

Board Agenda Enclosures (Locally Developed Courses)

April 28, 2015



Medicine Hat School District No. 76

601 - 1 Avenue SW, Medicine Hat, Alberta

Grade 8 Option



CHHS 8- Learning Strategies Course Outline

Teacher: Miss W. Kambeitz

Room: 314

Phone: (403)-527-6641 ext. 8314

Email: whitney.kambeitz@sd76.ab.ca

February 2nd, 2015

Dear Parents/Guardians and Students,

Hello and welcome to a new semester! My name is Whitney Kambeitz and I have the privilege of working with your child this year in Learning Strategies! Here you will find a class where you have the opportunity to sharpen learning skills, enhance study techniques and help to motivate in order to achieve your best in school. In addition, you will have time to work on homework and other assignments that you may need help with.

Objectives:

1. Students will set goals and track their progress throughout the semester.
2. Students will identify healthy and unhealthy habits in order to create good habits for themselves.
3. Students will practice a variety of different learning techniques.
4. Students will practice different skills in order to help them become more successful with reading, test taking, listening and note taking.
5. Students will demonstrate organizational skills and techniques.

Topics Covering

Goals 1 – Speed Bumps
Goals 2 – Expectations & Organization
Habits 1 – Procrastination
Habits 2 – Stress
Habits 3 – Developing Habits
Learning 1 – Memory
Learning 2 – Repetition
Learning 3 – Studying
Learning 4 – Self-Testing
Learning 5 – Optimism
Skills 1 – Note Taking
Skills 2 – Listening
Skills 3 – Reading
Skills 4 – Test Taking
Skills 5 – Reorganization
Role Model Project
Looking to the future.

Evaluation:

Participation and Effort- 75%

Assignments- 25%

*This evaluation is subject to change depending on course scheduling**

****Absences/ Missed Assignments and Projects****

If you miss class then **YOU** are responsible to hand in any assignments marked during your absence immediately upon your return. You are also responsible to come and find out what you missed during your absence, please check with a classmate, speak to me personally, or send me an email to find out what was missed. If an exam or quiz is missed and students are not excused for that class, they will receive a mark of zero.

Field Trips

If you are unable to attend a field trip, please inform Miss Kambeitz in advance. We plan buses based on numbers and need to know if those numbers change.

Materials

- Binder
- Looseleaf (no notebooks)
- Pencil or Pens
- Colouring Materials (pencil crayons or markers)

****Class Expectations****

- **No Electronics**- phones, iPods etc. must be turned off and put away. Please see school agenda for policy. There will be plenty of opportunity to use electronics in the classroom. Although, this will only take place at the teacher's discretion.
- Follow the 4 core values of Respect, Responsibility, Caring and Honesty
- Remain on task while in class
- Raise your hand to present ideas or questions
- Be on time and prepared for class
- No food, except water and healthy snacks (No Junk Food will be allowed).
- Have fun and try your best!

I look forward to having a great semester with you! Please feel free to contact me with any questions or concerns.

Sincerely,

- Miss Kambeitz

Learning Strategies 9 – Course Overview

This course is designed to help you use the skills you have, and develop the skills you need, to be successful in school. These skills will be developed not only through self-reflection, goal setting, and discussion, but through assignments and research projects as well. This course also provides you with extra time to work on assignments given in other classes.

The mark you will earn for this course will be based on the following breakdown:

AGENDA – 25%

Checked every day

- Write down homework for every class (if none, record concepts covered in class)
- Highlight (or check) completed items.
- Record given marks for major assignments and test.
- Create weekly goals
 - Long-Term Goals (Ex. Receive a mark of 65% in Social by the first progress report.)
 - Short-Term (Weekly) Goals (Ex. Hand in all homework for Social)
- Reflect on learning weekly.

WORK ETHIC – 40%

- Proper use of work time
 - Following the agenda
 - Completing Core Subject (and options) work
 - Completing Learning Strategies Assignments and Projects
- Each class you will collaborate with the teacher to determine your mark out of 3
 - 1 = poor use of time (off-task for the majority of the class; very little accomplished)
 - 2 = satisfactory use of time (perhaps a slow start, or occasionally off-task)
 - 3 = excellent use of time (focused and on-task for the majority of the class)

ASSIGNMENTS – 35%

FILM/REWARD – These usually occur once per term.

- Earned by accomplishing weekly goals and staying on top of class work (both Learning Strategies and Core Subjects)
- Goals that are not earned = Short collaboration with teacher to discuss the goal and how to achieve it.

Materials Needed

- Binders from core subjects
- You will occasionally need pencil crayons, scissors, etc.
- Agenda (Provided in class)
- Free Reading Novel (You can use the same one as Language Arts.)

**CHHS Recreation Education
Course Outline
Grade 7
2014-2015**

Teacher: Mr. S. Hamilton

Room: 526

Phone: (403)-527-6641 ext. 8526

Email: sterling.hamilton@sd76.ab.ca

COURSE DESCRIPTION:

The Recreation Education program is intended to foster self-initiated participation in recreational activities in an effort to build the foundation for a healthy lifestyle. The student-centered approach provides an opportunity to try new activities and enhance self-confidence. The program is designed to offer young adolescents exposure to a variety of leisure activities which they would not otherwise access within the standard Physical Education curriculum. In addition, Recreation Education has the potential for students to refine their social skills and interpersonal skills, which are practiced during physical activity and are transferable to other areas of the student's lives.

This course is designed to offer students an exposure to a variety of life-long recreational activities that are available within the community. The intention is for students to find an activity which they enjoy enough to become a life-long participant. Students who select Recreation Education as an option course will receive approximately 125 hours of instruction per semester of enrollment, which will include classroom instruction, independent and group research projects, on- and off-campus activity experiences, and opportunities to demonstrate the learning of new skills. Recreation Education exists as an elective course available within the framework of the daily timetable.

OUTCOMES:

Through participation in the Recreation Education program, students will be able to:

- 1. Demonstrate basic knowledge, skills, and attitudes necessary for safe and enjoyable recreational experiences consistent with an active lifestyle.**
 - a. Participate enthusiastically in a variety of cooperative and competitive group/individual activities
 - b. Demonstrate cooperative and competitive strategies in a variety of group/individual activities
 - c. Attempt movement skills and concepts to a variety of activities in alternative environments
 - d. Participate in a variety of personal fitness activities

2. **Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement**
 - a. Identify practices that promote personal fitness and a healthy lifestyle
 - b. Identify qualities required to pursue careers in recreation
3. **Assess attitudes and behaviors during activity in relation to self, the class, the school and the community**
 - a. Identify the principles of fair play
 - b. Identify and demonstrate leadership and cooperation skills.
 - c. Identify the student participation levels in school programs which involve physical activity
 - d. Identify the effect of movement on the quality of life
4. **Exhibit personal responsibility for the social, physical and natural environment during activity**
 - a. Identify behaviors which demonstrate respect for the social, physical and natural environment
 - b. Identify behaviors which show concern for the comfort and safety of others in a variety of activity environments
 - c. Identify and follow rules and principles of fair play in games and activities

COURSE FEE:

A fee of \$75.00 is required for this course. The fee pays for bussing costs and facility usage at some of the off-campus venues. Fees should be paid at the Main Office prior to the first off-campus outing.

PRE-REQUISITES:

There are no pre-requisites for participation in Recreation Education. Students may access this program at any level without having taken the previous course. This course is not a substitute for Physical Education; participation in Recreation Education is complementary to the Physical Education curriculum.

STUDENT EXPECTATIONS:

- **Attendance and Participation:** Regular attendance and participation is expected. Students unable to participate are required a note excusing them from participation, if this is not present the student will receive a zero for the day.
- **Late Policy:** Students are expected to be on time for every class. If you are late please knock firmly, wait patiently and quietly before being let in. Upon entering the class, please refrain from distracting the rest of the class and take your seat. It is important that students are on time as we may be travelling off campus and need to catch a bus. If students are late for class he/she may receive a D.T at the teacher's convenience or be held back from field trips.
- **Dress:** Students are expected to be dressed appropriately for all activities inside the school as well as outside. . Students who do not dress appropriately will not receive full marks for their personal responsibility mark for the day.
- **DO NOT BRING VALUABLES TO CLASS.**

COURSE COMPONENTS:

This course involves a range of recreational activities that will be determined in part by the season and the availability of facilities. All activities offered exist outside of the scope and sequence of the standard Physical Education curriculum and fall within 4 units of study: *team games, individual pursuits, alternative environments, and fitness challenges*. The activities will include:

TEAM GAMES:

Ultimate Frisbee	Indoor Soccer
Flag Football	Cricket
Rugby	Kickball
Lacrosse	Tennis
Ball Hockey	Bocci Ball

INDIVIDUAL PURSUITS:

Golf
Cycling
Wall Climbing
Bowling
Rollerblading

ALTERNATIVE ENVIRONMENTS:

Ski / Snowboarding
Snow Shoeing
Orienteering
Swimming
Archery
Skating / Hockey
Aqua Fit

FITNESS CHALLENGES:

Pilates
Yoga
Aerobics
Weight Training
Martial Arts
Cycling
Step/ Boot camp

Students will have the opportunity to participate in a variety of recreational experiences and will be required to research some recreational activities in an effort to develop a comprehensive understanding of the role physical activity plays within the framework of a healthy lifestyle.

ASSESSMENT:

Both teacher evaluations and student self-evaluations will combine to assess performance in the following areas:

General Outcomes:

Activity – 55%

Students will participate in a variety of developmentally appropriate recreational activities in a variety of settings.

- Cooperative and competitive group activities
- Participation and effort

Personal Responsibility – 20%

Students will understand, experience, and appreciate the social benefits that result from physical activity.

- Conducting oneself as an ambassador of CHHS while out in the community
- Respecting the environment/community

- **Electronic devices are not permitted in Recreation Education classes.** Cell phones and mp3 players will be confiscated if used during class time. Students are to remain in class until dismissed by the teacher. The use of inappropriate language will not be tolerated at any time.

SUBSTITUTUE TEACHERS:

A substitute teacher is no different than if I was teaching the class. You should follow the rules and try to leave the new teacher with a positive experience. Think about how hard it is for a person to try to step in and teach a subject that they might not know a lot about. Any student who gets their name written down for a negative reason will serve a Thursday afternoon D.T and a phone call home to parents will be made. Treating a substitute poorly will not be tolerated.

MOVIES:

All movies shown in this class will be curriculum related. During the semester if a movie is shown for another reason it will be one of the following: Remember the Titans, We Are Marshall, Little Big League, Invincible, The Bad News Bears, Rookie of the Year, The Sandlot, Space Jam, Like Mike, Glory Road, Cool Running's, The Mighty Ducks or any other movie rated no more than PG-13.

**☺ HAVING FUN IN RECREATION EDUCATION IS AN INTREGAL PART ☺
OF YOUR PERSONAL SUCCESS!!**

Cooperation – 25%

Students will interact positively with others and will develop a sense of leadership and teamwork.

- Positive interactions with students and teachers
- Teamwork, leadership, sportsmanship, and fair play

Parents:

If you have any concerns, questions or even some nice words to say please feel free to contact me. The best way to contact me is through email (sterling.hamilton@sd76.ab.ca) but if a phone call works better for you please contact me at 403-527-6641 ext. 8526

CRESCENT HEIGHTS HIGH SCHOOL
RECREATION EDUCATION – COURSE OUTLINE

Grade 8

Mr. R. Metz 2014 rod.metz@sd76.ab.ca

PHILOSOPHY:

The Recreation Education program is intended to foster self-initiated participation in recreational activities in an effort to build the foundation for a healthy lifestyle. The student-centered approach provides an opportunity to try new activities and enhance self-confidence. The program is designed to offer adolescents exposure to a variety of leisure activities which they would not otherwise access within the standard Physical Education curriculum. In addition, Recreation Education has the potential to refine the students' social skills; interpersonal skills which are practiced during physical activity are transferrable to other areas of the students' lives.

This course is designed to offer students an exposure to a variety of life-long recreational activities that are available within the community. The intention is for students to find an activity which they enjoy enough to become a life-long participant. Students who select Recreation Education as an option course will receive 125 hours of instruction per semester of enrollment, which will include classroom instruction, independent and group research projects, on- and off-campus activity experiences, and opportunities to demonstrate the learning of new skills. Recreation Education exists as an elective course available within the framework of the daily timetable.

OUTCOMES:

Through participation in the Recreation Education program, students will be able to:

- 1. Demonstrate basic knowledge, skills, and attitudes necessary for safe and enjoyable recreational experiences consistent with an active lifestyle.**
 - a. Participate willingly in a variety of cooperative and competitive group/individual activities
 - b. Demonstrate cooperative and competitive strategies in a variety of group/individual activities
 - c. Demonstrate movement skills and concepts during a variety of activities in alternative environments
 - d. Participate in a variety of personal fitness activities
- 2. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement**
 - a. Create competitive and cooperative games
 - b. Demonstrate practices that promote personal fitness and a healthy lifestyle
 - c. Demonstrate qualities required to pursue careers in recreation
- 3. Assess attitudes and behaviors during activity in relation to self, the class, the school and the community**
 - a. Demonstrate the principles of fair play
 - b. Demonstrate leadership and cooperation skills.

- c. Demonstrate participation in school programs which involve physical activity.
- d. Analyze the effect of movement on the quality of life
- 4. Exhibit personal responsibility for the social, physical and natural environment during activity**
 - a. Demonstrate behaviors which show respect for the social, physical and natural environment
 - b. Demonstrate behaviors which show concern for the comfort and safety of others in a variety of activity environments
 - c. Identify and follow rules and principles of fair play in games and activities

COURSE FEE:

A fee of \$75.00 is required for this course. The fee pays for bussing costs and facility usage at some of the off-campus venues. Fees should be paid at the Main Office prior to the first off-campus outing.

PRE-REQUISITES:

There are no pre-requisites for participation in Recreation Education. Students may access this program at any level without having taken the previous course. This course is not a substitute for Physical Education; participation in Recreation Education is complementary to the Physical Education curriculum.

STUDENT EXPECTATIONS:

- **Attendance:** Regular attendance and participation is expected. Students absent or unable to participate may receive an alternative assignment in lieu of that class. If the absence is excused then the onus is on the student to make arrangements with his/her teacher for an appropriate make-up assignment.
- **Lates:** Students are expected to be on time for every class.
- **Dress:** Students are expected to be dressed appropriately for all activities inside the school as well as outside. Running shoes *MUST* be tied properly. Students who do not dress appropriately will be given alternative assignments at the teacher's discretion.
- Students will follow all community and facility guidelines.
- **DO NOT BRING VALUABLES TO CLASS.** Jewelry is not to be worn in class. Leave all jewelry and valuables in your locker or at home.
- **Electronic devices are not permitted in Recreation Education classes.** Cell phones and mp3 players will be confiscated if used during class time.
- Students are to remain in class until dismissed by the teacher.
- The use of inappropriate language will not be tolerated at any time.

☺ **HAVING FUN IN RECREATION EDUCATION IS AN INTREGAL PART** ☺
OF YOUR PERSONAL SUCCESS!!

COURSE COMPONENTS:

This course involves a range of recreational activities that will be determined in part by the season and the availability of facilities. All activities offered exist outside of the scope and sequence of the standard Physical Education curriculum and fall within 4 units of study: *team games, individual pursuits, alternative environments, and fitness challenges*. The activities may include:

TEAM GAMES:

Ultimate Frisbee	Indoor Soccer
Flag Football	Survival Games
Rugby	Wally-ball
Lacrosse	Tennis
Ball Hockey	Bocci Ball
Baseball	Tennis

INDIVIDUAL PURSUITS:

Golf
Cycling
Wall Climbing
Bowling
Rollerblading

ALTERNATIVE ENVIRONMENTS:

Ski / Snowboarding
Snow Shoeing
Orienteering
Swimming
Archery
Skating / Hockey

FITNESS CHALLENGES:

Pilates
Yoga
Aerobics
Weight Training
Martial Arts

Students will have the opportunity to participate in a variety of recreational experiences and will be required to research some recreational activities in an effort to develop a comprehensive understanding of the role physical activity plays within the framework of a healthy lifestyle.

ASSESSMENT:

Both teacher evaluations and student self-evaluations will combine to assess performance in the following areas:

General Outcomes:

Activity – 35%

Students will participate in a variety of developmentally appropriate recreational activities in a variety of settings.

- Cooperative and competitive group activities
- Participation and effort

Personal Responsibility – 20%

Students will understand, experience, and appreciate the social benefits that result from physical activity.

- Conducting oneself as an ambassador of CHHS while out in the community
- Respecting the environment/community

Cooperation – 25%

Students will interact positively with others and will develop a sense of leadership and teamwork.

- Positive interactions with students and teachers
- Teamwork, leadership, sportsmanship, and fair play

Research Project – 20%

Students are required to use the internet and library research materials to write a report on a recreational pursuit or sport that they are interested in.

→Please remember that Recreation Education is an activity-based course; therefore, no marks can be given for missed participation.

Staff Contact Information:

Should you have any questions or concerns, please feel free to contact your student's teacher by e-mail <http://www.chhsweb.ca> & click on the STAFF tab, or by calling 403-527-6641.

CRESCENT HEIGHTS HIGH SCHOOL RECREATION EDUCATION – COURSE OUTLINE

Grade 9
2014 - 2015

PHILOSOPHY:

This course is designed to offer students an exposure to a variety of life-long recreational activities that are available within the community. The intention is for students to find an activity which they enjoy enough to become a life-long participant. Students who select Recreation Education as an option course will receive 125 hours of instruction per semester of enrollment, which will include classroom instruction, on/off-campus activity experiences, and opportunities to demonstrate the learning of new skills. Recreation Education exists as an elective course available within the framework of the daily timetable and is not a substitute for Physical Education.

OUTCOMES:

Through participation in the Recreation Education program, students will be able to:

- 1. Demonstrate basic knowledge, skills, and attitudes necessary for safe and enjoyable recreational experiences consistent with an active lifestyle.**
 - a. Participate enthusiastically in a variety of cooperative and competitive group/individual activities
 - b. Demonstrate cooperative and competitive strategies in a variety of group/individual activities
 - c. Apply movement skills and concepts to a variety of activities in alternative environments
 - d. Participate in and assess a variety of personal fitness activities
- 2. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement**
 - a. Analyze competitive and cooperative games
 - b. Analyze practices that promote personal fitness and a healthy lifestyle
 - c. Analyze qualities required to pursue careers in recreation
- 3. Assess attitudes and behaviors during activity in relation to self, the class, the school and the community**
 - a. Demonstrate and analyze the principles of fair play
 - b. Demonstrate and analyze leadership and cooperation skills.
 - c. Analyze the participation rates of students in school programs which focus on physical activity.
 - d. Analyze the effect of movement on the quality of life
- 4. Exhibit personal responsibility for the social, physical and natural environment during activity**
 - a. Model behaviors which demonstrate respect for the social, physical and natural environment
 - b. Model behaviors which show concern for the comfort and safety of others in a variety of activity environments
 - c. Identify and follow rules and principles of fair play in games and activities

COURSE FEE:

A fee of \$75.00 is required for this course. The fee pays for bussing costs and facility usage at some of the off-campus venues. Fees should be paid at the Main Office prior to the first off-campus outing.

PRE-REQUISITES:

There are no pre-requisites for enrollment and participation in Recreation Education.

STUDENT EXPECTATIONS:

- **Attendance/Participation:** Attendance and participation is expected. Students injured and unable to participate may receive an alternative assignment. An *Excused* absence is on the onus of the student to make arrangements with his/her teacher for an appropriate make-up assignment.
- **Lates:** Students are expected to be on time.
- **Dress:** Students are expected to be dressed appropriately for **ALL** activities. Failure to wear appropriate clothing will result in a loss of marks for that class.
- Students will follow all community and facility guidelines.
- **DO NOT BRING VALUABLES TO CLASS.**
- **The use of inappropriate language will not be tolerated at any time.**

COURSE COMPONENTS:

This course involves a range of recreational activities that will be determined in part by the season and the availability of facilities. All activities offered exist outside of the scope and sequence of the standard Physical Education curriculum and fall within 4 units of study: *team games, individual pursuits, alternative environments, and fitness challenges*. Example of different activities offered in Recreational Education:

TEAM GAMES:

Bocci Ball	Indoor Soccer
Tennis	Survival Games
Rugby	Wally-ball
AFL	Baseball

INDIVIDUAL PURSUITS:

Golf
Cycling
Wall Climbing
Bowling

ALTERNATIVE ENVIRONMENTS:

Snow Shoeing
Orienteering/Geo Caching
Swimming
Ice Hockey

FITNESS CHALLENGES:

Yoga
Aerobics
Weight Training
Martial Arts

Students will have the opportunity to participate in a variety of recreational experiences and will be required to research some recreational activities in an effort to develop a comprehensive understanding of the role physical activity plays within the framework of a healthy lifestyle.

ASSESSMENT:

Both teacher evaluations and student self-evaluations will combine to assess performance in the following areas:

General Outcomes:

Activity – 50%

Students will participate in a variety of developmentally appropriate recreational activities in a variety of settings.

- Cooperative and competitive group activities
- Participation and effort

Personal Responsibility – 25%

Students will understand, experience, and appreciate the social benefits that result from physical activity.

- Conducting oneself as an ambassador of CHHS
- Respecting the environment/community/equipment

Cooperation – 25%

Students will interact positively with others and will develop a sense of leadership and teamwork.

- Positive interactions with students and teachers
- Teamwork, leadership, sportsmanship, and fair play

→Please remember that Recreation Education is an activity-based course; therefore, no marks can be given for missed participation.

Staff Contact Information:

Should you have any questions or concerns, please feel free to contact me by e-mail: michael.peterson@sd76.ab.ca. To access your child's regularly updated mark please go to <https://psapp.sd76.ab.ca/public/> and sign into Parent Portal.

Parents:

Please sign below to indicate that you and your son/daughter have read the Course Outline and are familiar with the objectives and expectations of our program. Please include your email it is the most effective means for communication with us

Parent Signature

Email Address

Date

Student Signature and Name (Please Print)

Local Course Proposal

Student Leadership 9

By Heather Dawn McCaig

School Authority: Medicine Hat School District #76

School Name: Crescent Heights High School

Title of the Course: Student Leadership 9

Rationale and Philosophy

It is becoming more important over time to ensure that our students have some leadership training. Our global society is becoming smaller and our challenges larger. We must make sure that students have the skills necessary to take leadership roles in society, business and in family life.

Leadership and character education is becoming a vital part of society in Alberta as well as the rest of the world. It is important to ensure that students have the opportunity to develop a vision for themselves as well as have good judgment and be able to help support others and be a positive contribution to the development of all. We want students to develop within themselves the ability to identifying their core values, those of the school community and help them as a team building consensus and common understandings of strengths and needs of school groups, work groups or any social groups they may belong to.

In examining elements of leadership and volunteerism we can help students be better equip for the challenges they will face in life. They will understand the importance of volunteering and the character that it can help develop. Students will gain confidence to take on challenges, and give of themselves. Alberta has always been a province that has prided itself on the character of its citizens.

General Learner Outcomes

Students will:

1. Develop an awareness of a variety of leadership styles and techniques
2. Develop an awareness of his or her own leadership potential and evaluate his or her own behaviors
3. Develop essential leadership skills that enable them to act responsibly in all aspects of their lives
4. Learn and practice essential leadership skills within a learning community
5. Analyze and refine decision-making skills
6. Practice leadership and stewardship in their community

Specific Learner Outcomes

Knowledge

Students will -

- ✓ Identify and discuss effective leadership qualities, such as integrity, vision, wisdom, setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability.
- ✓ Analyze and understand the dynamic relationship between the leader and follower.
- ✓ Critically analyze situations in which followers become leaders.
- ✓ Investigate the history of leadership and leaders.

Skill

Students will -

- ✓ Demonstrate ways to organize responsibilities and empower individuals.
- ✓ Use leadership skills to encourage cooperation and collaborations among groups with different needs and concerns.
- ✓ Communicate effectively in pairs, small groups, teams, and large groups.
- ✓ Balance personal expression with contributions from others in the group.
- ✓ Motivate team members individually and collectively to collaborate to achieve a common purpose.

Attitude

Students will -

- ✓ Recognize the ongoing benefits of self-analysis.
- ✓ Evaluate one's own decisions and actions in terms of short and long term consequences.
- ✓ Evaluate one's own behaviors in terms of their positive or negative effects on others.
- ✓ Recognize the necessity for compromise in various leadership situations
- ✓ Demonstrate altruistic behavior.
- ✓ Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.

Special Facilities and Equipment – none

Identification of Controversial Issues – none

Overlap of Provincial Curriculum – none, however concepts from “**The Heart of the Matter: Character and Citizenship Education in Alberta Schools**” will be integrated into the program.

Resources:

Activities that Teach by Tom Jackson

201 Icebreakers by Edie West

Kiwanis Key Leader Service Leadership Manuel

Internet

Building Leaders for Life: Washington State Principals Association

The Course Will –

- ✓ Be offered to grade 9 students
- ✓ Be offered in both Semester 1 and 2 – Students may not be in the course in both semesters.
- ✓ Have an enrollment of 25 or so students.
- ✓ Years 2009/2010, 2010/2011, 2011/2012,
- ✓ Have an optional leadership camp for an enrollment cost

Course Requirements		
Alberta Associations of Students Councils and Advisors Leadership Camp	Spring will be two days end of May. Fall SADD Conference October	optional
Interpersonal Management		
Leadership Principles		
Group Theories		
Practical Application of Theory - Community Service Commitment (minimum 10 hour commitment) * See attached Schedules	10 hours	600 minutes
Project		
Final Exam		
TOTAL 130 hours = minutes		

Assessment Standards

Assignments – 30%

Community Service/ Leadership Journal – required 25%

Projects- 20 % (2 Major projects/ activities)

Final Exam 25%

School Assessment Standards

Students will receive a percentage mark for the course.

Synopsis

The purpose of this course is to enlighten students on what leadership is, how it works, and most importantly, to help students identify what leadership qualities they have and how they can best use these qualities to make others better. Students will examine a variety of leadership foundations:

- a) through weekly course work (see attachment 1)
- b) by attending an optional Student Leadership Forum (see attachment 2) (optional)
- c) by examining a leader mentor (see attachment 3)
- d) by devoting time to one or more Community Service Commitments

A major portion of the course revolves around students in action. All students are required to be involved with the school or community. They must use this community involvement time to utilize their leadership abilities. They are to use the Community Service Commitment time to explore ways to enhance their school or community. Students then track their participation hours. These hours are then considered part of the course. Reflection and analysis are also part of this process.

Student Leadership Course
Time Line

Unit One: Volunteerism-

Characteristics of Volunteers
Rewards
Societal Benefits
Impact on Paid Employment

Unit Three: Leadership-

Qualities of Leadership
Theories of Leadership
Showing leadership in the school

Unit Four: Mentorship/Event Planning

Working and planning for younger kids
Planning events and activities for different age groups

Unit Five: Activity/Project Planning

Final Project
Presentation on Project
Final Exam

Example of Student Conference

(attachment 2)

Students

Sunday May 24

2:00 PM -4:00 PM

**Registration, Entertainment, Bouncy
Castles, Treats**

4:00PM – 5:00 PM

Spirit Groups bonding and games – field

5:00PM – 6:00PM Supper

6:15PM – 8:00PM

Opening Ceremonies – Philly D Keynote

8:15PM – 9:15 PM

Spirit group session – classrooms

9:15PM – 10:00PM

HOJA

10:00PM

Depart For Hotels

Monday May 25

9:45AM -10:00AM

Spirit Activities In Gym

Students

10:00AM – 11:00AM

Motivational Media Presentation
Presented by MuchMusic

11:00AM -1:00 PM

Keith Hawkins Keynote Address
/ Workshop

1:00PM – 1:50PM

Lunch

1:55 PM Meet Spirit Leaders in main hallway

2:00PM – 3:00PM

Student Breakout Session #1- classrooms

3:15PM – 4:15PM

Student Breakout Session#2 – classrooms

Advisors

2:00 PM -4:00 PM

Registration, Entertainment, Bouncy Castles, Treats

4:00PM – 5:00 PM

Informal networking – Library

AASCA Executive Meeting

5:00PM – 6:00PM Supper

AASCA Executive Meeting Cont.

6:15PM – 8:00PM

Opening Ceremonies – Philly D Keynote

8:15PM – 9:15 PM

Advisor Session – Library

9:15PM – 10:00PM

HOJA

10:00PM

Depart For Hotels

9:45AM -10:00AM

Advisor meeting - Library

Advisors

10:00AM – 11:00AM

Motivational Media Presentation
Presented by MuchMusic

11:00AM -12:00 PM

Keith Hawkins Keynote Address

12:00PM – 1:00PM

Advisors session with Philly D - Library

1:00PM – 1:50PM

Lunch

2:00 PM Golfers meet at bus

2:00PM – 3:00PM

Advisor Session with Keith Hawkins -Library

3:00PM – 6:00PM

Sharpen the Saw around Calgary

4:30PM – 6:00PM	Chinook Mall, Golf, Shaunessey Shops Community Service
6:00PM – 7:00PM Supper	6:30PM – 8:00PM Supper - Advisor Provincial meeting Library
7:00 -7:30 Group- Holla	Entertainment –Dance
7:30PM – 10:00PM Dance By Stardust Sounds - Gym	8:00PM – 9:45PM Advisor social - Theatre
Tuesday May 26 8:15AM -8:30AM Spirit Activities In Gym	8:15AM -8:30AM Advisor meeting – Library
8:30AM – 9:45AM Shawn Watson – Magician	8:30AM – 9:45AM Advisors session with Phil Boyte - Library
10:00AM – 11:30AM Phil Boyte Keynote – Closing Ceremonies	10:00AM – 11:30AM Phil Boyte Keynote – Closing Ceremonies
11:30AM Grab and Go Lunch	11:30AM Grab and Go Lunch

Major Project

1. Leader/Mentor Profile

Students will do a project on one of their mentors or / leaders. This can be either in the community or it can be a historical person or present day person. The student must conduct very detailed research into their mentors and develop an understanding of their mentor's leadership qualities and style. Students will then do a four page project detailing their mentor. This project can -

- a. be in point form
- b. be in essay form
- c. use diagrams or pictures
- d. Be a video
- e. take on any other form that is approved by the teacher

Students should take time to explain some details about their mentor, what they have learned from their mentor, and how they can see using what they have learned to improve their own lives. They will have to present this to the class.

Example of the Assessment of Leadership Project (when done as video)

15 different pictures of the person being a leader	/15
A set of biography pages telling the persons life	/5
An explanation as to why this person is a leader	/5
The Impact this person has had on lives	/5
How this person exemplifies the qualities of leader– named type of leader	/10
Why do you look up to this person?	/10



Crescent Heights High School

Team Work Rubric

Name: _____

Teacher: Heather McCaig

	Criteria				Points
	4	3	2	1	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	—
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
				Total---->	—

Performance Assessment: Students will create a final project of their choosing

Name: _____

Date: _____

Project Title: _____

Teacher(s): McCaig

Project Assessment



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Group Work	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Making A Poster: Poster rubric

Teacher name: McCaig

Student Name _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 1m. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 1m. away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 1m away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster.

Community Service Project

(attachment 3)

You will be expected to participate in a ten hour community service project between now and December 1st. In this project you are expected to participate in community service projects under the direct supervision of a project coordinator. You must complete the following for this project:

1. Complete the "Changing the World" worksheet.
2. Decide the project you will complete and review it with your teacher. <u>No projects will be accepted until she has initialed a written paragraph outlining what you will be doing for your hours.</u> Call the project coordinator, introduce yourself and find out available opportunities.
3. <u>Complete a journal entry</u> after every shift <u>do not just explain what you did, explain how it helped others.</u> <u>Guideline 1 entry every 2 hours. I am marking for minimum of 10.</u>
4. You must complete a "Community Service Information" sheet for every <u>different project</u> you complete.
5. After completing 10 hours, create a poster presentation on your project, focusing on what you learned and how citizen participation is important in today's society.
6. Your supervisor for each different project must fill in an evaluation form for you. Your Hours will not count unless this is done! <u>And handed in on Time!</u> It will be your to benefit to obtain reference letters and evaluations on your work from your supervisor. These can be used in your portfolio.

Possible Volunteer Agencies/opportunities in town.

United Way SPCA Volunteens-hospital Old folks homes YMCA School Clubs Red Cross Cancer Society Humane society Boy Scouts	Unisphere Political organizations Charities Meals on wheels Soup kitchens Miwassian Society Library SADD Salvation Army Cancer Society	School Library others Sports teams (fundraising) Church groups Telethons- March 12 Create projects- famine/wake-a-thon
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Assignment 1: Changing the World-5 marks

As a starting point in your service learning or community service project, think carefully about each of the following questions and then respond to them by answering in complete sentences.

- 1. If you could change just one thing in the world what would it be? Why do you think it would be an important thing to change?**

- 2. How would you change it? How would this change the world and what would the world be like with your changes?**

- 3. What are two steps that you could take today to begin progress toward this goal?**

- 4. With whom might you work or share your steps in moving toward this goal? What organizations can help you?**

- 5. How would you enlist people in your vision to make it successful?**

(5 marks)

Assignment #2
Project Approval Paragraph
You must complete a project approval
form for each different project you want to do.

1. The project I have chosen is...

2. I will be working under the supervision of....

3. I have chosen this project because....

Signed: _____ **Date:** _____

You must complete a project approval
form for each different project you want to do.

4. The project I have chosen is...

5. I will be working under the supervision of....

6. I have chosen this project because....

Signed: _____ **Date:** _____

Assignment #4- (7 marks)

Community Service Information Sheet: Activity Record Sheet

Title/Name of Activity

Location:

Date:

Number of Hours:

Please answer fully the following questions regarding this project:

1. What did you do in this activity? Be specific and include details:

2. Why did you select this activity?

3. What did you think would be interesting about this particular organization and why?

4. How did you feel about the job during the activity, what portion of Medicine Hat's population do you think this activity would end up helping the most and why?

5. How did you feel about the work that you did once you completed the activity?

6. How do you feel you made a difference by completing this activity either for the organization or for the city in general?

7. What ideas do you have for future Community Service Activities?

Assignment 5
Poster Presentation

Make a poster that shows what you have done for your community hours. This poster needs to show the different aspects of the roles you have filled and any highlights of what you have done.

Your poster will be evaluated on:

Photographs, pictures, provide a visual representation of your experience.

Total: 10 marks

In class you will be asked to give a brief one-minute presentation on where you have volunteered, the impact you have had and if you recommend this placement for other people.

During this presentation you will be graded on the following:

Eye contact	5 marks
Posture	5 marks
Projection of voice	5 marks
Clarity of speech	5 marks
Answering of audience questions	5 marks
Total	25 marks

Assignment #6
Project Evaluation

This must be filled out and signed by your supervisor Or they may also give a letter of reference instead. Give a copy to the supervisor at the beginning of your project. Should your supervisor have any questions they should call or Ms. McCaig at 527-6641 ext. 8632.

Name of Student: _____

Dates student worked: _____

Place of project: _____

1. Please indicate the level of work (work ethic) completed by the student and if you were pleased with the student.

2. Was the student punctual and professional in carrying out their duties?

3. Was the student quick to learn and genuinely interested in the project?

4. Overall on a scale of one to ten please rate the student's performance and also indicate how the student can improve.

5. Please indicate how you feel about this project and if you are interested in having future students participate with your organization.

5. Comments.

Signed:

Date:

Phone #:

Student's Comments after conferencing with supervisor... Evaluate your own performance. What did you do well? Where do you need to improve? What could have been different?

Assignment #3 **Journal Entry** Marks: (10 Journals @ 10 marks each= 100marks)

Completed Hours (10 hours based on supervisors references)

Date: _____

Location worked: _____

Hours Completed: _____

Supervisor Signature: _____ **Phone:** _____

Remember as well, I want well thought out answers. You will not pass this part of the assignment if you do not put an effort into it. **Be assured that this is a very important part of the assignment. Do not take it lightly! It should be as long as the rest of this page at a minimum. Maximum length is your choice.**

Learning Strategies 7

Students are introduced to a variety of learning strategies designed to enhance the student's readiness for learning and studying. Strategies are practiced and reinforced in their content area assignments and in preparation for tests. Individual student programs vary in scope and are managed in a manner that best facilitates the development of a student's potential. Students are introduced to and practice a variety of learning strategies that focus upon:

- Study habits
- Attitudes toward learning
- Organizational skills and time-management
- Goal-setting: short-term and long-term
- Using questions to focus attention
- Writing efficient notes
- Reviewing material for long-term memory
- Brain research
- Learning styles
- Active learning techniques
- Reflecting on progress
- Making connections and noticing patterns



Procedures for Assessment and Evaluation:

Assessments for this course are based on a combination of methods, including:

- Observations
- Student self-assessment
- Completion of a Daily Log Book
- Completion of assignments
- Attendance patterns
- Development and application of strategies and skills
- Attitudes
- Work habits
- Effort

Agenda – 20%

Checked every day

- Write down homework for every class (if none, record concepts covered in class)
- Have core teachers initial that you have written down assignments to be done/upcoming tests
- Highlight (or check) completed items

Journals – 30%

Completed daily (Daily record sheets will be given)

Reflections on : Current assignments, Current goals for the class and week, Brain Teaser, Etc.

Assignments – 40%

- Activities done in class during mini-lessons

Initiative/Independence – 10%

- Having a free reading novel
- Bringing work to class
- Binder checks
- Proper use of work time
- Participating in discussions

Film/Reward

Earned by accomplishing goals.

Materials needed

- A writing utensil
- Agenda
- Calculator (if needed)
- Free Reading Novel (You can use the same one as Language Arts)
- School work/Assignments
- Textbooks/binders for reviewing for tests



Leadership 7

Mme Wootten



“Leading from the Middle” – a Middle School Leadership Course

“Leading from the Middle” will enrich students with knowledge, skills and attributes found in a variety of leadership and citizenship opportunities. In the beginning, students will explore and learn the qualities of influential leaders. Through the setting of personal leadership goals, students will participate in the planning, implementing and reflection of school spirit and service projects. Finally, as an opportunity to demonstrate their growth and understanding, students will conclude the course with leadership projects in the local community.

General Course Outlines

- Looking at what makes an influential leader
- School based community building projects
- Neighbourhood community building projects

Evaluation

Assignments	30%
Community Service-(min 5 hours) (Including leadership journal)	20%
Projects	40%
Participation/Attitude	10%



Class Expectations

1. Respect yourself, others and the school
2. Use class time wisely and complete all work assigned
3. Be on time with all required materials
4. Turn off and put away all electronic devices

GENERAL INFORMATION:

1. Students who are absent from class are responsible for the work they have missed. It is important they communicate with their team members when working on a group project.
2. Learning requires lots of practice. **All** assignments are designed to **HELP YOU**, and should therefore be completed on time. Homework, assignments, projects etc. that are not completed for the assigned due date will receive a maximum of 50% for the second day late and for any day afterwards. Projects handed-in one day late will be accepted provided they are handed-in before assignments are handed back.
3. Cell phones and/or Ipods (music devices) and/or earphones are not allowed in class unless authorized by a teacher. Such items will be confiscated immediately and school electronic device policy will apply.

Field Trips and Student Course Fees:

Parents/Students please note that we go on a lot of field trips in this class. I try to make most of them only within the time span of the class. There may be one that will take up more than just our class time.



Being part of leadership also allows opportunities for the students to attend conferences outside of class. This semester, we have two, possibly three conferences that the students may attend at their own cost. The first is the Horizons conference. This is a one day conference held at the school. The cost is 25\$. The registration form for this conference is on the last page of this document. If interested, please return that paper with your child's 25 dollars to their teacher as soon as possible. Please see information below:

• **Agenda**

8:00 – 9:00 a.m.	Registration
9:00 – 10:15 a.m.	Keynote speaker: Andy Thibodeau
10:15 – 10:30	Break
10:30 – 11:30	Keynote speaker: Dave Conlon (advisors with Andy Thibodeau)
11:30 – 12:00 p.m.	Lunch (provided by conference)
12:00 – 1:00 p.m.	Student share session and Advisors with Dave Conlon
1:00 – 1:30 p.m.	Host Student presentation
1:30 – 2:00 p.m.	Closing keynote

- Each school must have a teacher advisor attending to participate

• **About the Speakers**

Andy Thibodeau is one of the most successful and effective youth speakers in North America. Through his hilarious comedy and true-life stories, Andy delivers a message that staff and students can relate to. His presentations are unique due to his international experience and high-energy style. His message is complemented by his experiences as a leader in high school and university, as a past director of a leadership camp, and his active community involvement.



Dave Conlon is that teacher/advisor who never stops giving. As the program director for CSLA, he has become licensed as the Resource Doctor. If it is available and legal for leadership students and advisors Dave will try to bring it to Canada. Sharing, building, adapting not adopting is what makes Dave's sessions invaluable to the students and advisor alike. There is no better Teacher PD than the Resource Doctor – great for what ails your leadership team!!

The Horizons Leadership Conference is a leadership experience provided by the Canadian Student Leadership Association. Our aim is to Motivate, Inspire and Educate advisors and student leaders across Canada.

Canadian Student
Leadership Association

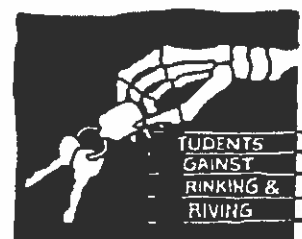


**Dates for the 2015 SADD Alberta Conference will be announced shortly!
Stay tuned!**

Every year, SADD Alberta hosts a Provincial Students Against Drinking and Driving Leadership Conference. This conference is held in Edmonton, and is open to all active SADD chapters in Alberta. The province also welcomes delegates from the Northwest Territories. The Conference typically takes place over a day and a half.

Those delegates who attend the Provincial Conference are introduced to numerous leadership and anti-impaired driving speakers. Delegates who attend our conference learn new skills and enhance others that will help them not only within their SADD Chapters, but will help them with day-to-day life. These delegates are given a tremendous experience, and ones that may change their lives and views.

New contacts, friends, and relationships are all made through these conferences, and SADD Alberta encourages all eligible persons to attend these conferences. Once you have attended a conference, you will want to keep returning.



[Share](#)

“Leading from the Middle” is designed to promote school, community and global awareness and involvement through active planning, development, implementation and reflection of projects geared towards personal experiences and interests.

The course will help develop responsibility, self-esteem, self-motivation, creativity, leadership and school pride.

Students interested in volunteerism, promoting school pride and social consciousness would benefit from this course.

Students will explore elements of leadership and have opportunities to take ownership of initiatives that interest them. They will examine and practice the phases of research, planning and development as well as implementation and reflection of a variety of citizenship projects.

This course will be taught through student leadership and citizenship themes that focus on 3 main areas: 1) Looking at what makes an influential leader, 2) School based community building projects, 3) Neighborhood community building projects.

Students will gain a sense of belonging through engaging in self-directed activities. Students will develop leadership skills such as respect, dependability, accountability, and trustworthiness.

GENERAL LEARNER OUTCOMES (GLO)	SPECIFIC LEARNER OUTCOMES (SLO)	OBJECTIVES
1. <i>Looking at what makes an influential leader.</i>	a) Looking at leadership in various forms of media.	i) Greatest Canadian Hero project
		ii) Time Magazine cover of a personal hero.
		iii) Leadership in the movies
2. <i>School based community building projects.</i>	a) School service projects.	i) Sign up sheets, tracking sheets, personal reflections
	b) School spirit projects.	i) Brainstorming, planning, development, implementation and reflection
3. Volunteerism/Mentoring Projects	a) Elementary school leadership project.	i) Brainstorming, planning, development, implementation and reflection. To reinforce specific leadership qualities.
	b) Community partnership projects.	ii) Working with community agencies to learn about volunteerism.



Medicine Hat School District No. 76
601 - 1st Avenue S.W.
Medicine Hat, Alberta
T1A 4Y7

STUDENT TRAVEL WAIVER

EXHIBIT 743 E 003

I/We hereby agree to allow our son/daughter _____ to travel with CHHS Leadership under the supervision of _____ in their trips to volunteer in Medicine Hat this semester. I understand that most trips will be during class time only, however there may be a couple that do take more than just our class time. CHHS administration does support these field trips and the work that the students are doing.

I/we hereby waive any rights my child/children or we, as parents and guardians, may otherwise have against the school or any of the employees of Crescent Heights High School or the board or any employees of the board within the scope of their employment for any damage or injury suffered by our child/children during the said excursion or trip.

I/We acknowledge that there are inherent risks associated with this activity and that I/We or my child/children could sustain personal injury through participation in this event and I/We are hereby accepting that risk on behalf of myself or my child/children.

Signed by Parent/Guardian _____ Date: _____

FOIP Release Form

As a result of changes in copyright and various other legislations, including the Freedom Of Information And Protection Of Privacy Act (FOIP) schools are required to get written permission from parents before any of the children's work or photographic images can be displayed outside of school. I hereby grant permission to CHHS Leadership/ Medicine Hat School District No. 76 on behalf of my child,

_____ to

- „ record, photograph and tape (audio, video, still) my child
 - „ display image of my child or child's work on the School Website
 - „ publicly display any of my child's works, and
 - „ reproduce any of my child's work
 - „ record, photograph and tape (audio, video, still) my child with local media.
- for non profit, educational purposes.

I understand the production(s)/work(s) may be shown at educational displays during open house, inservice sessions and other school related activities at school or school board sites or at school or school board sponsored displays in the community, the internet, or included in educational or promotional materials.

This consent is valid for the school year. In the event that, during the school year, you wish to revoke or change your consent, please advise your child's principal in writing. In the event that you do not provide consent, the district reserves the right to exclude your child from any activity that includes the collection, use, and/or disclosure of personal information.

If you have any questions or concerns regarding the collection, use, and/or disclosure of your child's personal information please contact the school.

I (parent/guardian) hereby consent to the collection, use, and disclosure of ALL personal information listed and similar collection, use, and disclosure of personal information described in the School Activities Consent List.

FULL NAME OF STUDENT

Parent Signature

CHHS Leading from the Middle 8

Leadership and learning are indispensable to each other.

John Kennedy

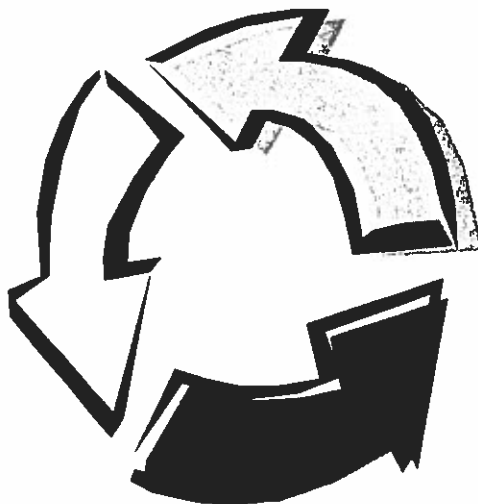
Community Leadership

During the course of Leadership 8 you will be required to perform 10 hours of community service in an area of interest. You will be responsible for submitting a proposal to Miss Bellamy regarding your community service. Upon completing your community service you must have your performance assessed by a supervisor.

Self Leadership

Leadership students will be responsible for completing a personal challenge. Imagine something that you have always wanted to do but have yet to try.

You will be responsible for planning your challenge and gathering the resources you need to achieve your challenge. An expert in the field that you have chosen will be responsible for evaluating the achievement of your challenge



School Leadership

Leadership students will be responsible for demonstrating leadership at CHHS. Leadership students will be responsible for planning a number of events throughout the school year. The events will range in size but students should expect to do some significant planning towards their event every week. Leadership students receive **one point** for every volunteer activity. Students are expected to compile a minimum of **ten points** during the semester.

Leadership Journal

Imagination is more important than knowledge.

Einstein

Students will be required to keep all handouts and materials in a leadership folder that will serve as their leadership journal. In addition to keeping all handouts and notes students will record their observations and reflections on the various leadership activities that they have been involved in. Students need to be aware that a large part of their mark in Leadership will be based on their journals and they need to be ready to hand their journal in for assessment throughout the course.

Leadership Skills

Coming together is a beginning; keeping together is progress; working together is success.

Henry Ford

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience. Student leaders are coaches appealing to the best in their fellow students; they're problem solvers, advice givers, cheerleaders, and change-makers. The door is always open to new ideas or just for a chat. Leadership students will be provided opportunities to develop and refine the following skills through the course:

- **Time management**
- **Effective communication**
- **Recognising your personal leadership style**
- **Event Planning**

- How to liaise with community agencies
- Effective promotional skills
- Managing conflict
- Public speaking
- Covey's 7 Habits of Highly Effective People

Evaluation

When you aim for perfection, you discover it's a moving target.

George Fischer

Assessment in Leadership relies on the following 5-point scale to determine each student's mark. Throughout the course students will often have the opportunity to assess their own progress based on the same scale.

Criteria Number	Letter Grade	Percentage Range	Descriptor
5	A	86 – 100%	Outstanding work, meets all criteria and sometimes goes beyond expectations, demonstrates exceptional understanding of the material.
4	B	73 – 85%	Very good work, meets all criteria, quality work, demonstrates very good understanding of the material.
3	C+	68 – 73%	Good work, meets most of the criteria, demonstrates a good understanding of the material.
2	C	60 – 67%	Satisfactory work, meets an acceptable number of the criteria, demonstrates a good understanding of most of the material.
1	C-	50 – 59%	Minimally acceptable, meets just enough criteria to pass but is showing effort, many missing criteria.
0	F	0 – 49%	Unacceptable work, meets few of the criteria, many be choosing to not demonstrate skills and understanding.
I	Incomplete		Student requires further work in assignments.

Do all the good you can, in all the ways you can, at all the times you can, to all the people you can, as long as you ever can.

John Wesley

I understand that to participate in Leadership 8 I must ensure that my homework and assignments are always up to date in the rest of my subjects. If I fail to keep up with my obligations in other classes I will be asked to withdraw from the Leadership Program.

Student Signature

Parent/Guardian Signature

Grade 8 Teacher Signature

FILM STUDIES - CHHS

COURSE OVERVIEW: based on approximately 45 - 80 minute class periods

Grade 7	Grade 8
Learn how to write a film review - Analyze professional reviews - Review essential criteria as a class - Ranking ladder of top 5 requirements - Present information to class - Agree on class criteria for reviews - Watch a film as a class and submit a review	Review techniques for a proper review - Analyze professional reviews - Review and rank criteria for review - Watch a film as a class and submit a review
Timeline: 5 – 80 minute classes	Timeline: 3 – 80 minute classes

GLO: Discover and explore film and cinema SLO: Express ideas and develop understanding - Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of media SLO: Express preferences - Explore and assess media recommended by others GLO: Present and share SLO: Present information - Present ideas and opinions confidently, but without dominating the discussion SLO: Use effective oral and visual communication - Identify and use explicit techniques to arouse and maintain interest and convince the audience SLO: Demonstrate attentive listening and viewing - Listen and view attentively to organize and classify information and carry out multistep instructions

Grade 7	Grade 8
Animation - Intro to animation process—zoetropes, flipbooks, etc - Examine different types of animation (2D, 3D, CGI, etc) by showing short clips and short films (i.e. Pixar shorts) - Lead into genres by discussing how animation and short films are their own categories. - Create own short film – (i.e. flipbook, stop motion)	Animation - Review animation process - Discuss changes in the industry and market (2D to 3D and beyond (mo-cap, etc) as a result of technology - Show more of the making of featurettes instead of the finished clips (i.e. <i>Fantastic Mr. Fox</i>) - Review how animation/short film are their own genres to transition
Timeline: 5 – 80 minute classes	Timeline: 5 – 80 minute classes

GLO: Discover and explore film and cinema

SLO: Express ideas and develop understanding

- Extend understanding of ideas and information by finding and exploring media on a variety of topics and themes
- Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of media

SLO: Experiment with language and forms

- Discuss and respond to ways that content and forms of media interact to influence understanding.

SLO: Express preferences

- Explore and assess media recommended by others

GLO: Understand forms, elements and techniques used in film and cinema

SLO: Understand forms, genres

- Identify key characteristics of different types of media

GLO: Present and share

SLO: Present information

- Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.

SLO: Enhance presentation

- Clarify and support ideas or opinions with details, visuals or media techniques

SLO: Demonstrate attentive listening and viewing

- Listen and view attentively to organize and classify information and carry out multistep instructions

Grade 7	Grade 8
Introduction to film genres • Define genre • Discuss favourite genres in film and other media • Arrange students into groups each with a different genre--have them list key elements found in said genre • Classify film/books/other media into genres--discuss crossover, subgenres and discrepancies with classification • Show clips/trailers and have students classify based on genre Action/Adventure • Discuss/review elements of genre • Watch genre film • Review film and include how it upheld/deviated from the expected elements of the genre Drama • As above	Review of genres • Define genre and classify favourite media and their genres • Show clips/trailers and have students classify based on genre • Discuss genre formulas for writers/directors and how genres are used to market films • Draw parallels with filmmakers who are known for certain types of films (Spielberg, Tarantino, etc) and actors who are "bankable" (Cruise, Pitt, RDJ) • How does profit play a role here? How does it hinder risk taking in film? (Can lead to discussion of portrayals of race, sex/gender, etc in film) Mystery/Crime • Discuss/review elements of genre • Watch genre film • Review film and include how it upheld/deviated from the expected elements of the genre (i.e. Hitchcock, <i>Casablanca</i>) Fantasy • As above

Timeline: 5 – 80 minute classes

Timeline: 5 – 80 minute classes

GLO: Discover and explore film and cinema

SLO: Express ideas and develop understanding

- Extend understanding of ideas and information by finding and exploring media on a variety of topics and themes
- Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of media

SLO: Experiment with language and forms

- Discuss and respond to ways that content and forms of media interact to influence understanding.

SLO: Express preferences

- Explore and assess media recommended by others

GLO: Understand forms, elements and techniques used in film and cinema

SLO: Understand forms, genres

- Identify various forms and genres, and describe key characteristics of each
- Identify key characteristics of different types of media

GLO: Present and share

SLO: Present information

- Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.

SLO: Enhance presentation

- Clarify and support ideas or opinions with details, visuals or media techniques

SLO: Demonstrate attentive listening and viewing

- Listen and view attentively to organize and classify information and to carry out multistep instructions
- Ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding.

* Grade 9: Sci-Fi & Rom Com

Grade 7	Grade 8
Introduction to the remake/reboot • Brainstorm list of recent remakes • Discuss <i>why</i> movies are remade • Compare/contrast original and remakes using clips/trailers • Watch an original and a remake and note similarities and differences	Review remake/reboot phenomenon • Brainstorm list of recent remakes • Review why movies are remade • Watch an original and a remake and note similarities and differences • Write a review of the original and remake discussing preference
Timeline: 5 – 80 minute classes	Timeline: 5 – 80 minute classes

GLO: Discover and explore film and cinema

SLO: Express ideas and develop understanding

- Extend understanding of ideas and information by finding and exploring media on a variety of topics and themes
- Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of media

SLO: Experiment with language and forms

- Discuss and respond to ways that content and forms of media interact to influence understanding.

SLO: Express preferences

- Explore and assess media recommended by others

GLO: Understand forms, elements and techniques used in film and cinema

SLO: Understand forms, genres

- Identify key characteristics of different types of media

SLO: Understand techniques and elements

- Identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development in film

GLO: Present and share

SLO: Present information

- Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.

SLO: Enhance presentation

- Clarify and support ideas or opinions with details, visuals or media techniques

SLO: Use effective oral and visual communication

- Identify and use explicit techniques to arouse and maintain interest and convince the audience

SLO: Demonstrate attentive listening and viewing

- Listen and view attentively to organize and classify information and carry out multistep instructions

Grade 7	Grade 8
Introduce classic films (i.e. silent films such as Chaplin & Buster Keaton, <i>Metropolis</i> then move through overview) Angles/Shots • Discuss/review features to analyze regarding technique • View film critically for specific technique • Review film and include noted examples of technique used Lighting • As above	Review history of film (silent movie era, early “talkies” then overview of history of film) Composition • Discuss/review features to analyze regarding technique • View film critically for specific technique • Review film and include noted examples of technique used Color • As above
Timeline: 5 – 80 minute classes	Timeline: 5 – 80 minute classes

GLO: Discover and explore film and cinema

SLO: Express ideas and develop understanding

- Extend understanding of ideas and information by finding and exploring media on a variety of topics and themes
- Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of media

SLO: Experiment with language and forms

- Discuss and respond to ways that content and forms of media interact to influence understanding.

SLO: Express preferences

- Explore and assess media recommended by others

GLO: Understand forms, elements and techniques used in film and cinema

SLO: Understand forms, genres

- Identify key characteristics of different types of media

SLO: Understand techniques and elements

- Discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of media.
- Identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development in film

GLO: Present and share

SLO: Present information

- Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.

SLO: Enhance presentation

- Clarify and support ideas or opinions with details, visuals or media techniques

SLO: Use effective oral and visual communication

- Identify and use explicit techniques to arouse and maintain interest and convince the audience

SLO: Demonstrate attentive listening and viewing

- Listen and view attentively to organize and classify information and carry out multistep instructions

*For Color: you can talk about blue/orange movie posters and movie barcodes.

*Grade 9: Sound/Soundtrack/Effects and Symbolism

ASSESSMENT

- Rubrics for reviews
 - Multiple options for completion, including: paragraph, presentation, etc
- Posting/commenting on class blog/forum (Edmodo, Google Classroom)
- Outside of class project
 - Watch a film on own time from a pre-approved list
 - Post review/lead a discussion online (Edmodo, Google Classroom)

INSTRUCTIONAL STRATEGIES

This course will be taught following a cooperative learning model that focuses on students responding to and reflecting on selected, age appropriate visual media.

OPTIONS FOR EXPANSION

This course could easily be expanded to include a grade 9 level. The format would be similar, but each “unit” would go into more depth, explore more complex genres/techniques and become more critical in viewing of media.

There is a high school level Film Studies course developed by the Calgary Board of Education that has been adapted by Edmonton Public Schools for use in both mainstream and the IB program: http://www.epsb.ca/board/february14_2012/item04.pdf

RESOURCES

GLOs/SLOs taken from the locally approved Film Studies course submitted to the Board by Alexandra Middle School in 2013.

Ideas and structure inspired by the [AMS Film Studies Google Site](#).

LESSONS

This link has several links within it, including lessons:

http://www.frankwbaker.com/film_links.htm

More lessons: <http://www.webenglishteacher.com/film.html>

<http://www.edutopia.org/blog/academy-awards-film-literacy-resources-matthew-davis>

<http://journeysinfilm.org/for-educators/middle-school-program/>

<http://www.readwritethink.org/classroom-resources/lesson-plans/lights-camera-action-music-863.html?tab=1#tabs>

<http://learning.blogs.nytimes.com/teaching-topics/film-in-the-classroom/>

<http://www.uleth.ca/education/resources/research/research-centers/literacy-planning/areas-study/film-studies>

<http://mediasmarts.ca/lessonplan/camera-shots-lesson>

<http://teachingmedialiteracy.pbworks.com/w/page/19924124/DocumentaryFilm>

*****<http://www.tc.umn.edu/~rbeach/linksteachingmedia/chapter3/activity.htm>

<http://www.filmeducation.org>

PRINT RESOURCES

http://mhc.worldcat.org/title/short-guide-to-writing-about-film/oclc/36672112&referer=brief_results

http://mhc.worldcat.org/title/film-encyclopedia/oclc/46475641&referer=brief_results

**CRESCENT HEIGHTS HIGH SCHOOL
PHYSICAL EDUCATION – COURSE OUTLINE
SPORTS PREP 9**

Physical activity continues to play a significant role in our lives, with the adolescent years being a critical time for the development of positive lifestyle choices. The aim of the course is to help student athletes understand sports performance at a higher level and to develop the foundations for sport specific training, functional fitness and physical competence. This course allows the serious athlete who works hard to become bigger, faster and stronger.

The CHHS PE Department will endeavor to provide learning opportunities in the following domains: *cardiovascular, respiratory, endurance, stamina, strength, power, speed, coordination, agility, balance and accuracy*. These dimensions will be the focus as we explore the basics of kinesiology and apply basic training and movement principles.

Objectives:

- To assist the student athlete in achieving a higher level of sports performance.
- To assist the student's individual development of motor skills that is effective, efficient, and applicable to a wide variety of activities.
- To assist the student in developing, monitoring, and maintaining an appropriate individual level of fitness.
- To assist the student in developing personal attributes such as positive self-esteem, self-worth, and a sense of personal responsibility.
- To assist the student in developing positive interpersonal skills transferable to other areas of their lives.
- To promote life-long learning and to provide positive physically active experiences that will motivate students to continue to be active all of their lives.

STUDENT EXPECTATIONS:

- **Attendance:** Regular attendance and participation is expected. Students absent or unable to participate will receive a zero for that class. If the absence is excused then the onus is on the student to make arrangements with his/her teacher for an appropriate make-up assignment.
- **Classroom Materials:** Students are responsible for coming to class prepared. This includes a proper change of clothes (running shoes, gym strip, bathing suit, outdoor gear, etc.), notebook/journal, pens, pencils, and a water bottle.
- **Lates:** Students are expected to be on time which means being in the appropriate gym/classroom/fitness center ready to participate 7 minutes after the bell.
- **PLEASE DO NOT BRING VALUABLES TO CLASS! USE OF ELECTRONIC DEVICES WILL BE AT THE TEACHER'S DISCRETION.**
- **The Physical Education department is not responsible for lost or stolen items.**
- Jewelry is not to be worn in class. Leave all jewelry in your personal locker.
- Students are to remain in class until dismissed by the teacher.
- Water and healthy snacks are encouraged. No junk food allowed!
- **The use of inappropriate language will not be tolerated at any time.**
- **Safety!!** At no time will it be permissible to compromise the safety of self or others. Students are not permitted to use any equipment without teacher supervision.
- **HAVING FUN IN PHYSICAL EDUCATION IS AN INTEGRAL PART OF YOUR PERSONAL SUCCESS!**

• EVALUATION

A – Activity – 40 %

Students will acquire skills through a variety of developmentally appropriate movement activities and apply them in a variety of settings.

- Skill demo and acquisition: pushup, sit-up, air squat, pull-up, thruster, push press, shoulder press, wall ball, deadlift, rope climb, lunges, and jumps.
- Knowledge

B – Benefits Health – 20 %

Students will understand experience and appreciate the health benefits that result from physical activity.

- Fitness testing completion, improvement, and achievement
i.e.) 400m sprint, T-test, 1.6km run, pushups, pull-ups, and Beep test.

C – Cooperation – 10 %

Students will interact positively with others and will develop a sense of leadership and teamwork.

- Positive interactions with students and teachers
- Teamwork, leadership, sportsmanship and personal responsibility

D – Do it Daily...for Life – 15 %

Students will assume responsibility to lead an active way of life by participating fully and working at a challenging level.

- Daily effort and working at a challenging level
- Active participation

Final Project – 15 %

Students will be responsible for completing a culminating activity which highlights the skills and knowledge they have learned.

Please remember that Physical Education is an activity-based course; therefore, no marks can be given for missed participation.

Staff Contact Information:

Should you have any questions or concerns, please feel free to contact your student's teacher by e-mail: jill.pancoast@sd76.ab.ca click on the STAFF tab, or by phone: 403-527-6641. To access your child's regularly updated mark please go to <https://psapp.sd76.ab.ca/public/> and sign into Parent Portal.

Parents:

Please sign below to indicate that you and your son/daughter have read the Course Outline and are familiar with the objectives and expectations of our program. Please include your email it is the most effective means for communication with us

Parent Signature

Email Address

Date

Student Signature and Name (Please Print)