



**ÉCOLE SECONDAIRE
WINDSOR SECONDARY SCHOOL**

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Mission Statement

Windsor aspires to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world.

Hockey Skills Academy 2024/25

Parents/guardians and students are asked to sign the course outline in the appropriate place on page 3, complete the goal sheet attached and return to Mr. Schuman the next day.

The Hockey Skills Academy represents a unique opportunity for students to develop individual hockey skills while fulfilling the BC Ministry of Education requirements for P.E. 8-10.

BIG IDEAS:

- *Daily participation in different types of activity influences our physical literacy and personal health and fitness goals.
- *Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
- *Healthy choices influence our physical, emotional, and mental well-being.
- *Healthy relationships can help us lead rewarding and fulfilling lives.
- *Advocating for the health and well-being of others connects us to our community.

CONTENT:

The concept for the Skills Academy came out of the Open Ice Summit held in Toronto in 1999. The report that came out of the summit recommended the following: *"Promote cooperative efforts between school boards, local hockey associations and sponsors, to better utilize ice times and school facilities and move towards development of sport schools."* The curriculum for the Hockey Skills Academy 8-10 is based on two components: the Hockey Canada Skills model and the BC Ministry of Education curriculum for PE 8-10. This Course Outline reflects Ministry of Education Learning Outcomes for PE 8, 9, and 10. PE 8, 9, and 10 are courses that develop knowledge, skills and fitness through a variety of on and off ice activities where positive attitudes toward physical fitness are stressed. Students will be provided opportunities to participate in activities that involve:

- **Physical Literacy:**
While participating in on and off ice activities, students plan, assess, and maintain personal fitness and activity programs using the principles of training. It is expected students will demonstrate a functional level of fitness.
- **Health and Active Living:**
Students will participate in daily physical activity, both on and off ice, designed to enhance and maintain health components of fitness.
- **Social and Community Health:**
Students will investigate strategies to promote social and community health.
- **Mental Well-Being:**
Students will investigate strategies to promote mental health.

STUDENT LEARNING ACTIVITIES: (may include other activities)

- **Physical Literacy:**
 - Alternate-Environment Activities:** field and/or minor games, weight training, fitness runs, various off-site activities
 - Hockey-related activities:** warm-up, skill-building drills, power skating, offensive and defensive situations, various games
- **Health and Active Living:**

Students will participate in daily physical activity, both on and off ice, designed to enhance and maintain health components of fitness.
- **Mental Well Being/Social and Community Health:**

In classroom lessons, discussions, activities and guest speakers may be utilized as well as written and/or online assignments.

ASSESSMENT AND EVALUATION:

"**Assessment** is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods include: student self-assessments, reviews of performance, and conferencing. Assessment tools **may** include observation, daily drills, and quizzes, pencil-and-paper tests.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes." (BC Ministry of Education PE 8-10 IRP)

Evaluation strategies **may** include:

- **60% Participation:**

Records of participation in daily activities; demonstration of positive attitude and cooperation; knowledge of safety procedures, etiquette and fair play. Fitness testing (both on and off ice) 2-3 times per year as well as observation during situational play/drills. Effort and fitness improvements are valued not the student's initial fitness levels.
- **20% Skill:**


Daily performance in drill and game situations and skill testing exercises and drills
- **20% Knowledge:**

Observation of student knowledge in situational play/drills as well as written assignments (some of which will cover the Mental Health and Wellness portion of the BC High School Physical and Health Education Curriculum)

These are approximation based on units, activities, and material covered. Grades 8-9 will be assessed using the Proficiency Scale below. Grades 10-12 will be assessed with letter grades using the chart below.

Proficiency Scale Grades 8-9: (variations may occur)

PROFICIENCY LEVEL ↑	Extending	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
	Proficient	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
	Developing	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
	Emerging	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

 Surrey Schools
LEARNING TO LEARN

Letter Grades (grades 10-12):

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73 – 85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
C+	67 – 72	The student demonstrates good learning in relation to the learning standards of the curriculum.
C	60 – 66	The student demonstrates satisfactory learning in relation to the expected Learning Standards of the curriculum.
C-	50 – 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0 – 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

ABSENCES AND LATES:

- Students with a medical reason for not participating must provide the teacher with a note or email signed by the parent/guardian .
- **Absences may influence assessment strategies and evaluation**
- Students absent from class due to field trips and sports activities must inform the teacher prior to the event and make arrangements to complete the required learning outcomes
- Absences may result in an "IE"- **An incomplete grade due to insufficient evidence for assessment to occur.**
- Lates and unexcused absences affect student's participation mark
- Students are responsible for missed assessments and tests

CLOTHING AND GEAR FOR PE AND HOCKEY:

Students must provide their own hockey gear, which may be stored at Ice Sports in lockers specified for our program. Each student will receive a key for the lockers. Students are expected to maintain the security of the equipment by making certain the lockers are locked after each ice session. **The school assumes no responsibility for loss or damage to student's personal property.**

For off-ice session held at Windsor, all students are required to have proper PE clothing consisting of shorts (or sweat pants) t-shirts, and running shoes. If students do not come to class prepared with appropriate gear or clothing, they may receive a "NO STRIP" for the day, which counts against their participation mark and may not be able to participate in class activity. This policy is in line with Windsor PE Department Participation standards. **Students should maintain fresh strip at school at all times (in their lockers) to avoid being caught with no strip if the venue suddenly changes.**

CLASSTIMES:

On-ice sessions are held **period 4** at Ice Sports. **We are off ice on Fridays at Windsor;** Classes will take place each day 1 from September to the end of the school year in June. Students are expected to be **on ice at 1:45 pm,** in full gear, ready to participate. On ice classes will begin promptly at 1:50 pm and will end at 3:00 pm. Off-ice sessions will take place at the following locations:

- At Windsor in 104 (Hallway toward gym)
- At Windsor in one of the gyms
- At Windsor on field or in soccer bubble

Occasionally we will remain at Ice Sports to complete assigned work. This will be communicated to students at the beginning of class on the day we will remain on site at Ice Sports.

Students must listen to daily announcements and/or email communication for possible changes in this schedule. Students are expected to be on time to all classes, including those classes that occur at Windsor, in the Seymour Room at Ice Sports, or at other venues (TBA). Off-ice class times differ depending on the venue. Students' ice time may be affected if tardiness becomes an issue. Sessions held at Windsor will begin at the regular **period 4** times and students meet in proper PE clothing in the gym area.

When Windsor Secondary has a Professional Day scheduled, class will not take place. Students that attend other school are not expected to attend the Hockey Academy when their home school has a professional Day, but are welcome to attend if it is possible for them to do so.

BEHAVIOR AND CONDUCT:

The Hockey Skills Academy represents a unique opportunity for students to utilize community facilities to receive high school credit. It is expected that students conduct themselves according to the Windsor School Rules and Code of Conduct found in the Student Agenda Book. Students enrolled in the Hockey Skills Academy are responsible for their own behavior at all times. That includes the following: time spent traveling to and from Ice Sports; time spent in the change rooms and other areas of Ice Sports as well as the instructional time spent on the ice.

The instructors, guest speakers, maintenance staff of Ice Sports, and all other personal associated with the delivery of the Windsor Hockey Skills Academy are considered part of the Hockey Skills Academy and are to be treated with respect and consideration.

Dressing rooms will be assigned to grade and gender appropriate groups. Students are responsible for the cleanliness of the dressing rooms they will be using. It is not acceptable to leave behind garbage of any kind (including sock tape).

Failure to comply with the above expectations could result in removal from class for a specified time or expulsion from the program if appropriate. Windsor Secondary School and the Hockey Skills Academy reserves the right to consider such consequences based on student behavior.

STUDENT AND PARENT SIGNATURES: COURSE OUTLINE

PRINT STUDENT NAME: _____

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____