



Board/Authority Authorized Course
V-learn
Sport Development 12

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #22
Developed by: Rod Peters	Date Developed: March 1, 2019
Superintendent Approval Date (for School Districts only): March 13, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: March 13, 2019	Board/Authority Chair Signature: On course form
Course Name: Sport Development	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 110

Board/Authority Prerequisite(s): Students interested in Sport Development courses must meet the requirements for acceptance determined by the sport specific Director. Sport Development 12 is the third level in this course stream, and students should have had success in Sport Development 11 before taking this level.

Course Synopsis: The Sport Development 12 course will cover advanced levels of theory and practical aspects of sport. These courses will focus on the Learn to Compete stages of the given Sport Governing Bodies Athlete Development Pathway. These courses follow a "whole athlete" approach that provides progressive development in a sport specialization for those who want to compete at the highest level, maximizing their physical, mental and emotional development. In addition to building on theory and mastering practical components, students will continue to develop leadership and coaching skills. Students will be expected to be team leaders for the younger students while also exploring mastery level skill, technique and tactics to rise to the top of their potential. Students will also help to develop group training goals and track them through frequent reflection and discussion with professionally trained coaches and certified teachers. Sport Development 12 students will be leaders in sharing and modeling key components of sport physiology, sport psychology, nutrition, and healthy lifestyles. This program will be delivered under the guidance of a qualified BC Teacher in combination with certified sport specific qualified coaches. Students will be expected to complete research, lead discussions, complete training logs and periodic reflections, and various other assignments related to their physical and mental development as mastery level athletes and mentors. Face-to-face training will occur during the school day and possibly outside the school

timetable. Students will demonstrate Mastery level learning related to their coursework and sport specific training based on the following components: Planning, Self-Reflection, Assignments, Discussions, Leadership and Physical Participation.

Goals and Rationale:

The goals and rationale of Sport Development 10 to 12, offered through School District 22, is to provide a formal training program, within the school timetable, that is committed to academic and athletic excellence. This program is designed to create increased sport specific training and educational opportunities for students committed to excel in their sport. School District 22 endeavors to have its student athletes reach for their personal best by providing them with the opportunity to develop their individual and collective potentials within a competitive environment that fosters skills and endurance, self-esteem, mutual respect and enthusiasm for competition and life.

Indigenous Worldviews and Perspectives:

Sport development courses will support the student athlete's connectedness to their sport, teammates, coaches and the larger community. The course will also encourage the development of positive relationships for student athletes with each other, their coaches and teachers. For many high school aged athletes their sport becomes a significant contributor to their personal and collective identity. An additional component that supports responsive schooling is taking the classroom outside for engagement with the land and nature. Running these sport development courses in the common timetable allows flexibility in scheduling and grouping with a positive learner-centered approach that is experiential. The local focus engages the sport community and makes them a part of the learning environment and helps students access their resources. Sport Development courses put the teacher in a positive role supporting students that are engaged and growing while pursuing a passion.

BIG IDEAS

Mastery Level movement awareness and skill development enhance sport specific physical literacy	Technical and tactical mastery are an essential part of sport specific training.	Understanding how to master Sport Specific strength and conditioning training.	Sport Training mastery enhances the understanding and appreciation of the health benefits of physical activity.	Sport cultures value and encourage positive communication, fair play, leadership and mastery training.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Movement and Awareness and skill Mastery Develop competencies in skills, fitness and conditioning that will increase confidence and encourage lifelong participation in physical activities. Understand how the body moves and relates to sports to enhance our overall health and fitness. Technical and Tactical Mastery and Understanding Participate in developing and mastering sport specific physical activities designed to enhance and maintain skills and fitness. Participate and develop and master tactical activities designed to enhance sport specific knowledge. Strength and Conditioning Implement, develop and reflect on a personalized fitness program. Identify and describe how muscles produce movement in different parts of the body and how to train those muscles. Sport Training Sport nutrition foundations - Identify and analyze the relationship between healthy eating, overall health and performance. Competition. Recovery. Sleep. Injury prevention. Illness prevention Sport Culture and Teamwork Participate in a sport you enjoy, while providing excellent leadership Identify and reflect on personal and group goals. Set up strategies to achieve your goals, and the goals of classmates Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities. Demonstrate leadership qualities.	<i>Students are expected to know the following:</i> Technical Fundamental sport specific Skills, and advanced sport skills Tactical Strategies Knowledge and understanding of optimized movement and competitive strategies in your sport. Understanding how to maximize potential within the rules. Physical <u>Sport specific nutrition</u> Pre and post event Pre and post training Meal planning Hydration <u>Sport specific strength and conditioning</u> Developing a detailed sport specific training program Core strength and stability Muscle and joint stability Strength and power explosivity Movement Testing Speed, agility, balance, coordination, flexibility, power, endurance Injury Prevention and recovery Stretching Flexibility Warm up and cool down <u>Psychological sport specific preparedness</u> Motivation Mental toughness Character development Teamwork Sportsmanship Leadership

Big Ideas – Elaborations

Movement Awareness and Skill Development

Developing competencies in skills, fitness and conditioning can increase confidence and encourage lifelong participation in physical activities. Understanding how the body moves and relates to sports will enhance our overall health and fitness.

Technical and Tactical Development and Understanding

Participate daily in sport specific physical activities designed to enhance and maintain skills and fitness.
Participate in tactical activities designed to enhance sport specific knowledge.

Strength and Conditioning

Implement and reflect on a personalized fitness program.
Identify and describe how muscles produce movement in different parts of the body and how to train those muscles

Sport Training

Sport nutrition foundations - Identify and analyze the relationship between healthy eating, overall health and performance.
Competition.
Recovery.
Sleep.
Injury prevention.
Illness prevention.

Sport Culture and Teamwork

Demonstrate leadership qualities.
Participation in a sport you enjoy.
Identifying and reflecting personal goals.
Setting up strategies to achieve your goals.
Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities.

Curricular Competencies – Elaborations

Movement Awareness and Skill Development

Developing competencies in skills, fitness and conditioning can increase confidence and encourage lifelong participation in physical activities. Sport specific strategies to maximize skill development in the sport as well as developing sport specific fitness strategies which will push beyond general fitness strategies.

Understanding how the body best moves to support the objectives of the specific sport.

Technical and Tactical Development and Understanding

Participate daily in sport specific physical activities designed to enhance and maintain skills and fitness. Drilling down into a detailed breakdown of sport specific strategies for both technical understanding and tactical approaches to achieving desired goals.

Participate in tactical activities designed to enhance sport specific knowledge.

Strength and Conditioning

Developing and implementing a personalized fitness program. Designing daily, weekly, monthly and yearly plans to achieve both short- and long-term sport specific objectives.

Identify and describe how muscles produce movement in different parts of the body and how to train those muscles with respect to sport specific objectives. Break down the sport specific objectives and relate to strength and conditioning strategies.

Sport Training

Sport nutrition foundations - Identify and analyze strategies for healthy eating for your sport specific objectives. Reflect and analyze nutrition intake with respect to overall health and performance of your sport specific objectives.

Competition - Identify training pace to maximize competition readiness.

Recovery - Understand and practice effective recovery strategies to maximize training readiness as quickly as physically possible.

Sleep - track, assess and practice strategies that enhance quality sleep patterns. Adjust strategies continually until quality sleep routines are realized.

Injury prevention - Study and develop injury prevention approaches to training and competition.

Illness prevention - Reflect on the above practices often and track these reflections as a conscious strategy to illness prevention.

Sport Culture and Teamwork

Participate and inspire others in a specific sport. Spread the positive energy to develop sport culture and appreciation of opportunity.

Identify and reflect on personal and team/club objectives. Continued attention to short term and long-term goals needs to be both an Individual and collective strategy.

Set up strategies to achieve personal and group goals. Communicate with coaches to reflect and maximize potential to achieve personal and club/team goals.

Plan ways to overcome potential barriers, to fitness and conditioning activities. Being conscious of barriers and being proactive in addressing barriers will minimize the negative influence of such barriers.

Model leadership qualities. Always lead by example with a positive work ethic. Note the effect of other positive role models in your sport. Aspire to be a positive influence.

Content – Elaborations

Some examples of Sport Specific Content Elaborations ...

Content – Elaborations

Golf

Understanding movement in golf.

The four main components of the golf swing

Rowing

Develop sport specific goals and pursue them through a regular cycle of planning and reflection.

Participate in rowing specific training throughout the rowing season.

Develop and demonstrate appropriate levels of fitness relevant to rowing, i.e. strength, stamina and speed.

Learn about physical training, rowing technique and skills training, competition and race tactics, and mental skills related to personal wellness and team building.

Learn athlete injury prevention and high-performance nutrition.

Develop and demonstrate mental training techniques needed for performance in sport and life.

Hockey

Effective skating technique- edging, striding forward and backward, crossovers, sculling, acceleration, starts/stops

Short passing, stick handling, puck control, shooting

Effective levels of fitness for components relevant to hockey such as strength, speed/agility, cardiovascular endurance and muscular **endurance**.

Snowsports

Alpine – Demonstrate balance stance forward pressure edging/ increasing speed with confidence control.

Freestyle – Demonstrate air awareness/ trampoline/ driving spins/ flips/ aerials/run strategy.

Nordic.

Develop sport specific goals and pursue them through a regular cycle of planning and reflection.

Participate in cross-country skiing specific training throughout the ski season.

Develop and demonstrate appropriate levels of fitness relevant to skiing, i.e. strength, stamina and speed.

Learn about physical training, skiing technique and skills training, competition and race tactics, and mental skills related to personal wellness and team building.

Model Athlete injury prevention and high-performance nutrition.

Learn athlete injury prevention and high-performance nutrition.

Develop and demonstrate mental training techniques needed for performance in sport and life.

Soccer

Demonstrate Fundamental game skills and advanced game skills.

Lead drills, passing, receiving, shooting.

Understand and model combination plays.

Recommended Instructional Components:

The following Instructional components can create a comprehensive and engaging learning experience that fosters both athletic development and personal growth:

1. Experiential Learning and Practice:

- Regular sport-specific training sessions: Provide ample opportunities for students to practice advanced skills and techniques in their chosen sport.
- Skill development sessions: Organize sessions led by experts to focus on specific areas of the sport, such as technique refinement or tactical strategies.
- Competitive opportunities: Facilitate participation in local, regional, or provincial competitions to apply learned skills in a competitive setting. This will often happen outside of the academy for many students depending on the sport. If this is the case provide reflection opportunities for athletes to share their competitive experiences.

2. Theoretical Knowledge and Understanding:

- Lectures and discussions: Introduce theoretical concepts related to sport physiology, sport psychology, nutrition, and healthy lifestyles.
- Guest speakers: Invite experts in various fields to share their knowledge and experiences with students.
- Research projects: Assign individual or group research projects on specific topics related to sport development, such as the history of the sport, biomechanics of movements, or the psychological aspects of competition.

3. Leadership Development:

- Team captain roles: Assign students as team captains to develop leadership skills, delegate responsibilities, and motivate teammates.
- Coaching opportunities: Provide opportunities for students to assist younger athletes as coaches, teaching them basic skills and providing guidance.
- Leadership workshops: Conduct workshops on leadership qualities, communication skills, and conflict resolution.

4. Personal Development and Reflection:

- Training logs: Require students to keep detailed training logs to track their progress, identify areas for improvement, and set goals.
- Reflection journals: Encourage students to reflect on their experiences, challenges, and successes in a personal journal.
- Goal-setting exercises: Guide students in setting both short-term and long-term goals, and develop strategies to achieve them.

5. Community Engagement and Outreach:

- Volunteer opportunities: Connect students with local sports organizations or community events to give back to the community.
- Sportsmanship initiatives: Promote positive sportsmanship and fair play through workshops, campaigns, or community events.
- Mentorship programs: Pair students with younger athletes to provide mentorship and guidance.

6. Technology Integration:

- Video analysis: Use video cameras to analyze students' performances and provide feedback on technique and form.
- Online resources: Utilize online resources for additional learning, such as sports science articles, training videos, or athlete profiles.
- Fitness tracking apps: Encourage students to use fitness tracking apps to monitor their progress and set goals.

Note: In addition to the Instructional components listed above teachers should also reference content elaborations.

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

Learning Resources:

http://athletics.ca/wp-content/uploads/2015/01/LTAD_EN.pdf

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf

Additional Information:

The intent of this course template is that it can be carefully addressed in a sport specific manner via a conduit of a professionally qualified coach and educators. Although the sports may vary, the content that attributes athletic excellence are consistent across the Big Ideas. Sound pedagogy must be applied in combination with sport specific training and coaching.



Ministry of
Education

B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ☒ is not preparatory, remedial or modified
- ☒ does not significantly overlap with provincial curriculum Content
- ☒ name reflects the subject area and includes the Grade level
- ☒ assigned Grade reflects the appropriate level of instruction
- ☒ credit value appropriately reflects the length and scope of the course
- ☒ synopsis clearly outlines what a student has gained when the course is completed
- ☒ goals are general statements of intention that give structure to the curriculum
- ☒ rationale outlines the importance of the learning to the student and society
- ☒ embeds Aboriginal Worldviews and Perspectives
- ☒ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ☒ learning standards are assessable and observable and can be understood by students and parents
- ☒ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ☒ recommended assessment component aligns with the Principles of Quality Assessment
- ☒ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Sport Development 12

Grade: 12



TRAX Code:
(e.g. YVPA)

YHRA 12A

School District Name and Number: 22 (Vernon)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Joe Rogers, Superintendent of Schools

Signature:

Joe Rogers

Date:

MAR 13/2019

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☐ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Robert Lee, Board Chair

Signature:

Robert Lee

Date:

MAR 13/2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Send completed form to the Student Certification Branch
Email: studentcertification@ed.gov.bc.ca

Revised July 2018



Board/Authority Authorized Course Framework Sport Development 12

School District/Independent School Authority Name: School District No. 22	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD22
Developed by: Rod Peters	Date Developed: March 1, 2019
School Name: vLearn	Principal's Name: Bruce Weitzel
Superintendent Approval Date (for School Districts only): <i>March 7, 2019</i>	Superintendent Signature (for School Districts only): <i>[Signature]</i>
Board/Authority Approval Date:	Board/Authority Chair Signature: <i>[Signature]</i>
Course Name: Sport Development 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 110 hours (minimum)

Board/Authority Prerequisite(s):

Students interested in Sport Development courses must meet the requirements for acceptance determined by the sport specific Director. Sport Development 12 is the third level in this course stream and it is recommended that students have had success in Sport Development 11 prior to taking this level.

Goals and Rationale:

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