



Board/Authority Authorized Course: **Ice Hockey 10**

School District/Independent School Authority Name: Cowichan Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 79
Developed by: Mike Moroz	Date Developed: May 2019
School Name: Cowichan Secondary	Principal's Name: Alison Keple
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Ice Hockey 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Leisure and Recreational Activities	Course Code: YLRA-0C

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

A variety of school and community locations will be used. Recommended that instructors of this course attain NCCP Community Sport and Hockey Canada 'Development 1' qualifications. These can be completed through NCCP – which offers online courses, and BC Hockey, which offers regional clinics.

Course Synopsis:

A physical fitness/health education course focused on the sport of ice hockey.

Goals and Rationale:

By studying a specific sport, students will gain an appreciation for the complexity of sport at an elite level while developing knowledge and skills that will lead to a positive and healthy life.

Indigenous Worldviews and Perspectives:

Student centered learning based on indigenous teaching practices (self to unit to team) and analysis of the perspective of the sport from different cultures.

BIG IDEAS

Finding enjoyable activities can motive people, from different cultures, to participate more regularly in physical activity.

Sport specific skill development can allow increased participation in a sport.

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.

Personal fitness can be maintained and improved through regular participation in physical activities.

Sport safety practices and fair play can serve the greater sport community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Skill Development</p> <ul style="list-style-type: none"> • Develop and demonstrate skills that can be positively applied to the game of ice hockey. • Develop and demonstrate awareness of safe practices in hockey • Develop and demonstrate proficient use of inside and outside edges. • Develop and demonstrate the various forms of passing – making and receiving. • Develop and demonstrate and perform the various forms of shooting. • Develop and demonstrate lateral movement on the ice. • Introduce or continue the development of passing – making and receiving -- which includes several variations. • Introduce or continue the development of shooting which includes several variations. • Introduce or continue the development of evasive skating, puck possession skills. • Introduce or continue the development of unit skills which include set plays on offense and defense. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify the benefits of active living • Understand and apply the FITT principle • Identify and explain the effects of exercise on the body systems before, during and after exercise • Understand the relationship between ice hockey success and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility • Understand recovery and revitalization techniques • Understand and explain the mechanics and forces of winning a faceoff • Explain verbally and in writing positive and negative execution of a hockey skill • Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2 strategies and tactics

Training Programs and Techniques

- Engage in **training programs and techniques**, which are based in **sport science**, that relate to ice hockey.
- Understand and recognize the **safe policies and procedures** of training in a variety of environments which may include the weight room, gym or field.
- Recognize and explain safety and **proper gym etiquette** when training in a weight room.
- Understand and demonstrated a variety of exercises and **movement patterns** when training in the weight room, gym or field.
- Demonstrate a willingness to participate.
- Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to ice hockey.

Technical and Tactical Knowledge

- Apply technical and tactical knowledge into **modified games** to ensure fair-play and **safety in the sport** of ice hockey.
- Demonstrate the ability to breakdown and to explain fundamental skills in the form of cues verbally and in writing.

Game-like Scenerios

- Apply skills and **strategies** in modified games which transfer to ice hockey.
- Apply and explain the key concepts of ice hockey in modified games to ensure fair-play and safety.
- Apply ice hockey specific **motor skills** in game activities
- Apply appropriate rules, routines, and procedures of safety during ice hockey.
- Demonstrate and apply appropriate **defensive structure** in games.
- Demonstrate etiquette and fair-play
- Identify, demonstrate and explain elements of ice hockey which include puck possession, zone entry, offensive and defensive strategies and tactics.
- Identify, apply and explain mismatches in offense and defense.
- Participate and demonstrate ice hockey skills in modified games which lead into full ice hockey games

- Understand and explain the difference cultures and styles of ice hockey played throughout the world
- Recognize and explain that different regions and cultures of the world have contributed to different **playing styles**
- With a peer or during self-assessment describe verbally or in writing skating, passing and shooting
- Identify and demonstrate positive behaviors that show respect for individual's potential, interests and cultural back ground

Big Ideas – Elaborations

Sport specific: Skill development that is necessary for the participation in a sport (examples: skating, passing, shooting).

Goals: A desired result or the aim of a person's ambition.

Personal fitness: A continuum of infinite possibilities for better or worse of physical or mental health.

Sport safety: Being prepared to participate in a sport by having the physical and skill development and knowledge of laws, techniques and tactics.

Curricular Competencies – Elaborations

Safe Practices: A series of specific steps that will guide a player to participate in a sport without injury to themselves or others.

Training programs and techniques: The physical conditioning program and the movements within the program used by athletes to increase proficiency in sport.

Sport science: A discipline that studies how the healthy human body works during exercise and how sport and physical activity promote health and optimal performance.

Safe policies and procedures: Guidelines that contain instructions with the goal to reduce the risk of injury to athletes (example: warming up before training).

Proper gym etiquette: Customary code of acceptable behavior among fellow athletes training together (example: wiping and cleaning a bench after use).

Movement patterns: Patterns that allow the body to be coordinated for basic motions, such as laterally, weight transfer, forward, up and down and coordination of upper and lower body (example: the weight transfer through the lower body to help pass with force while maintaining accuracy).

Modified Games: Resembling and based on ice hockey but adapted to suit players' age, ability, skill and experience and to fit the context of the participation (example: 3 on 3 hockey).

Strategies: A plan for action within a game with the goal of being successful.

Ice Hockey Rules: The guiding rules for the sport which are interpreted and enforced by the referees (example: offside).

Mismatches: Creating an imbalance or unequal situation within a sport to create a tactical advantage (example: centre lane drive).

Motor Skills: Voluntary and coordinated skills that are categorized so that they can be studied and applied (example: GROSS movements would include being backchecking while a FINE movement would be making a stretch pass).

Content – Elaborations

Active Living: A way of life that integrates physical activity into daily routines.

FITT Principle: Key components of an effective exercise program. These include Frequency, Intensity, Time and Type.

Recovery and Revitalization Techniques: The aspects of a training program that allows the body time to repair and strengthen itself between workouts (example: sleep duration or ice baths).

Mechanics: The effects of different forces on the human body. Linked to the field of biomechanics.

Skill selection: The ability of the athlete to make a purposeful decision on which skill to apply in varied situations within a game (example: Mohawk turn vs cutback).

Styles of play: The general behavior of the whole team to achieve the attacking and defensive objects in the game which will lead to the team's success (Example: Fujian 'chaos' rugby compared to English 'set piece' rugby).

Defensive Structure: The organized pattern that a team uses to prevent an opponent from scoring (example: d-zone coverage).

Recommended Instructional Components:

- Multiple environments: Off Ice Instruction (classroom), On Ice Instruction, Dryland training (Weight room and Speed, Agility, Quickness)
- Direct instruction
- Demonstrations
- Modeling
- Simulations
- Peer teaching

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following Principles of Quality Assessment will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to this course:

- Daily Five Point Scale assessment
- Self-Assessment
- Peer Assessment
- Skills Assessment
- Quizzes and Exams

Learning Resources:

<https://hockeycanada.ca/en-ca>

<https://ehockey.hockeycanada.ca/ehockey/Account/Login.aspx?ReturnUrl=%2fehockey%2fMember%2fMemberProfile.aspx%3fmid%3d3327590&mid=3327590>

<http://www.bchockey.net>

<https://www.iihf.com>

<https://thecoachessite.com>