?

Students will be evaluated according to the Program of Studies. Student assessment can be categorized in two ways:

a. Formative Learning Activities:
Students will be provided with learning activities that will help them acquire knowledge and skills. These learning activities will be recorded but will not count toward the final grade. These learning activities are essentially practice/skill building activities.

b. Summative Assessment Activities:
Students will be provided with assessment activities that will determine a mark. This mark will determine what the student knows and can do in terms of curriculum outcomes.



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SCHOOL: LETHBRIDGE COLLEGIATE INSTITUTE (LCI)

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: SPANISH AND CULTURE 9

IMPLEMENTATION DATE: 2022 SEPTEMBER

Course Philosophy

This course is designed to introduce students to Spanish language and culture. This includes cultural (dance, food, customs) and linguistic aspects of Spanish speaking countries across the world. With Spanish being such a growing and global language, knowledge of the language and culture will give the students a solid introduction should they want to continue their Spanish as a traveler or as a post-secondary student.

Additionally, practicing a different language will help boost literacy skills among students.

Rationale for the Course

The idea behind this course is to give students a chance to study and get excited about a new language and culture. This course will allow students who have a Spanish speaking background to advance their language and connect with their culture. For those without a Spanish speaking background they will be exposed to a language and culture that they will most likely encounter in their own city or in their travels. Overall this will be a fun option in which students can improve their language acquisition skills.

Statement of General/Specific Learner Expectations

CTF COURSE: Tourism (HRH)

1. Present specific knowledge of the physical geography, culture and economy of selected tourism destinations.
 - 1.2.3 culture; e.g., language, religion, ethnicity
 - 1.3.1 food
 - 2.3 Identify travel information for each destination, including:
 - 2.3.3 geography, cities, maps and flag
 - 2.3.4 culture and customs
 - 2.3.5 food
 - 2.3.6 religion
 - 2.3.9 language

Anticipated Enrollment Per Year

20-30 students per class (quarterly)

Special Facilities or Equipment Required

None

Learning Resources to be Used

**Students will be using devices with the App “Duo Lingo”
Students will be using vocabulary work sheets.**

How Will Students be Assessed?

Students will be assessed through: oral and written assessment, participation, and projects.



Lethbridge School Division

Locally Developed Course Outline

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

SCHOOL: WCHS

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: ANCIENT HISTORY 9

IMPLEMENTATION DATE: SEPTEMBER 2022

<p><i>Course Philosophy</i></p>	<p>There are many important connections between ancient Western civilizations and our contemporary world. In order to understand our current condition we must explore the historical paths which connect us to our ancient past.</p>
<p><i>Rationale for the Course</i></p>	<p>There is a minimal amount of Ancient history in our existing Alberta social studies programs of study. The Alberta Social Studies curriculum only does a cursory examination of the Ancient histories foundational to our modern Western society.</p>
<p><i>Statement of General Learner Expectations</i></p>	<p>Students will understand the attributes and intellectual standards</p>
<p><i>Statement of Specific Learner Expectations</i></p>	<ul style="list-style-type: none"> -Students will develop an appreciation for the study of Ancient history -Students will demonstrate and understanding of specific connections between the past and the present -Students will understand and demonstrate the elements of historical thinking (historical significance, causes and consequence, historical evidence, continuity and change, historical perspectives, ethical dimension)
<p><i>Anticipated Enrollment Per Year</i></p>	<p>30</p>
<p><i>Special Facilities or Equipment Required</i></p>	

Learning Resources to be Used

Teacher developed resources.

How Will Students be Assessed?

Students will be assessed through the completion of one or two major 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: WCHS

GRADE LEVEL OFFERED:

TITLE OF COURSE: ART HISTORY

9

IMPLEMENTATION DATE:

2022-2023

Course Philosophy

This course is designed to expand their worldview through art. Students will learn about historical and current visual artists from across the world, as well as many that have been excluded from Western art history.

Rationale for the Course

This course is to expose students to a different way of thinking about art and history. Students will learn to critically examine themes in art history. This course is intended to allow students to connect art to themselves, to other people and to the world around them.

Statement of General Learner Expectations

1. I will learn about art history from prehistoric to contemporary eras 2. I will begin to think about art through a critical lens. 3. I will learn about who has been excluded from the art history canon.

Statement of Specific Learner Expectations

Acquire- Explore interests, passions and artistic preferences. Discuss interests and passions that people have. Discuss skills, knowledge and art that exist in the world around you. Identify diverse cultural perspectives and worldviews different than your own.

Adapt - Create a challenge/project that allows you to explore your interests and passions. Provide feedback as others develop skills, knowledge and technologies related to this challenge/project. Discuss how diverse cultural perspectives and worldviews different than your own influences art.

Apply- Explain ways that you explore your interests and passions through the challenge/project . Demonstrate proficiency with the skills, knowledge and technologies required by the challenge/project. Explore how diverse cultural perspectives and worldviews different than your own influences art.

Anticipated Enrollment Per Year

25

Special Facilities or Equipment Required

None

Learning Resources to be Used

Museum websites such as
 Art History Learning Hubs and Websites such as <https://smarthistory.org/>
 Google Arts and Culture (virtual museum experiences)
 Print materials for students such as “The Arts: a visual encyclopedia”
 Teacher resources such as Vitamin P – New Perspectives in Contemporary Painting

How Will Students be Assessed?

Students will be assessed according to the CTF assessment model through a variety of projects that align with the SLOs and GLOs. Students will be given opportunities to research art that interests them, as well as critique various works.



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: CREATIVE WRITING 9

IMPLEMENTATION DATE: FALL 2022

<i>Course Philosophy</i>	Student will have the opportunity to explore and share their unique ideas and experiences through a variety of writing and multimodal forms. Students will get a lot of creative freedom in this class - this is writing for fun!
<i>Rationale for the Course</i>	Churchill offers a very successful Reading Café course; this provides a complementary or stand-alone option for students who want the time and space to explore writing creatively. English class provides some creative writing opportunities, but this course will allow for greater opportunity and choice as it will be student-led, allowing each student to choose their own writing path. Students will work towards creating a portfolio of polished pieces, self-publish a work, or present their writing at the end of the course.
<i>Statement of General Learner Expectations</i>	<p>Through creative writing and multimodal text creation, students will:</p> <ol style="list-style-type: none"> 1. Explore strengths and set appropriate goals for growth. 2. Develop skills that enhance communication and personal expression 3. Represent their unique ideas and experiences in a respectful environment.
<i>Statement of Specific Learner Expectations</i>	<p><u>Acquire:</u></p> <ul style="list-style-type: none"> • Identify personal strengths. Identify areas for growth. Recognize and consider the what makes a piece of writing affective and engaging. <p><u>Apply:</u></p> <ul style="list-style-type: none"> • Analyze how audience and purpose affect the structure and content of writing • Analyze and experiment with the authorials choices through a variety of mediums • Demonstrate an awareness of how stories and narratives are shaped by one’s culture and context • Use previous experiences, personal experiences and prior knowledge as a basis for reflecting on and expressing ideas through writing

- Explore writing from a variety of genres.

Adapt:

- Work collaboratively
- Demonstrate and initiate self-guided projects
- Revise and polish a piece or piece of writing for self-publication or presentation
- Provide constructive feedback to peers

Anticipated Enrollment Per Year

50+ students

Special Facilities or Equipment Required

None

Learning Resources to be Used

DVD player, Criterion license, SmartBoard, notebooks

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

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: WCHS

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: CRITICAL AND CREATIVE THINKING 9

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Fair minded critical and creative thinkers use intellectual standards to make reasoned judgments - supported by factual evidence - about what to believe and in terms of the paths to choose in life. In our increasing complex world the skills of critical and creative thinking are growing in importance.
<i>Rationale for the Course</i>	Students will be given the opportunity to develop the attributes of critical and creative thinker in an area of interest of their choosing.
<i>Statement of General Learner Expectations</i>	Students will understand the attributes and intellectual standards of a critical and creative thinker.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> -Students will develop an appreciation for critical and creative thinking skills -Students will understand and demonstrate the attributes associated with critical and creative thinking
<i>Anticipated Enrollment Per Year</i>	30
<i>Special Facilities or Equipment Required</i>	

Learning Resources to be Used

Teacher developed resources and resources from the Critical Thinking Consortium.

How Will Students be Assessed?

Students will be assessed through the completion of one or two major 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: WCHS

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: HISTORY ON FILM 9

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Film making has taken on an important role in commemorating the stories of our past. Assessing and evaluating history as it appears on film can be an invitation to engage in historical thinking.
<i>Rationale for the Course</i>	Students will be given the opportunity to develop the attributes of an historical thinker through the study of history on film.
<i>Statement of General Learner Expectations</i>	Students will understand the dimension of historical thinking.
<i>Statement of Specific Learner Expectations</i>	<p>-Students will develop an appreciation for the role of film in sharing the historical narrative of a culture and society</p> <p>-Students will understand and demonstrate the elements of historical thinking (historical significance, causes and consequence, historical evidence, continuity and change, historical perspectives, ethical dimension)</p>
<i>Anticipated Enrollment Per Year</i>	30
<i>Special Facilities or Equipment Required</i>	
<i>Learning Resources to be Used</i>	Teacher developed resources and resources from the Critical Thinking

Consortium and The Historical Thinking Project.

How Will Students be Assessed?

Students will be assessed through the completion of one or two major 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: WINSTON CHURCHILL HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE: MUSICAL THEATRE 9

IMPLEMENTATION DATE: SEPTEMBER, 2022

Course Philosophy

The Musical Theatre 9 class aims to provide an interactive environment of movement, drama, and music for students who seek the challenge of working through the creative process to performance. The competencies in these disciplines are developed as students participate in rehearsal, performance, and critical viewing.

Rationale for the Course

The collaborative nature of Musical Theatre 9 fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. This course involves students in creative collaboration with an emphasis on student strengths and learning needs. Innovation is found through collaborative experiences in dance/movement, drama, and music. Students are encouraged to develop awareness of themselves as performers as they take creative risks and confidently enter authentic theatre experiences as performers and audience members.

Statement of General Learner Expectations

1. Students will develop and integrate the performance skills of dance, movement, drama, and music to effectively tell a story
2. Students will demonstrate collaboration in the development of musical theatre performance
3. Students will critically reflect upon and respond to performance of musical theatre

Statement of Specific Learner Expectations

- 1.1 Develop introductory projection, articulation, and vocal techniques of the voice for the stage.
- 1.2 Develop introductory vocal expression and interpretation through the performance of solo and/or ensemble repertoire.
- 1.3 Develop basic dance steps and choreography.
- 1.4 Develop introductory characterization through gesture, posture, and movement.
- 1.5 Develop introductory musical theatre skills to demonstrate stage presence in performance.
- 2.1 Develop vocal and physical warm-up exercises.
- 2.2 Develop positive interpersonal skills to demonstrate respect for self and others during rehearsal and performance.
- 2.3 Develop an awareness of the historical context of the production.

- 3.1 Accept and offer constructive criticism within the musical theatre performance ensemble.**
- 3.2 Model respectful acceptance and provision of constructive criticism within the musical theatre performance ensemble.**
- 3.3 View, listen to, and/or attend Musical Theatre performances.**

Anticipated Enrollment Per Year

25

Special Facilities or Equipment Required

Drama Room, Music Room

Learning Resources to be Used

No required resources for students.

How Will Students be Assessed?

Student growth will be monitored and recorded through teacher observation, in-class and public performances, submission of assignments, reflection on classroom discussions, and peer review.



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: PERCUSSION 9

IMPLEMENTATION DATE: SEPTEMBER, 2022

<i>Course Philosophy</i>	Percussion 9 is a course for students who are interested in a broad spectrum of musical experiences within a non-performance-based environment but not interested in specializing in a traditional choral or instrumental performance. A myriad of percussion instruments will be explored and played to offer a unique ensemble experience for the learner.
<i>Rationale for the Course</i>	The fine arts embrace art, drama and music without obscuring their uniqueness. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program. In this percussion course, students will be involved as a performer, a listener, a critic, a consumer, a historian, a creator, and a composer. The maturing student learns to appreciate, to understand, to create, and to criticize the products of the mind, the voice, the hand and the body.
<i>Statement of General Learner Expectations</i>	<ol style="list-style-type: none"> 1. Performing 2. Listening 3. Creating 4. Researching 5. Valuing
<i>Statement of Specific Learner Expectations</i>	<ol style="list-style-type: none"> 1.1 Demonstrate and understand the term: rhythm 1.2 Define and demonstrate: tempo, meter, duration 1.3 Recognize and perform: duple, triple, and compound meters 1.4 Demonstrate the correct physical relationship between player and musical instrument 1.5 Demonstrate articulations, such as attacks and releases 2.1 Demonstrate an understanding of binary and ternary forms 2.2 Identify, aurally and visually, eight-beat (and later sixteen-beat) rhythmic patterns 2.3 Comment on the accuracy of one's own performance and that of others 3.1 Demonstrate an understanding of staff, bass clef and treble clef 3.2 Demonstrate an understanding of time signature and key signature

4.1 Explore, develop, and refine the sound making capabilities of the instrument, individually and/or as part of an ensemble

4.2 Identify and compare various styles of folk music and art music

5.1 Explain the multicultural role that music plays in the community

5.2 Discuss the humanistic origins of the music of specific cultures

5.3 Demonstrate an understanding of the care and maintenance of instruments

Anticipated Enrollment Per Year

25

Special Facilities or Equipment Required

Music Room: Djembe drums, timpani drums, auxiliary percussion instruments, and mallet instruments

Learning Resources to be Used

No required resources for students.

How Will Students be Assessed?

Student growth will be monitored and recorded through teacher observation, in-class performances, submission of assignments, reflection on classroom discussions, and playing tests.



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: EXPLORATORY BROADCASTING

IMPLEMENTATION DATE: 2022-2023

<i>Course Philosophy</i>	Broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium. Learning in technology education requires presenting experiences that teach students to apply process thinking and critical thinking skills. Design thinking is a process for investigating ill-defined problems, acquiring information, analyzing knowledge, prototyping ideas, and positing solutions. Students enrolled in Introduction to Broadcasting will be presented with production challenges. Through visual mediums students will be required to demonstrate their knowledge of the design process. Additionally, production challenges will introduce students to technological systems such as camerawork, audio production, and digital editing.
<i>Rationale for the Course</i>	Students in Broadcasting will experience video and audio production challenges which will help to develop visual media literacy skills. Through an approach that promotes firsthand experimentation, the course will prepare students for more advanced offerings within the broadcasting umbrella and provide students a core set of transferable skills.
<i>Statement of General Learner Expectations</i>	Students in Broadcasting will work with a variety of video/audio recording and editing technologies, as well as storytelling and scriptwriting assignments. The ability to create video-based projects will allow students to explore visual media which is so prevalent in society today. This experience will hopefully spark an interest in video journalism, comedy, public service, school initiatives, community activities, and much more
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Understand the techniques effective speakers use to make convincing presentations • Select an appropriate oral presentation form for a specific purpose and audience • Learn how to organize a chosen topic into cohesive storyboard format • Learn how to effectively conduct and interview, including question composition and logistical camera set-up • Select and use conventions of broadcast news and appropriate techniques to produce a new segment • Use appropriate production techniques to create a media work • Understand the various stages and responsibilities in the production of a news broadcast • Learn how to apply composition techniques to their own video skills

- Identify and use important visual codes (such a long-shot, close-up, camera angle) that are used on television and in movies and recognize that these codes affect meaning
- Learn how to organize their recorded video into a coherent sequence using video editing programs (e.g., iMovie or Moviemaker), including voice recording

Anticipated Enrollment Per Year Fifty students per year.

Special Facilities or Equipment Required Access to WMS Multi-Media Lab and equipment.

Learning Resources to be Used Teacher developed resources (print materials, PowerPoint presentations, materials researched from a variety of sources, e.g., PBS News Hour Student Reporting Labs materials).

How Will Students be Assessed? Student learning will be assessed using rubrics created for specific broadcasting projects that will focus on the specific learner expectations. Students will also be assessed on group work metrics as projects in class will require team students to collaborate with each other.



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: GOLF

IMPLEMENTATION DATE: SPRING 2023

<i>Course Philosophy</i>	At Wilson Middle School we try and provide as many different learning opportunities as possible for our students. This class provides students with an introduction to the game of golf.
<i>Rationale for the Course</i>	The rationale for this course is to provide students with an opportunity to be active and learn the basic skills and knowledge necessary to participate confidently in the lifelong sport of golf.
<i>Statement of General Learner Expectations</i>	In this course students will acquire golf 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.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> Rules of the game Swing mechanics The Brands of Golf Player Profile Power Point Real life applications – We visit the range at Evergreen Golf Center Mini Golf Creation Logo Drawings
<i>Anticipated Enrollment Per Year</i>	30 students ranging from grades 6, 7 and 8.
<i>Special Facilities or Equipment Required</i>	Golf clubs, whiffle balls, golf simulator and Evergreen Golf Centre.

Learning Resources to be Used

Media, computers, golf simulator, golf clubs and Evergreen Golf Centre.

How Will Students be Assessed?

Students will be assessment through formative and summative assessments. Weekly activity rubrics, self-assessments and project rubrics will be used as well.



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: WMS

GRADE LEVEL OFFERED:

TITLE OF COURSE: 3D PRINTING & DESIGN

GRADES 6-8

IMPLEMENTATION DATE: 2022-2023

<i>Course Philosophy</i>	The world of 3D design is becoming ever more popular and accessible, as well as useful! By examining a variety of different 3D design and CAD programs, as well as the slicer software programs required to run 3D printers, students will be given practical foundational knowledge that they can carry forward to use in future years.
<i>Rationale for the Course</i>	The use of Computer Assisted Drafting (CAD) programs is becoming not only more accessible, but also more relevant and in demand. Having an understanding of and experience with CAD programs provide students with important 21 st century skills. It can also help students broaden their horizons and learn something new that has both practical and fun sides to it. Many students are very computer literate, this option seeks to add to the repertoire of students' computer literacy portfolio.
<i>Statement of General Learner Expectations</i>	Students will learn the basics of 3D design and drafting by using different media including hand drawings and different levels of sophisticated computer assisted drafting programs.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> - Students will gain an appreciation and understanding of the process of drafting 3D objects using physical as well as digital media. - Students will familiarize themselves with the process of the basics of 3D printing, including safety, understanding and care of hardware, and using slicer software.
<i>Anticipated Enrollment Per Year</i>	15 students per class, possibly 3 terms.
<i>Special Facilities or Equipment Required</i>	This class will need to be conducted in a computer lab with access to Minecraft Education edition, a web browser, and Fusion 360 installed on each computer.
<i>Learning Resources to be Used</i>	Computer lab, 3D Printers.
<i>How Will Students be Assessed?</i>	Participation, citizenship, and projects.



Lethbridge School Division

Locally Developed Course Outline

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

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-7-8

TITLE OF COURSE: ANCIENT HISTORY

IMPLEMENTATION DATE: 2022-23 SCHOOL YEAR

<i>Course Philosophy</i>	Ancient History will cover past events from the beginning of writing and recording of human history to late antiquity. It will cover aspects of history that are scientific (examination of physical evidence) or humanistic (study through texts). The time period being covered would be from 3000 BCE to 500 CE. Students will look into ancient societies such as Mesopotamia, Egypt, Rome, Greece. They will also get to look at non-western histories such as China.
<i>Rationale for the Course</i>	The rationale for the ancient history course would be to expose students to various forms of history that they are not familiar with or taught until later grades. The goal is for students to gain a life long appreciation and love for history.
<i>Statement of General Learner Expectations</i>	Students will understand aspects of ancient civilizations such as Mesopotamia, Egypt, Rome and Greece. Students will apply their knowledge through specific projects such as a museum artifact creation.
<i>Statement of Specific Learner Expectations</i>	Students will be expected to participate in all lectures and complete the various forms of summative assessments throughout the term.
<i>Anticipated Enrollment Per Year</i>	25-30 students
<i>Special Facilities or Equipment Required</i>	None
<i>Learning Resources to be Used</i>	Western Heritage by Donald Kagan will be used as reference for PowerPoints and other activities that the students will be participating in

How Will Students be Assessed?

Through various forms of hands on projects such as posters, powerpoints, creation of museum artifacts, and others.



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: BASEBALL

IMPLEMENTATION DATE: SEPTEMBER 2022

Course Philosophy

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

Rationale for the Course

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

Statement of General Learner Expectations

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

Statement of Specific Learner Expectations

Students will demonstrate proper throwing technique: two-finger grip, breaking of hands, step and throw with follow through, power throws from outfield (crow-hops), and pitching mechanics which includes full wind up and set positions, balance position, and pitch selection. Students will demonstrate fielding: receiving throw and making a tag, choosing a line to a ball, coming through the ball, drop steps, and glove position on catches. Students will demonstrate hitting: proper grip and knuckle alignment on bat, weight transfer, employing the back-side for power, proper contact point in the zone, and bunting mechanics. Students will demonstrate proper base running fundamentals: ABC's of running, lead off fundamentals on all three bases, sliding technique (bent knee slide, drag slide, forward slide), running through 1st base, rounding first to take extra base, when to run from 2nd to 3rd in a non-force play situation, and scoring from 3rd base. Students will demonstrate a knowledge and understanding of playing different positions, and duties associated with each: backing up throws to bases, pick offs at all bases, basic positioning depending on

the batter, rundown fundamentals, flyball priorities, bunt defences, and hitting cut offs from the outfield.

Anticipated Enrollment Per Year

20 - 25

Special Facilities or Equipment Required

various baseball fields in Lethbridge, Wilson gymnasium, baseball specific equipment such as baseballs, bats, batting cages, L-screens, batting helmets, etc.

Learning Resources to be Used

Little League Canada coaching models and manuals; expertise of instructors whom have experience playing and coaching baseball at a high level.

How Will Students be Assessed?

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



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: DIGITAL CITIZENSHIP

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Students in middle school are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, yet they face potential pitfalls like cyberbullying, online oversharing, plagiarism, trouble evaluating online sources, and more.
<i>Rationale for the Course</i>	These issues faced by this generation underscore the need for students to learn digital citizenship. This course is designed to improve their understanding of digital life and, introduce you to eight core topics of digital citizenship.
<i>Statement of General Learner Expectations</i>	Students will learn about the core components of responsible digital citizenship.
<i>Statement of Specific Learner Expectations</i>	Students will define digital citizenship, learn how to keep their online data safe and secure, explain why some youth engage in risky online behaviour and ways to make informed healthy choices, how to build a positive digital footprint, explore ways to encourage healthy communication and connect in positive ways, find ways to address digital drama and cyberbullying, determine the credibility of information posted online, learn what copyrighting and fair use is and how to become a responsible media creator.
<i>Anticipated Enrollment Per Year</i>	90 STUDENTS
<i>Special Facilities or Equipment Required</i>	ACCESS TO INTERNET AND TECHNOLOGY
<i>Learning Resources to be Used</i>	LOCALLY DEVELOPED ASSIGNMENTS AND RESOURCES
<i>How Will Students be Assessed?</i>	<ul style="list-style-type: none"> - DIGITAL FOOTPRINT POSTER - Public Service Announcement – teach their peers about digital citizenship and cyber hygiene. - Participation in class discussions



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: ENTREPRENEURSHIP IN ME

IMPLEMENTATION DATE: 2022-2023

<i>Course Philosophy</i>	<p>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).</p>
<i>Rationale for the Course</i>	<p>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.</p>
<i>Statement of General Learner Expectations</i>	<p>Students will-</p> <ul style="list-style-type: none"> Challenge Business Opportunities Understand Elements of a Business Plan Financing a Venture Plan <p>Demonstrated Marketing Strategies to Promote Their Venture Opportunity.</p> <p>Analyzing and Reflection on a Venture</p>
<i>Statement of Specific Learner Expectations</i>	<p>Students identify, compare and assess a variety of entrepreneurial opportunities and ideas.</p> <p>Students learn the elements of a Business planning process.</p> <p>Students gather and analyze data to make informed decisions about the</p>

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: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: GARDENING

IMPLEMENTATION DATE: 2022

<i>Course Philosophy</i>	Gardening class seeks to engage students in learning and interacting more with their natural environment. It hopes to allow students to have both hands-on experiences in growing different types of plants, as well as the science of gardening.
<i>Rationale for the Course</i>	The skills developed in gardening offer many practical applications and experiences for students. Students will gain more confidence growing plants for food, as well as caring for plants that create beauty. It offers students a chance to be outside, get fresh air and physical activity. Students will also learn how to maintain gardens with regular weeding and watering. Exploring the benefits of composting, soil health, pollination and their impact on our world are also essential in today's world.
<i>Statement of General Learner Expectations</i>	<p>Students will:</p> <ul style="list-style-type: none"> -Engage in hands on experiences -create positive relationships with environment -understand biological ecosystems -practice stewardship, cooperation and patience -increase knowledge of sustainable food practices and gardening skills
<i>Statement of Specific Learner Expectations</i>	<p>Students will:</p> <ul style="list-style-type: none"> - Start a variety of plants from seed and identify their stages of development - Understand healthy soil composition and how it may be amended - Create gardens for aesthetics as well as food production - Research local perennial and annual plants in our local zone - Understand aerobic and anaerobic composting

Anticipated Enrollment Per Year 60-70

Special Facilities or Equipment Required

Gardening tools, seeds, soil, compost

Learning Resources to be Used

The School Garden Curriculum – an integrated approach k-8
Video media – Ted Ed on gardening topics eg. Pollination
Guest speaker

How Will Students be Assessed?

Students will be assessed with rubrics for both individual and partner assignments, as well as their participation and teamwork in class.



Lethbridge School Division

Locally Developed Course Outline

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

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: HARRY POTTER

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	The philosophy of this course is to have students explore the magical world that is JK Rowling’s Harry Potter. This course is open to any student, pre-existing fan or someone who has yet to encounter their fandom. The philosophy of this course is to encourage students’ creative side through exploring text.
<i>Rationale for the Course</i>	This course will have students engage in a variety of cross-curricular activities, such as reading a novel, watching a film, completing many self-reflection tools, working on art projects, doing science experiments, creating videos, performing, among many others.
<i>Statement of General Learner Expectations</i>	Exploring creativity, expressing personal interest, and self-discovery/reflection.
<i>Statement of Specific Learner Expectations</i>	This cross-curricular course will have elements of science, language arts, art, cts, and drama.
<i>Anticipated Enrollment Per Year</i>	25 students (offered for one 12-week term).
<i>Special Facilities or Equipment Required</i>	None
<i>Learning Resources to be Used</i>	Harry Potter and the Philosopher’s Stone novel and film, various craft supplies, iPads, and laptops.
<i>How Will Students be Assessed?</i>	Students will be assessed by self-reflection every two weeks based on effort, participation, willingness to engage, and responsibility. They will also be assessed on completion of tasks



Lethbridge School Division Locally Developed Course Outline

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SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: MINDFULNESS

IMPLEMENTATION DATE: 2022-2023

Course Philosophy	This class is intended to spend time investigating the various ways we can develop self-regulation strategies. It will include a surface level explanation of the neuroscience behind mood and how regulation works (i.e. flipping our lids) but will spend most of the class doing practical applications of mindfulness activities.														
Rationale for the Course	As middle schoolers, you have many stressors! Whether it is the big test you must study for, an upcoming band concert or basketball game, we will all experience stress at some point throughout middle school. The many responsibilities that come with getting older can make us feel overwhelmed. The Mindfulness exploratory will provide you with different strategies and resources that can help you overcome these stressful situations. We will practice several different strategies and help you find ones that appeal to you that you can implement in your everyday life!														
Statement of General Learner Expectations	To experience the various forms of stress management.														
Statement of Specific Learner Expectations	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 10px;">Daily Habits →</th> <th style="padding: 10px;">Sort Term →</th> <th style="padding: 10px;">Long Term</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Meditation</td> <td style="padding: 5px;">Clarity</td> <td style="padding: 5px;">Reduced Stress</td> </tr> <tr> <td style="padding: 5px;">Stretching</td> <td style="padding: 5px;">Flexibility</td> <td style="padding: 5px;">Mobile Body</td> </tr> <tr> <td style="padding: 5px;">Journaling</td> <td style="padding: 5px;">Letting Go</td> <td style="padding: 5px;">Peace</td> </tr> </tbody> </table>			Daily Habits →	Sort Term →	Long Term	Meditation	Clarity	Reduced Stress	Stretching	Flexibility	Mobile Body	Journaling	Letting Go	Peace
Daily Habits →	Sort Term →	Long Term													
Meditation	Clarity	Reduced Stress													
Stretching	Flexibility	Mobile Body													
Journaling	Letting Go	Peace													
Anticipated Enrollment Per Year	20-40 students per term														
Special Facilities	Classroom, some PE equipment (ex. Yoga mats), access to computers on occasion														

*or Equipment
Required*

*Learning
Resources to be
Used*

Alberta Health Services website

[Stress Management \(alberta.ca\)](#)

YouTube-Breathing techniques, yoga, etc.

*How Will Students
be Assessed?*

50% engagement and participation, 50% assessments (Self-reflections, journals, leadership session, etc.)



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED:6-8

TITLE OF COURSE: SCIENCE EXPERIMENTS

IMPLEMENTATION DATE: FALL 2022

<p><i>Course Philosophy</i></p>	<p>Through natural curiosity and wonder, students will study the scientific model and explore scientific principles. This course will focus on developing ideas and concepts focusing on an understanding of the scientific method and good scientific questioning. Through doing a final project or demonstration, students will explore Problem, Hypothesis, materials, procedure, observations and conclusions. Throughout the term we will do a few small projects that encourage inquiring minds.</p>
<p><i>Rationale for the Course</i></p>	<p>This class will give students an opportunity to explore scientific ideas beyond their regular core science class. We will focus more on the scientific method and give them an opportunity to delve into areas of science that are geared more towards their interest level.</p>
<p><i>Statement of General Learner Expectations</i></p>	<p>Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively.</p> <p>Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific knowledge.</p>
<p><i>Statement of Specific Learner Expectations</i></p>	<p>Students will develop their understanding of the scientific method and demonstrate an ability to present their findings.</p> <p>Students will develop their understanding of various scientific concepts.</p> <p>Students will explore how changing variables can affect outcomes.</p>
<p><i>Anticipated Enrollment Per Year</i></p>	<p>60</p>
<p><i>Special Facilities or Equipment Required</i></p>	<p>Common disposable kitchen supplies and materials from the science lab. (beakers, test tubes, hot plates, balloons, cups, etc)</p>
<p><i>Learning Resources to be Used</i></p>	<p>Internet, Steve Spengler science, grade 7,8 science in action textbooks</p>
<p><i>How Will Students be Assessed?</i></p>	<p>Students will be assessed on the exploratory based common rubric for science activities.</p>



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: SOCCER

IMPLEMENTATION DATE: FALL 2022

<i>Course Philosophy</i>	Students will use the game of soccer to develop an understanding and an appreciation of sportsmanship, leadership and team play to strengthen their community. Students will be given an opportunity to develop their soccer specific skills. There is no pre-requisite skill required to participate in Soccer.
<i>Rationale for the Course</i>	Wilson’s community of learners are often restricted from formal sports development. This course will provide all students equal access to quality skill development (with multiple touches on the ball), improved body awareness, positive attitude (working as a group) as well as the promotion of long term health and well-being.
<i>Statement of General Learner Expectations</i>	Students will develop their movement and body awareness skills. They will assume responsibility for an active lifestyle and improved physical literacy.
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate the soccer-specific skills of passing, shooting and ball control. Students will apply the knowledge that good nutrition, rest and exercise has on performance. Students will demonstrate an understanding of specific strategies and tactics involved in the game of soccer. Students will demonstrate the attitudes of sportsmanship, leadership and fair play as they relate to the game of soccer.
<i>Anticipated Enrollment Per Year</i>	35-70
<i>Special Facilities or Equipment Required</i>	Soccer balls, pylons, nets, gym space, outdoor field
<i>Learning Resources to be Used</i>	LTPD for Soccer. Soccer equipment.
<i>How Will Students be Assessed?</i>	Students will be assessed using the Wilson Middle School exploratory option rubric. Students will be observed for participation and effort.



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: YEARBOOK

IMPLEMENTATION DATE: SEPTEMBER 2022

<i>Course Philosophy</i>	Yearbook Exploratory will be a combination of grade 6, 7, and 8 students working together to develop an innovated yearbook which records our schools memories and events. Students will gain skills in one or more of the following areas: page design, publishing techniques, copy writing, editing and photography.
<i>Rationale for the Course</i>	The Yearbook Exploratory Option is an opportunity for students to be involved within the school community by capturing special moments throughout the year and developing a well organized and creative keep sake for students and staff at our school. Leadership is also a key component of this course as students in grade 6, 7 and 8 will collaborate and work together to produce the final product.
<i>Statement of General Learner Expectations</i>	In this exploratory course, students will be expected to build on their technology and design skills. Students will need to be active participants and good leaders around the school.
<i>Statement of Specific Learner Expectations</i>	Photography Jostens Yearbook Avenue- page design Publishing techniques & editing Marketing/advertising
<i>Anticipated Enrollment Per Year</i>	10-15 students per term (term 1 & term 2 exploratory option classes)
<i>Special Facilities or Equipment Required</i>	Class set of computers/laptops & 1-4 digital cameras
<i>Learning Resources to be Used</i>	Adobe Photoshop http://yearbookavenue.jostens.com/
<i>How Will Students be Assessed?</i>	Students will be assessed on participation and mini tasks related to the elements of photography and design of the yearbook pages.