

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

Report to the Board of April 19, 2023

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation
Paul McKenzie, Assistant Superintendent

Partner Representatives: Ashley Sonosky, COPACS
Don Peterson, STA
Kelly De Klerk, SAA
Leila Sinclair-Wise, SAA - regrets
Nola Welsh, CUPE

Other Attendees: Chair Dunford, Vice Chair McMurphy, Peter Westhaver, Sean Hayes, Sally Morgan,
Darcy McNee, and Cindy Lister

Tuesday, April 11, 2023

3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. Reporting order - Carly Hunter and Darcy McNee (*Attachment*)

Staff provided information on upcoming changes to reporting.

2. Student Voice Update - Carly Hunter, Paul McKenzie and Peter Westhaver (*Attachment*)

Staff shared a summary of the feedback they received from students regarding the Indigenous student success goal in the Saanich Schools Strategic Plan 2022-2027.

3. French Immersion Report - Carly Hunter and Cindy Lister (*Attachment*)

Staff provided information regarding the French Immersion Review.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

Board Authority/Authorised Courses – Paul McKenzie, Sean Hayes, and Sally Morgan (*Attachment*)

Staff Recommendation:

The Committee recommended and I, Trustee Silzer, moved that the Board approve the following Board Authority/Authorised courses:

- Cross Training 10 - grade 10 - SIDES

- Individual Sports Training 10A - grade 10 - SIDES
- Individual Sports Training 10B - grade 10 - SIDES
- Individual Sports Training 11A - grade 11 - SIDES
- Individual Sports Training 11B - grade 11 - SIDES
- Individual Sports Training 12A - grade 12 - SIDES
- Individual Sports Training 12B - grade 12 - SIDES
- Sports Performance 10 - grade 10 - SIDES
- Sports Performance 11 - grade 11 - SIDES
- Sports Performance 12 - grade 12 – SIDES

D. ITEMS FOR INFORMATION

No Items

E. FUTURE AGENDA ITEMS

1. Advocates Report – Spring 2023
2. School Plans – Spring 2023

Item A

1. Reporting Order

It began with the curriculum redesign

- The curriculum was redesigned in 2016, yet the reporting policies have not been officially updated until now.
- The new reporting order will come into practice in July 2023
- In Saanich, we have been working diligently to prepare for this change, the new order and it will not come as a surprise to staff

Key Changes

- Provincial Proficiency scale and descriptive feedback K-9 (only change in Saanich is grade 9)
- Letter grades and percentages 10-12
- Feedback on report card comments
- Graduation-Status Update
- Student goal-setting and self-assessment of Core Competencies
- Insufficient Evidence (IE)

Implementation Plan

- Ongoing working groups with administrators and champion teachers at each level (train-the-trainer sessions)
- Parent engagement meeting - April 18th on teams
- Engaged and connected with the Ministry and MyEd
- Multiple Provincial Connections

Thank you



Item A
2. Student Voice Update

Indigenous Student Success Student Voice Feedback

Intention: Gather feedback from a diverse group of student leaders throughout the district to gain a deeper understanding of their needs and perspectives on each strategic goal



Indigenous Student Voice Process

- Trustees and senior staff meet with groups of 6-10 students in every middle and secondary school in the district
- Meetings with Indigenous leadership students in each secondary school (except SIDES)
- Conversations are student led and fluid
- Begin with a short summary of the goal and then an opportunity to give written and oral feedback
- Themes established and shared

Observations

- Students were passionate about this topic and the need for cultural safety and a focus on Indigenous voice when making decisions and changes
- They want close connections with local Indigenous communities to be established and maintained
- They shared that authentic voice and appropriate resources must be a priority

Themes

Student Needs:

- Make Indigenous student voice a focal point in decision making
- Help students make community connections
- Make sure schools are flexible and responsive so students can participate in cultural events

Staff Professional Learning:

- Ensure staff have professional learning opportunities to make sure students are learning accurate information
- Authentic infusion on content rather than adding it to pre-existing content
- More variety of Indigenous focused classes

Themes

Barriers

- Not enough Indigenous educators teaching Indigenous students and topics
- Cultural rooms need to be accessible and welcoming
- Extra-curricular opportunities not always made accessible and available to Indigenous students

Authentic Community Engagement:

- More community connections/elder involvement
- Opportunities for students to connect in community
- Language expansion

Item A

3. French Immersion Report

French Immersion Review

Ed Directions: April 2023

Intentions:

- *To provide a clear timeline of the process of the French Immersion Review
- *To share a rationale for steps moving forward



Team

French Immersion Program Review Committee

- 1 consultant (Sylvia Russell)
- 1 CPF representative (Tara Keeping)
- 1 District Staff member (Carly Hunter)
- 1 French Program Coordinator (Cindy Lister)
- 1 school administrator (Steve McGregor)
- Elementary, Middle and Secondary Teachers (Trevor Barchen, Julie Lobb, Julie Fisher, Nadine McIntyre, Matthew Makuch, Alison Cuthill)

Timeline



Jan 2021	<u>Terms of Reference</u> are reviewed by School Board
May 2021	Sylvia Russell secured as external consultant
Oct 2021	Review committee teacher members appointed by STA
From Sept. 2021 to Jan.2023	Monthly planning meetings with consultant, French Program Coordinator and District Staff member
Oct.2021 to January 2023	8 meetings with all committee members
Spring & Fall 2022	Interviews with elementary, middle and high school students
Fall 2022	Interviews between consultant and committee members
Spring 2022	Student, Parents, and Teachers Surveys feedback collected
Jan.2023	Final FI Review Document is completed
Feb.2023	Presentation to the Board

Terms of Reference

- Sustainability of Current Programs
- Review of Comparable Programs
- Locations of current programs
- Staff Support/Professional Development
- Diversity and Inclusion

Sustainability of Current Programs

Action Plan:

- Dual/Single track programs pros and cons: single track not advisable
- Additional FI capacity: watch trend over time
- Late French Immersion: To be explored in the relevance sub committee



Review of Comparable Programs



Reassess and Monitor:

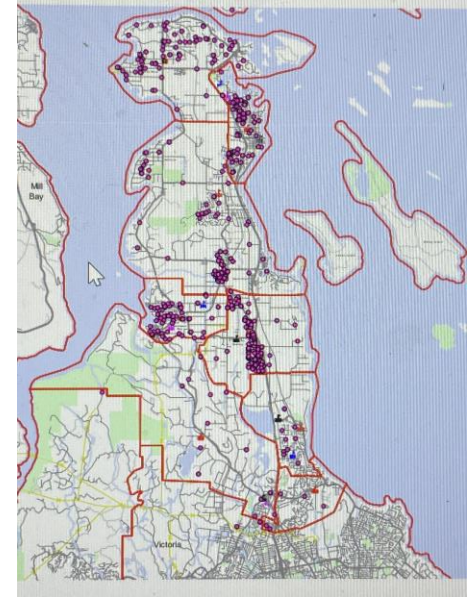
- Conducted Reviews of programs in North Vancouver, Vernon, West Vancouver, Nanaimo, Victoria, Sooke, Kamloops and Prince George
- Comparable districts encountering similar challenges with staff retention and program sustainability. Districts are not currently looking at program expansion
- Desire to engage in curriculum revitalization and innovation



Locations of Current Programs

Reassess and Monitor:

- Presentation from Secretary Treasurer: Enrolment trends, FI Cohort Data, Enrolment Projections
- Most French Immersion enrolment in-catchment
- Considerable cost to divide a program
- Concern regarding small cohorts
- Continued focus on recruitment
- (collaboration with Uvic, SFU and Human resources)



Staff Support and Professional Development



Action Plan:

- Identified in the student, parent and staff survey as a key area of focus
- Students and staff requested more support in two three key areas: oral language, supporting students with diverse needs and incorporating BIPOC and diverse content into courses
- Clear focus in all three goals



Diversity and Inclusion

Action Plan:

- Identified as a key issue by parents, staff and students
- Historically students with diverse needs have left the program
- Need to ensure that staff receive support in meeting the needs of diverse students
- Need to make sure that all students feel a sense of belonging and support in the program



Consultation Process

Students:

- *Survey to all secondary students
- *In person interviews
- *Follow up by consultant

Parents:

- *Parent survey

Staff:

- *Staff survey
- *Follow up staff conversations

How we came to goals

- Clear alignment in feedback from all three groups
- Similarities with comparative districts
- Connection with the district strategic plan
- Cohesion in the Committee
- Report from the consultant

Goals

Relevance: [link](#)

Oral Language: [link](#)

Belonging: [link](#)

Closing

Stories of change

Hopes for the future

Process Moving Forward



FI Review Summary

French Immersion Program Review Committee

- 1 consultant (Sylvia Russell)
- 1 CPF representative (Tara Keeping)
- 1 District Staff member (Carly Hunter)
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French Immersion Program Review Tasks, References, and Supporting Documents

1. Reviewing [FI Review Terms of Reference](#)
2. Connecting with stakeholders (parents, students, staff) and [ensure they are involved in the process](#)
3. Understanding the sustainability of current programs by reviewing and considering information from the Secretary-Treasurer regarding enrolment trends, program location and facility use planning ([BC & Yukon FI Enrolment Trend](#), [Enrolment Projection](#), [Expanded FI Cohort Data](#), [Actual Enrolment](#), [Program Enrolment by catchment of Residence](#))
4. Reviewing [relevant research, comparable programs throughout BC, and Program Reviews from other jurisdictions](#)
5. Considering program options – for example: single track, dual track, late French Immersion and secondary course options.
6. Reviewing support and professional development needs of French Immersion staff and school administrators.
7. [Looking at Diversity and Inclusion](#): Reviewing student participation in the program – who is selecting the program, retention of students in the program, student program experiences through to graduation and student outcomes. ([Meeting #5 Agenda Nov.5th 2022](#) includes Parent and Teacher Survey Questions and identifies dominant themes from responses.)
8. Writing the dominant themes and recommended actions in the [final FI Review Document](#)
9. Sharing with the board and broader community our findings ([French Immersion Slide Show presentation to Board](#) Feb.2023)

Summary

The Saanich School District provides outstanding instruction through a diverse array of programs and services in 18 schools to support approximately 8000 students. In Saanich, we have four dual-track French Immersion schools with over 900 students enrolled in the program. Saanich has a strong history of innovation and collaboration in its French Immersion program.

A committee of staff, parents and students worked together to create the French Immersion plan. We engaged in a process of collaboration, dialogue and consultation. Students, parents and staff all came together to provide input and insights that led to the identification of three priorities for the program:

- Sense of Belonging
- Relevance
- Oral Language

These priorities were identified by students and supported by staff and parents. They will guide our efforts and practices as we work to provide a French Immersion Program that is responsive to the needs of our students.

French Immersion Review Goal Review

Goal: Belonging

Strategies

- Continue to focus on inclusive practices across the district
- Offer parent education support to encourage a focus on diversity in French Immersion
- Work with schools to create a process for students who wish to transfer from the program
- Offer structured professional learning for staff on inclusive practices with access points for all staff
- Systematic and structured focus on class and school community building
- Create opportunities for staff and student collaboration between schools
- Support Early Learning Opportunities for families for students enter Kindergarten
- Work collaboratively with Learning Services experts in the district

Indicators of Success

- Decrease in the number of students who are transitioning out of French Immersion
- Increase in the number of students with diverse needs who enter the program
- Demonstrated increase in understanding of inclusive practices from Saanich Staff
- Offer at least two parents information meetings each year to support student belonging
- Increased participation in Professional Development by French Immersion teachers

French Immersion Review Goal Review

Goal: Relevance

Strategies

- Ensure that there is a focus on infusing Indigenous content in all French Immersion classes.
- Seek feedback from the First Nations Department and the W̱SÁNEĆ community on best practices
- Continue to regularly connect with students and integrate their perspectives into decision-making
- Ensure that cultural and social diversity are considered when resources are purchased and evaluated
- Offer professional learning for staff on the importance of relevance and student engagement
- Consider a course review at the secondary level to give students more choice about which courses they take in French
- Use Federal Funds to update collections to include more diverse resources
- Create connections to diverse French Speakers for students
- Look for opportunities for students to interact with French speaking communities and peers
- Explore the possibility of a late immersion program to increase engagement
- Create opportunities for staff and student collaboration between schools.

Indicators of Success

- Ensure that at least three student voice focused sessions occur each year.
- Conduct a review to establish baseline data on the social and cultural relevances on resources used
- Offer at least two professional learning workshops for staff on relevance and engagement of students
- Track usage statistics for culturally appropriate resources and find measurable increases in use
- See an increase in Indigenous students choosing French Immersion
- Increased participation in Professional Development by French Immersion teachers

French Immersion Review Goal Review

Goal: Oral Language

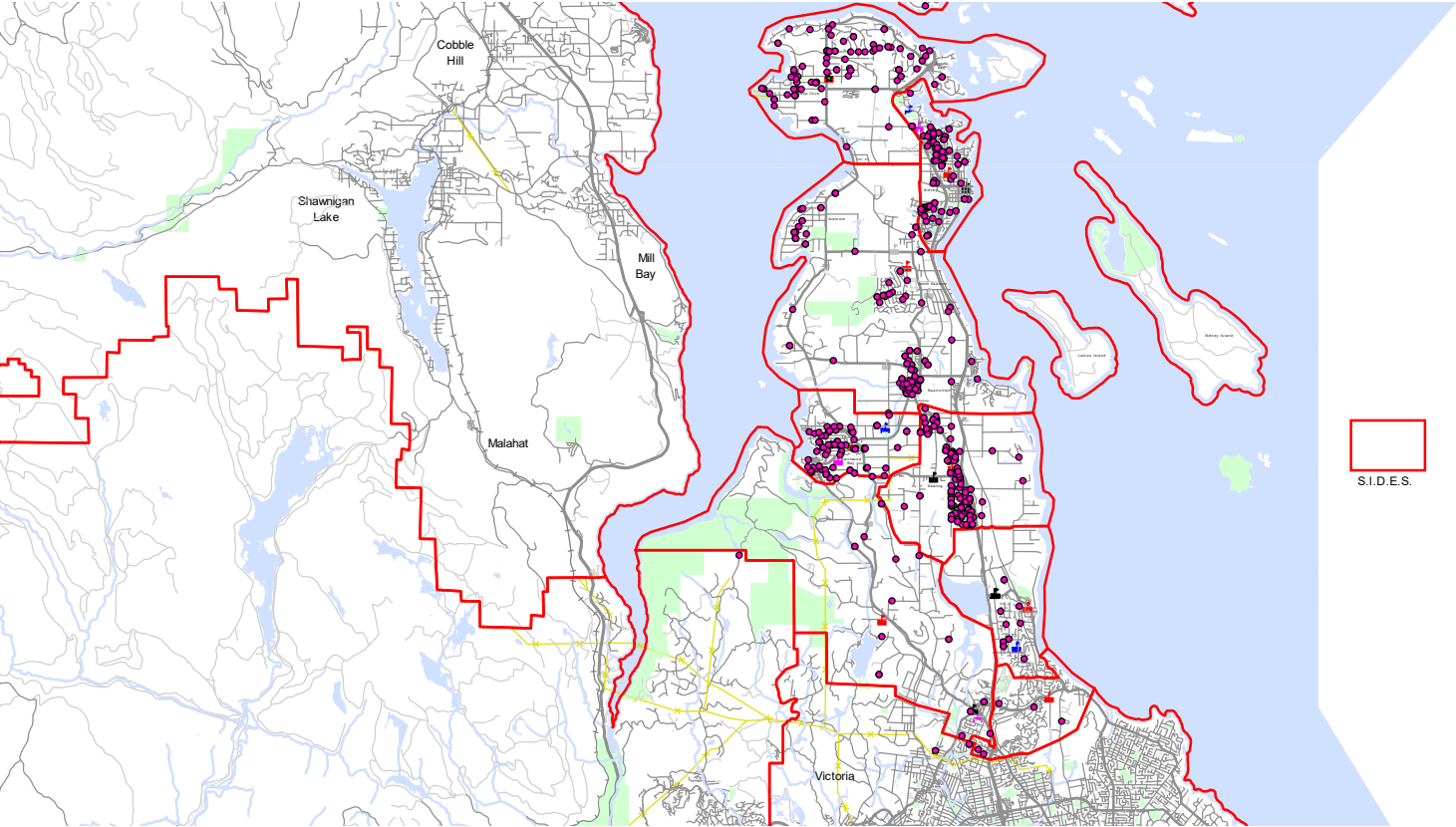
Strategies

- Create and share a list resources for teachers to use that support oral language
- Offer professional learning opportunities for all students on oral language
- Facilitate opportunities for students to interact with French speakers on an on-going basis
- Support and encourage teachers to focus on oral language and revisit expectations for reading and writing in French
- Regularly gather student feedback on what aspects of oral language are more meaningful and valuable
- Create opportunities for staff and student collaboration between schools including co-teaching and co-planning
- Offer parent education support to encourage a focus on oral language in French Immersion
- Collaborate with post secondary to ensure incoming teachers are receiving support and training

Indicators of Success

- Ensure that at least three student voice focused sessions occur each year.
- Conduct a review to establish baseline data on the social and cultural relevances on resources used
- Offer at least two professional learning workshops for staff on relevance and engagement of students
- Track usage statistics for culturally appropriate resources and find measurable increases in use
- Increased participation in Professional Development by French Immersion teachers

K-5 students in French Immersion



French Immersion Review Process – Saanich School District

As a retired superintendent of schools and current educational consultant, I was delighted to assist with the facilitation of the conversation about the French Immersion program in the Saanich School District. Attrition in French Immersion programs is a concern across the province. About half of the students who enter the program in kindergarten or grade 1 go on to graduate from the program. We have a responsibility to understand this statistic as it relates to the experience of French Immersion students/families in the Saanich School District.

The French Immersion program has been offered in BC for about 50 years. The goals of the French Immersion program in BC and Canada have remained largely unchanged: graduates of the program should be able to participate in conversations with French speakers, attend post-secondary in French and work in a French speaking environment. These are laudable outcomes which should support a spirit of inclusion of all students in the program and should support student success and completion of the program; but, the preparation of students for post-secondary has dominated the instructional focus of the program in most school districts.

Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the work place.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/french-immersion-program>

I enjoyed working with the French Immersion Review Committee. The French Immersion Review Committee membership included an impressive, skillful and dedicated sample of the adults working/supporting the program in the school district. The Committee used this Review process to listen to students about the focus they hope to see in their program. The Review Committee members spoke with honesty and integrity about the need for changes in pedagogy and the need for support for educators as they make changes in practice.

French Immersion reviews often gather dust on shelves once completed. The passionate feedback that parents/guardians, staff and students can bring to the process, if sought at all, can be easily lost if staff are not there to hear the feedback directly.

The district review committee examined the criteria set out for the review by the board and district staff. It was clear that the first priority needed to be listening to students and that questions of program placement/logistics should be a secondary consideration except where these issues impact the aspirations of students who are or wish to be part of the program. Unlike most French Immersion Reviews, this one examined the student experience in the program with an eye to understanding and addressing the attrition rate.

Students told us unequivocally that they want to be more engaged in speaking the language (oral language); they want to discuss social issues which are impacting them and their future (curricular relevance); and, they want to continue to experience a strong sense of care, community and belonging within the program (student sense of belonging).

The Director of Instruction and French Coordinator personally interviewed students and returned to the students for a second time and, in some cases, a third time to verify their feedback with questions such as: Did we capture what you intended to say? Did we get it right? Have you anything to add? These talented district leaders demonstrated excellence in their relationships and communication skills throughout the process and supported the Review Committee process with great clarity of purpose.

The school district had recently completed a strategic planning process. The work of the French Immersion committee was informed by the success of the district strategic planning process. It takes courage to hear and act on feedback. It takes skill and determination to build a platform for change. The French Immersion program in the Saanich School District is already impressive, but there are areas which need to be considered and plans need to be developed to support the positive future of the French Immersion program experience for students. The Saanich School District has undertaken an examination of the French Immersion program which sets the stage for modernizing and re-invigorating the program. I will watch the progress of this work with great interest and hope that the school district involves educational researchers as the work commences.

Item C
Board Authority/Authorised Courses



PiSE

VISION:

Transforming lives through healthy activity & sport.

A licensed program of

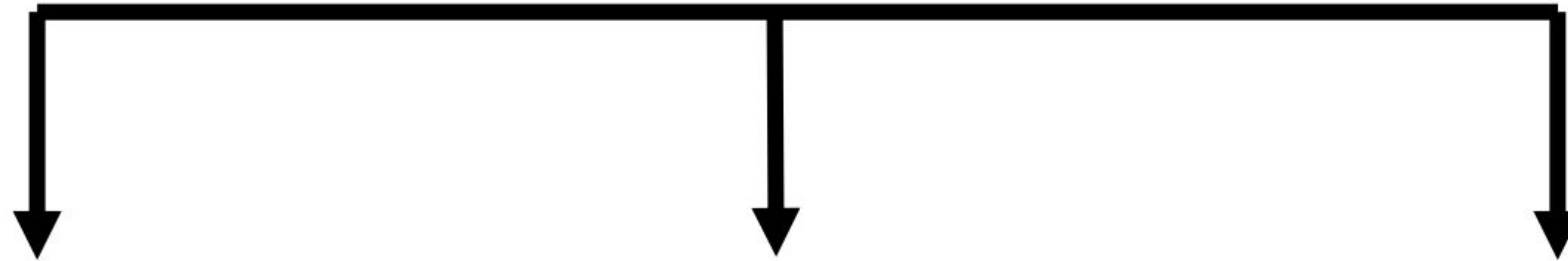


PACIFIC / PACIFIQUE

CANADIAN SPORTS SCHOOL PROGRAM PARTNERS



VICTORIA



Class of 2022/2023



CSS PROGRAM PILLARS

SPORT PERFORMANCE SEMINARS

Weekly seminars in the areas of high performance will support the students' athletic knowledge and development towards success.



IGNITE ATHLETE DEVELOPMENT

Physical training that develops athleticism and new skills in the following areas; Strength & Conditioning, Sprint Training, and Basic Gymnastic movements.



INDEPENDENT STUDY BLOCK

Daily time for homework completion, quiet study or online learning.



SPORT SPECIFIC TRAINING

Delivered outside of Canadian Sport School.
Earn academic credits for time spent training in your sport.



Sample Timetable

Winter Block:						
		Monday	Tuesday	Wednesday	Thursday	Friday
AM COHORT	8am to 9:30am	Sport Performance Seminar / IGNITE Program: Sprint Training	IGNITE Program: Strength Training	IGNITE Program: Gymnastics @ Inspire Sports (AM COHORT 1)	IGNITE Program: Strength Training	No Sport School/Flex Training Day
	9:30am to 11am		Independent Study Block	IGNITE Program: Gymnastics @ Inspire Sports (AM COHORT 2)	Independent Study Block	
	11am	AM COHORT Dismissal	AM COHORT Dismissal	AM COHORT Dismissal	AM COHORT Dismissal	
AM Students travel from PISE to their high school. PM Students travel from their high school to PISE.						
PM COHORT	12:45pm to 2:15pm	Sport Performance Seminar / IGNITE Program: Sprint Training	IGNITE Program: Strength Training	IGNITE Program: Gymnastics @ Inspire Sports	IGNITE Program: Strength Training	
	2:15 to 3:30pm		Independent Study Block		Independent Study Block	
	3:30pm	PM COHORT DISMISSAL	PM COHORT DISMISSAL	PM COHORT DISMISSAL	PM COHORT DISMISSAL	

Grade 10

Grade 11

Grade 12

Home School

- **Science 10**
- **Social Studies 10**
- **Math 10**
- **Language Arts 10**
(or at CSS/SIDES)

- **Science 11**
- **Social Studies 11**
- **Math 11**
- **Language Arts 11**
(or at CSS/SIDES)

- **Language Arts 12**
(or at CSS/SIDES)
- **Science 12?**
- **Social Studies 12?**
- **Math 12?**
- **Fine Art/Applied Skill?**

Canadian Sport School (SIDES)

- **Career Life Education 10**
- **Physical and Health Education 10**
- **Individual Sports Training 10 A & B**
- **Cross Training 10**
- **Sports Performance 10**

- **Active Living 11**
- **Strength & Conditioning 11**
- **Individual Sports Training 11 A & B**
- **Sports Performance 11**
- **Psychology of Sport 12**

- **Career Life Connections 12**
- **Active Living 12**
- **Strength & Conditioning 12**
- **Individual Sports Training 12 A & B**
- **Sports Performance 12**

- **Graduation Requirements**
- **Ministry Electives**
- **BAA Electives**

Questions?



To: Education Directions Committee

Prepared By: Assistant Superintendent Paul McKenzie

Subject: Board / Authority Authorized Courses: Canadian Sports School

Date: April 5, 2023

Background

As referenced in the March Education Directions Committee briefing note, SIDES Provincial Online Learning School-Mapping Forward, the Canadian Sport School (CSS) runs out of the Pacific Institute for Sports Excellence (PISE), and registers 30 students each year. These students are high performance athletes who split their days between their home school (in SD61, 62 or 63) and PISE. In order to be able to spend half days training at PISE, these students must take OL courses to earn enough credits to graduate. The Westshore Learning Centre in SD 62 has been the provider until this year, but due to their status as a District Online School (DOLS), will not be in a position to offer this program. SIDES, is the preferred destination for continuation of this highly successful program.

Next Steps

In order to support the current program design, and facilitate this transition, it is necessary to add several courses to the SIDES course guide. Some of these courses will be Board Authorized/Authority (BAA) courses, requiring Board approval. Since our Education Directions Committee meeting in March, we have reviewed and revised where necessary the proposed courses that will, subject the Board approval, round out the programming needs for students enrolled in the Canadian Sports School.

Respectfully submitted for consideration, you will find the following Board/Authority Authorized Courses:

- Cross Training 10 - grade 10
- Individual Sports Training 10A - grade 10
- Individual Sports Training 10B - grade 10
- Individual Sports Training 11A - grade 11
- Individual Sports Training 11B - grade 11
- Individual Sports Training 12A - grade 12
- Individual Sports Training 12B - grade 12
- Sports Performance 10 - grade 10
- Sports Performance 11 - grade 11
- Sports Performance 12 - grade 12

Additionally, you will find attached a summary chart that provides an overview of a sample course selection summary for grades 10-12.

As indicated, these proposed courses were reviewed and revised in consultation with SD62, who have been very supportive in sharing resources, and importantly, our team at SIDES, led by Principal Sean Hayes, and Sally Morgan, teacher and curriculum leader at SIDES. They will be joining the Education Directions Committee to present the BAA courses under consideration.

Summary

If approved, these courses will allow for the continuation of the highly successful CSS program, but will also be available to other SD63 students as well as students in other parts of the province who choose to register at SIDES.

Respectfully submitted,

A handwritten signature in black ink that reads "P McKenzie".

Paul McKenzie
Assistant Superintendent

PM/skd

Attachment

Canadian Sport School Course Map

	Grade 10	Grade 11	Grade 12
Home School	<ul style="list-style-type: none"> • Science 10 • Social Studies 10 • Math 10 • Language Arts 10 (or at CSS/SIDES) 	<ul style="list-style-type: none"> • Science 11 • Social Studies 11 • Math 11 • Language Arts 11 (or at CSS/SIDES) 	<ul style="list-style-type: none"> • Language Arts 12 (or at CSS/SIDES) • Science 12? • Social Studies 12? • Math 12? • Fine Art/Applied Skill?
Canadian Sport School (SIDES)	<ul style="list-style-type: none"> • Career Life Education 10 • Physical and Health Education 10 • Individual Sports Training 10 A & B • Cross Training 10 • Sports Performance 10 	<ul style="list-style-type: none"> • Active Living 11 • Strength & Conditioning 11 • Individual Sports Training 11 A & B • Sports Performance 11 • Psychology of Sport 12 	<ul style="list-style-type: none"> • Career Life Connections 12 • Active Living 12 • Strength & Conditioning 12 • Individual Sports Training 12 A & B • Sports Performance 12

- Graduation Requirements
- Ministry Electives
- BAA Electives



Cross Training 10 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cross Training 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport/regimen)

Course Synopsis:

Cross Training courses are designed to give students the opportunity to develop their individualized fitness plans with an emphasis on overall athletic development.

Instruction is provided in the fundamentals and principles of training as well as the basic elements of human physiology. Guidance is provided in goal setting and establishing effective training routines. Course work is provided in the principles of sports nutrition. Weight training and core strength exercises are introduced as a means of injury prevention and athletic development.

Students have the opportunity to earn four (4) credits toward their Graduation Plan.

Goals and Rationale:

Long Term Athlete Development recognizes that sport is a valuable public asset; one that impacts the community as well as its citizens. When sport is done right, these impacts have the potential to extend well beyond the recognized health benefits associated with sport, including putting youth on a positive life course, building stronger and more inclusive communities, and contributing to economic and environmental sustainability.

The purpose of Cross Training is to encourage multi-sport participation, training and skill development. The philosophy behind Cross Training is that varied and new athletic experiences will provide transferable skills that students can apply to their sport-specific focus. In addition, Cross Training aims to educate students on the importance of overall health and wellness as a foundation for success of athletes and individuals. Cross Training aims to improve students' athleticism and physical literacy; as well as, deepening students' understanding of physical, social and emotional balance. The overall goal of Cross Training is to support the student-athlete's holistic development, which is complementary to their sport-specific goals.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Goal Setting / Development of Fitness Plan	10
Unit 2	Sport Nutrition	10
Unit 3	Core and Strength Training	35
Unit 4	Speed, Agility and Endurance Training	35
Unit 5	Health and Wellness	10
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Standards provide a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

<p>Our personal fitness and athletic performance can be enhanced by participation in a variety of activities.</p>	<p>Understanding the fundamentals of anatomy, physiology, and correct technique can help us to develop strength, power and agility.</p>	<p>Understanding how our bodies move and function helps us to stay safe and prevent injury.</p>	<p>Understanding the factors that influence our health and mental well-being empowers us to take action to improve it.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Develop and demonstrate appropriate exercise technique for a variety of activities to develop strength, speed, endurance and agility; • Select and apply rules, routines, and safety procedures in sport-specific activities; and • Create and implement a personalized fitness program to enhance athletic performance. <p>Human anatomy and Physiology <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems; and • Identify and describe how muscles produce movement in different parts of the body and how to train those muscles. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Components of an exercise session; • Exercise safety and etiquette; • Ways to train the muscular and cardiovascular systems; • Different types of muscles, including cardiac and skeletal muscle proper technique for movement skills; • Principles of personalized fitness program design; • Training principles to enhance personal fitness levels, including the FITT principle and specificity; • Potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology; and • Sources of health information and their trustworthiness.

Healthy and Active Living

It is expected that students will:

- Participate daily in a variety of activities to enhance and maintain health and athletic performance;
- Identify, apply and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and describe the relationship between healthy eating and hydration and enhanced athletic performance; and
- Demonstrate an understanding of the connection between physical and mental well-being.

Social Responsibility

It is expected that students will:

- Demonstrate leadership skills while participating in a variety of fitness activities;
- Demonstrate etiquette and fair play; and
- Apply safety practices to protect themselves and others.

Big Ideas – Elaborations**Curricular Competencies – Elaborations**

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology;
- Utilize an exercise program specific to their needs;
- Begin development of muscular endurance through appropriate weight and core training;
- Participate in exercises to develop speed and agility; and
- Students will learn the safe progression of aerobic exercises for individuals starting an exercise program.

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type; and
- **SMART goal setting:** Setting goals based on 5 particular criteria (Specific, Measurable, Achievable, Relevance, and Time-Based).

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting and reflection;
- student demonstration of skills, routines and safety procedures;
- regular observational evaluations/checklist evaluations; and
- physical testing, competition results.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 10A 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 10A	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

<p>Participating in sport training and competition allows for the development of strong technical and tactical skills.</p>	<p>Participating in sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.</p>	<p>Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.</p>	<p>Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of the value of intentional, focused practice of tactical and technical skill acquisition; • Develop sport-specific technical skills through training and competition; • Develop sport-specific tactical skills through training and competition; • Create and implement personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Identify and practice specific fitness activities to improve sport-specific performance; • Learn mental strategies to reduce and manage sport related stress; and • Demonstrate understanding of the value of intentional, focused practice in its relation to conditioning. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Proper technique for movement skills; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; and • The role and consequences of performance enhancing supplements and drugs.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Select and apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity;
- Develop and demonstrate leadership skills through interaction, practice and competition;
- Demonstrate the attributes of a team player and contribute to the development of team; and
- Demonstrate etiquette and fair play.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Identify, apply and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Identify and describe the connection between nutrition and optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Demonstrate an understanding of the connection between physical and mental well-being.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 10B 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 10B	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Participating in sport training and competition allows for the development of strong technical and tactical skills.	Participating in sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.	Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.	Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Continue to develop sport-specific technical skills through training and competition; • Continue to develop sport-specific tactical skills through training and competition; • Refine and implement personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Continue to identify and practice specific fitness activities to improve sport-specific performance; • Learn mental strategies to reduce and manage sport related stress; • Demonstrate understanding of the value of intentional, focused practice in its relation to conditioning; and • Lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Sport-specific movement skills, concepts and strategies; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; and • The role and consequences of performance enhancing supplements and drugs.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Select and apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity;
- Develop and demonstrate leadership skills through interaction, practice and competition;
- Demonstrate the attributes of a team player and contribute to the development of team; and
- Demonstrate etiquette and **fair play**.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Identify, apply and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Identify and describe the connection between nutrition and optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Demonstrate an understanding of the connection between physical and mental well-being.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 11A 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 11A	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

<p>Participating in individual sport training and competition allows for the development of strong technical and tactical skills.</p>	<p>Participating in individual sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.</p>	<p>Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.</p>	<p>Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate sport-specific technical skills in a variety of contexts and settings, including competition; • Demonstrate sport-specific tactical skills in a variety of contexts and settings, including competition; • Evaluate and refine personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Practice specific fitness activities to optimize sport-specific performance; • Apply a range of mental habits to improve performance in a variety of contexts and settings, including competition; and • Lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Training principles to enhance personal fitness levels, including the FITT principle and specificity; • Sport-specific movement skills, concepts and strategies; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; • The connection between mental and physical health; and • The ethics and health consequences of performance enhancing supplements and drugs.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity in a variety of contexts and settings;
- Develop and demonstrate leadership skills in a variety of contexts and settings;
- Demonstrate the attributes of a team player and contribute to the development of team in a variety of contexts and settings; and
- Demonstrate etiquette and **fair play** in a variety of contexts and settings.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Refine and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Practice the principles of sports nutrition for optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Describe the relationship between physical activities, mental well-being, and overall health.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 11B 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 11B	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Participating in sport training and competition allows for the development of strong technical and tactical skills.	Participating in sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.	Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.	Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate an increasing range of sport-specific technical skills in a variety of contexts and settings, including competition; • Demonstrate an increasing range of sport-specific tactical skills in a variety of contexts and settings, including competition; • Lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game; • Refine and continue to evaluate personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Continue to practice specific fitness activities to optimize sport-specific performance; and • Apply an increasing range of mental habits to improve performance in a variety of contexts and settings, including competition. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Training principles to enhance personal fitness levels, including the FITT principle and specificity; • Sport-specific movement skills, concepts and strategies; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; • The connection between mental and physical health; and • The ethics and health consequences of performance enhancing supplements and drugs.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity in a variety of contexts and settings;
- Develop and demonstrate leadership skills in a variety of contexts and settings;
- Demonstrate the attributes of a team player and contribute to the development of team in a variety of contexts and settings; and
- Demonstrate etiquette and **fair play** in a variety of contexts and settings.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Refine and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Practice the principles of sports nutrition for optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Describe the relationship between physical activities, mental well-being, and overall health.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 12A 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 12A	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Participating in sport training and competition allows for the development of strong technical and tactical skills.	Participating in sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.	Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.	Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate a broad range of sport-specific technical skills in a variety of contexts and settings, including practice and competition; • Demonstrate a broad range of sport-specific tactical skills in a variety of contexts and settings, including practice and competition; • Lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game; • Refine and continue to evaluate personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Apply independent practice of sport specific conditioning for a variety of skills; • Demonstrate understanding of the value of intentional, focused mental practice and its relation to improved performance; 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Training principles to enhance personal fitness levels, including the FITT principle and specificity; • proper technique for movement skills; • movement concepts and strategies; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; • The connection between mental and physical health; and • The ethics and health consequences of performance enhancing supplements and drugs.

- Demonstrate understanding of a variety of mental skills by performing them consistently and in a variety of situations and or settings; and
- Demonstrate specific conditioning improvement through testing and competition results.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity in a variety of contexts and settings;
- Demonstrate leadership qualities in a variety of sport and non-sport settings and situations including in the community;
- Demonstrate the attributes of a team player and contribute to the development of team in a variety of contexts and settings; and
- Demonstrate etiquette and **fair play** in a variety of contexts and settings.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Refine and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Practice the principles of sports nutrition for optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Describe the relationship between physical activities, mental well-being, and overall health.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Individual Sport Training 12B 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Individual Sport Training 12B	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical and Health Education 9 and/or previous Individual Sport Training course (as applicable)

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

All-weather turf park/weight room/track/Learning Commons (equipment may vary depending on sport)

Course Synopsis:

The Individual Sport Training courses (10A, 10B, 11A, 11B, 12A, 12B) are personalized learning pathways and curriculum that allow for the assessment of student learning while participating in high performance sport training.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about all aspects of being an athlete including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the Long-Term Athletic Development (LTAD). Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Though students will be focused on their chosen sport, they will be encouraged to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills.

Goals and Rationale:

Individual Sport Training is based on the principles of Long-Term Athletic Development. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centred in that it is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. The delivery method is a combination of teacher directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Learning Strategies as a corequisite.

The purpose of **Individual Sport Training** is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Organizational Structure:

Unit/Topic	Title	Hours
Unit 1	Sport Specific Technical Skills	40
Unit 2	Sport Specific Tactical Skills	15
Unit 3	Mental Aspects of a Specific Sport	15
Unit 4	Team and Leadership	15
Unit 5	Sport Specific Conditioning	15
	Total Hours	100

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Participating in sport training and competition allows for the development of strong technical and tactical skills.	Participating in sport training and competition builds leadership and teamwork skills that can be applied in a variety of contexts.	Understanding the factors that influence optimal athletic performance empowers us to take action to continually improve performance.	Understanding rules, routines and safety measures in a given sport helps prevent injury in ourselves and others.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate a broad range of sport-specific technical skills in a variety of contexts and settings, including practice and competition; • Demonstrate a broad range of sport-specific tactical skills in a variety of contexts and settings, including practice and competition; • Lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game; • Refine and continue to evaluate personalized goals to enhance sport-specific athletic performance; • Analyze and adapt current fitness program in terms of its impact on athletic performance; • Apply independent practice of sport specific conditioning for a variety of skills; • Demonstrate understanding of the value of intentional, focused mental practice and its relation to improved performance; 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport-specific technical and tactical skills; • Sport-specific rules for safety of oneself and others; • Sport-specific rules as they pertain to fair play and etiquette; • Training principles to enhance personal fitness levels, including the FITT principle and specificity; • proper technique for movement skills; • movement concepts and strategies; • The value of leadership skills in sport and in life; • Influences of personal choices on physical performance; • The connection between mental and physical health; and • The ethics and health consequences of performance enhancing supplements and drugs.

- Demonstrate understanding of a variety of mental skills by performing them consistently and in a variety of situations and or settings; and
- Demonstrate specific conditioning improvement through testing and competition results.

Collaboration, Teamwork, and Safety

It is expected that students will:

- Apply rules, routines, and safety procedures in sport-specific activities;
- Demonstrate responsibility for personal safety and the safety of others;
- Demonstrate respect and inclusivity in a variety of contexts and settings;
- Demonstrate leadership qualities in a variety of sport and non-sport settings and situations including in the community;
- Demonstrate the attributes of a team player and contribute to the development of team in a variety of contexts and settings; and
- Demonstrate etiquette and **fair play** in a variety of contexts and settings.

Healthy and Active Living

It is expected that students will:

- Participate in a variety of activities to enhance and maintain health and enhance athletic performance;
- Refine and reflect on strategies and techniques used to pursue personal fitness goals;
- Identify and analyze the relationship between lifestyle patterns and athletic performance;
- Practice the principles of sports nutrition for optimal performance;
- Plan ways to overcome barriers to participation in case of injury; and
- Describe the relationship between physical activities, mental well-being, and overall health.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field;
- **Technical skills:** Technical skills are the knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer related duties, as well as other specific tasks relating to technology; and
- **Tactical skills:** Tactical skills can best be defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players."

Content – Elaborations

- **FITT principle:** The FITT Principle (or formula) is a great way of monitoring your exercise program. The acronym FITT outlines the key components of an effective exercise program, and the initials F, I, T, T, stand for: Frequency, Intensity, Time and Type.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Direct instruction;
- Interactive instruction and participation;
- Modelling;
- Student reflection and goal setting;
- Videos; and
- Experiential Learning.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- student goal setting, self-assessment and reflection;
- student demonstration of tactical and technical skills, routines and safety procedures;
- student development and demonstration of tactical and technical drills;
- student demonstration of leadership skills and fair play;
- student demonstration of respect and inclusivity;
- regular observational evaluations/checklist evaluations;
- physical testing, competition results;
- Activity log;
- Monthly reflections; and
- Reflection on coach report.

Learning Resources:

- Online course lessons

Additional Information:

None



Sports Performance 10 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical Health Education 9 or previous Sport Performance courses as applicable.

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

Course Synopsis:

Sports Performance 10 introduces students to sports science and the fundamentals of higher training. Students will be able to demonstrate and explain health and fitness, anatomy and physiology, goal setting, teamwork, and collaboration. This course is intended for athletes, regardless of the type of sport, who want to improve their performance and whose goals are to participate in a higher level of competition.

Goals and Rationale:

Students will learn about and put into practice an understanding of healthy life long decision-making. They will explore and practice components of fitness training, nutrition, injury prevention, physiology, anatomy, time management, goal setting, sport psychology, and coaching philosophies. This course will help students become responsible decision-making athletes.

Aboriginal Worldviews and Perspectives:

Learning Standards provide a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Understanding the fundamentals of physiology and anatomy helps us to prevent injury and optimize athletic performance.

Understanding the factors that influence our physical health and mental well-being empowers us to take action to improve it.

Applying mental strategies in a variety of contexts and settings can help us to optimize athletic performance.

Understanding athlete pathways and transitions can help us to plan for the future.

Developing leadership and communication skills can help us to thrive as athletes and to practice social responsibility.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Health, Mental Strength and Well-Being</p> <ul style="list-style-type: none"> • Reflect on the building blocks of health and mental well-being, including sleep, nutrition, and hydration, and develop plans for incorporating these components into their daily lives; • Understand and practice proper nutrition and hydration during training and pre/post game; • Understand the relationship between physical activities, mental well-being, and overall health; • Describe and perform appropriate activities for personal stress management and relaxation; and • Demonstrate an understanding of mental training skills such as mental rehearsal, imagery, and body scanning. <p>Social Responsibility</p> <ul style="list-style-type: none"> • Reflect on personal values; • Develop key leadership skills; • practice communication skills ; 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • concussion prevention and treatment; • building blocks of health; • principles of sports nutrition and hydration; • relaxation techniques; • basic mental training skills; • relaxation techniques; • leadership skills; • communication skills; • basic anatomy and physiology; • principles for warm ups and cool downs; • principles for developing speed and agility; and • strategies for goal-setting and self-motivation.

- Develop skills and understandings for maintaining healthy relationships; and
- Understand strategies for responding to discrimination, stereotyping, and bullying.

Physiology and Anatomy

- Understand the fundamentals of physiology and anatomy;
- Practice skills, strategies and routines to prevent concussion;
- Understand the importance of safe and effective warm up and cool down practices;
- Understand the correlation between poor physical conditioning and frequency of injuries; and
- Understand the requirements for developing athletic agility and explosive power for optimum fitness and health.

Career-Life Planning

- Explore a variety of athlete pathways and transitions to inform personal career-life planning; and
- Develop effective goal-setting strategies and time-management skills.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- Through field and classroom sessions students will be able to communicate, elaborate, and demonstrate techniques to manage time, goal setting, injury prevention, and techniques for organizing and supervising various activities pertaining to sport;
- Students will be able to apply methods for safe and optimum exercise pertaining to skill development and overall fitness by demonstrating proper workout techniques; and
- Be able to demonstrate and show an understanding of certain aspects of weight training, body mechanics, physiology, and sport psychology topics through written or class presentations.

Content – Elaborations

- Students will learn SMART goal setting, by setting weekly, monthly, and yearly goals. They will keep a log book and will be able to reflect back on their goals and see if they are realistic, attainable, and measurable. Understanding the value of setting and modifying goals helps develop personal fitness and physical well-being;
- Students will be focused on their chosen sport but will also have an opportunity to participate in alternative activities. This can be in the form of team or individual sports such as football, kayaking, volleyball, yoga, and numerous other sporting activities. This will enhance their experience by adding to their physical and mental skills;
- Through direct, indirect, and interactive instruction students will learn how to lead warm ups, cool downs and various drills. Students will develop, set up, explain, and demonstrate a lesson to build confidence and demonstrate an understanding of the game;
- Students will plan and initiate goal setting techniques through a plan. Students will design and maintain their own health component through monitoring and logging daily nutrition;
- Through daily skill and drill sessions students will be able to identify, apply, and reflect on certain strategies which will enhance their personal fitness goals and knowledge of their sport. This will also transfer to their individual skill development in becoming better athletes; and
- The content of sports performance will help student athletes in becoming aware of their emotional, physical, and mental strengths.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Demonstrations;
- Direct instruction through guest seminars;
- Interactive instruction and participation;
- Student reflection and goal setting;
- Videos;
- Experiential learning; and
- Reflective writing.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- Student goal setting;
- Self-assessment; and
- Reflective writing.

Learning Resources:

- Online course lessons; and
- Guest lecturers.

Additional Information:



Sports Performance 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical Health Education 9 or previous Sport Performance courses as applicable.

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

Course Synopsis:

Sports Performance 11 builds on Sports Performance 10 and focuses on sports science and psychology, and on the fundamentals of higher training. Students will be able to explain and apply their understanding of health and fitness, anatomy and physiology, goal setting, teamwork, and collaboration. This course is intended for athletes, regardless of the type of sport, who want to improve their performance and whose goals are to participate in a higher level of competition.

Goals and Rationale:

Students will continue to develop and practice an understanding of healthy life long decision-making. They will analyze and put into practice components of fitness training, nutrition, injury prevention, physiology, anatomy, time management, goal setting, sport psychology, and coaching philosophies. This course will help students become responsible decision-making athletes.

Aboriginal Worldviews and Perspectives:

Learning Standards provide a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Understanding the fundamentals of physiology and anatomy helps us to prevent injury and optimize athletic performance.	Understanding the factors that influence our physical health and mental well-being empowers us to take action to improve it.	Applying mental strategies in a variety of contexts and settings can help us to optimize athletic performance.	Understanding athlete pathways and transitions can help us to plan for the future.	Developing leadership and communication skills can help us to thrive as athletes and to practice social responsibility.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Health, Mental Strength and Well-Being</p> <ul style="list-style-type: none"> • Assess and analyze the building blocks of health and mental well-being, including sleep, nutrition, and hydration, and incorporate these components into their daily lives; • Demonstrate ways in which they incorporate proper nutrition and hydration into training and pre/post game; • Build a personal nutrition plan that incorporates the principles of sports nutrition and optimal athletic performance; • Understand the relationship between physical activities, mental well-being, and overall health; • Assess and practice activities for personal stress management and relaxation; and • Assess and practice mental training skills such as mental rehearsal, imagery, and body scanning. <p>Social Responsibility</p> <ul style="list-style-type: none"> • Reflect on personal values and consider how to embody these values as a competitive athlete; 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • importance of sleep, exercise and nutrition for mental and physical health; • sports nutrition for optimal performance; • mental training skills such as imagery, rehearsal and body scanning; • leadership qualities and skills; • mentorship skills; • communication skills; • healthy relationships and sexual health; • injury prevention including concussion prevention and treatment; • fundamentals of physiology and anatomy for developing speed, power, agility and endurance; • Effects of different types of fitness activities on the body: <ul style="list-style-type: none"> ○ Resistance training ○ Cardiovascular endurance ○ flexibility

- Develop and practice key leadership skills;
- Develop and practice mentorship skills;
- Develop skills and understandings for maintaining healthy relationships;
- Develop skills for responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques;
- Practice public communication skills; and
- Analyze strategies for responding to discrimination, stereotyping, and bullying.

Physiology and Anatomy

- Understand the fundamentals of physiology and anatomy and apply this understanding to training, goal setting, and injury prevention;
- Practice skills, strategies and routines to prevent concussion;
- Understand the importance of safe and effective warm up and cool down practices;
- Analyze the correlation between poor physical conditioning and their frequency of injuries; and
- Understand the requirements for developing athletic agility and explosive power for optimum fitness and health and analyze their personal training program in relation to this understanding.

Career-Life Planning

- Continue to refine goal-setting strategies and time-management skills.

- Strategies for goal-setting, time management and motivation; and
- Athlete and career pathways.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- Through field and classroom sessions students will be able to communicate, elaborate, and demonstrate techniques to manage time, goal setting, injury prevention, and techniques for organizing and supervising various activities pertaining to sport;
- Students will be able to apply methods for safe and optimum exercise pertaining to skill development and overall fitness by demonstrating proper workout techniques; and
- Be able to demonstrate and show an understanding of certain aspects of weight training, body mechanics, physiology, and sport psychology topics through written or class presentations.

Content – Elaborations

- Students will learn SMART goal setting, by setting weekly, monthly, and yearly goals. They will keep a log book and will be able to reflect back on their goals and see if they are realistic, attainable, and measurable. Understanding the value of setting and modifying goals helps develop personal fitness and physical well-being;
- Students will plan and initiate goal setting techniques through a plan. Students will design and maintain their own health component through monitoring and logging daily nutrition;
- Through daily skill and drill sessions students will be able to identify, apply, and reflect on certain strategies which will enhance their personal fitness goals and knowledge of their sport. This will also transfer to their individual skill development in becoming better athletes; and
- The content of sports performance will help student athletes in becoming aware of their emotional, physical, and mental strengths.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Demonstrations;
- Direct instruction through guest seminars;
- Interactive instruction and participation;
- Student reflection and goal setting;
- Videos;
- Experiential learning; and
- Reflective writing.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- Student goal setting;
- Self-assessment; and
- Reflective writing.

Learning Resources:

- Online course lessons; and
- Guest lecturers.

Additional Information:



Sports Performance 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: Sally Morgan	Date Developed: March 2023
School Name: South Island Distance Education School (SIDES)	Principal's Name: Sean Hayes
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Physical Health Education 9 or previous Sport Performance courses as applicable.

Special Training, Facilities or Equipment Required:

Preferred candidate will have a good understanding of a variety of sports and sports training beyond the traditional sports taught in the standard school curriculum.

Course Synopsis:

Sports Performance 12 builds on Sports Performance 11 and focuses on sports science and psychology, and on the fundamentals of higher training. Students will be able to apply their understanding of health and fitness, anatomy and physiology, goal setting, teamwork, communication and collaboration. This course is intended for athletes, regardless of the type of sport, who want to improve their performance and whose goals are to participate in a higher level of competition.

Goals and Rationale:

Students will continue to develop and practice an understanding of healthy life long decision-making. They will analyze and put into practice components of fitness training, nutrition, injury prevention, physiology, anatomy, time management, goal setting, sport psychology, and coaching philosophies. This course will help students become responsible decision-making athletes.

Aboriginal Worldviews and Perspectives:

Learning Standards provide a learning environment that honours the following principles and perspectives:

First People's Principles of Learning:

- Learning involves patience and time;
- Learning involves recognizing the consequences of one's actions; and
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners that include experiential learning and reflect on the history of the Indigenous world views and perspectives through story and traditional teachings;
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand;
- Providing for multiple opportunities to access learning in different ways;
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner; and
- Developing an understanding of why it is important to our individual growth to think about connections to the land and ancestors and how / why this is connected to physical literacy.

BIG IDEAS

Understanding the fundamentals of physiology and anatomy helps us to prevent injury and optimize athletic performance.

Understanding the factors that influence our physical health and mental well-being empowers us to take action to improve it.

Applying mental strategies in a variety of contexts and settings can help us to optimize athletic performance.

Understanding athlete pathways and transitions can help us to plan for the future.

Developing leadership and communication skills can help us to thrive as athletes and to practice social responsibility.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Health, Mental Strength and Well-Being</p> <ul style="list-style-type: none"> • Understand and analyze the building blocks of health and mental well-being, including sleep, nutrition, and hydration, and incorporate these components into their daily lives; • Demonstrate ways in which they incorporate proper nutrition and hydration into training and pre/post game; • Identify the ways in which micro- and macro-nutrients are essential for elite athletes' performance and incorporate this learning into a personal nutrition plan; • Understand the relationship between physical activities, mental well-being, and overall health; • Describe and perform appropriate activities for personal stress management and relaxation; and • Demonstrate and assess an increasing array of mental training skills such as mental rehearsal, imagery, and body scanning. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • importance of sleep, exercise and nutrition for mental and physical health; • sports nutrition for optimal performance; • mental training skills such as imagery, rehearsal and body scanning; • leadership qualities and skills; • mentorship skills; • healthy relationships and sexual health; • injury prevention including concussion prevention and treatment; • fundamentals of physiology and anatomy for developing speed, power, agility and endurance; • Effects of different types of fitness activities on the body <ul style="list-style-type: none"> - resistance training - cardiovascular endurance - flexibility • strategies for goal-setting, time management and motivation; and

Social Responsibility

- Reflect on personal values and consider how to continue to embody these values as a competitive athlete;
- Extend range of leadership and mentorship skills;
- Extend skills and understandings for maintaining healthy relationships;
- Develop skills for responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques;
- Refine public communication skills; and
- Identify and practice strategies for responding to discrimination, stereotyping, and bullying.

Physiology and Anatomy

- Understand the fundamentals of physiology and anatomy and apply this understanding to training, goal setting, and injury prevention;
- Practice skills, strategies and routines to prevent concussion;
- Refine understanding of the importance of safe and effective warm up and cool down practices;
- Analyze the correlation between poor physical conditioning and their frequency of injuries; and
- Understand the principles of athletic agility and explosive power for optimum fitness and health and analyze their personal training program in relation to this understanding.

Career-Life Planning

- Identify likely athlete/career pathways and transitions to inform personal career-life planning and incorporate this learning into post-secondary transition plans; and
- Refine and continue to practice effective goal-setting strategies and time-management skills.

- Athlete and career pathways.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- Through field and classroom sessions students will be able to communicate, elaborate, and demonstrate techniques to manage time, goal setting, injury prevention, and techniques for organizing and supervising various activities pertaining to sport;
- Students will be able to apply methods for safe and optimum exercise pertaining to skill development and overall fitness by demonstrating proper workout techniques; and
- Be able to demonstrate and show an understanding of certain aspects of weight training, body mechanics, physiology, and sport psychology topics through written or class presentations.

Content – Elaborations

- Students will plan and initiate goal setting techniques through a plan. Students will design and maintain their own health component through monitoring and logging daily nutrition;
- Students will be able to identify, apply, and reflect on certain strategies which will enhance their personal fitness goals and knowledge of their sport. This will also transfer to their individual skill development in becoming better athletes;
- The content of sports performance will help student athletes in becoming aware of their emotional, physical, and mental strengths; and
- Apply understanding of body mechanics (force and levers) to increase performance in the area of speed.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while completing each unit of the course online or paper-based. For online delivery, students will be required to complete Online Learning Strategies as a prerequisite.

- Online Instruction;
- Demonstrations;
- Direct instruction through guest seminars;
- Interactive instruction and participation;
- Student reflection and goal setting;
- Videos;
- Experiential learning; and
- Reflective writing.

Recommended Assessment Components:

This course aims to use assessment of learning and assessment for learning throughout the duration of the course. In doing so, a variety of assessment techniques will be used, including:

- Student goal setting;
- Self-assessment; and
- Reflective writing.

Learning Resources:

- Online course lessons; and
- Guest Lecturers.

Additional Information: