



Calgary Board
of Education

Woodman School

GRADE 9

COMPLEMENTARY COURSE REQUEST - 2018 - 2019

Student: _____ Current School: _____

To assist the school in planning our complementary courses for next year, students (in consultation with their parents/guardians) are asked to complete this registration form.

INSTRUCTIONS: From 1–12, please rank the following complementary courses, based on your interest in taking them.

Please note that *Band is a full-year course*. If you are interested in taking *Band*, please indicate it as your **#1** choice.

If you are interested in *French as a Second Language*, please indicate it as either your **#1** choice or **#2** choice (if also including band).

***Important:** If any complementary course does not have enough students requesting enrolment, that course may not be offered. All courses may be subject to change based on available staffing resources for the next school year. We will make every effort to ensure students receive the courses they have requested; however, some courses may have a cap based on teacher availability. As a result, some students may not get all of the top courses they choose, and will be assigned to their next choice(s).



Courses	Description	Rank
Art	<p>-organize visual materials, express feelings in visual forms, make and defend qualitative judgments about creating and cherishing various art forms.</p> <p>-explore oil pastels, water colour painting, perspective drawing, and pencil drawing with realistic shading.</p>	
Music – Band	<p>-develop and apply musical skills, knowledge, and perception via a wind/brass/percussion program; designed as a sequential and developmental approach for each subsequent grade level.</p> <p>*Home practice and attendance at rehearsals outside of the school day is required.</p>	
Ceramics	<p>-develop basic hand building techniques such as coil forming and pinch pot creation. Students work with clay only.</p>	
Design Studies	<p>-explore hardware, software, and various processes to write and create structured algorithms and programs.</p> <p>-may include 2D/3D design, robotics, and CAD software</p>	
Construction	<p>-develop skills in the use of tools and materials used in construction processes and safely transform common wood materials into useful products.</p>	
Communication Technology	<p>-focus on digital arts and graphic design. May include photography, Photoshop, sound editing, animation, website design, movie maker, vector art (Inkscape), and school Yearbook.</p>	
Drama	<p>-foster a positive self-concept by exploring life via the assumption of roles and by the acquisition of dramatic skills.</p>	
Foods	<p>-examine the role of food, looking beyond consumption to production, visual appreciation, nutrition, meal-planning, economics, and preparation.</p>	
French as a Second Language	<p>-offers opportunities to communicate in French in a variety of school, travel, leisure and job-related contexts; expanding vocabulary/grammar in a variety of themes related to students' daily lives.</p>	
Leadership	<p>- highly independent course for self-directed students who require minimal supervision. Will include public speaking, project planning, organization, decision making, creative problem solving, and community service. Students will also plan, organize, and execute a variety of school-based activities during the school year.</p>	
ENVOE (Environmental and Outdoor Education)	<p>-develop lifestyle strategies that foster contact with the natural world, encourage responsibility for local and global environment and encourage living in harmony with others.</p> <p>-includes outdoor expeditions and environmental investigations.</p>	
Technical Theater	<p>-learn about costume and set design, as well as running the sound board and lighting and being a stage manager. Will also involve film and play analysis.</p> <p>Students will be expected to be a part of the "behind the scenes" team for the school play.</p>	

STUDENT SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____