



École Meridian Heights School
Complementary Courses (Options)
2025-2026

Term 1: September 17th-December 3rd

| Description | Term | Assessment | Final project or presentation | Link to CTF | Cost | Teacher Name |
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| Film Critic Film Critic is an exploration of filmography and the messages that can be found within popular media. As a culture, we find ourselves constantly bombarded by media, which always has some form of message embedded within it. Since we find ourselves surrounded by this, whether it is a fast food ad or “Fake News,” we must be prepared to understand the messages that are being told to us every day. The topics and skills that students will explore within Film Critic can be applied to such diverse media as music, social media, movies, television, and advertising. In this class, we will learn filmography techniques | 1 | Upon watching a film, there will be an assignment based on each film and theme. | To synthesize understanding of cinematic techniques and storytelling by creating a short documentary or narrative film that explores a specific aspect of “contrast” within the local community, culminating in a film festival-style presentation. | The aim for Film Critic 8/9 CTF is to hit on the following competencies: <ol style="list-style-type: none"> 1. I explore my interests and passions while making personal connections to career possibilities. 2. I use occupational area skills, knowledge and technologies. 3. I plan in response to challenges. 4. I make decisions in response to challenges. 5. I adapt to change and | \$10 | M. Cust |

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| and how they are used to manipulate emotion, and the class will then apply this knowledge by watching 4 films with various themes. Upon watching a film, there will be an assignment based on each film and theme. | | | | <p>unexpected events.</p> <p>6. I solve problems in response to challenges.</p> <p>7. I create products, performances or services in response to challenges.</p> | | |
| <p>Design studies : The Art of Craft!</p> <p>In this option, you will develop your creativity by taking the lead on artisanal project planning. You will be responsible for everything from design, research, planning and execution of your hand-crafted pieces which will allow you to explore and experience a wide variety of mediums through different techniques</p> | 1 | Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments. Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity. | Students will create between 4 and 6 projects, depending on the complexity and duration of each assignment. | <p>Design Studies (DES)</p> <p>1. Project design and management skills</p> <p>2. Principles of design, including balance, emphasis, proportion, repetition, unity, contrast, harmony, proximity and variety.</p> <p>3. Elements of design: line, shape (2-D) or form (3-D), colour, texture, depth, light, direction, mass, tone (black and white) or value (colour) and space (positive and negative)</p> | \$20 | Mrs. Jones |
| <p>Art -</p> <p>Students will explore their creativity and expression of self through the use of pastels, crayons/markers, watercolor and acrylic paint, and other tools to</p> | 1 | Throughout the term, students will have the opportunity to demonstrate their growth | Personal Portfolio - students will select pieces that they feel most reflect their growth and | I explore my interests and passions while making personal connections to career possibilities. | \$20 | Mme J. Longpre |

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| <p>create art projects on canvas, paper, and other types of materials.</p> <p>No previous experience is required as everyone is learning on their art journey!</p> | | <p>through individual assignments.</p> <p>Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity.</p> | <p>development over the term.</p> <p>The portfolio is a living document in the classroom and can be added to and taken away from as students develop their eye for art. The portfolio must contain between 4-6 pieces that the student believes shows their growth over the term.</p> | <p>A unified sequential course which focuses on three major components of visual learning:</p> <p>DRAWINGS or delineations: all the ways we record visual information and discoveries.</p> <p>COMPOSITIONS or structures: all the ways images are put together to create meaning.</p> <p>ENCOUNTERS with art: where we meet and how we respond to visual imagery.</p> | | |
| <p>The Business of Beauty - Are you passionate about makeup, hair, and nails? Do you dream of turning your creativity into a thriving business? Then this course is for you!</p> <p>Explore the exciting world of beauty and entrepreneurship. You'll learn essential makeup techniques, stylish hairstyles, and creative nail designs. But that's not all! We'll dive into the world of business, teaching you how to start, own, and operate your very own beauty venture.</p> | 1 | <p>Students will be assessed through individual and group assignments around their business and marketing and their participation in makeup, hair, nail, and esthetics skill development</p> | <p>Students will create a beauty business offering a variety of services at which the grades 5 and 6 students will come as their clients and they will offer and complete beauty services after which they will determine their profits. This will be done in groups of 4-5.</p> | <p>Health, Recreation and Human Services (HRH)</p> <ul style="list-style-type: none"> - Refining skills and technique around makeup, hair, and nail design to provide as a service <p>Cosmetology</p> <p>Business, Administration, Finance and Information Technology (BIT)</p> <ul style="list-style-type: none"> - Understanding and applying strategies around | \$20 | Mme Watt & Mrs Forsberg |

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| By the end of this course, you'll have the confidence and skills to turn your passion into a successful business. | | | | business creation & development, as well as marketing, accounting, etc. | | |
| Business Builders- Students will be building and marketing a brand. They will learn about creating a business, targeting an audience, budgeting, advertising, communication, and networking. They will bring their business plan to life and reflect on their sales. | 1 | Students will be assessed throughout the term through individual assignments, group assignments, and projects. | Final project: Students will work in groups to create a business plan; create a product, budget, advertise and sell their product. Their proceeds will go to a local charity of choice. | Business: Financial Management (FIN) Plan, organize, direct, control and evaluate the operation of an accountant, auditor or financial service. Information Processing (INF) Gather information and process it from one form into another. Management & Marketing (MAM) Learn the processes associated with promotion for the sale of goods and services. | \$25 | Ms. Hogan |
| Soccer Love soccer? Love competitive small-sided games and drills? Want to sharpen your skills, boost your game sense & fitness and maybe play a match or two? Each week, we'll tackle a new technical skill and put it into action with high-energy, small-sided gameplay. Along the way, you'll also work on your leadership skills —from encouraging teammates to taking charge in | 1 | Students will be assessed throughout the term on participation, skill, cooperation, and leadership. | Final project: Students will collaborate in groups to complete a project related to soccer skills, leadership, or community engagement—such as planning a small-sided tournament, | Health, Recreation & Human Services Exploring interests and passions while making personal connections to career possibilities. Student Learner Statements: <ul style="list-style-type: none"> <i>I explore my interests and</i> | \$50 | Mrs. Jepsen |

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| game situations. It's the perfect mix of learning, competition, and fun! | | | leading a skills workshop, or designing a training plan. | <i>passions while making personal connections to career possibilities.</i> <ul style="list-style-type: none"> • <i>I plan in response to challenges.</i> • <i>I create products, performances or services in response to challenges.</i> • <i>I collaborate to achieve common goals.</i> | | |
| Magic Voices Vocal Ensemble:Choral Option This option (divided into three term segments) will involve the creation of choral music with unison and part singing. The group will have both performance and audience opportunities as well as the opportunity to develop their own solo and small group musical skills. Magic Voices provides young choristers a place to not only feel safe about expressing themselves musically, but also a place where they feel their contributions matter to the larger group. | 1 | Assessment occurs at every rehearsal where choristers learn to assess their own musical skills in the context of choral singing as well as listen to and apply the assessment of the director. Aspects of choir that are routinely developed are voice | The performance nature of Magic Voices offers the opportunities for choristers to share their musical talents and growth in many situations. The group generally has at least 6 performances in the school year. | Grade 7 to 9 Curriculum for Choral Music | \$25 | Mrs Huedepohl |

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| | | production, vocal and lyric memory, harmonic retention and the musical aesthetic. Performances are routine and mandatory although exceptions can usually be accommodated. | | | | |
| Hands-On Creations Discover the art of making something amazing with your own two hands! In this course, you'll explore traditional and modern handmade art techniques that are fun, creative, and practical. Learn the skills of beading, hand stitching, and the basics of hemming. You'll also get the chance to turn recycled materials into a stunning mosaic art piece. | 1 | Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments. Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity. | Students will create between 4 and 6 projects, depending on the complexity and duration of each assignment. | Design Studies -Project design and management skills | \$20 | Mme Eddie |
| Foods Students explore the basics of food preparation, kitchen safety, nutrition, and meal planning. Through hands-on cooking experiences, they develop | 1 | Students will be assessed throughout the term on participation and | Each food product will be graded based on criteria such as appearance, taste and ability | Health, Recreation and Human Services (HRH) | \$30 | Miss Blanchard |

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| practical life skills, teamwork, and an understanding of careers in the culinary and hospitality industries. | | cooperation as well as safety and skills in the kitchen. | to follow instructions. | | | |
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Term 2: December 10th-March 25th

| Description | Term | Assessment | Final project or presentation | Link to CTF | Cost | Teacher Name |
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| Leadership Throughout the term, students will have various opportunities to take part in and lead school events. Students grades will be based on a combination of project deliverables, teacher observations, peer and self-assessments, and reflections. Emphasis will be placed on student effort, participation, and demonstration of learning outcomes. Regular feedback and opportunities for revision will be provided throughout the term. | 2 | School Volunteerism Engagement in supporting other classmates projects | Project Based Proposal | Human Services Cluster | \$25 | M. Cust |
| Sports Performance - Do you love sports, fitness, or just moving your body? | 2 | Students will be assessed throughout the term on | Students will hand in one final research project that will be based | Health, Recreation & Human Services | FREE | Mrs. Forsberg & Mme Watt |

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| <p>This course goes beyond regular gym class and dives into what makes athletes stronger, faster, and healthier. You'll explore different training styles—from strength and conditioning to speed, agility, and mobility—while learning how to move with more power and control.</p> <p>We'll also cover the fuel behind performance: sports nutrition. You'll discover how food impacts energy, recovery, and overall health. Plus, you'll learn practical strategies for preventing injuries and using recovery tools like stretching, mobility, and foam rolling.</p> <p>Along the way, you'll try new activities, challenge yourself, and gain skills that will help you on the field, in the gym, and in everyday life. Whether you're an athlete or just want to take better care of your body, this option will give you the tools and confidence to perform at your best.</p> | | <p>participation, skill and cooperation.</p> <p>At the end of each module, students will complete smaller scale assignments that will showcase understanding of skills.</p> | <p>on one of the three main focus points: sports performance, sports medicine, or nutrition.</p> | <p>Exploring interests and passions while making personal connections to career possibilities.</p> <p>I create products, performances or services in response to challenges. I plan in response to challenges.</p> | | |
| <p>The Art of Slow Making Ready to unplug and enjoy</p> | 2 | <p>In this option, you will learn how to</p> | <p>Students will create between 4</p> | <p>Human Services (HRH): Explore</p> | \$25 | <p>Mrs. Jepsen</p> |

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| <p>the simpler things in life? In this option, you'll relax and focus on hands-on projects like crocheting, knitting, and cross-stitch, all while enjoying a calm, creative space where you can make cozy, beautiful pieces to be proud of.</p> | | <p>create with yarn and thread while exploring the art of knitting, crocheting, and embroidery. Students will build skills by following patterns, experimenting with stitches, and designing their own small projects. You'll develop patience, creativity, and problem-solving as you bring your designs to life – from cozy scarves and hats to decorative embroidery pieces.</p> | <p>and 6 projects, depending on the complexity and duration of each assignment, as well as the time of year. In addition to their individual projects, the class will work together on a group fibre arts project – creating small hats or blankets to be donated for premature babies at a local hospital.</p> | <p>traditional and modern fibre arts as a way to care for others.</p> <p>Design (DES): Apply design principles (patterns, balance, colour, texture) to fibre-based creations.</p> <p>Entrepreneurship/Community Involvement (ENT): Experience how handmade items can have a positive impact on the community.</p> | | |
| <p>Design studies : The Art of Craft! In this option, you will develop your creativity by taking the lead on artisanal project planning. You will be responsible for everything from design, research, planning and execution of your hand-crafted pieces which will allow you to explore and experience a wide variety of mediums</p> | 2 | <p>Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments. Each task will thoughtfully consider their ability to take risks, solve</p> | <p>Students will create between 4 and 6 projects, depending on the complexity and duration of each assignment.</p> | <p>Design Studies (DES) 1. Project design and management skills 2. Principles of design, including balance, emphasis, proportion, repetition, unity, contrast, harmony,</p> | \$20 | Mrs. Jones |

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| through different techniques | | problems, and showcase their creativity. | | proximity and variety. 3. Elements of design: line, shape (2-D) or form (3-D), colour, texture, depth, light, direction, mass, tone (black and white) or value (colour) and space (positive and negative) | | |
| <p>Art - Students will explore their creativity and expression of self through the use of pastels, crayons/markers, watercolor and acrylic paint, and other tools to create art projects on canvas, paper, and other types of materials.</p> <p>No previous experience is required as everyone is learning on their art journey!</p> | 2 | <p>Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments.</p> <p>Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity.</p> | <p>Personal Portfolio - students will select pieces that they feel most reflect their growth and development over the term.</p> <p>The portfolio is a living document in the classroom and can be added to and taken away from as students develop their eye for art. The portfolio must contain between 4-6 pieces that the student believes shows their growth over the</p> | <p>I explore my interests and passions while making personal connections to career possibilities.</p> <p>A unified sequential course which focuses on three major components of visual learning:</p> <p>DRAWINGS or delineations: all the ways we record visual information and discoveries.</p> <p>COMPOSITIONS or structures: all the</p> | \$20 | Mme J. Longpre |

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| | | | term. | ways images are put together to create meaning. ENCOUNTERS with art: where we meet and how we respond to visual imagery. | | |
| Business Builders- Students will be building and marketing a brand. They will learn about creating a business, targeting an audience, budgeting, advertising, communication, and networking. They will bring their business plan to life and reflect on their sales. | 2 | Students will be assessed throughout the term through individual assignments, group assignments, and projects. | Final project: Students will work in groups to create a business plan; create a product, budget, advertise and sell their product. Their proceeds will go to a local charity of choice. | Business: Financial Management (FIN) Plan, organize, direct, control and evaluate the operation of an accountant, auditor or financial service. Information Processing (INF) Gather information and process it from one form into another. Management & Marketing (MAM) Learn the processes associated with promotion for the sale of goods and services. | \$25 | Ms. Blanchard |

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| Foods Students explore the basics of food preparation, kitchen safety, nutrition, and meal planning. Through hands-on cooking experiences, they develop practical life skills, teamwork, and an understanding of careers in | 2 | Students will be assessed throughout the term on participation and cooperation as well as safety and skills in the kitchen. | Each food product will be graded based on criteria such as appearance, taste and ability to follow instructions. | Health, Recreation and Human Services (HRH) | \$30 | Miss Hogan |

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| the culinary and hospitality industries. | | | | | | |
| Hands-On Creations Discover the art of making something amazing with your own two hands! In this course, you'll explore traditional and modern handmade art techniques that are fun, creative, and practical. Learn the skills of beading, hand stitching, and the basics of hemming. You'll also get the chance to turn recycled materials into a stunning mosaic art piece. | 2 | Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments. Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity. | Students will create between 4 and 6 projects, depending on the complexity and duration of each assignment. | Design Studies -Project design and management skills | \$20 | Mme Eddie |

Term 3: April 8th-May 27th

| Description | Term | Assessment | Final project or presentation | Link to CTF | Cost | Teacher Name |
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| Photography Through our camera lens, we will explore and showcase our community and environment. After learning and practicing a number of technical photography skills, you will work with a partner to capture images with a focus on | 3 | Photo Journal Technical Quizzes | Partner Photography Project: "Community in Contrast": Purpose: To apply technical | COM1205: Photography – Introduction 1. describe the role of photography in society; e.g., art, social statement, entertainment, historical | \$15 | M. Cust |

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| contrast. Within our town we will explore old and new architecture, rural and urban landscapes, and a variety of people and the role they play within our community. This course will consist of off-campus field trips, outdoor exploration in the community, and the use of technology to showcase your art. | | | and creative skills in a collaborative project. Description: In pairs, students will create a series of 10-15 photographs showcasing the theme of contrast within the community. The series must include at least one photo from the categories discussed in class. | record, illustrating ideas and concepts, scientific research, exploration 2. use various photographic equipment, image-capture devices, materials and processes to demonstrate basic photographic skills | | |
| Design studies : The Art of Craft! In this option, you will develop your creativity by taking the lead on artisanal project planning. You will be responsible for everything from design, research, planning and execution of your hand-crafted pieces which will allow you to explore and experience a wide variety of mediums through different techniques | 3 | Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments. Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity. | Students will create between 4 and 6 projects, depending on the complexity and duration of each assignment. | Design Studies (DES) 1. Project design and management skills 2. Principles of design, including balance, emphasis, proportion, repetition, unity, contrast, harmony, proximity and variety. 3. Elements of design: line, shape (2-D) or form (3-D), colour, texture, depth, light, direction, mass, tone (black and white) or value (colour) and space (positive and negative) | \$20 | Mrs. Jones |

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| <p>Art - Students will explore their creativity and expression of self through the use of pastels, crayons/markers, watercolor and acrylic paint, and other tools to create art projects on canvas, paper, and other types of materials.</p> <p>No previous experience is required as everyone is learning on their art journey!</p> | 3 | <p>Throughout the term, students will have the opportunity to demonstrate their growth through individual assignments.</p> <p>Each task will thoughtfully consider their ability to take risks, solve problems, and showcase their creativity.</p> | <p>Personal Portfolio - students will select pieces that they feel most reflect their growth and development over the term.</p> <p>The portfolio is a living document in the classroom and can be added to and taken away from as students develop their eye for art. The portfolio must contain between 4-6 pieces that the student believes shows their growth over the term.</p> | <p>I explore my interests and passions while making personal connections to career possibilities.</p> <p>A unified sequential course which focuses on three major components of visual learning:</p> <p>DRAWINGS or delineations: all the ways we record visual information and discoveries.</p> <p>COMPOSITIONS or structures: all the ways images are put together to create meaning.</p> <p>ENCOUNTERS with art: where we meet and how we respond to visual imagery.</p> | \$20 | Mme J. Longpre |
| <p>The Business of Beauty - Are you passionate about makeup, hair, and nails? Do you dream of turning your creativity into a thriving business? Then this course is for you!</p> <p>Explore the exciting world of beauty and entrepreneurship. You'll learn essential makeup techniques, stylish hairstyles, and</p> | 3 | Students will be assessed through individual and group assignments around their business and marketing and their participation in | Students will create a beauty business offering a variety of services at which the grades 5 and 6 students will come as their clients and they will offer and complete beauty | <p>Health, Recreation and Human Services (HRH)</p> <ul style="list-style-type: none"> - Refining skills and technique around makeup, hair, and nail design to provide as a service <p>Cosmetology</p> | \$20 | Mme Watt & Mrs Forsberg |

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| <p>creative nail designs. But that's not all! We'll dive into the world of business, teaching you how to start, own, and operate your very own beauty venture.</p> <p>By the end of this course, you'll have the confidence and skills to turn your passion into a successful business.</p> | | <p>makeup, hair, nail, and esthetics skill development</p> | <p>services after which they will determine their profits. This will be done in groups of 4-5.</p> | <p>Business, Administration, Finance and Information Technology (BIT)</p> <ul style="list-style-type: none"> - Understanding and applying strategies around business creation & development, as well as marketing, accounting, etc. | | |
| <p>Ball hockey</p> <p>The Ball Hockey option allows students to develop their skills, fitness, and teamwork through Canada's most beloved sport – hockey – in a gymnasium setting. Students will learn and practice the fundamentals of ball hockey including passing, shooting, stick handling, positioning, and goaltending. Alongside skill development, students will explore strategies for gameplay, fair competition, and officiating.</p> | 3 | <p>Students will be assessed on participation, skill development, teamwork, and understanding of game rules. Assessment will also include reflection on personal growth and contributions to team play, as well as the ability to apply fair play and officiating skills.</p> | | <p>Students will demonstrate their learning by planning mini games for other students. As well as setting up, refereeing, and score keeping for Meridian's annual MHL event. This allows students to apply both playing and officiating skills in an authentic setting.</p> | \$10 | Ms. Hogan |
| <p>Soccer</p> <p>Love soccer? Love competitive small-sided games and drills? Want to sharpen your skills, boost your game sense & fitness and maybe play a match or two? Each week, we'll tackle a new technical skill and put it into action with</p> | 3 | <p>Students will be assessed throughout the term on participation, skill, cooperation, and leadership.</p> | <p>Final project: Students will collaborate in groups to complete a project related to soccer skills, leadership, or community</p> | <p>Health, Recreation & Human Services</p> <p>Exploring interests and passions while making personal connections to career possibilities.</p> | \$50 | Mrs. Jepsen |

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| high-energy, small-sided gameplay. Along the way, you'll also work on your leadership skills —from encouraging teammates to taking charge in game situations. It's the perfect mix of learning, competition, and fun! | | | engagement—such as planning a small-sided tournament, leading a skills workshop, or designing a training plan. | Student Learner Statements: <ul style="list-style-type: none"> • <i>I explore my interests and passions while making personal connections to career possibilities.</i> • <i>I plan in response to challenges.</i> • <i>I create products, performances or services in response to challenges.</i> • <i>I collaborate to achieve common goals.</i> | | |
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| expressing themselves musically, but also a place where they feel their contributions matter to the larger group. | | Aspects of choir that are routinely developed are voice production, vocal and lyric memory, harmonic retention and the musical aesthetic. Performances are routine and mandatory although exceptions can usually be accommodated. | the school year. | | | |
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| <p>Track and Field</p> <p>The Track & Field option provides junior high students with the opportunity to develop their athletic abilities while exploring concepts of health, teamwork, and personal growth. Students will participate in a variety of events including sprints, middle- and long-distance running, relays, hurdles, throws, and jumps. Through training and competition, students will build physical literacy, set personal fitness goals, and learn strategies for improvement.</p> <p>Beyond physical performance, this course emphasizes leadership, responsibility, and collaboration. Students will take on roles such as athlete, coach, official, and event organizer, developing transferable skills that connect to lifelong fitness.</p> | 3 | <p>Assessment in this course focuses on both skill development and personal growth. Evaluation will highlight students' effort, progress, and demonstration of CTF competencies, rather than only athletic results. Students will be assessed in four main areas: participation and effort, skill development, collaboration and leadership, and reflection and goal setting.</p> | <p>This course supports Alberta's Career and Technology Foundations (CTF) Program of Studies by helping students explore interests, build competencies, and connect learning to possible career pathways. Through Track & Field, students will:</p> <ul style="list-style-type: none"> - Problem solve - Collaborate - Demonstrate creativity and innovation - Develop personal growth | FREE | Miss Blanchard |
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