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

Joan O'Leary (SAA) – elementary
Wendy Walker (SAA) – secondary
Ashley Sonosky (COPACS)
Don Peterson (STA)

Carly Hunter, Director of Instruction
Mark Fraser, Assistant Superintendent

Tuesday, January 8, 2019
3:00 pm. to 5:00 pm. – Board Room, School Board Office

Other Attendees: Wendy Walker, Principal ILC
Melissa Austin, District Principal Indigenous Ed
Lizanne Chicanot, Principal Parkland Secondary School

1. PRESENTATIONS AND QUESTIONS

1. ILC Innovative Programs - Wendy Walker
2. Equity Scan – Carly Hunter, Melissa Austin
3. Graduation Program Changes – Carly Hunter

2. ITEMS FOR DISCUSSION

1. Parkland Track update – Lizanne Chicanot
2. Curriculum Implementation Day update – Carly Hunter

3. ITEMS FOR RECOMMENDATION

1. 2019-2022 Calendar Proposal – Mark Fraser

Staff Recommendation:
That the Board put forward the school calendars for 2019/20, 20120/21, and 2021/22 for public consultation from January 17, 2019 to February 8, 2019.

2. Board Authority/Authorized Courses – Mark Fraser

Staff Recommendation:
That the Board approve the following Board Authority/Authorized courses:

- Climbing – grade 11 – Stelly's Secondary
- Climbing – grade 12 – Stelly's Secondary

4. ITEMS FOR INFORMATION

5. FUTURE AGENDA ITEMS

1. District Student Advocate update - (April)
2. NID/Early Dismissal and Exam Dates - (May)

SAANICH SCHOOLS
SCHOOL DISTRICT 63 (SAANICH)
2125 Keating Cross Road, Saanichton, BC Canada V8M 2A5
Phone: (250) 652-7300 Fax: (250) 652-6421 saanichschools.ca

BRIEFING NOTE

To:	Education Directions Committee	Prepared By:	Mark Fraser Assistant Superintendent
Subject:	School Calendars 2019/20, 2020/21 and 2021/22	Date:	December 19, 2018

Context

School districts are required to submit a school calendar to the Ministry of Education for the following school year no later than March 31 of each year.

As per the School Calendar Regulation copied below, the proposed school calendar must be made publicly available for consultation at least one month before the date it is to be submitted to the minister.

The attached school calendars for the years 2019/20, 2020/21 and 2021/22 are proposed for public feedback and consultation from January 17, 2019 to February 9, 2019. The timing allows the public to provide feedback and builds in time for the Board to consider the feedback and if necessary adjust the proposed calendars prior to formally adopting the calendars at the March 13, 2019 Board meeting.

The proposed calendars meet the following objectives and obligations:

- As per the Collective Agreement with the Saanich Teachers' Association, Spring Break must begin on the third Monday in March;
- For the 2013-2014 school year, the Board adopted a calendar with one week of spring break and a week of closure time and subsequent Boards have maintained this model;
- The three local school districts (61, 62, and 63) try to align the school calendars as much as possible, in particular the spring break and closure weeks; and
- The number of non-instructional/professional development dates are balanced between semesters.

Recommendation

That the Board put forward the school calendars for 2019/20, 2020/21 and 2021/22 for public consultation from January 17, 2019 to February 8, 2019.

Submitted with respect,

Mark Fraser
Assistant Superintendent

Statutory Reference

SCHOOL CALENDAR REGULATION

BC Ministry of Education Governance and Legislation Branch D-53 December 30, 2015
Authority: School Act, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [school calendar] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

a) subject to subsection (3), the number and dates of the days in session;
b) subject to subsection (3), the number and dates of each day of instruction;
c) the vacation periods and the dates of statutory holidays;
d) the dates of each non-instructional day;
e) the number of hours of instruction offered to students in each grade.

Consultations

5 (1) For the purposes of section 87.01 (7) [school calendar] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

PROPOSED SD63 SCHOOL CALENDAR

2019/2020 CALENDAR

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Instructional
Non-Instructional
Vacation Period
Closure Week
Statutory Holiday

DRAFT School Calendar 2019-20

September 3, 2019	Schools Open
September 23, 2019	**Non-instructional day**
October 14, 2019	Thanksgiving Day
October 25, 2019	**Non-instructional day**
November 11, 2019	Remembrance Day
November 22, 2019	**Non-instructional day**
December 23, 2019 - January 3, 2020	Winter break
January 6, 2020	Schools reopen after winter break
February 14, 2020	**Non-instructional day**
February 17, 2020	Family Day
March 16 - March 20, 2020	Spring break
March 23 - March 27, 2020	School closure days
April 10, 2020	Good Friday
April 13, 2020	Easter Monday
April 27, 2020	**Non-instructional day**
May 15, 2020	**Non-instructional day**
May 18, 2020	Victoria Day
June 30, 2020	Administrative Day
June 30, 2020	Schools close

Semester dates and Provincial Exams

September 3, 2019 – January 24, 2020	Semester One
January 27, 2020 – June 30, 2020	Semester Two

Days in Session (including Sept. 3, NIDs & exam days, excluding June 30):

S1 = 92; S2 = 97 **Total 189**

Days of Instruction (including Sept. 8; excluding NIDs & June 30)

S1 = 88; S2 = 94 **Total 182**

PROPOSED SD63 SCHOOL CALENDAR

2020/2021 CALENDAR

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Instructional
Non-Instructional
Vacation Period
Closure Week
Statutory Holiday

DRAFT School Calendar 2020-21

September 8, 2020	Schools Open
September 28, 2020	**Non-instructional day**
October 12, 2020	Thanksgiving Day
October 23, 2020	**Non-instructional day**
November 11, 2020	Remembrance Day
November 20, 2020	**Non-instructional day**
December 21, 2020 - January 1, 2021	Winter break
January 4, 2021	Schools reopen after winter break
February 12, 2021	**Non-instructional day**
February 15, 2021	Family Day
March 15 - March 19, 2021	Spring break
March 22 - March 26, 2021	School closure days
April 2, 2021	Good Friday
April 5, 2021	Easter Monday
April 23, 2021	**Non-instructional day**
May 21, 2021	**Non-instructional day**
May 24, 2021	Victoria Day
June 30, 2021	Administrative Day
June 30, 2021	Schools close

Semester dates and Provincial Exams

September 8, 2020 – January 29, 2021	Semester One
February 1, 2021 – June 30, 2021	Semester Two

Days in Session (including Sept. 8, NIDs & exam days, excluding June 30):

S1 = 92; S2 = 93 **Total 185**

Days of Instruction (including Sept. 8; excluding NIDs & June 30)

S1 = 89; S2 = 90 **Total 179**

PROPOSED SD63 SCHOOL CALENDAR

2021/22 CALENDAR

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NOVEMBER						
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DECEMBER						
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FEBRUARY						
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Instructional
Non-Instructional
Vacation Period
Closure Week
Statutory Holiday

DRAFT School Calendar 2021-22

September 7, 2021	Schools Open
September 27, 2021	**Non-instructional day**
October 11, 2021	Thanksgiving Day
October 22, 2021	**Non-instructional day**
November 11, 2021	Remembrance Day
November 12, 2021	**Non-instructional day**
December 20, 2021 – December 31, 2021	Winter break
January 4, 2022	Schools reopen after winter break
February 18, 2022	**Non-instructional day**
February 21, 2022	Family Day
March 21 - March 25, 2022	Spring break
March 28 – April 1, 2022	School closure days
April 15, 2022	Good Friday
April 18, 2022	Easter Monday
April 25, 2022	**Non-instructional day**
May 20, 2022	**Non-instructional day**
May 23, 2022	Victoria Day
June 30, 2022	Administrative Day
June 30, 2022	Schools close

Semester dates and Provincial Exams

September 7, 2019 – January 28, 2022	Semester One
January 31, 2022 – June 30, 2022	Semester Two

Days in Session (including Sept. 7, NIDs & exam days, excluding June 30):

S1 = 91; S2 = 95 **Total 186**

Days of Instruction (including Sept. 8; excluding NIDs & June 30)

S1 = 88; S2 = 91 **Total 179**

Climbing 11 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Ryan Braun	Date Developed: November 27, 2018
School Name: Stelly's Secondary	Principal's Name: Sally Hansen
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Climbing	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):
Climbing 10

Special Training, Facilities or Equipment Required:
Stelly's Climbing Gym

Course Synopsis:
Climbing 11 will provide an opportunity for young climbers to train and learn about the sport of climbing on a daily basis. This class will also provide an avenue for students to develop their climbing skills with the hope and intention that they will enter the world of competitive climbing and/or give themselves opportunities, beyond high school, for further training and employment. Areas of exploration will include: Basic and Advanced Techniques, Gym Safety and Mitigating the Risks, Exercise Management, Health Sciences, Injury Prevention, Nutrition and Leadership in the Climbing Gym.

Goals and Rationale:

Climbing is one of the fastest growing sports worldwide and may be included in future Olympics. Stelly's is fortunate enough to have a world class indoor rock climbing facility at the school. It also has a very strong outdoor education program which includes some beginner training in climbing. A climbing class will provide those students who wish to pursue climbing to train daily, monthly, annually and sequentially as they progress towards graduation.

The Stelly's climbing teams have experienced a lot of recent success with several students travelling to national and international competitions. With the introduction of the climbing class, it is our hope that more students will pursue competition climbing.

Aboriginal Worldviews and Perspectives:

- Integration of knowledge, content, and ways of being
- Exploration of relationship between ideas
- Consideration of connection to the natural world and others
- Engagement in outdoor education where possible
- Exploration and collaboration with community, organizations, and individuals when able

Course Name: Climbing **Grade: 11**

BIG IDEAS

Climbing supports lifelong participation and active living	It is important to understand how to **mitigate the risks** in climbing and enjoy the sport both recreationally and competitively	Understanding the principles of healthy living supports student development	Developing and implementing a **personal health** fitness program supports active learning and future health	**Mental training** helps to overcome personal obstacles and struggles

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Climbing • Identify, mitigate and manage the risks associated with the sport of climbing • Use concepts in climbing to further their ability • Challenge themselves to pursue greater gains in their personal climbing ability • Demonstrate basic climbing and belaying techniques • Be capable of lead climbing and lead belaying • Be able to demonstrate some advanced climbing techniques including reverse flagging, drop knees, roof climbing, toe vs. heel hooks and mantling • Be capable of sequencing and mapping out climbing routes • Understanding alternative knot techniques • Be capable of distinguishing between the different types of outdoor climbing • Understanding the **cultural use of the outdoor** environment	**Climbing** • **Lead climbing** and **lead belay** • Some advanced climbing techniques **including reverse flagging, drop knees, roof climbing,** toe vs. heel hooks and mantling • Sequencing and mapping out climbing routes • Sequence of the speed route • Alternative knot tying techniques, • Anchor building in an indoor and outdoor setting • Gear placement and trad climbing
Exercise Management • Use appropriate appraisal tools to assess their own and others state of physical fitness • Describe careers in the field of physical fitness	**Exercise Management** • Fitness directly correlates to success in climbing • **Basic exercises** that will improve fitness • **Effects of different types of climbing on the body**

• Demonstrate knowledge in a variety of **exercise programs** that address the different need and goals of each individual and their energy systems • Identify the principles of exercise related to climbing • Demonstrate an ability in setting short and long term goals to maintain and improve their physical fitness • Identify and address some of the **inhibitors** in maintaining and improving their physical fitness.	• Ways to monitor and adjust **physical exertion** levels and energy conservation in climbing • Understanding training for competition (scheduling, endurance, power, power endurance and recruitment) • Planning a group fitness type workout
Health Sciences • Identify the study of principles of **physiology and anatomy** as related to healthy, active living • Apply appropriate research skills in conducting a survey to identify the needs of an individual and/or group for health and physical education • Describe the physiological systems and **principles** relevant to the maintenance and/or improvement of healthy, active living • Describe the anatomical system and principles relevant to the maintenance and/or improvement of healthy, active living.	**Health Sciences** • **Sources of health information and their trustworthiness** • **Basic principles for responding to emergencies** • Strategies for goal-setting and self-motivation • Perform CPR after going through training and demonstrate proper training taping techniques
Injury and Sports Rehabilitation • Describe **safety** regulations and procedures designed to ensure their own safety while pursuing their own physical fitness • Understand the measures needed in order to prevent injuries in climbing, as well the need to recognize signs of possible injuries.	**Injury and Sports Rehabilitation** • How to monitor and treat basic injuries, specifically climbing injuries
Nutrition • Use appropriate appraisal tools to assess the eating habits and patterns of others • Demonstrate an ability in making appropriate revisions to their plans for programs that promote healthy eating and physical activity • Demonstrate an ability in shifting an emphasis on weight control to an emphasis on a healthy lifestyle • Identify the different requirements needed when feeding the energy systems in and out of competition	**Nutrition** • How to plan meals for performance and what types of foods they should be eating
Mental Training • Identify some of the different types of mental training available	

• Be able to incorporate mental training into their daily lives as well as their fitness programs • Be able to set goals and maintain those goals as part of the students climbing lifestyle • Demonstrate an ability to recognize and understand the concepts of stress management and decision making.	

Big Ideas – Elaborations

- Safety is critical to student health. Students must always look at ways to **mitigate risks** as well to help out their fellow peers. Students should be acting as safety ambassadors for each other. They should continually be double checking themselves and others.
- **Mental training** exercises are imperative to success in climbing. The ability to be confident in the moves that you make on the wall will allow climbers to reach new heights on harder terrain.
- **Mental training** in climbing can also be transferred into other aspects of one's life. Certain techniques in climbing (eg. deep breathing, self-talk) are transferable to other obstacles or difficulties in life.
    - Learning techniques such as Deep Breathing and self talk are transferable to other obstacles or difficulties in life.
- **Personal Health** - can be broken down into 5 different parts - social, emotional, physical, spiritual and mental.

Curricular Competencies – Elaborations

- **Exercise programs** - such as CrossFit, yoga, TRX and Tabatas can be used to train the aerobic, anaerobic lactic and alactic systems. A variety of exercise programs is important in climbing in order to train other aspects of the body.
- **Inhibitors that affect fitness** - It is important the students become aware of how personal choices (eg. smoking, vaping) negatively affect climbing success. Students must also evaluate their sleep patterns, food intake and hydration levels on the wall.
- **Cultural use of the outdoors** - It is important that students become aware of the different cultures and perspectives in climbing. By exposing themselves to competitions with different groups or nations they come to learn the different approaches. Students must also have an understanding about how various cultures, specifically First Nations culture, use the outdoors, treat the environment and look to improve personal wellness based on the outdoors.
- **Principles of Physiology** - Students should be aware of basic physiological principles such as heart rates, VO2 max, flexibility, strength, and agility.
- **Anatomy vs. Physiology** - students should be aware of how their muscles work as levers, how different body types can build muscles and the correlation between muscles, physiological principles and anatomy.
- **Safety** is the utmost important. It is important that students use the guidelines set out by the ACMG (Association of Canadian Mountain Guides) as baseline for climbing safety. Experts within the field can also be used as a resource on gym climbing and outdoor trips.

Content – Elaborations

Students are expected to know the following:

Climbing

1. Lead climbing
   - clipping technique
   - clipping positioning
   - falling technique
   - energy conservation

2. Lead belaying
   - rope stacking
   - slack adjustments
   - dynamic movement
   - slack feeding

3. Reverse flagging
   - why, when and how to use a reverse flag

4. Drop knees
   - body positioning
   - ability to keep arms straight
   - use of feet to bear body weight

5. Roof climbing
   - the use of drop knees to reach holds
   - dynamic vs static movements

Exercise Management Related

1. **Basic exercises** that will improve fitness
   - Pull ups
   - Dead arm hangs
   - Lock offs
   - Hangboard exercises

2. Ways to monitor and adjust **physical exertion** levels and energy conservation in climbing

- Journaling
- Heart rate monitors
- Consistent fitness testing twice a semester

3. **Effects of different types of climbing on the body**
   - Endurance (Aerobic) of lead climbing
   - Power (Anaerobic alactic) of bouldering
   - Power Endurance (Anaerobic lactic) of speed climbing

Health Sciences

1. **Sources of health information and their trustworthiness**
   - Understanding the use of online tools
   - Who is an expert in health?
   - How can experts help with injury prevention, rehabilitation and exercise management

2. **Basic principles for responding to emergencies**
   - An understanding of emergency action plans

Recommended Instructional Components:

- Climbing
- Exercise Management
- Health Science (Anatomy and Physiology)
- Injury Prevention
- Nutrition
- Mental Training

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

Students will be evaluated using the Principles of Quality Assessment

Some examples include:

- Journaling
- Self-reflection
- Peer-reflection
- Written Assignments

Learning Resources:

- Association of Canadian Mountain Guides
- Boulders Climbing Gym coaching staff
- Online tutorials of basic climbing movements (eg. Youtube)
- Web resources such as "Coaches Eye"

Climbing 12 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Ryan Braun	Date Developed: November 27, 2018
School Name: Stelly's Secondary	Principal's Name: Sally Hansen
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Climbing	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):
Climbing 11

Special Training, Facilities or Equipment Required:
Stelly's Climbing Gym

Course Synopsis:
Climbing 12 will provide an opportunity for young climbers to train and learn about the sport of climbing on a daily basis. This class will also provide an avenue for students to develop their climbing skills with the hope and intention that they will enter the world of competitive climbing and/or give themselves opportunities, beyond high school, for further training and employment. Areas of exploration will include: Basic and Advanced Techniques, Gym Safety and Mitigating the Risks, Exercise Management, Health Sciences, Injury Prevention, Nutrition and Leadership in the Climbing Gym.

Goals and Rationale:

Climbing is one of the fastest growing sports worldwide and may be included in future Olympics. Stelly's is fortunate enough to have a world class indoor rock climbing facility at the school. It also has a very strong outdoor education program which includes some beginner training in climbing. A climbing class will provide those students who wish to pursue climbing to train daily, monthly, annually and sequentially as they progress towards graduation.

The Stelly's climbing teams have experienced a lot of recent success with several students travelling to national and international competitions. With the introduction of the climbing class, it is our hope that more students will pursue competition climbing.

Aboriginal Worldviews and Perspectives:

- Integration of knowledge, content, and ways of being
- Exploration of relationship between ideas
- Consideration of connection to the natural world and others
- Engagement in outdoor education where possible
- Exploration and collaboration with community, organizations, and individuals when able

Course Name: Climbing **Grade: 12**

BIG IDEAS

Climbing supports lifelong participation and active living	It is important to understand how to **mitigate the risks** in climbing and enjoy the sport both recreationally and competitively	Understanding the principles of healthy living supports student development	Developing and implementing a **personal health** fitness program supports active learning and future health	**Mental training** helps to overcome personal obstacles and struggles

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Climbing** • Identify, mitigate and manage the risks associated with the sport of climbing; • Use concepts in climbing to further their ability • Challenge themselves to pursue greater gains in their personal climbing ability • Demonstrate basic climbing and belaying techniques • Be capable of lead climbing and lead belaying • Be able to demonstrate some advanced climbing techniques including reverse flagging, drop knees, roof climbing, toe vs. heel hooks and mantling • Be capable of sequencing and mapping out climbing routes • Understanding alternative knot techniques • Be capable of distinguishing between the different types of outdoor climbing • Understanding the **cultural use of the outdoor** environment	*Students are expected to know the following:* **Climbing** • **Lead climbing** and **lead belay** • Some advanced climbing techniques **including reverse flagging, drop knees, roof climbing,** toe vs. heel hooks and mantling • Sequencing and mapping out climbing routes • Sequence of the speed route • Alternative knot tying techniques • Anchor building in indoor and outdoor settings • Gear placement and trad climbing • How to teach students to belay • The necessary information for passing the Association of Canadian Mountain Guides Climbing Gym Instructor Program

Exercise Management • Use appropriate appraisal tools to assess their own and others state of physical fitness • Describe careers in the field of physical fitness • Demonstrate knowledge in a variety of **exercise programs** that address the different need and goals of each individual and their energy systems • Identify the principles of exercise related to climbing • Demonstrate an ability in setting short and long term goals to maintain and improve their physical fitness • Identify and address some of the **inhibitors** in maintaining and improving their physical fitness. **Health Sciences** • Identify the study of principles of **physiology and anatomy** as related to healthy, active living • Apply appropriate research skills in conducting a survey to identify the needs of an individual and/or group for health and physical education • Describe the physiological systems and **principles** relevant to the maintenance and/or improvement of healthy, active living • Describe the anatomical system and principles relevant to the maintenance and/or improvement of healthy, active living. **Injury and Sports Rehabilitation** • Describe **safety** regulations and procedures designed to ensure their own safety while pursuing their own physical fitness • Understand the measures needed in order to prevent injuries in climbing, as well the need to recognize signs of possible injuries. **Nutrition** • Use appropriate appraisal tools to assess the eating habits and patterns of others • Demonstrate an ability in making appropriate revisions to their plans for programs that promote healthy eating and physical activity • Demonstrate an ability in shifting an emphasis on weight control to an emphasis on a healthy lifestyle • Identify the different requirements needed when feeding the energy systems in and out of competition	**Exercise Management** • Fitness directly correlates to success in climbing • **Basic exercises** that will improve fitness • **Effects of different types of climbing on the body** • Ways to monitor and adjust **physical exertion** levels and energy conservation in climbing • Understanding training for competition (scheduling, endurance, power, power endurance and recruitment) • Planning a group fitness type workout **Health Sciences** • **Sources of health information and their trustworthiness** • **Basic principles for responding to emergencies** • Strategies for goal-setting and self-motivation • Perform CPR after going through training and demonstrate proper training taping techniques **Injury and Sports Rehabilitation** • How to monitor and treat basic injuries, specifically climbing injuries **Nutrition** • How to plan meals for performance and what types of foods they should be eating

Mental Training • Identify some of the different types of mental training available • Be able to incorporate mental training into their daily lives as well as their fitness programs • Be able to set goals and maintain those goals as part of the students climbing lifestyle • Demonstrate an ability to recognize and understand the concepts of stress management and decision making.	

Big Ideas – Elaborations

- Safety is critical to student health. Students must always look at ways to **mitigate risks** as well to help out their fellow peers. Students should be acting as safety ambassadors for each other. They should continually be double checking themselves and others.
- **Mental training** exercises are imperative to success in climbing. The ability to be confident in the moves that you make on the wall will allow climbers to reach new heights on harder terrain.
    - Learning techniques such as Deep Breathing and self talk are transferable to other obstacles or difficulties in life.
- **Personal Health** - can be broken down into 5 different parts - social, emotional, physical, spiritual and mental.

Curricular Competencies – Elaborations

- **Exercise programs** - such as CrossFit, yoga, TRX and Tabatas can be used to train the aerobic, anaerobic lactic and alactic systems. A variety of exercise programs is important in climbing in order to train other aspects of the body.
- **Inhibitors that affect fitness** - It is important the students become aware of how personal choices (eg. smoking, vaping) negatively affect climbing success. Students must also evaluate their sleep patterns, food intake and hydration levels on the wall.
- **Cultural use of the outdoors** - It is important that students become aware of the different cultures and perspectives in climbing. By exposing themselves to competitions with different groups or nations they come to learn the different approaches. Students must also have an understanding about how various cultures, specifically First Nations, culture use the outdoors, treat the environment and look to improve personal wellness based on the outdoors.
- **Principles of Physiology** - Students should be aware of basic physiological principles such as heart rates, VO2 max, flexibility, strength, and agility.
- **Anatomy vs. Physiology** - students should be aware of how their muscles work as levers, how different body types can build muscles and the correlation between muscles, physiological principles and anatomy.
- **Safety** is the utmost important. It is important that students use the guidelines set out by the ACMG (Association of Canadian Mountain Guides) as baseline for climbing safety. Experts within the field can also be used as a resource on gym climbing and outdoor trips.

Content – Elaborations

Students are expected to know the following:

Climbing

1. Lead climbing
   - clipping technique
   - clipping positioning
   - falling technique
   - energy conservation

2. Lead belaying
   - rope stacking
   - slack adjustments
   - dynamic movement
   - slack feeding

3. Reverse flagging
   - why, when and how to use a reverse flag

4. Drop knees
   - body positioning
   - ability to keep arms straight
   - use of feet to bear body weight

5. Roof climbing
   - the use of drop knees to reach holds
   - dynamic vs static movements

Exercise Management Related

1. **Basic exercises** that will improve fitness
   - Pull ups
   - Dead arm hangs
   - Lock offs
   - Hangboard exercises

2. Ways to monitor and adjust **physical exertion** levels and energy conservation in climbing
    - Journaling
    - Heart rate monitors
    - Consistent fitness testing twice a semester

3. **Effects of different types of climbing on the body**
    - Endurance (Aerobic) of lead climbing
    - Power (Anaerobic alactic) of bouldering
    - Power Endurance (Anaerobic lactic) of speed climbing

Health Sciences

1. **Sources of health information and their trustworthiness**
    - Understanding the use of online tools
    - Who is an expert in health?
    - How can experts help with injury prevention, rehabilitation and exercise management

2. **Basic principles for responding to emergencies**
    - An understanding of emergency action plans

Recommended Instructional Components:

- Climbing
- Exercise Management
- Health Science (Anatomy and Physiology)
- Injury Prevention
- Nutrition
- Mental Training

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

Students will be evaluated using the Principles of Quality Assessment

Some examples include:

- Journaling
- Self-reflection
- Peer-reflection
- Written Assignments

Learning Resources:

- Association of Canadian Mountain Guides
- Boulders Climbing Gym coaching staff
- Online tutorials of basic climbing movements (eg. Youtube)
- Web resources such as "Coaches Eye"