

## Board/Authority Authorized Course: **Ice Hockey 11**

<b>School District/Independent School Authority Name:</b> Cowichan Valley	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD #79
<b>Developed by:</b> Mike Moroz	<b>Date Developed:</b> May 2019
<b>School Name:</b> Cowichan Secondary School	<b>Principal's Name:</b> Alison Keple
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Ice Hockey 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Category:</b> Leisure and Recreational Activities	<b>Course Code:</b> YLRA-1C

**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**

<p><b>Healthy Choices</b> influence, and are influenced by, our emotional, and mental well-being</p>	<p><b>Sport specific</b> knowledge and skill development allow increased participation in a sport</p>	<p>Sport participation and avoiding <b>injury</b> can sustain lifelong physical activity</p>	<p>Knowledge and application of sports laws create safe and <b>equitable competition</b></p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of <b>safe practices</b> in ice hockey.</li> <li>• Develop and demonstrate skills that can be positively applied to the game of ice hockey.</li> <li>• Develop and demonstrate progression in their use of inside and outside edges.</li> <li>• Develop and demonstrate progression in giving and receiving all forms of passes.</li> <li>• Develop and demonstrate progression in their ability to utilize all forms of shots.</li> <li>• Develop and demonstrate an understanding of individual vs team strategies and tactics.</li> <li>• Demonstrate etiquette and fair play.</li> <li>• Demonstrate a willingness to participate in all aspects of the sport.</li> <li>• Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to ice hockey.</li> <li>• Introduce or continue the development of passing level which includes several variations.</li> <li>• Introduce or continue the development of shooting which includes several variations.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Identify the benefits of <b>active living</b></li> <li>• Understand and apply the <b>FITT principle</b></li> <li>• Identify and explain the <b>effects of exercise</b> on the body systems before, during and after exercise</li> <li>• Understand the relationship between rugby and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility</li> <li>• Understand <b>recovery and revitalization techniques</b></li> <li>• Identify unsafe training practices and provide corrections or alternatives.</li> <li>• Identify and analyze positive and negative external factors which affect participation in sport.</li> <li>• Identify and analyze how to achieve optimal mental focus within sport.</li> <li>• Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2 offensive strategies and tactics.</li> <li>• With a peer or during self-assessment describe verbally or in writing skating, passing and shooting.</li> </ul>

- Introduce or continue the development of evasive skating skills.
- Introduce or continue the development leadership skills, both on and off the ice -- within the team and within the community.

### Training Programs and Techniques

- Analyze a **personal nutritional plan**.
- Analyze a **personal training program**.
- Engage in training programs and techniques, which are based on **sport science**, that relate to ice hockey.
- Recognize and demonstrate the safe policies and procedures of training in a variety of environments which may include the weight room, gym or field.
- Identify and explain safety and proper 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.
- Recognize the impact of mental health on performance.
- Identify and explain how healthy choices and an **active lifestyle** contribute to physical and mental well-being.

### Technical and Tactical Knowledge

- Demonstrate the ability to explain verbally and in writing positive and negative execution of an ice hockey skill.
- Demonstrate and apply appropriate defensive structure.
- Demonstrate and apply demonstrate a 2 v 1, 2 v 2 and 3 v 2 defensive strategies and tactics.
- Apply and understand **the rules of ice hockey** as they apply to a regular game.
- Apply the rules of ice hockey to modified games to ensure fair-play and safety in the sport.
- Apply skills and strategies in **modified games** which transfer to full games.
- Apply ice hockey specific motor skills in game activities.
- Demonstrate the ability to breakdown and to explain fundamental skills in the form of cues verbally and in writing.
- Identify, explain and demonstrate positive and negative choices related to skill use and play selection.

- Describe and perform strategic and tactical responsibilities for players without the puck.
- Students will recognize and explain mismatches in offense and defense.
- Understand the use of **statistics** for game analysis.
- Select and apply rules, routines, and procedures of safety during ice hockey.
- Identify and demonstrate **positive behaviors** that show respect for individual's potential, interests and cultural back ground.
- Identify and verbally communicate positive opportunities in attack and on defense
- Understand the impact of **puck possession**, zone entry, and puck support and their impact on the game.
- Recognize and communicate in writing and verbally positive corrections in attack and defense.
- Identify and explain positive and negative tactical choices.
- Identify and explain positive and negative technical skills.
- Understand and explain the difference cultures and styles of ice hockey played throughout the world
- Identify and explain strengths and weaknesses of teams.
- Identify and explain potential opportunities for teams.
- Identify and explain both the individual and team elements of ice hockey.
- Identify and explain core elements of ice hockey such as puck possession, zone entry and puck battles.

### **Game/game-like Scenarios**

- Demonstrate skills and strategies in modified games which transfer to ice hockey.
- Participate and demonstrate ice hockey skills in modified small area games which develop skills for use during full games.
- Recognize, explain and apply **mismatches** in offense and defense.

### **Hockey IQ Acquisition and Video Analysis**

- Explain how the rules of ice hockey contribute to a safe and **equitable** contests.
- Recognize, understand, explain and demonstrate the offensive and defensive systemic patterns that exist within the game of hockey.
- Recognize and understand the elements of fair play.

## Big Ideas – Elaborations

**Healthy Choices:** An individual's lifestyle decisions related to nutrition and physical activity.

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

**Injury:** Damage to an athlete which results in time away from participation in a sport.

**Equitable Competition:** A sporting environment which is fair to all participants and organizations within in it.

## 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.

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

**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 make a pass with force while maintaining accuracy).

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

**Mismatches:** Creating imbalances or unequal situation within a game (example: 2 v 1 attack strategies).

**Hockey Governance:** The governing bodies for ice hockey – BC Hockey, Hockey Canada, IIHF – and what their various responsibilities are.

**Equitable:** A sporting culture which is fair to all participants and organizations within it.

**Personal Nutrition Plan:** An eating plan that gives the athlete's body the nutrients it needs every day. This plan is tailored to meet the needs and goals of individuals.

**Personal Training Program:** A detailed plan that includes a range of physical exercises and the amount of time each exercise should be performed. This plan is tailored to meet the needs and goals of individuals.

## Content – Elaborations

**Active Lifestyle:** 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.

**Effects of Exercise:** The changes in the circulatory system, respiratory system and muscles from exercise that effect the components of fitness (examples: body composition, muscle strength, resting heart rate).

**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).

**Statistics:** The practice of collecting and analyzing data with the purpose of uncovering positive and negatives which can be converted into practice or game plans (example: number of face offs won or lost when one team began with possession).

**Ice Hockey Specific Motor Skills:** Voluntary and coordinated skills that are categorized so that they can be studied and applied (example: GROSS movements would include being a pursued puck carrier during a game while a FINE movement would be making a d to d pass).

**Positive Behaviors:** Actions that are considered acceptable within civilized society (example: inclusion for all).

**Puck possession:** A team or player having the puck during the game.

**Team and Individual Zone play:** Specific player responsibilities depending where the puck is on the ice.

**Continuity:** The ability to play the game without stoppages in play. In a dynamic game, the referee would minimally blow their whistle and the puck and players would move rapidly to all areas of the ice.

**Puck Battles/pursuit:** The ability for the team and its players to attempt to regain possession of the puck after losing it (example: regaining the puck in the corner from a shot rebound).

**Styles of Ice Hockey:** Teams do not all possess the same kinds of players with the same skills sets, so coaches adopt structures of play to create opportunities for success (Example: defense first VS high tempo hockey).

**Potential opportunities:** The capacity of an athlete, within a game, to recognize the time and situation to apply a skill or strategy that will lead to a positive outcome (example: when to pinch down and hold a puck in the zone rather than staying in a more defensive position).

**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>