

Hockey 21G: Course Outline

Credit Value: One credit

McCreary School
Course Code: 9916
Hockey 21G
Semester 2

Teacher: Mr. Billett
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Room 10

Prerequisites – Experience in skating is required.

Focus and Purpose

The objective of this course is to build upon a pre-existing hockey skill-set, learn hockey specific training exercises, and develop an understanding of personal nutrition to optimize performance.

Course Description

The program will use the Athlete Centered Model in sport whereas the student athlete is the centre of developmental attention. The hockey student's physical, mental and social skills, and developmental needs are always respected. Although minimum standards of performance are expected athletically and academically (as agreed upon by local partners), each hockey student progresses at their own individual pace and ambitions. The outcome is not to develop future professional or international calibre athletes, or even Rhode Scholars. The outcome is to enhance a hockey student's confidence, individual playing skills, self-esteem, and opportunities in both academics and athletics beyond the secondary school system.

Objectives

Goals of 2024 McCreary School Hockey Canada Skills Academy 21G:

- learn various aspects of team concepts.
- recognize the various components that make up a team skill
- learn about nutritional benefits as it pertains to hockey.
- learn about specific strength and conditioning exercises that benefit hockey athletes.
- analyze the statistical information provided and assess its relevance to a player

Resources

- Access to the school gym.
- Access to the community arena (seasonal)

Required Materials

- A full set of hockey equipment
- Change of Gym Clothes
- Gym Shoes
- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens
- Personal Computer – Supplied by TRSD
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom, rink, and gym a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

Hockey 21G Topics and Schedule (Tentative schedule that is subject to change)

The Hockey Academy will be broken up into three parts where students will participate in on-ice skills development (at the hockey rink), in off-ice skills development (gym and weight room) and theory and classroom instruction.

Content Outline and Time Allotments

On-Ice

- | | |
|---------------------|----------|
| 1. Defensive Zone | 10 hours |
| 2. Offensive Attack | 10 hours |
| 3. Skating | 10 hours |
| 4. Shooting | 8 hours |
| 5. Checking | 8 hours |
| 6. Passing | 7 hours |
| 7. Stickhandling | 7 hours |

Off-Ice Training & Classroom Theory

- | | |
|-------------------------|----------|
| 1. Aerobic conditioning | 10 hours |
| 2. Plyometrics | 8 hours |
| 3. Weight training | 8 hours |

Classroom instruction

- | | |
|---------------------------|---------|
| 1. Classroom | |
| a. Officials | 5 hours |
| b. Team Strategies | 3 hours |
| c. Hockey as a team sport | 3 hours |
| 2. Team dynamics | 5 hours |
| 3. Nutrition | 8 hours |

Total	110 hours
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Hockey 21G Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

February	<ul style="list-style-type: none">• Intro to Hockey 21G.• Review of necessary hockey equipment• Intro to hockey rules.• Intro to training (running zones, plyometric, hand-eye-coordination.)• Fitness strength and training.• Intro to nutrition.
March	<ul style="list-style-type: none">• Nutrition and meal planning.• On Ice training.• SMART goal setting (hockey specific)• Skating technique.• Stick handling technique.• Hockey training (running zones, plyometric, hand-eye-coordination.)• Introduce cumulative assignment.
April	<ul style="list-style-type: none">• Skating technique.• Stick handling technique.• On ice tactics.• Hockey psychology.• Growth mindset vs fixed mindset.
May	<ul style="list-style-type: none">• Nutrition and creating a meal.• Review SMART goal setting (hockey specific)• Review hockey training (running zones, plyometric, hand-eye-coordination.)• Continue to work on cumulative assignment.• Developing a list of characteristics of a winner/someone with a growth mindset.• Work on Speak-out and Respect in Sport Program.
June	<ul style="list-style-type: none">• Reflect upon SMART goal setting (met, not met, working towards).• Test on nutrition and meal planning.• Test on Speak-out and Respect in Sport Program.• Quiz on hockey tactics.• Quiz on hockey psychology.• Complete and submit cumulative final project.

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, hockey skills, physical exercises, class discussion, tests, quizzes, assignments, projects, daily work, and Hockey 21G activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects).....	80%
Final Project (Which covers the entire course).....	20%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, and math activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

**This course outline and the evaluation breakdown may be subject to change. **

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____