

## SCHOOL DISTRICT NO. 63 (SAANICH)

### EDUCATION DIRECTIONS COMMITTEE AGENDA

#### Agenda

Committee Members: Board of Education:  
Trustee Sheila Stelck, Chairperson  
Trustee Alicia Holman  
Trustee Teri VanWell

Tom Vickers (SAA) – elementary  
Steve Newlove (SAA) – secondary  
Ashley Sonosky (COPACS)  
Don Peterson (STA)

Carly Hunter, Director of Instruction  
Paul McKenzie, Assistant Superintendent

**Tuesday, June 11, 2019**

3:00 pm. to 5:00 pm. – Board Room, School Board Office

Other Attendees: Monica Braniff, Director of Instruction  
Kim Koenig, Student Advocate  
Ronato Pama, Student Advocate  
Melissa Austin, District Principal Indigenous Education

#### 1. PRESENTATIONS AND QUESTIONS

1. Student Advocate report - Monica Braniff, Kim Koenig, Ronato Pama
2. Equity Scan report – Carly Hunter, Melissa Austin

#### 2. ITEMS FOR DISCUSSION

(None)

#### 3. ITEMS FOR RECOMMENDATION

1. Board Authority/Authorised Courses

##### **Staff Recommendation:**

That the Board approve the following Board Authority/Authorised courses:

- Fitness For Fun - grade 11 - Parkland Secondary
- Hockey Skills - grade 11 - Parkland Secondary
- Hockey Skills - grade 12 - Parkland Secondary
- Psychology - grade 11 - Parkland and Stelly's Secondary
- Psychology - grade 12 - Parkland and Stelly's Secondary

- 
- Recreation Management - grade 12 - Stelly's Secondary
  - Yoga- grade 11 - Parkland Secondary
  - Yoga- grade 12 - Parkland Secondary

**4. ITEMS FOR INFORMATION**

(None)

**5. FUTURE AGENDA ITEMS**

**(None)**



## Fitness for Fun 11 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Bryan Sutton	<b>Date Developed:</b> April 2019
<b>School Name:</b> Parkland Secondary	<b>Principal's Name:</b> Lizanne Chicanot
<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> Fitness For Fun	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s):**

Physical and Health Education 10

**Special Training, Facilities or Equipment Required:**

The Teacher must have Physical Education certification.

**Course Synopsis:** The students will get credit for their PE 11 course (4 Credits). The students will also be aware of the activities within our community, which will aid in their choice of a lifelong activity and increase their healthy lifestyle.

**Goals and Rationale:** The aim of Fitness For Fun 11 (FFF 11) is to provide students the opportunity to experience a wide variety of non-traditional sports and activities that can be found within our community. This course is aimed at introducing many activities as possible to the students in the hopes that they will find a recreational pursuit or interest that will be continue throughout their life and promote life-long healthy living. Students will be introduced to activities found within our own community such as: Golf, Curling, Bowling, Hiking, Skating, Swimming, Karate, Judo, Self Defense, Snorkeling, Yoga, TRX, Spin class, water aerobics and much more.

This course will allow students to become active and be successful in Physical Education, as talent and ability alone do not mean a high grade.

The purpose of this course is to provide the students with the opportunity to become physically active in a wide variety of activities with the emphasis being on participation, goal setting, personal bests and improvement (subjective assessment).

In Fitness For Fun, teachers work with students to develop a program to meet their needs and interests in a balance of activities.

**Aboriginal world views and Perspectives:**

Importance of fair play and team work is an indigenous value.

The First People's Principles of Learning are inherent in the aspects included in FFF 11. Fitness For Fun is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- Flexibility
- Leadership
- Community engagement
- Role of the teacher (leader)
- Local focus

### BIG IDEAS

Physical activity is an important part of overall health and well-being.	Finding enjoyable recreational activities can <b>motivate</b> people to participate more regularly in physical activity.	Our personal fitness can be maintained or enhanced through participation in a <b>variety of activities at different intensity levels.</b>	Trying a variety of <b>physical activities</b> can increase the likelihood that we will be active throughout our lives.
--	--	---	---

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following</i></p> <ul style="list-style-type: none"> <li>• Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities;</li> <li>• Explain the importance of maintaining personal health;</li> <li>• Identify the <b>motivational factors</b> influencing participation in recreational activities;</li> <li>• Demonstrate <b>safety, fair play, and leadership</b> in physical activities;</li> <li>• Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities;</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity;</li> <li>• Plan ways to overcome potential <b>barriers</b> to participation in physical activities;</li> <li>• Participate daily in <b>physical activities</b> designed to enhance and maintain a healthy lifestyle;</li> <li>• Identify and apply <b>strategies</b> used to pursue personal fitness goals;</li> <li>• Demonstrate appropriate exercise techniques for a variety of fitness activities;</li> <li>• Demonstrate a variety of leadership skills in different types of fitness activities;</li> <li>• Demonstrate appropriate behaviours in different types of fitness activities and environments;</li> <li>• Apply safety practices in different types of fitness activities, for themselves and others.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• The role of nutrition and how it can affect health and performance;</li> <li>• Benefits of physical activities for health and mental well-being;</li> <li>• Physical activity safety and <b>etiquette</b>;</li> <li>• <b>Injury prevention and management</b>;</li> <li>• Proper physical movement patterns, including non-locomotive, locomotive, and manipulative skills;</li> <li>• Ways to monitor and adjust physical exertion levels;</li> <li>• Rules and guidelines for different types of sports and activities;</li> <li>• <b>Recreational resources available in the community.</b></li> </ul>

## Big Ideas – Elaborations

### **Motivate:**

#### *Key questions:*

- How might participating in physical activities motivate me in school?
- What influences my motivation in activities?
- How do I motivate my classmates to be active?
- What motivates me to be active?

### **Variety of activities at different intensity levels:**

#### *Key questions:*

- How do intensity levels affect my fitness?
- Which activities will support my personal fitness goals?
- How do I choose the appropriate intensity level for the activity?

### **Physical activities:**

#### *Key questions:*

- What role does participating in physical activity play in lifelong health and well-being?
- How does participating in a variety of physical activities increase the likelihood that I will continue to have an active lifestyle?

## Curricular Competencies – Elaborations

### **Motivational factors:**

#### *Key questions:*

- What physical activities am I passionate about?
- Could I do these activities after I finish secondary school?
- Do I prefer doing individual, team, or group-based activities?

### **Safety, fair play, and leadership:**

- consistently respecting and following the rules;
- competing fairly (e.g., using talent and ability to play their best, following both the spirit and the letter of the rules, demonstrating self-officiating);
- demonstrating respect for their own and others' individual abilities;
- demonstrating emotional self-control (e.g., being a gracious winner or loser);
- volunteering in class;
- encouraging others;
- leading warmup or cool-down activities;
- helping set up or take down equipment;
- officiating;
- mentoring others.

**Barriers:***Key questions:*

- What are some possible barriers to my participating in Fitness For Fun activities throughout the year? (Could include interests, perceived skill level, accessibility, choice, social connections)?
- What are some possible barriers that may prevent me from participating in community activities once I am out of school?

**Physical activities:***Key question:*

- Which activities target the health components of fitness?
- Which activities am I most likely to continue after I graduate (lifelong activities)?

**Strategies:***Key questions:*

- What strategies can I use in order to participate daily in physical activities?
- How did my chosen strategies affect my fitness goals?

**Etiquette:**

- following rules of games and activities;
- demonstrating positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds;
- demonstrating self-respect and self-confidence;
- demonstrating fair play and showing respect for other players/participants.

**Injury prevention and management:**

- following personal safety practices during physical activity (e.g., respecting their own and others' abilities and limits, wearing appropriate clothing and footwear, following instructions);
- applying rules and guidelines for participating safely in specific activities (e.g., wearing hockey helmet on ice, using a spotter for rock-climbing);
- modelling safety procedures for others;
- applying principles of first aid (e.g., knowing how to access first aid and other emergency assistance);
- participating in warmup and cool-down activities.

**Recreational resources:***Could include:*

- community recreational facilities;
- local recreational sports leagues;
- recreational events (e.g., 10k run, 3-on-3 basketball tournaments);
- parks and other outdoor activity locations;
- Yoga centres.

**Recommended Instructional Components:**

Direct Instruction  
Demonstrations  
Modeling  
Simulations  
Individual drills  
Games

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

The model that will be used for Evaluation is called P.A.C.E. (Participation, Attitude, Cooperation and Effort) and is worth 60% of the course. The logbook is worth 25% and Self Directed Activity is worth 15%.

**Learning Resources:**

The students will be attending various venues and clubs within our community. We will rely on the course teacher as well as professional instructors to teach the correct skills and techniques required to be successful in the activity at hand. There is no text for the course, but we will rely on firsthand information from the various venues and their websites to complete assignments.

**Additional Information:**

None





## Hockey Skills 11 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Bryan Sutton	<b>Date Developed:</b> May 2019
<b>School Name:</b> Parkland Secondary	<b>Principal's Name:</b> Lizanne Chicanot
<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> Hockey Skills	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

Students must be a member of a minor Hockey Association recognized by B.C. Hockey and registered in the Parkland Hockey Academy. Approval of Hockey Academy Coordinator required.

### Special Training, Facilities or Equipment Required:

**Special Training:** Hockey Coaching Certification - Coach must have valid coaching certification and CRC completed. The Teacher must have Physical Education certification, completed a Respect in Sport course and Hockey Canada Level 1 certification.

**Facilities:** Academy ice sessions are run out of Panorama Recreation Centre and Parkland Secondary School. Note: Transportation to the arena is the responsibility of the parents. Transportation from Panorama facilities will be by School District 63 buses as well as parents.

Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear (supplied by themselves) as outlined by Canadian Amateur Hockey Association. During Off-Ice training sessions, students are required to be prepared with full P.E. strip. ***When the ice comes out at the end of April we will play ball hockey or floor ball.*** We provide pucks and all on ice training equipment.

**Course Synopsis:** The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings.

**Goals and Rationale:** This course is offered in order to meet the needs of student hockey players at Parkland. Parkland Secondary School has established the Hockey Skills Program. Parkland Hockey Academy athletes have the opportunity to receive individualized hockey instruction from qualified coaches, under the direction of a teacher.

**Aboriginal Worldviews and Perspectives:**

Importance of fair play and team work is an indigenous value.

Highlight and discussing topics related to indigenous experience in sports.

**BIG IDEAS**

Daily participation in hockey activities influences our physical literacy and personal health and **fitness goals**.

Participation in hockey skill related drills and activities allows for the development of **personal skills** in a variety of ways.

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

Our personal fitness can be maintained or enhanced through participation in a variety of hockey related activities at different **intensity levels**.

Personal fitness can be maintained and improved through regular **participation** in a variety of hockey skill related drills.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Refine and apply fundamental hockey skills in a variety of hockey drills and game situations;</p> <p>Apply a variety of movement concepts and <b>strategies</b> in different types of hockey drills and situations;</p> <p>Apply methods of monitoring and adjusting exertion levels in various drills on the ice;</p> <p>Demonstrate safety, fair play, and <b>leadership</b> within the game of hockey both on and off the ice;</p> <p>Identify and describe preferred types of skills needed to be worked on and improved upon;</p> <p>Participate daily in <b>physical activity</b> designed to enhance and maintain health components of fitness;</p> <p>Describe how developing competencies in Hockey Skills and activities can increase confidence and help develop lifelong participation in physical activities;</p>	<p><i>Students are expected to know the following:</i></p> <p>Proper technique for shooting (snap shot, wrist shot and slap shot), puck handling, skating forward and backwards and forward and backward crossovers;</p> <p><b>Movement concepts and Strategies;</b></p> <p>Training principles, including the <b>FITT principle</b> and <b>specificity</b>;</p> <p><b>Health benefits</b> of physical activity including hockey;</p> <p>Ways to monitor and adjust physical exertion levels;</p> <p>How to motivate themselves on the ice and in school and set personal goals;</p> <p><b>How to protect themselves and their fellow teammates/students</b> from potential abuse, exploitation, and harm on and off the ice;</p>

Demonstrate appropriate **movement skills** for a variety of hockey skill related drills and small games;

Demonstrate individual hockey skills within a drill, scrimmage, and game situation;

Describe how health messages might influence health and wellbeing;

Identify and explain **motivational factors** that influence participation in hockey drills, scrimmages, games and simulations;

Apply strategies to pursue personal healthy-living goals;

Propose strategies for avoiding and responding to potentially unsafe, abusive or exploitive situations;

Develop strategies for responding to discrimination, stereotyping and bullying;

Demonstrate **safety, fair play and leadership** in Hockey.

Consequences of bullying, stereotyping, and discrimination;

Benefits of physical activity for health and mental wellbeing;

Injury prevention and management;

Rules and guidelines for different Hockey drills.

### **Big Ideas – Elaborations**

#### **Personal Health:**

How does my personal health improve my fitness level and ability to participate in a variety of drills and activities?

How does participating in a hockey academy and seeing improvement in my personal health increase the likelihood that I will live an active lifestyle?

#### **Personal Skills:**

How does my participation in a variety of drills improve my personal skills?

How does my effort in a variety of drills transfer into improving my personal skills?

#### **Personal Preferences:**

How do my personal preferences impact my ability to achieve my goals?

How do my personal preferences affect my ability to improve on my weaknesses?

**Intensity Levels:**

How might adapting my intensity level in a variety of drills improve my skill development?

How do I choose the appropriate intensity level for the activity?

**Personal Fitness:**

How does my participation influence my development?

What can affect my participation level in each drill?

What influences my participation and how can I monitor it?

**Curricular Competencies – Elaborations****Strategies:**

What strategies can I use to ensure improvement in my personal hockey skills?

What strategies can I use to gain an advantage over my opponent in a variety of drills or in a game situation?

**Leadership:**

How might my leadership positively influence others?

How can I demonstrate leadership to my fellow students and teammates?

Can being a leader help or influence others to follow?

How does leadership improve my skill level?

**Health components of fitness:**

Identify the health components of fitness that are influenced by the variety of physical activities that you participate in, particularly Hockey.

**Movement Skills:**

Could include:

skating

tight turns

crossovers forwards and backwards

passing cross ice

shooting on stride

change of direction and speed

How do my movement skills impact my improvement or success in each drill?

**Motivational Factors:**

Could include:

choice

scrimmages

improvement

self-satisfaction

How does self-motivation influence my participation in each skill related drill?

**Safety, Fair Play and Leadership:**

consistently respect and follow all rules

compete fairly (eg. Using talent and ability to participate to their best, following the rules and demonstrating self-officiating)

demonstrating respect for my own and others' individual abilities

demonstrating emotional self control

**Content – Elaborations****Movement concepts:**

Spatial awareness (eg. Generating space between you and your opponent, closing the gap on defense, direction, angles)

Effort awareness (eg. Speed, ability)

Body awareness (eg. Weight transfer, parts of the body, direction)

**Strategies:**

Plans and ideas that will help a player achieve a movement or goal (eg. Moving into an open space to receive, pass or get into position for an open shot, moving your feet to outskate the defender and get the shot off quickly)

**FITT Principle:**

A way to help guide the students in developing their personal fitness goals by:

Frequency – how many days per week that they are on the ice

Intensity – how hard they participate in the drills or activity (e.g., % of maximum heart rate)

Type – the type of drill or skill that they are doing, focusing on the fitness goal (e.g., skating for endurance or quick burst of speed)

Time – how long the ice session or drill is.

**Specificity:**

The types of skill chosen by the student will determine the kinds of fitness improved upon (e.g., a student who wants to improve his or her agility levels (changing direction quickly while skating) would work on drill where they have to change direction quickly or complete tight turns etc.).

**Health Benefits:**

Improves:

Endurance

Strength

Agility

Balance

Coordination

Communication skills

Teamwork

Social Skills

**How to protect themselves and their fellow teammates/students:**

Could include but is not limited to:

Telling a trusted adult;

Being assertive and sticking up for yourself and others;

Avoiding potentially unsafe situations;

Being a role model.

**Recommended Instructional Components:**

Direct Instruction

Demonstrations

Modeling

Simulations

Individual drills

Scrimmages

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

Performance assessment

Skill assessment and improvement

**Learning Resources:**

Hockey Canada Skills Development Manual



## Hockey Skills 12 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Bryan Sutton	<b>Date Developed:</b> May 2019
<b>School Name:</b> Parkland Secondary	<b>Principal's Name:</b> Lizanne Chicanot
<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> Hockey Skills	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

Students must be a member of a minor Hockey Association recognized by B.C. Hockey and registered in the Parkland Hockey Academy. Approval of Hockey Academy Coordinator required.

### Special Training, Facilities or Equipment Required:

**Special Training:** Hockey Coaching Certification - Coach must have valid coaching certification and CRC completed. The Teacher must have Physical Education certification, completed a Respect in Sport course and Hockey Canada Level 1 certification.

**Facilities:** Academy ice sessions are run out of Panorama Recreation Centre and Parkland Secondary School. Note: Transportation to the arena is the responsibility of the parents. Transportation from Panorama facilities will be by School District 63 buses as well as parents.



**Equipment Required:** During On-ice sessions, each student is required to wear complete hockey gear (supplied by themselves) as outlined by Canadian Amateur Hockey Association. During Off-Ice training sessions, students are required to be prepared with full P.E. strip. ***When the ice comes out at the end of April we will play ball hockey or floor ball.*** We provide pucks and all on ice training equipment.

**Course Synopsis:** The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings.

**Goals and Rationale:** This course is offered in order to meet the needs of student hockey players at Parkland. Parkland Secondary School has established the Hockey Skills Program. Parkland Hockey Academy athletes have the opportunity to receive individualized hockey instruction from qualified coaches, under the direction of a teacher.

**Aboriginal Worldviews and Perspectives:**

Importance of fair play and team work is an indigenous value.

Highlight and discussing topics related to indigenous experience in sports.

### BIG IDEAS

Daily participation in hockey activities influences our physical literacy and personal health and **fitness goals**.

Participation in hockey skill related drills and activities allows for the development of **personal skills** in a variety of ways.

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

Our personal fitness can be maintained or enhanced through participation in a variety of hockey related activities at different **intensity levels**.

Personal fitness can be maintained and improved through regular **participation** in a variety of hockey skill related drills.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Apply fundamental hockey skills in a variety of hockey drills and game situations;</p> <p>Apply a variety of movement concepts and <b>strategies</b> in different types of hockey drills and situations;</p> <p>Apply methods of monitoring and adjusting exertion levels in various drills on the ice;</p> <p>Demonstrate safety, fair play, and <b>leadership</b> within the game of hockey both on and off the ice;</p> <p>Identify and describe preferred types of skills needed to be worked on and improved upon;</p> <p>Participate daily in <b>physical activity</b> designed to enhance and maintain health components of fitness;</p> <p>Describe how developing competencies in Hockey Skills and activities can increase confidence and help develop lifelong participation in physical activities;</p>	<p><i>Students are expected to know the following:</i></p> <p>Proper technique for shooting (snap shot while moving, wrist shot while moving and one time slap shot), puck handling in a confined space, skating forward and backwards with speed and forward and backward crossovers while handling a puck;</p> <p><b>Movement concepts and Strategies;</b></p> <p>Training principles, including the <b>FITT principle</b> and <b>specificity</b>;</p> <p>Physical activity, <b>safety and etiquette</b>;</p> <p><b>Injury prevention management</b>;</p> <p>Benefits of physical activity including Hockey for health and mental wellbeing;</p> <p>Ways to monitor and adjust physical exertion levels;</p>

Demonstrate appropriate **movement skills** for a variety of hockey skill related drills and small games;

Demonstrate individual hockey skills within a drill, scrimmage, and game situation;

Identify healthy choices that support lifelong health and wellbeing;

Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior;

Identify and explain **motivational factors** that influence participation in hockey drills, scrimmages, games and simulations;

Apply strategies to overcome potential barriers and obstacles to participation in hockey;

Propose strategies for avoiding and responding to potentially unsafe, abusive or exploitive situations;

Use strategies that you have developed for responding to discrimination, stereotyping and bullying;

Demonstrate **safety, fair play and leadership** in Hockey.

Proper physical movement patterns;

How to motivate themselves on the ice and in school, and to set personal goals;

**How to protect themselves and their fellow teammates/students** from potential abuse, exploitation, and harm on and off the ice;

Consequences of bullying, stereotyping, and discrimination;

Rules and guidelines for Hockey;

The role of nutrition and how it can affect health performance.

### **Big Ideas – Elaborations**

#### **Fitness Goals:**

How does my participation in a variety of skill related drills improve my fitness level?

How does participating in a hockey academy and seeing improvement in my skills increase the likelihood that I will live an active lifestyle?

#### **Personal Skills:**

How does my participation in a variety of drills improve my personal skills?

How does my effort in a variety of drills transfer into improving my personal skills?

**Personal Preferences:**

How do my personal preferences impact my ability to achieve my goals?

How do my personal preferences affect my ability to improve on my strengths and weaknesses?

**Intensity Levels:**

How might adapting my intensity level in a variety of drills improve my skill development?

**Participation:**

How does my participation impact my development?

What can affect my participation level in each drill?

What influences my participation and how can I monitor it?

**Curricular Competencies – Elaborations****Strategies:**

What strategies can I use to improve my hockey skills?

What strategies can I use to gain an advantage over my opponent in a variety of specific drills or in a game situation?

**Leadership:**

How might my leadership positively influence others?

How can I demonstrate leadership to my fellow students?

How does it impact their skill and ability?

Does my leadership help to influence others to follow?

How does leadership improve others' skill level?

**Physical Activity:**

Could include:

Power skating

Scrimmages

Individual skill related drills

Dry land training

Competitions

How does physical activity affect my fitness?

**Movement Skills:**

Could include:

skating

tight turns in a confined space

crossovers forwards and backwards to increase speed

passing cross ice past a defender

shooting in stride

change of direction and speed to beat defender

How do my movement skills impact my improvement or success in each drill?

**Motivational Factors:**

Could include:

choice

scrimmages

improvement

self-satisfaction

How does self-motivation influence my participation in each skill related drill?

**Safety, Fair Play and Leadership:**

consistently respect and follow all rules

compete fairly (e.g. Using talent and ability to participate to their best, following the rules and demonstrating self-officiating)

demonstrating respect for my own and others' individual abilities

demonstrating emotional self-control

volunteering in class

encouraging others

helping set up or take down equipment for drills

mentoring others

**Content – Elaborations****Movement concepts:**

Spatial awareness (e.g. Generating space between you and your opponent, closing the gap on defense, direction, angles)

Effort awareness (e.g. Speed, agility, ability)

Body awareness (e.g. Weight transfer, parts of the body, direction)

**Strategies:**

Plans and ideas that will help a player achieve a movement or goal (e.g. Moving into an open space to receive, pass or get into position for an open shot, moving your feet to outskate the defender and get the shot off quickly)

**FITT Principle:**

A way to help guide the students in developing their personal fitness goals by:

Frequency – how many days per week that they are on the ice

Intensity – how hard they participate in the drills or activity (e.g., % of maximum heart rate)

Type – the type of drill or skill that they are doing, focusing on the fitness goal (e.g., skating for endurance or quick burst of speed)

Time – how long the ice session or drill is.

**Safety and Etiquette:**

Following rules of the game of hockey and activities

Demonstrating positive behaviours that show respect for individual ability, interests, gender, and cultural backgrounds

Demonstrating self-respect and self-confidence

Demonstrating fair play and showing respect for other players and coaching staff

**Injury prevention management:**

Following personal safety practices during physical activity (e.g. Respecting their own and others' abilities and limits, wearing appropriate hockey gear including neck guard and following instructions)

Applying rules and guidelines for participating safely in all activities and drills (e.g. Wearing hockey helmet and pads, checking that the goalie is ready before shooting the puck)

Modelling safety for others

**Specificity:**

The types of skill chosen by the student will determine the kinds of fitness improved upon (e.g. a student who wants to improve his or her agility levels (changing direction while skating) would work on drills where they have to change direction quickly or complete tight turns, etc).

**Health Benefits:**

Improves:

Endurance

Strength

Agility

Balance

Coordination

Communication skills

Teamwork

Social Skills

**How to protect themselves and their fellow teammates/students:**

Could include but is not limited to:

Telling a trusted adult;

Being assertive and sticking up for yourself and others;

Avoiding potentially unsafe situations;

Being a role model.

**Recommended Instructional Components:**

Direct Instruction

Demonstrations

Modeling

Simulations

Individual drills

Scrimmages

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

Performance assessment

Skill assessment and improvement

**Learning Resources:**

Hockey Canada Skills Development Manual



## Psychology 11 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> David McKinney	<b>Date Developed:</b> February 2019
<b>School Name:</b> Parkland Secondary School and Stelly's Secondary School	<b>Principal's Name:</b> Lizanne Chicanot and Sally Hansen
<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> Psychology	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

### Course Synopsis:

- To be aware of the historical roots of psychology and how today's methods and practices have been developed;
- To understand and implement the necessities of experimental psychology;
- To understand and apply the principles of learning, remembering and thinking;
- To be aware of the influences of perception, emotions and motives in our everyday life;
- To be aware of the patterns and stages in human growth and development;
- To gain a better understanding of human behaviour and personality.



**Goals and Rationale:**

Psychology education involves students in learning about the science of psychology. The overall aim of the course is to have students seek, analyze, create, understand and discover while gaining a further appreciation of psychological science. As students explore the variety of topics in this course it is the ultimate goal that we, as educators, will help students excel as human beings as they gain a greater understanding of human behavior. The psychology course is organized to foster students' growth, development, and understanding of cultural diversity. At the end of the course, students are expected to have an understanding of psychological concepts, theories, research findings and applications.

**Aboriginal Worldviews and Perspectives:**

Exploration and celebration of personal and cultural identity

**BIG IDEAS**

How do we understand ourselves and others

Find out why people do the things they do and think the way they think

Describe, predict and understand human behaviour

Psychological perspectives change based on life stage and circumstances

There is a wide range of research within the field of Psychology

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● Reflect on careers in Psychology through a formal research assignment;</li> <li>● Express a clear understanding of the historical evolution of the study of psychology by completing an historical timeline;</li> <li>● Clearly indicate the goals of Psychology and how psychology makes use of the scientific method through a variety of homework checks;</li> <li>● Complete a simple research study that invoices clearly operationalized variables, a research hypothesis, sampling, and data analysis through both inferential and descriptive statistics;</li> <li>● Compile research and evidence clearly detailing the effectiveness of one of the following learning modes: classical conditioning, operant conditioning, aversive conditioning, punishment, behaviour modification, and token economy;</li> <li>● Complete a study guide detailing the structures and functions of components relating to psychobiology: the brain, the nervous system, the endocrine system, and genetic-behavioural fingerprinting;</li> <li>● A short presentation outlining an Altered State of Consciousness: Sleep, Dream, Hypnosis, Meditation, Biofeedback, Sensory Deprivation, Psychoactive Substance Use;</li> <li>● Identify and explain the main theories of socialization through a chart completion activity;</li> <li>● Differentiate the key stages of adult development in both males and females;</li> <li>● Complete a series of academic personality tests so as to understand personality diagnostic criteria;</li> <li>● Research any issue of their choosing within the field of Psychology. Then they must organize their research and complete a formal research essay.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● The history of psychology as a scientific discipline;</li> <li>● The ethics and etiquette of performing a psychology experiment without causing undue duress;</li> <li>● Understand the concepts and terminology of Freudian, Abraham Maslow’s and Carl Rogers’ psychology;</li> <li>● The psychology of how people go through different life stages and crisis that can occur;</li> <li>● Identify Elizabeth Kubler-Ross’s stages of death and dying;</li> <li>● Understand the changes the teenage mind goes through;</li> <li>● Analyse the different milestones infants and toddlers go through psychologically;</li> <li>● Understand parenting Psychology and the different parenting types and the psychological outcomes of children based on those styles;</li> <li>● Distinguish between the concepts of normality and abnormality as it relates to the field of psychology;</li> <li>● Gain an understanding of the following: psychoanalysis, behaviour therapy, humanistic therapy;</li> <li>● Explore theories relating to socialization: Freudian, Kohlberg, Erikson, Ainsworth, Vygotsky;</li> <li>● Levinson’s stages of Adult Male Psychological Development;</li> <li>● Marica versus Stanley Hall: Theories of Adolescents.</li> </ul>

## Big Ideas – Elaborations

### **How do we understand ourselves and others:**

Students will complete several personality tests and inventories. This will help students form a unified understanding of their personalities. Further, students will explore a variety of case studies and examples of psychological pathology. Additionally, students will be presented with concepts that provided lenses for them to analyze their own social world. Through social psychology, students will gain understandings relating to obedience, authority, contextual influencing, and social signaling.

### **Find out why people do the things they do and think the way they think:**

Through a unit on principles of learning, memory, and thought students will explore themes relating to conditioning and behaviour. Further, students will spend time exploring themes relating to motivation and emotion. This will encourage students to understand why people are motivated to act under certain and specific situations.

### **Describe, predict and understand human behaviour:**

Students will explore the main goals behind the study of psychology. They will do this by completing their own formal experiment. For the formal research experiment, students will follow the scientific method in order to more fully understand some peculiarity within the human condition.

### **Psychological perspectives change based on life stage and circumstances:**

Students in Psychology 11 will study theories and their applications within the confines of a unit concerning developmental psychology. This will include, but is not limited to, the following topics: Freud's Psychosexual Stages of Development, Bandura Social Modelling Theory, Kohlberg's Theory of Moral Development, Erikson's Theory of Psychosocial Development, Vygotsky's Theory of Proximal Development, Ainsworth's Attachment Theory, Marcia's Theory of Adolescence, Hall's Storm and Stress Theory, Levinson's Theory of Adult Male Development, Kubler-Ross' Theory of Death and Dying, and the Incremental Model of Aging.

### **Research within the field of Psychology:**

Students will work individually on an APA Research Essay concerning a contemporary issue relating to the field of psychology.

## Curricular Competencies – Elaborations

Reflect on careers in Psychology through a formal research assignment. There are several different career fields within Psychology. Students will choose any 10 and research key details behind each field.

Express a clear understanding of the historical evolution of the study of psychology by completing an historical timeline. Psychology began during Ancient Greece and has evolved into a pragmatic social science. Students will take detailed notes on the principle thinkers within the evolution of psychology. Further, they will look at how contextual forces (The Reformation, Renaissance, Enlightenment, Industrial Revolution, Urbanization) impacted the evolution of psychology.

Clearly indicate the goals of Psychology and how psychology makes use of the scientific method through a variety of homework checks. Students will have a series of questions to complete relating the "Why" behind psychology.

Complete a simple research study that invoices clearly operationalized variables, a research hypothesis, sampling, and data analysis through both inferential and descriptive statistics. This simple experiment must be done under strict ethical guidelines. Further, it must follow APA format and have a classwide consistent structure for headings, word count and statistical/data analysis.

Compile research and evidence clearly detailing the effectiveness of one of the following learning modes: classical conditioning, operant conditioning, aversive conditioning, punishment, behaviour modification, and token economy. Students will do this through a creative project that is the culminating representation of learning for our chapter of Learning/Memory/Thought.

Complete a study guide detailing the structures and functions of components relating to psychobiology: the brain, the nervous system, the endocrine system, and genetic-behavioural fingerprinting. Psychobiology is a key component within the course. Students will be expected to label key structures that play important roles within the psychology-biology link.

A short presentation outlining an Altered State of Consciousness: Sleep, Dream, Hypnosis, Meditation, Biofeedback, Sensory Deprivation, Psychoactive Substance Use. The focus of this presentation is on how the altered state is achieved, what happens both physically, and neurologically, Further, students are to explore the pathologies related to their particular topic. Lastly, students are to present a case study that reflects their topic.

Identify and explain the main theories of socialization through a chart completion activity. After a protracted study of developmental psychology, students will have to define the theories, identify the stages, and highlight and popular and proven criticisms.

Differentiate the key stages of adult development in both males and females. This will be done on a worksheet. Students will have the headings of the particular stages, and they have to detail the physical, sexual, and psychological complexities within each stage.

Complete a series of academic personality tests so as to understand personality diagnostic criteria. These tests include the Keirsey-Temperament Sorter, Thematic Apperception Tests, the MMPI and a formal IQ test.

Research any issue of their choosing within the field of Psychology. Then, they must organize their research and complete a formal research essay.

## Content – Elaborations

### 1. Introduction to Psychology, Psychological Research Methods and Statistics

History of Psychology, Fields in Psychology

Statistical Analysis, Ethics of Research, Simple Experimental Study Ethics in research (Bias, Validity, Reliability) Experimental Methodologies and Inferential and Descriptive Statistics. Experimental Design and

Sampling, Populations, Independent and Dependent Variables, Research Methods: Qualitative and Quantitative research, Case Study, Naturalistic Observation, Correlation vs Causation.

## **2. Learning: Principles and Applications, Memory and Thought, Thinking and Language, Motivation and Emotion**

Learning, Memory (multi-store and working memory, reconstructive), Thought:

Classical Conditioning, Operant Conditioning, Aversive Conditioning

Behaviour Modification, Decision Making and role of Bias, Central Processing, Units, of Thought, Memory, Recall, Motivation and Emotion: McDougall's theory of Instinctive Drives, Drive Reduction Theory, Maslow's Hierarchy of Needs, Harlow's theory of Social Isolation, Cognitive Theory (Intrinsic and Extrinsic Motivation), Biological Motives (Hunger, Sex), Social Motives and the Need for Achievement, Emotion, Facial Feedback Theory (LoBue and DeLoache), James-Lange Theory, Cannon-Bard Theory, Cognitive Theories (Schachter-Singer, Lazarus's Cognitive Appraisal Theory, Solomon and Corbit's Opponent-Process Theory), Psychological Abnormalities

## **3. Body and Behaviour, Altered States of Consciousness, Sensation and Perception**

Neurostructural Specialization, Neuroplasticity, Nervous System, Endocrine System, Pheromones and behaviour (theory and debate),

Nervous System Plasticity, Split Brain Research, Twin Studies Nature vs Nurture

Altered States of Consciousness (Sleep, Dreams, Meditation, Hypnosis, Sensory Deprivation, Biofeedback, Psychoactive Drugs). Psychological Abnormalities, Health and wellbeing.

## **4. Developmental Psychology**

Childhood and Infant Development, Socialization Theories (Freud, Piaget, Vygotsky, Erikson, Kohlberg), Emotional and Cognitive Development, Brain development, Imprinting and Attachment (Lorenz), Peer and Play, Adolescent Psychology (Mead, Hall, Havinghurst, Marcia), Physical Development, Gender Roles and Identity, Socioeconomic and poverty, Psychology of Adulthood and Old Age (Levinson, Kubler-Ross), Cognitive Development, Physical Development.

### **Recommended Instructional Components:**

Direct instruction

Indirect instruction

Discussions

Independent instruction and research

Group work/ co-operative learning

Video tape analysis

Individual and group projects

Brainstorming

Story telling

Guest speakers

Case studies

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Journaling
- Regular Questions out of the textbook (Homework Check)
- Self-reflection
- Peer-reflection
- Oral Presentations
- Projects
- Written Assignments
- Quizzes and Tests

**Learning Resources:**

Kasschau, R. A., & McTighe, J. (2014). *Understanding Psychology*. Columbus, OH: McGraw-Hill Education.

*Born a Boy, Brought Up as a Girl*, (2005), TLC Documentary.

Lynnh, David. *My Beautiful Broken Brain*. (2014)

National Geographic. *Brain Games* (Various Episodes). (2012-2016)

Nova. *Secrets of the Wild Child*. (1994)

Miramax Films presents a Lawrence Bender production; a film by Gus Van Sant; produced by Lawrence Bender; written by Matt Damon & Ben Affleck; directed by Gus Van Sant. (2011). *Good Will Hunting*. [Santa Monica, Calif.]: Lionsgate.

Various Articles from:

Psychology Today, Macleans, National Geographic, Time



## Psychology 12 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> David McKinney	<b>Date Developed:</b> February 2019
<b>School Name:</b> Parkland Secondary School and Stelly's Secondary School	<b>Principal's Name:</b> Lizanne Chicanot and Sally Hansen
<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> Psychology	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

### Course Synopsis:

- To be aware of different states of consciousness: Sleeping, Dreaming, Narcotics, Sensory Deprivation;
- To understand and apply knowledge concerning Stress and Health;
- To be aware of the most infamous psychological experiments;
- To be aware of the most prevalent and troublesome psychological disorders;
- To gain a better understanding of psychopathy and sociopathy;
- To apply knowledge gained by studying interpersonal psychology;

To more fully understand group psychology.

**Goals and Rationale:**

Psychology education involves students in learning about the science of psychology. The overall aim of the course is to have students seek, analyze, create, understand and discover while gaining a further appreciation of psychological science. As students explore the variety of topics in this course it is the ultimate goal that we, as educators, will help students excel as human beings as they gain a greater understanding of human behavior. The psychology course is organized to foster students' growth, development, and understanding of cultural diversity. At the end of the course, students are expected to have an understanding of psychological concepts, theories, research findings and applications.

**Aboriginal Worldviews and Perspectives:**

Exploration and celebration of personal and cultural identity



**BIG IDEAS**

Consciousness is regularly altered through natural processes, therapy and substance use

Stress is a profoundly destructive force that preys upon both our physiology and psychology

People suffer from, and are treated for, a variety of adjustment disorders. Further, mental health is a profoundly important topic

Interpersonal Psychology involves a deep awareness of one's own emotions and motivations

People will usually behave differently in groups as proven by a number of precedent setting experiments

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● Complete a study into the stages of sleep;</li> <li>● Formulate and understanding into the various dream theories;</li> <li>● Complete a detailed examination into psychoactive substances;</li> <li>● Complete a detailed auto-sleep study;</li> <li>● Identify stressors in their own life, impacts of stress, and mitigation techniques;</li> <li>● Complete a detailed analysis on the work of Robert Sapolsky's study on Baboons, Hierarchy, social stressors;</li> <li>● Identify and explain a variety of psychological disorders and treatment protocols;</li> <li>● Represent their understanding of any one notoriously unethical study conducted without adherence to ethical principles;</li> <li>● Compare and Contrast the ethics behind Milgram's <i>Obedience Experiment</i> and Zimbardo's <i>Stanford Prison Experiment</i>.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● Sleep Stages, Sleep Disorders, Sleep Mitigation Techniques;</li> <li>● Theories relating to dreaming;</li> <li>● The physiology of sleep and dreams;</li> <li>● The various psychoactive substances (stimulants, depressants, opiates, marijuana, hallucinogens);</li> <li>● The difference between stress and eustress and the implications of both on the body and the brain;</li> <li>● Stress mitigation techniques that include counselling, hypnotherapy, and psychopharmaceuticals;</li> <li>● How social hierarchy, collective consciousness, genetics, and diet impact stress;</li> <li>● How the DSM-IV is structured and how diagnosing works from a pathological intervention perspective;</li> <li>● The various categories of commonly occurring psychological disorders;</li> <li>● Explain various psychological and psychiatric interventions toward psychological disorders;</li> <li>● The depth of at least one unethical experiment that has been challenged by the Test-Retest Hypothesis;</li> <li>● The structure and execution of both Milgram's Obedience Experiment and Zimbardo's Stanford Prison Experiment;</li> <li>● The psychological complexities behind friendship, love, marriage, divorce, and generational identities.</li> </ul>

## Big Ideas – Elaborations

### **Consciousness is regularly altered through natural processes, therapy, and substance use:**

Students will study topics relating to sleep, dreaming, hypnosis, biofeedback, meditation, sensory deprivation and psychoactive substances. Students will explore key theories, experimentation methodologies, pathologies and treatments for various altered state disorders.

### **Stress is a profoundly destructive force that preys upon both our physiology and psychology:**

Students will learn the difference between stress and eustress and their effects on the brain-body connection. Students will concern themselves with appraisal methods, studies relating to stress, and stress mitigation techniques. Students will watch *Stress: A Portrait of a Killer* and analyze the work of Robert Sapolsky and his examination of Baboon's stressful hierarchical system.

### **People suffer from, and are treated for, a variety of adjustment disorders. Further, mental health is a profoundly important topic:**

Students will begin to demystify and destigmatize mental illness. Students will begin by defining psychologically abnormal behaviour and include an understanding of cross-cultural views of abnormality. Students will explore the classification of psychological disorders included the challenges associated with his task. Further, students will describe the symptoms and causes of major categories of psychological disorders (schizophrenia, mood, anxiety, and personality disorders). Students will then explain how psychological treatments have evolved into contemporary treatment methodologies. Students will examine both biomedical and psychological treatment options.

### **Interpersonal Psychology involves a deep awareness of one's own emotions and motivations:**

Students will explore themes and lenses relating to the psychological interactions both within and between individuals. This will include an examination into interpersonal attraction, shyness, compromise, and friendship dynamics. Students will explore the psychology behind personal relationships including friendship, love, marriage, and the divorce cycle. Students will also examine the intergenerational psychological dynamics.

### **People will usually behave differently in groups as proven by a number of precedent setting experiments:**

Social psychology is a key component of the course. Students will begin by exploring the definition of "group" and the different types of groups. This includes an examination of the psychology of communication, interdependency, and normative goal formation. Students will examine the key errors to group dynamics including implicit biases and the fundamental attribution error. Social Norms and Ideology are studied cohesive units that can pull groups together or form intergroup competition. Social facilitation/inhibition will be studied in terms of how it increases group polarization, conformity, and risky shifts during the group decision making process. Students will explore issues relating to conformity, obedience and contextual influences. Lastly, students will explore the psychology of aggression as it represents the bio-psycho-social triangle of psychology.

## Curricular Competencies – Elaborations

Complete a study into the stages of sleep. Students will complete a textbook exploration in order to complete a sleep cycle chart that then has them complete a series of critical thinking questions.

Formulate and understanding into the various dream theories. Students will receive a chart with the name of the theorist. Then, they will have to research the theories and compile succinct notes that detail each dream theory.

Complete a detailed examination into psychoactive substances. Students will be given the categories of each substance. They then will have to research examples of the substance, how it impacts the brain and body, and treatment protocols for addiction to each psychoactive substance.

Complete a detailed auto-sleep study. Students have a list of 17 questions or tasks to complete. Each question or task encourages the student to examine the sleep hygiene. The students compile their answers in a formal one-page paper.

Identify stressors in their own life, impacts of stress, and mitigation techniques. Students spend 72 hours examining their acute stress response. They must record the stressor, the psychophysiological response and any mitigation techniques they used or, in hindsight, should have used.

Complete a detailed analysis on the work of Robert Sapolsky's study on Baboons, Hierarchy, social stressors. We will watch a National Geographic Documentary: *Stress: Portrait of a Killer*. Then students will complete a viewing sheet that is divided up the same way as the film. Students will have to compile their notes and analyze the work of Sapolsky as it relates to stress and health in humans.

Identify and explain a variety of psychological disorders and treatment protocols. Students have to categorize a series of mental disorders based on their DSM-IV classification system. Students will be able to do this as it will be scaffolded through an understanding of the Axis system of the DSM. Students will also do a formal research paper on any one commonly occurring mental disorder. Students will complete a film study of the disorders and treatment present in the film *One Flew Over the Cuckoo's Nest*.

Represent their understanding of any one notoriously unethical study conducted without adherence to ethical principles. In small groups, students will research one of 17 highly unethical and infamous psychological research studies. They have to then present the hypothesis, variables, methods, and conclusions of the experiments. Finally, students have to explain the unethics of their chosen experiment.

Compare and Contrast the ethics behind Milgram's *Obedience Experiment* and Zimbardo's *Stanford Prison Experiment*. Students will read the appropriate sections in the textbook, take notes, and then watch several minutes of original footage for each experiment. Students will also watch the film *The Stanford Prison Experiment*. Students will then compare the experiments (their methods and ethics) and critically judge which one is more unethical.

## Content – Elaborations

Define consciousness and alternate states of consciousness (ASCs);

Describe the various levels of awareness, including the difference between controlled and automatic processing.

Identify common myths about sleep.

Define the human circadian rhythms; discuss the effects of disruptions in circadian rhythms.

Describe problems associated with sleep deprivation. Describe how EEGs, are used to study sleep.

Describe the various physical changes associated with each stage of sleep, including the REM stage and the non-REM Stages 1, 2, 3, and 4.

Discuss possible biological causes of sleep, and describe how the repair/restoration theory of sleep differs from the evolutionary/circadian theory.

State gender and cultural differences and similarities in dreaming. Differentiate between the psychoanalytic, biological, and cognitive views of dreaming.

Describe the purpose of daydreams. Define hypnosis, and discuss five myths and controversies regarding its use.

State how hypnosis is used today in medical and psychotherapy settings.

Define meditation, and discuss its potential benefits.

During our study of stress and health, students will explore the following content: psychophysiological reactions to stress as a result of a potential stress source.

Students will have to study the hormones within the stress response and analyze potential physiological and psychological consequences for health. Students will explain physiological, cognitive, and behavioural strategies to deal with stress. Students will explore content relating to the characteristics of and factors that promote resilience and optimism.

Define psychoactive drugs, drug abuse, addiction, psychological and physical dependence, and tolerance. Define depressants; describe the effects of alcohol on the nervous system and behavior, and discuss why alcohol is a growing social concern. Define stimulants; and describe the effects of nicotine and cocaine. Define opiates; and describe their effects on the nervous system and behavior. Define hallucinogens; and describe the effects of LSD and marijuana on the nervous system and behaviour. Briefly explain how drugs act as agonists and antagonists in the brain, and describe how psychoactive drugs can affect each of the four steps in neurotransmission. Explain the major reasons people use and abuse drugs, and describe recent research regarding the importance of dopamine and glutamate on drug addiction.

Defining “Normal,” Stigmatization and Mental Health, Types of Disorders (Anxiety, Affective, Adjustment), Treatment (Counselling, Therapies, Psychopharmaceuticals, Group and Community support.

Social Psychology: Biological Theories (Aggression, Genetics, Hormones), Attribution Theory, Biological and Cognitive theories of love (Sternberg) and friendship, Mere Exposure, Primacy Effect, Schemas, Stereotypes, Nonverbal Communication, Proxemics, Psychology of Groups, Social Facilitation and Interaction, Group think, Obedience and Conformity (Asch, Milgram, Zimbardo), Realistic Conflict Theory (Robbers Cave), Altruism and the Bystander Effect, Social Cognitive Theory, Culture and Cognition, Enculturation and Acculturation.

**Recommended Instructional Components:**

Direct instruction

Indirect instruction

Discussions

Independent instruction and research

Group work/ co-operative learning

Video tape analysis

Individual and group projects

Brainstorming

Story telling

Guest speakers

Case studies

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Journaling
- Self-reflection
- Peer-reflection
- Oral Presentations
- Projects
- Written Assignments
- Quizzes and Tests

**Learning Resources:**

Kasschau, R. A., & McTighe, J. (2014). Understanding Psychology. Columbus, OH: McGraw-Hill Education.

National Geographic Television. J., Sapolsky, (2008). Stress: Portrait of a killer

CBC Documentary. The Boy Who Should Have Lived. (2015)

Kilbourne, Jean. Killing Us Softly 4. (2010)

Alvarez, K. P., Bratman, L., Emery, B., Friedman, E. Z., Talbott, T., Shelton, J., Hewitt, A., MPI Media Group, (2015). The Stanford Prison Experiment.



## Recreation Management 12 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Michael Collins and Luke Douglas	<b>Date Developed:</b> February 2019
<b>School Name:</b> Stelly's Secondary School	<b>Principal's Name:</b> Sally Hansen
<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> Recreation Management	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Climbing Gym, Teacher/supervisor with CGI 1 Certification, climbing gear (harnesses, belay devices, rope)

**Course Synopsis:**

Students will begin every semester by exploring communication skills, current best practices, and facility management procedures related to hosting outside groups in the climbing gym. The remainder of the semester will involve hosting outside groups as an experiential and holistic lens through which to explore aspects of risk management, facility management, leadership, group dynamics, and community.

**Rationale:**

The Boulders Climbing Gym provides a unique and powerful experiential opportunity for students to engage with the processes of risk management, facility management, leadership, and community. The recreation management program leverages this resource to provide an authentic, growth based introduction to the professional aspects of working in recreation that can provide the basis for students to continue in a number of professions.

**Goals:**

To provide students with an understanding of working in, maintaining and managing a recreational facility. The students will build connections with their local community and experience the educational benefits that follow.

**Aboriginal Worldviews and Perspectives:**

Students will develop skills related to empathizing and facilitating experiences with groups from a variety of ages, cultural backgrounds, and abilities towards the goal of building intercommunity relationships.

**BIG IDEAS**

Understanding the principles of risk management is a critical component in promoting safe physical activity

Developing strong organizational skills is critical to managing the complexities of facilities management

Working with varied age and ability groupings enhances leadership competencies

Being able to adapt accordingly to various group dynamics is important for productive, inclusive learning environments

Working within and serving a local elementary, middle and secondary schools helps build community consistency

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● <b>Communicate</b> behavior expectations in a clear and concise manner to groups visiting the climbing gym.</li> <li>● Assist in <b>preparing groups to climb</b> in a manner that is appropriate to the visiting group.</li> <li>● <b>Monitor</b> a visiting group and facilitate a safe and enjoyable experience.</li> <li>● Practice cycles of <b>goal setting and reflection</b> to pursue goals relevant to the big ideas of the course.</li> <li>● Develop skills and understanding related to <b>personal climbing technique</b>.</li> <li>● <b>Teach technical</b> aspects of climbing.</li> <li>● <b>Explain climbing culture</b> and common practices.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● How to provide a <b>safe and welcoming environment</b>.</li> <li>● <b>Current safe climbing practices</b>.</li> <li>● How to <b>manage themselves responsibly</b> in a climbing gym.</li> <li>● How to <b>safely supervise</b> students coming in from other schools.</li> <li>● Fundamental <b>climbing techniques</b>.</li> <li>● Basic <b>climbing culture</b>.</li> </ul>



## **Big Ideas – Elaborations**

### **Risk Management**

#### *Key Questions:*

- How will the age of the hosted group alter risk considerations?
- How will the number of participants alter risk considerations?
- Am I actively monitoring participants and adjusting behaviors as needed?

### **Facility Management**

#### *Key Questions:*

- When is it appropriate to use the entire facility and when should we only use a section or two?
- Has the hosted group been to the facility before?
- Am I comfortable communicating with students, parents, and teachers from other schools?

### **Leadership Skills**

#### *Key Questions:*

- Am I comfortable speaking in front of a larger group?
- Am I able to work with students younger/older or the same age as myself?
- Am I able to maintain long-term and short-term relationships?

### **Group Dynamics**

#### *Key Questions:*

- How will my approach to hosting differ with a hosted group ranging from 10-35 people?
- Can I assess whether a group is fit to work together?
- How do I maintain a long term positive working environment with my peers?

### **Community Connections**

#### *Key Questions:*

- In what ways does this program help build relationships with other students in my community?
- Does my attitude towards school/physical activity have the potential to influence other students?
- In what ways can the climbing wall help ease the transition between schools?

## Curricular Competencies – Elaborations

**Communication** - Students will explore a variety of ways to communicate with individuals and groups to become proficient communicators within a variety of scenarios:

- Communication within the team of hosts so that everyone is heard and valued within the team.
- Safety-sensitive information within a variety of dynamics (very young children to parents and chaperones of the hosted group) so that they are understood and maintain a respectful relationship.
- Public speaking to large groups of participants at once.

**Preparing groups to climb** - Students will need to assess each hosted group to help prepare them in a manner that is appropriate to the group.

- Different groups require different assistance in putting on harnesses.
- The process of putting on a harness can involve close contact. Managing personal space in a consensual and respectful manner.
- Identifying physical skills and abilities of a hosted group and apply appropriate rules to a group regarding bouldering height and available space in the gym.

**Monitor** - Students will actively monitor and manage the hosted group at all times.

- Monitoring a group requires constant engagement.
- Students must develop the ability to identify hazardous situations before they manifest and adjust behaviors in a respectful and effective manner.

**Goal setting and reflection** - Students will be expected to set goals related to the course and maintain a constant reflective practice.

**Personal climbing technique** - Students will develop personal climbing abilities so that at a minimum they are comfortable climbing.

- Opportunities exist to demonstrate and/or teach advanced climbing techniques such as speed climbing and lead climbing.

**Teach technical aspects of climbing** - Students will teach basics movement patterns to hosted groups.

- Importance of footwork in climbing and the necessity to move your feet up the wall.
- Indicate which holds would be of most use to the climbers.
- A variety of resting techniques both on the rope and on the wall.

**Climbing culture** - Students will understand and be able to explain common climbing practices and norms.

- Differentiate the four types of climbing available in the gym: bouldering, top roping, speed climbing, and lead climbing.
- Explain the demarcation system for boulder routes and roped routes.
- Explain how the grading systems work for both roped climbing and bouldering.

## Content – Elaborations

### **Provide a safe and welcoming environment:**

- Requires constant engagement and authenticity.

### **Current safe climbing practices:**

- How to belay
- How to tie a figure 8 knot
- How to follow necessary safety checks

### **Manage themselves responsibly:**

- Act as a role model for the hosted group
- Maintain a professional appearance

### **Safely supervise:**

- Is the hosted group following the safety rules?
- Are you actively engaging with the group to keep them safe?
- Do you understand your responsibility to keep a group safe?

### **Climbing techniques:**

- Proper body position
- Understanding how to approach different climbing wall holds
- Footwork

### **Climbing culture:**

- How routes are graded.
- How routes are marked.
- When to transition from “rainbow routes” to set routes

### **Recommended Instructional Components:**

Direct Instruction  
Demonstrations  
Reflection  
Peer Reflection  
Hosting  
Role Playing

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

Daily self-reflection  
Peer reflection  
Active Engagement  
Goal Setting and reflection journal

**Learning Resources:**

Guest speakers  
CGI Tech Manual  
Peers



## Yoga 11 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Kirsten Dibblee	<b>Date Developed:</b> January 2019
<b>School Name:</b> Parkland Secondary School	<b>Principal's Name:</b> Lizanne Chicanot
<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> Yoga	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Health and Physical Education 10

### Special Training, Facilities or Equipment Required:

Teacher must have completed a Bachelor of Education in Physical Education, a Yoga Alliance of Canada certified 200 hour Yoga Teacher Training course and should have experience teaching a variety of different yoga classes. BCRPA Fitness Theory and Yoga Fitness Module are also recommended. Practical coursework must be completed on a clean wood or padded floor that is suitable for yoga practice (at Parkland, the theatre or mezz would fulfil this requirement). For safety and hygiene reasons, each student enrolled in this course should have a yoga mat. Other Yoga props (chip-foam blocks, yoga straps, bolsters, wood blocks and blankets) would be helpful but are not required.

**Course Synopsis:**

Yoga 11 is intended as a course for senior students wanting to explore the physical and mental benefits of yoga. It is appropriate for beginners or those with yoga experience, including Yoga PE 9 and 10, who want to expand their personal practice. Students will participate in a variety of yoga classes of different styles. These classes will primarily be taught by the course instructor but will also include guest instructors and field trips to local studios. Course content will also include basic human anatomy and physiology, yoga posture breakdown, (benefits, modifications and variations for a variety of different poses), an introduction to yoga history and philosophy, breathing techniques, relaxation methods and an independent research project on a topic of the student's choice. As part of the course requirements, students will also be expected to participate in a variety of other lifelong fitness activities such as walking, hiking, resistance training, Pilates, and various other group fitness modalities.

**Goals and Rationale:**

The primary goal of Yoga 11 is to develop a lifelong interest in physical and mental wellbeing and health through the practice of yoga.

Secondary to this are the following objectives:

1. To provide students with an opportunity to practice yoga on a regular basis as a way to improve their physical health (flexibility, balance and strength), mental health (relaxation and breathing methods), and to develop a greater understanding of yoga postures (asanas);
2. To provide students with an opportunity to develop their knowledge of basic human anatomy and physiology, including the muscular, skeletal and cardiorespiratory systems and muscle actions causing movements;
3. To provide an introduction to yoga history and philosophy and to provide students an opportunity to explore the connections between their body and mind;
4. To provide adult mentorship and positive role modelling to students through collaborative practice and participation; and,
5. To provide students with opportunities to experience a variety of yoga styles and classes via instructor led classes, guest instructors and field trips.

**Aboriginal Worldviews and Perspectives:**

Myths and storytelling are an important part of creating yoga classes with interesting and meaningful themes. When possible, Aboriginal myths and stories will be used in a respectful way to develop the students understanding of various archetypes in human nature and connections between ethical and historical themes/stories that have similarities between Aboriginal worldviews or perspectives and yoga philosophy.

Connections between personal practice and yoga sequencing with the cycles of nature and the seasons will also be explored. Place-based and nature-based learning and connections to place will be explored through walking, hiking, and the teachings of outdoor observations and meditations.

**BIG IDEAS**

Trying a variety of yoga classes and styles can improve our overall health.

Yoga asanas are a way to improve flexibility, strength, and balance.

Relaxation and meditation practices can have a positive effect on our mental health.

Understanding how our physical body works is helpful in keeping our body and minds well.

The practice of yoga supports our abilities to stay active and participate in a variety of lifelong physical activities.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● demonstrate an understanding of human anatomy and physiology as it applies to yoga and general health and wellness;</li> <li>● apply movement concepts and skills in a variety of yoga based physical activities and fitness activities;</li> <li>● participate in yoga and other physical activities to the best of their abilities;</li> <li>● self-reflect and communicate on their daily participation;</li> <li>● evaluate their general wellness and develop goals for improvement;</li> <li>● effectively demonstrate a variety of yoga postures and discuss in detail the benefits and related modifications or variations for at least two postures;</li> <li>● describe the basic history of yoga;</li> <li>● participate in a variety of breathing (pranayama) exercises and relaxation techniques;</li> <li>● identify and explore one research topic related to yoga and present their findings to their teacher and peers.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● the major muscles of the human body;</li> <li>● the major bones in the human body, basic joint structures and types of joints;</li> <li>● basic circulation, heart and lung anatomy, and the mechanisms of breathing;</li> <li>● types of muscle movements;</li> <li>● how to demonstrate the list of postures provided in the additional information;</li> <li>● the origins of yoga and examples of modern styles;</li> <li>● simple pranayama (breathing) exercises;</li> <li>● relaxation techniques and their benefits.</li> </ul>

## Big Ideas – Elaborations

### Key questions:

- What style of yoga is best suited for my needs?
- What are the different options for practicing yoga in my community?
- How does practicing yoga affect my health?
- What changes in my health and well-being have I noticed during this course?
- How do I feel when completing different yoga asanas?
- Which asana are best suited for my practice on any given day?
- How could I use my yoga practice to develop strength, flexibility, and balance?
- How do I feel when I meditate or relax?
- How can I improve my mental health using the techniques I learned in class?
- How can I better respond to stress?
- What is the link between my physical health and my mental health?
- How do I feel when I complete my yoga practice or other physical activities?
- What activities have I learned in class that I will continue to practice?
- How does yoga practice support other physical activities?

## Curricular Competencies – Elaborations

### Key Questions:

- How does yoga practice improve the health of my body systems?
- How does yoga practice affect my muscles and bones? The health of my heart and lungs?
- What would I need to say or demonstrate to help someone else complete a posture or sequence?
- How do I participate to the best of my abilities every day in class? What goals can I set to improve my participation?
- What goals can I set to improve my overall health and well-being?
- What strategies can I use to improve my participation and that of my classmates?
- What are the benefits of certain yoga postures? How can a posture be modified to make it easier? How can I move to show variety in a given posture?
- What breathing techniques work for me? How do I perform them?
- What relaxation techniques work for me? How do I perform them?
- Where was yoga developed? How has yoga changed over the years? What are some current styles of yoga and what are their similarities and differences?
- How can I use yoga to improve other aspects of my life?
- What is one thing about yoga that really puzzles me? How can I explain the answer to this in the best possible way to others?



## Content – Elaborations

### Key Questions:

What are the major muscles of the human body? What yoga postures work to strengthen or stretch them?

What are the major bones in the human body? How do they move to create yoga postures?

How does my breathing rate and depth affect my heart and lungs?

How does blood flow in the body?

How do muscles contract? What are the different types of muscle contractions?

### Recommended Instructional Components:

Teacher led practice (direct instruction)

Demonstrations

Small Group Practices and Activities

Modelling

Individual Reflections

Games and Peer Relationship Building Activities

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

Daily self-evaluation on participation and engagement. Criteria and expectations developed and discussed with the class at the beginning of the course. In-class journaling (in-depth self-reflection and feedback to teacher about the course, the student's participation and needs).

Completion of written review activities such as muscle diagrams and posture breakdown assignments.

End of semester independent research project on topic of student's choice, presented or shared in the manner most suited to the topic (examples, a student who is interested in soccer as well would research the benefits of soccer players doing yoga, create a sequence of postures that would be helpful for soccer players and then teach it to the class or a student who is interested in the history of yoga would research and create a timeline presentation and share it with the teacher (and possibly the class) in a Google Slides presentation. Grade 12s would be expected to share their presentation with the class and are encouraged to include a peer teaching component when appropriate.

Completion of a reflection activity after participation in a class with a guest instructor or at a community studio.

### Learning Resources:

Along with instruction at school, students will attend a variety of studios in the community. A textbook is not required for this course as the necessary presentations, class plans, lessons, worksheets, journal entries, assignments, and observations have been created.

A text that could be used for expansion of some of the topics currently covered would be: *Yoga Anatomy by Leslie Kaminoff*

**Additional Information:**

List of postures:

**Standing Postures:**

Mountain

Chair

Standing Forward Bend

Hand to Toe Pose

Tree

Eagle

Dancer

Warrior I-III, Exalted, and Devotional

Extended Side Angle

Horse/Rotated Horse (High Lunge)

Triangle

Crescent Moon

Revolved Triangle

Pyramid

Separate Leg Forward Fold

Goddess

Squat

Balancing Half-Moon

**Sitting Postures:**

Half Lotus

Seated Forward Bend

Knee to Head

Seated Wide-Angle Forward Fold

Cobbler

Seated Spinal Twist

Staff

Cow's Head

Boat

Rotated Sage

**Kneeling Postures:**

Child's  
Camel  
Pigeon  
Gate  
Cat/Cow  
Hero

**Supine Postures:**

Corpse  
Little Bridge  
Knee to Chest  
Knee Down Twist  
Infinity  
Candlestick

**Prone Postures:**

Cobra  
Crocodile  
Sphinx  
Bow  
Locust

**Arm Supported Postures:**

Downward Facing Dog  
Plank  
Reverse Plank



## Yoga 12 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Saanich School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD63
<b>Developed by:</b> Kirsten Dibblee	<b>Date Developed:</b> January 2019
<b>School Name:</b> Parkland Secondary School	<b>Principal's Name:</b> Lizanne Chicanot
<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> Yoga	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Health and Physical Education 10 and Yoga 11

### Special Training, Facilities or Equipment Required:

Teacher must have completed a Bachelor of Education in Physical Education, a Yoga Alliance of Canada certified 200 hour Yoga Teacher Training course and should have experience teaching a variety of different yoga classes. BCRPA Fitness Theory and Yoga Fitness Module are also recommended. Practical coursework must be completed on a clean wood or padded floor that is suitable for yoga practice (at Parkland, the theatre or mezz would fulfil this requirement). For safety and hygiene reasons, each student enrolled in this course should have a yoga mat. Other Yoga props (chip-foam blocks, yoga straps, bolsters, wood blocks and blankets) would be helpful but are not required.

**Course Synopsis:**

Yoga 12 is intended as a course for senior students wanting to explore the physical and mental benefits of yoga. It is most appropriate for students with some yoga experience, including Yoga PE 9 and 10 or Yoga 11, who want to expand their personal practice and learn to practice on their own after they graduate from secondary school. Students will participate in a variety of yoga classes of different styles. These classes will primarily be taught by the course instructor but will also include guest instructors and field trips to local studios. Course content will also include basic human anatomy and physiology, yoga posture breakdown, (benefits, modifications and variations for a variety of different poses), an introduction to yoga history and philosophy, breathing techniques, relaxation methods and an independent teaching project on a theme of the student's choice. As part of the course requirements, students will also be expected to participate in a variety of other lifelong fitness activities such as walking, hiking, resistance training, Pilates, and various other group fitness modalities.

**Goals and Rationale:**

The primary goal of Yoga 12 is to develop a lifelong interest in physical and mental wellbeing and health through the practice of yoga.

Secondary to this are the following objectives:

1. To provide students with an opportunity to practice yoga on a regular basis as a way to improve their physical health (flexibility, balance and strength), mental health (relaxation and breathing methods), and to develop a greater understanding of yoga postures (asanas);
2. To provide students with an opportunity to develop their knowledge of basic human anatomy and physiology, including the muscular, skeletal and cardiorespiratory systems and muscle actions causing movements;
3. To provide further instruction on yoga history and philosophy and to provide students an opportunity to explore the connections between their body and mind;
4. To provide adult mentorship and positive role modelling to students through collaborative practice and participation; and,
5. To provide students with opportunities to experience a variety of yoga styles and classes via instructor led classes, guest instructors and field trips.
6. To give students the tools to develop their own home practice to meet their individual needs at various times in their lives.

**Aboriginal Worldviews and Perspectives:**

Myths and storytelling are an important part of creating yoga classes with interesting and meaningful themes. When possible, Aboriginal myths and stories will be used in a respectful way to develop the students understanding of various archetypes in human nature and connections between ethical and historical themes/stories that have similarities between Aboriginal worldviews or perspectives and yoga philosophy.

Connections between personal practice and yoga sequencing with the cycles of nature and the seasons will also be explored. Place-based and nature-based learning and connections to place will be explored through walking, hiking, and the teachings of outdoor observations and meditations.

**BIG IDEAS**

Trying a variety of yoga classes and styles can improve our overall health.

Yoga asanas are a way to improve flexibility, strength, and balance.

Relaxation and meditation practices can have a positive effect on our mental health.

Understanding how our physical body works is helpful in keeping our body and minds well.

The practice of yoga supports our abilities to stay active and participate in a variety of lifelong physical activities.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● demonstrate and apply an understanding of human anatomy and physiology as it applies to yoga and general health and wellness;</li> <li>● refine and apply movement concepts and skills in a variety of yoga based physical activities and fitness activities;</li> <li>● participate in yoga and other physical activities to the best of their abilities;</li> <li>● self-reflect and communicate on their daily participation;</li> <li>● evaluate their general wellness and develop goals for improvement;</li> <li>● propose strategies for and develop a leadership role with their peers in the class;</li> <li>● effectively demonstrate a variety of yoga postures and discuss in detail the benefits and related modifications or variations for at least 4 postures;</li> <li>● self-modify or adjust their yoga practice to meet their personal needs;</li> <li>● describe the basic history of yoga and how it has developed in the western world;</li> <li>● compare and contrast the different styles of yoga;</li> <li>● develop skills in using a variety of breathing (pranayama) exercises and relaxation techniques;</li> <li>● identify and explore one theme related to yoga and share their findings with their teacher and peers by teaching a yoga lesson.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● the major muscles of the human body;</li> <li>● the major bones in the human body, basic joint structures and types of joints;</li> <li>● basic circulation, heart and lung anatomy, and the mechanisms of breathing;</li> <li>● types of muscle movements and the physiology of muscle contraction;</li> <li>● how to demonstrate and give basic cues for the list of postures provided in the additional information;</li> <li>● the basic history of yoga and similarities and differences between modern styles;</li> <li>● a variety of pranayama (breathing) exercises and relaxation techniques and their benefits.</li> </ul>

## Big Ideas – Elaborations

Key questions:

- What style of yoga is best suited for my needs?
- What are the different options for practicing yoga in my community?
- How does practicing yoga affect my health?
- What changes in my health and well-being have I noticed during this course?
- How do I feel when completing different yoga asanas?
- Which asana are best suited for my practice on any given day?
- How could I use my yoga practice to develop strength, flexibility, and balance?
- How do I feel when I meditate or relax?
- How can I improve my mental health using the techniques I learned in class?
- How can I better respond to stress?
- What is the link between my physical health and my mental health?
- How do I feel when I complete my yoga practice or other physical activities?
- What activities have I learned in class that I will continue to practice?
- How does yoga practice support other physical activities?

## Curricular Competencies – Elaborations

Key Questions:

- How does yoga practice improve the health of my body systems?
- How does yoga practice affect my muscles and bones? The health of my heart and lungs?
- What would I need to say or demonstrate to help someone else complete a posture or sequence?
- How do I participate to the best of my abilities every day in class? What goals can I set to improve my participation?
- What goals can I set to improve my overall health and well-being?
- What strategies can I use to improve my participation and that of my classmates?
- What are the benefits of certain yoga postures? How can a posture be modified to make it easier? How can I move to show variety in a given posture?
- What breathing techniques work for me? How do I perform them?
- What relaxation techniques work for me? How do I perform them?
- Where was yoga developed? How has yoga changed over the years? What are some current styles of yoga and what are their similarities and differences?
- How can I use yoga to improve other aspects of my life?
- What is one thing about yoga that really puzzles me? How can I explain the answer to this in the best possible way to others?

## Content – Elaborations

### Key Questions:

What are the major muscles of the human body? What yoga postures work to strengthen or stretch them?  
What are the major bones in the human body? How do they move to create yoga postures?  
How does my breathing rate and depth affect my heart and lungs?  
How does blood flow in the body?  
How do muscles contract? What are the different types of muscle contractions?

### Recommended Instructional Components:

Teacher led practice (direct instruction)  
Demonstrations  
Small Group Practices and Activities  
Modelling  
Individual Reflections  
Games and Peer Relationship Building Activities

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

Daily self-evaluation on participation and engagement. Criteria and expectations developed and discussed with the class at the beginning of the course. Grade 12s are expected to model and demonstrate peer leadership as part of their daily participation.

In-class journaling (in-depth self-reflection and feedback to teacher about the course, the student's participation and needs).

Completion of written review activities such as muscle diagrams and posture breakdown assignments.

End of semester independent research project on a yoga theme of student's choice, presented and shared with the class through the teaching of a full yoga lesson including introduction to the theme with background information, a sequence of yoga postures taught and with explanations for their relevance, and a closing with a meditation or pranayama exercise related to the chosen theme.

Completion of a reflection activity after participation in a class with a guest instructor or at a community studio.

### Learning Resources:

Along with instruction at school, students will attend a variety of studios in the community. A textbook is not required for this course as the necessary presentations, class plans, lessons, worksheets, journal entries, assignments, and observations have been created.



A text that could be used for expansion of some of the topics currently covered would be: *Yoga Anatomy by Leslie Kaminoff*

**Additional Information:**

List of postures:

**Standing Postures:**

Mountain

Chair

Standing Forward Bend

Hand to Toe Pose

Tree

Eagle

Dancer

Warrior I-III, Exalted, and Devotional

Extended Side Angle

Horse/Rotated Horse (High Lunge)

Triangle

Crescent Moon

Revolved Triangle

Pyramid

Separate Leg Forward Fold

Goddess

Squat

Balancing Half-Moon

**Sitting Postures:**

Half Lotus

Seated Forward Bend

Knee to Head

Seated Wide-Angle Forward Fold

Cobbler

Seated Spinal Twist

Staff

Cow's Head

Boat

Rotated Sage

**Kneeling Postures:**

Child's  
Camel  
Pigeon  
Gate  
Cat/Cow  
Hero

**Supine Postures:**

Corpse  
Little Bridge  
Knee to Chest  
Knee Down Twist  
Infinity  
Candlestick

**Prone Postures:**

Cobra  
Crocodile  
Sphinx  
Bow  
Locust

**Arm Supported Postures:**

Downward Facing Dog  
Plank  
Reverse Plank