



Board/Authority Authorized Course: Ice Hockey 12

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 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Leisure and Recreational Activities	Course Code: YLRA-2C

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

Physical activity is an important part of **overall health** and well-being

Safely participating in activities and avoiding **injury** can sustain lifelong physical activity

Knowledge and application of sports laws create safe and **equitable competition**

Preparation and organization helps people engage more regularly in physical activity

Coaching and leadership **practices** are influenced by the community, society and the media

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"> • Demonstrate awareness of safe practices in ice hockey. • Develop and demonstrate skills that can be positively applied to the game of ice hockey. • Develop and demonstrate progression in their use of inside and outside edges. • Develop and demonstrate progression in giving and receiving all forms of passes. • Develop and demonstrate progression in their ability to utilize all forms of shots. • Develop and demonstrate an understanding of individual vs team strategies and tactics. • Demonstrate etiquette and fair play. • Demonstrate a willingness to participate in all aspects of the sport. • Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to ice hockey. • Introduced or continue the development of passing level which includes several variations. 	<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 hockey and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility • Understand recovery and revitalization techniques • Identify unsafe training practices and provide corrections or alternatives. • Analyze a personal nutritional plan. • Analyze a personal training program. • Identify and analyze positive and negative external factors which affect participation in sport. • Identify and analyze how to achieve optimal mental focus within sport. • Demonstrate the ability to explain verbally and in writing positive and negative execution of an ice hockey skill.

- Introduced or continue the development of shooting which includes several variations.
- Introduced or continue the development of evasive skating skills.
- Introduced or continue the development leadership skills, both on and off the ice -- within the team and within the community.

Training Programs and Techniques

- 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

- 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.
- 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.

Game Play

- Apply skills and strategies in modified games which transfer to ice hockey.
- Demonstrate skills and strategies in modified games which transfer to ice hockey.
- Identify and explain core elements of ice hockey such as puck possession, zone entry and puck battles.
- Recognize, explain and apply **mismatches** in offense and defense.

- Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2 offensive strategies and tactics.
- With a peer or during self-assessment describe verbally or in writing skating, passing and shooting.
- 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.
- Apply ice hockey specific motor skills in game activities.
- 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.
- Participate and demonstrate ice hockey skills in modified **small area games** which develop skills for use during full games.
- 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.
- 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.

- Demonstrate and apply corrective defensive actions

Coach Development and Leadership in Sport

- Demonstrate an understanding of the principles of planning and application to ice hockey to create a safe and **equitable** environment.
- Identify and explain **ethical choices** in sport.
- Demonstrate and apply coaching skills and attributes such as planning, communication, critical thinking, analysis and feedback.
- Explain the application of the rules of ice hockey in a leadership role.
- Identify the knowledge, skills and personal attributes required to qualify for a specific career related to physical activity.
- Design and execute **practice sessions**, which are active and require a high degree of participation by all players, including game-like practice.

- Identify and explain potential opportunities for teams.
- Develop an understanding of the need to develop players various **decision-making processes** (tactical – technical – psychological – social – ethical)
- Provide **instruction** to players the development of fundamental physical skills and technical knowledge
- Provide specific positive feedback to players regarding their execution of specific individual and team hockey skills.
- Identify and reinforce elements of fair play
- Identify and explain positive and negative technical skills
- Identify and explain positive and negative tactical choices
- Identify and explain strengths and weaknesses of teams
- Identify and explain potential opportunities for teams
- Demonstrate the use of statistics for game analysis
- Engage in a process of **ethical decision-making**, concerning the place of hockey in society, as well as specific issues particular to hockey, such as safety

Big Ideas – Elaborations

Overall Health: A state of complete physical, mental and social well-being and not merely the absence of disease.

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 it.

Practices: Behavior and behaviors that you choose to implement consciously every day (example: being on time and having a plan for participation).

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.

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.

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).

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

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

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.

Ethical Choices: Making a difficult choice when faced within a situation where there is no clear right or wrong answer.

Practice Sessions: Training a group of athletes in preparation for competition.

Content – Elaborations

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

External Factors: Conditions outside an athlete's control that effect performance and training (example: a parent contributing critical feedback or a part-time job that includes a late-night shift).

Optimal Mental Focus: The ability to totally put your mind to the task that an athlete wants to accomplish.

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

Fundamental Hockey Skills: Skill are necessary for the safe participation in hockey (examples: skating, passing and shooting).

Defensive Structure: The organized pattern that a team uses to prevent an opponent from scoring.

Hockey Specific Motor Skills: Voluntary and coordinated skills that are categorized so that they can be studies and applied (example: GROSS movements would include being quickly carrying the puck up the ice, while a fine motor skill would be making a hard accurate pass).

Positive Behaviors: Actions that are considered acceptable within civilized society (example: inclusion of all athletes on a team).

Styles of Ice Hockey: 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: defensive vs attack styles of play).

Small area games: A modified game that resembles a full hockey game, but forces players to develop skills in confined spaces.

Defensive Patterns: The organized action that a team uses to prevent an opponent from scoring (example: box plus 1, neutral zone trap).

Decision-Making Process: The ability for an athlete to make conscious choices (technically and tactically) during a game.

Instruction: Providing athletes with direction and feedback in attempts to improve their skills and ability to work together.

'Puck Possession' Hockey: When a team of players commit actions that allow them to keep possession of the ball and achieve continuity.

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 started with possession).

Content – Elaborations

Ethical Decision-making: Making a difficult choice when faced within a situation where there is no clear right or wrong answer.

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>