



Board/Authority Authorized Course
Vernon Secondary School
Team Sports 11

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Lonny Mazurak	Date Developed: Feb 6, 2019
Superintendent Approval Date (for School Districts only): June 11, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: May 18, 2022	Board/Authority Chair Signature: On course form
Course Name: Team Sports	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 110

Board/Authority Prerequisite(s): Team Sports 10

Special Training, Facilities or Equipment Required:

Course Synopsis: The Team Sport 11 course will cover intermediate levels of theory and practical aspects of sport. Other components of this course include understanding key components of sport physiology, sport psychology, nutrition, and healthy lifestyles. Students will demonstrate learning related to sport training based on the following components: Planning and Self-Reflection, Positive Participation, Fulfilling their role on their team, Leadership characteristics, Self-Assessments, Mid Term Evaluation and Final Evaluation.

Goals and Rationale:

The goal and rationale of Team Sports 11, offered through School District 22, is to provide a competitive physical education setting within the school timetable. This program is designed to create increased educational opportunities for students to excel in competitive 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 for life: skills, endurance, self-esteem, leadership, sportsmanship, mutual, respect, and enthusiasm.

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 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 this sport development course in the common timetable allows flexibility in scheduling and grouping with a positive learner-centered approach that is experiential. The Team Sport course puts the teacher in a positive role supporting students engaged and growing while pursuing a passion.

BIG IDEAS

Movement awareness and skill development enhance physical literacy and learning potential.	Technical and tactical development are an essential part of sport specific training.	Sport training enhances the understanding and appreciation of the health benefits of physical activity.	Sport cultures value and encourage positive communication, fair play, leadership and teamwork in athletes.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Application of Movement Awareness and Skill Development (Positive personal identity and awareness) 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. Application of Technical and Tactical Development and Understanding (Critical thinking and communication) 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. Sport Culture and Teamwork (Social Responsibility) Participate in a sport you enjoy. Identify and reflect on personal goals. Set up strategies to achieve your goals. 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 specific skills. Tactical Strategies Knowledge and understanding of optimized movement and competitive strategies in your sport. Understanding how to maximize potential within the rules. Physical Sport specific nutrition (understanding the basics) Pre and post event Pre and post training Injury prevention and recovery (intermediary) Stretching Flexibility Warm up Applications of Psychological sport specific preparedness 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.

Sport Training

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

Sport Culture and Teamwork

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.
Demonstrate leadership qualities.

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 and develop 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.

Sport Training

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

Competition - Identify training pace to maximize competition readiness.

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

Sport Culture and Teamwork

Participation in a sport you enjoy. Spread the positive energy to develop sport culture and appreciation of opportunity.

Identifying and reflecting personal goals. Continued attention to short term and long-term goals need to be both an individual and collective strategy.

Setting up strategies to achieve your goals. Communicating with coaches to reflect and maximize potential to achieve personal and possibly team goals.

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

Demonstrate 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 ...

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 games.

Recommended Instructional Components:

Direct Instruction
Demonstrations
Modelling

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

Self-Assessment
Teacher Observations
Peer Assessment
Teacher-Student Conference

Learning Resources:

NCCP : Fundamental Movement Skills

Various Skill progression videos

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



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
Dr. Christine Perkins, Superintendent 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: BA Team Sports 11

Grade: 11

TRAX Code: YLRA-1A
(e.g. YVPA)

School District Name and Number: Vernon School District 22

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Dr. Christine Perkins

Signature:

Date:

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

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 or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date:

MAY 18/22

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 BC 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: