



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Langley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD35
<b>Developed by:</b> Lara Petrie, Eileen Jonker	<b>Date Developed:</b> May 29, 2019
<b>School Name:</b> Brookwood Secondary School	<b>Principal's Name:</b> John Pusic
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Equestrian Academy 12 A, 12B, 12C	<b>Grade Level of Course:</b> Levels can be completed in grades 10-12
<b>Number of Course Credits:</b> 4 credits each section of the course	<b>Number of Hours of Instruction:</b> 120 Hours each course

### Board/Authority Prerequisite(s):

- No course pre-requisites are required. Co-requisites are PE and Leadership at appropriate grade level.
- Students must be active members of the Langley Equestrian Academy Program to access the Academy 12A/B/C courses.

### Special Training, Facilities or Equipment Required:

#### Teachers:

- BCTF certified teacher with current license.
- Must be certified in NCCP (National Coaching Certification Program).
- Have a deep understanding of the Long-term Equestrian Development Framework as outlined in Sport for Life.
- Preference for Basic First Aid training.
- Deep understanding and connections within the BC Horse Industry.
- Facilitation/ coordination skills: coordinating and facilitating the work of equestrian mentors hired as consultants with the Academy and engaging with the equestrian community across multiple disciplines.

- Deep comfort with learning outside of the classroom.
- Experience with local, provincial and national horse affiliations such as: Horse Council BC (HCBC), Equestrian Canada (EC), BC and National Pony Club, Horse Trials BC (HTBC) , BCHJA, Dressage BC, BC Rodeo Association, Certified Horsemanship Association (CHA), National High School Rodeo, BC High School Rodeo, Canadian Therapeutic Riding Association (CANTRA).
- Experience with local, provincial and national youth development affiliations such as: the Young Rider’s Program, West Coast Dressage Development Program, HTBC Youth Development.
- Experience with local, provincial and national sport development opportunities such as: BC Summer Games, Rising Stars Youth Development and youth development in BC.

### **Course Synopsis:**

- The Academy (Equestrian) courses (12A/B/C) are intended to be used only as a part of the framework and philosophy of the Langley Equestrian Academy Program. They are not intended as standalone courses to be used as electives outside of the Academy concept as the framework developed is meant to support an integrated STEM type model of curricular combinations.
- The Langley Equestrian Academy Program itself is an innovative learning community that inspires learning through flexible yet connected environments, connects passions with purpose for students, creates a community cohort of like-minded individuals that share a passion but have often limited their development of community due to the pressures of equestrian sport and competition. The Academy facilitates a more personalized self-directed learning based on mastery of learning and learning styles, deeply engages learners in experiential learning with post- secondary and community connections outside of the classroom and across disciplines. It also allows students to pursue their equestrian goals without academic penalty for time missed. It is a model that focuses on a growth and development continuum of learnings within academic, physical, equine, sport and personal (social, emotional, mental health & well-being) content. Link to [SD35 Langley School District Academy Program Information](#)
- The Academy 12A/B/C (Equestrian) courses themselves umbrella all content defined as “[Equine Academic Learning](#)”.
- The model of the curricular content for the Academy is designed within a similar framework as the BC Ministry of Education’s Work Experience Courses (12A,12B) wherein a student earns credits with a combination of course learning content and community connections to apply and explore the content learned in a variety of authentic ways: volunteering, job shadowing, attending workshops, clinics and seminars, internships, field trips, guest speakers, and through the study of focused topics specific to “equine learning”. As such, the Academy 12A is open to students starting in grade 10 in the same manner as the WEX courses. Each section of the course A/B/C is an extension of learning from the first course 12A and students will engage in new knowledge, growth and activities from the previous course to again expand their equine knowledge and horsemanship skills.
- The courses each represent 120 hours of content exploration demonstrating “equine learning” experiences both inside and outside the walls of the classroom. Students have flexibility in the types of learning experiences they choose to participate in from a menu of monthly options created by the Academy teacher and the Equestrian Academy Program Mentors (contracted industry professionals that help the students to network and make connections with equine related learning). [See Appendix documents for sample list of equine learnings](#)
- Each student will collect and log their personalized equine learnings to show 120 hours of engagement. Each student will have differing demonstrations of their equine learning based on personalized learning plans and choice of equine activities within discipline areas.

### **Goals and Rationale:**

- Langley is commonly referred to as “the horse capital of BC”. We are very fortunate within this community to have local access to a multitude of world class facilities, industry sponsors & partners and a wide variety of cross disciplinary equine professionals. In addition, BC has a significant base of youth riders that participate in equine related disciplines.

- The Academy course content was developed in consultation and collaboration with an executive group of representatives from the horse industry with local, provincial and national representation.
- The Langley Equestrian Academy Program supports the passions of many students in the lower mainland. The Academy courses were developed as a means for students to develop academic learning specific to their area of passion. Equestrianism skills represented are cross disciplinary and have the explicit purpose of improving horsemanship skills.

*“Horsemanship, good horsemanship, is intuition combined with knowledge and wisdom. Having only one of these three is like a butterfly without wings. It can’t go anywhere, it can’t complete ‘normal’ tasks and when it wants to fly, it can’t get off the ground. It can’t do anything but hopping around on the ground for a while... Knowledge without wisdom is dangerous, very dangerous. Intuition without knowledge is a weak foundation, to say the least. And wisdom? That simply can’t exist without the other two!” **Gwenyth Browning Jones Santagate***

Many in the horse industry have been concerned about the focus on competition over horsemanship. Excellent stewardship for animal welfare and horsemanship skills are the philosophical foundations for these courses.

- These courses allow students to acquire knowledge based on personalized needs and goals rather than just following external learning programs such as Equestrian Canada Rider Levels or Pony Club levels that have set programs. By intentionally building knowledge, working with mentors to immediately synthesize and apply knowledge and by connecting deeply with other members of the horse community, these courses provide a deep experiential learning opportunity far beyond a regular course offering or a singular course such as Equine Studies 11.
- BC’s redesigned curriculum fosters learning based on passions, purpose and personalization. These focus areas are especially highlighted within the new career curriculum. For many connected with horses, equine related learning is directly purposeful both for personal development in sport, competition and for knowledge and awareness of career pathways within the equine industry.
- The Equestrian Academy course goals and rationale were also designed in alignment with the SD35 vision and mission statement. The goals support the 4 core district values of: integrity, excellence, courage and community. The course develops integrity of horsemanship over sport with the value of putting the animal first in any situation as an equestrian, it encourages excellence in sport through increased knowledge, it uses sports psychology principles to develop rider focus, confidence and courage and it inspires learning through flexible yet connected environments while still creating a community cohort of like-minded individuals that share a passion but have often limited their development of community due to the pressures of equestrian sport and competition. Lastly, the course deeply engages learners in experiential learning with post- secondary and community connections outside of the classroom across disciplines.
- Engagement will follow the career education development process as outlined by the national Career Education body of CERIC emphasizing: **awareness, exploration** and deep **experiential learning**. Students will engage in equine learning at differing levels of this inquiry continuum based on reflections and readiness for learning. [See Appendix documents](#)
- The Academy courses further reflect the goals of the **Educated Citizen document** from the BC Ministry of Education and the development continuum of academic, physical, equine, sport and personal (social, emotional, mental health & well-being) growth based on the **Long Term Equestrian Development Framework in Sport for Life** and the philosophies of the **NCCP coaching program**. [See Appendix documents](#)
- As such, in the overall Langley Equestrian Academy Program students are required to take a triad of courses each year in addition to their core academic courses. These three courses work together in a STEM model to develop the key goals of the Academy as a whole.
  - **Equestrian Academy:** equine learning and internship within the community (4 credits each year)

- **Physical Education:** strength and conditioning specific to rider fitness (4 credits each year)
- **Leadership:** service hours: connecting and contributing to the greater community (4 credits each year) within or outside of the horse industry for networking, developing core competencies and for altruistic purposes.
- The Academy course learning goals are based on the following connections and consultations:
  - 1) Equestrian Canada:
    - a. Long Term Equestrian Development Framework: Sport for Life: Athlete Progression model
    - b. Rider Levels Program
    - c. Executive member of Langley Equestrian Academy Program
  - 2) Canada Pony Club: Testing Levels: Stable Management and Practical Riding Exams
  - 3) Kid Sport
  - 4) Center for the Advancement of Women in Sport (CAWS)
  - 5) NCCP Principles of Athlete Development
  - 6) Horse Council BC: provincial affiliations and executive member of Langley Equestrian Academy Program
  - 7) Thunderbird Show Park: sponsor and executive member of Langley Equestrian Academy Program
  - 8) SD35 PAC representation executive member of Langley Equestrian Academy Program
  - 9) Local trainers and coaches: executive members of Langley Equestrian Academy Program
  - 10) Equestrian Academy Mentors: Beginner, Competition and Elite Level representatives and executive members.
  - 11) The Academy courses (12A/B/C) serve to focus on the development of the following learning goals:

Course	Academy 12A: 120 hours	Academy 12B: 120 hours scaffolded skills from 12A	Academy 12C: 120 hours scaffolded skills from 12B
Key goals of the course:	1) Horsemanship: academic equine learning 2) Sportsmanship: ethics, sports psychology 3) Stewardship: personal goal setting and growth plans 4) Internship: application of knowledge in the community 5) Leadership: theory and understanding of personal leadership skills	1) Horsemanship: academic equine learning 2) Sportsmanship: ethics, sports psychology 3) Stewardship: personal goal setting and growth plans 4) Internship: application of knowledge in the community 5) Leadership: theory and understanding of personal leadership skills 6) Mentorship: facilitating the development of others in the community and team building under a team leader.	1) Horsemanship: academic equine learning 2) Sportsmanship: ethics, sports psychology 3) Stewardship: personal goal setting and growth plans 4) Internship: application of knowledge in the community 5) Leadership: theory and understanding of personal leadership skills 6) Mentorship: facilitating development of others in the community and team building as a team leader.

### Elaboration of the goals:

- 1) **Horsemanship: Academic Equine Learning:** knowledge for improved horsemanship. Learnings are scaffolded as extensions to previous background knowledge and will therefore change from group to group depending on the levels and understanding each year. Example topics: horse anatomy: bone structures, ligaments, tendons, biomechanics, feeding, nutrition, conditioning, physiology, breeding, veterinary care, pharmaceutical knowledge, animal behavior, training skills, knowledge of the equine industry community networks and community connections.
- 2) **Sportsmanship: Sports Psychology:** course materials will include materials from the Chimp Management program and Train Ugly. Elements include: mental performance, visualization, personalized performance plans, understanding of sports psychology, self-awareness and personal reflections skills. The content also discusses ethics and sportsmanship of athletes. *These learnings are an extension and application from learnings of the regular PE courses which will be taken as co-requisites for the Academy courses.*
- 3) **Stewardship: Personal Goal Setting and Growth Plans:** monthly calendars, weekly and long-term goal setting, time management, personal mastery goals, self-advocacy, personalized growth plan.
- 4) **Internship: application of knowledge:** community connections to apply and explore the content learned in a variety of authentic ways: volunteering, job shadowing, attending workshops, clinics and seminars, internships, field trips, guest speakers, and through the study of focused topics specific to “equine learning”.
- 5) **Leadership:** all students are participating in an industry that relies heavily upon volunteerism to make events run. Students will as a group and individually learn what jobs are required to support their sport and will pay it forward to give back to their sport to support the horse community and the community in general. *These learnings are an extension and application of the learnings from the regular Leadership courses which will be taken as co-requisites for the Academy courses.*
- 6) **Mentorship (Academy 12B/C)** As an extension and scaffolding of learning Academy 12 B/C students will also take on a mentorship role in the class to encourage collaboration, facilitating development and to foster team building skills. As a part of the Academy course, students will work with the teachers and mentors to grow as mentors themselves within the equestrian community as a bigger “train the trainer” model. There is a strong philosophy of service over self and it is expected that students will help the growth of the Academy community as a whole. In level 12B students will work with leaders to mentor others. In 12C students will become mentors and team leaders themselves to model and teach skills to others.

### Cross Curricular Connections:

The curricular goals of the Academy course weave in with almost all other subject areas as extensions and application of learning:

PE	Strength and Conditioning hours PE 10/11 or 12 (120 hours) Rider specific fitness conditioning: Fit 2 Ride Program, core fitness, strength training. <i>The Academy course content of Sportsmanship is an extension of this course to add in a theory base of: Sport Psychology, Mental preparation for sport, Effective stress management, developing confidence &amp; courage and show preparation: e.g. visualization.</i>
Leadership	Leadership 10/11 or 12 (120 hours) <i>The Academy course content of Leadership is an extension of the regular Leadership course to add in leadership profiles and principles of leadership specific to equestrianism.</i>

Sciences	The Academy content has deep focus on many science courses such as Biology 11, Biology 12, Physics 11 and 12, Chemistry 11, Equine Science 11. The Academy course content is a deep extension of learning done in those courses with a specific focus on Equine applications. Topics may include: horse anatomy: bone structures, ligaments, tendons, biomechanics, feeding, nutrition, conditioning, physiology, breeding, veterinary care, pharmaceutical knowledge, training skills, knowledge of the equine industry community networks and community connections.
Math	The Academy course content has many areas where it will apply and extend math skills through an equine lens: understanding of motion, velocity, using formulas and calculations, angles arcs and parabolas through jumping, measuring saddle fit, counting and measuring distances when jumping etc.
Career Courses	The Academy curriculum has deep connections with the Career curriculum and is an application of that knowledge. As such, the Academy content supports students in the process of becoming successful, educated citizens by providing them with opportunities to explore a variety of work and career pathways and options for their future. Career Education helps students to discover a bridge between classroom learning and workplace and post-secondary realities; and is intended to make learning meaningful and relevant. Further, the curriculum provides students with the opportunity to make connections between what they learn in school and the local and global community. The curriculum encourages students to actively pursue new relationships or build on existing relationships with their community. Mentorship, volunteerism, and community and global responsibility form an integral part of the curriculum. Students are encouraged to reflect on their experiences to gain an awareness and understanding of the role they play as individuals in supporting and strengthening their equestrian communities.
English	The Academy content will help develop the ability to convey opinion, communication skills in the community, presentation skills, persuasive narratives, research skills, sense of story, dialogue skills, feedback and reflection, inquiry, critical bias and critical literacies.
Social Studies & Social Justice	The Academy content is an extension and application of many concepts in social studies: exploring concepts of identity, cultivating a sense and understanding of community, respecting diversity, exploring actions and consequences of actions, social issues in our community, learning stewardship, understanding municipal, provincial and national levels of support, environmental and animal protection and safety.

### Relevant Core Competencies

All core competencies are deeply embedded in the content and learning goals of the Academy Content:

1. **Social Responsibility:** Social Responsibility is being able to consider the perspective of and empathize with others, to recognize and appreciate diversity, to defend human rights, to solve problems in peaceful ways, and to contribute towards social, cultural and ecological causes.
2. **Personal Awareness and Responsibility:** Personal Responsibility and well-being is taking responsibility for one's actions, being self-regulating, making ethical decisions in complex situations, accepting consequences, and understanding how one's actions affect others
3. **Positive personal awareness and cultural identity:** The ability and predisposition to cooperate and collaborate with others, display community-mindedness and stewardship, empathize with and appreciate the perspective of others, and create and maintain healthy relationships within one's family, community, society, and environment.
4. **Communication** is the imparting or exchange of information, experiences, and ideas through language, symbols, movement, or images to build a common understanding.

5. **Creative and critical thinking:** Critical Thinking is focused on deciding what is reasonable to believe or do in a given situation. Creative Thinking and Innovation is the process of generating and implementing new ideas. The curriculum supports students in the process of becoming successful, educated citizens by providing them with opportunities to explore a variety of work and career pathways and options for their future. Career Education helps students to discover a bridge between classroom learning and workplace and post-secondary realities and is intended to make learning meaningful and relevant.

Further, the curriculum provides students with the opportunity to make connections between what they learn in school and the local and global community. The curriculum encourages students to actively pursue new relationships or build on existing relationships with their community. Mentorship, volunteerism, and community and global responsibility form an integral part of the curriculum. Students are encouraged to reflect on their experiences to gain an awareness and understanding of the role they play as individuals in supporting and strengthening their communities.

### **Aboriginal Worldviews and Perspectives:**

- The Academy courses will be taught in learning environments that reflects the FPPL including: patience, respect, and curiosity.
  - Examples and application of First Peoples Principles of Learning within the Academy 12A/B/C course content:
1. **Learning ultimately supports the well-being of the self.**

The uniqueness of each learner is valued and appreciated. Each person is perceived as coming into the world with specific gifts that can be nurtured as he or she grows, and it is the responsibility of the adults in the child's life to acknowledge those strengths so those gifts can flourish. It is also recognized that as each person is unique, there are many different ways learning occurs. This view encourages having options for learners so that they can access ideas and develop understanding through their strengths (as opposed to a deficit model).
  2. **Learning ultimately supports the well-being ... of the family ... [and] of the community.**

The Academy courses reflects the understanding that there is always a need to balance individual achievement against responsibilities to, and for, the family and community; and especially with animals. Because of this belief, what is learned by individual needs to also be a benefit to his or her family and community.
  3. **Learning ultimately supports ... the well-being of the land.**

The relationship to land and place is deeply rooted in First Peoples' cultural perspectives; *living and learning is inextricably tied to sense of place, and connection to the land*. Traditionally, in addition to the learner's family and community, the place in which he or she lives provides the context and source for teaching and learning. The community and natural environment are regarded as the "classroom". Place is a way of knowing, experiencing, and relating with the world, and that the understanding of this anchors Indigenous peoples (Coulthard, 2010). The Academy honours this principle by allowing deep learning outside of the classroom. Horsemanship is deeply rooted in stewardship of land and place.
  4. **The emphasis on relationship and connectedness** in Aboriginal world-views parallels the stress on collaboration in constructivist learning. It supports the constructivist concept that learning is socially constructed and the social constructivist theory learning occurs as a result of the individual's interaction within a group or community (Vygotsky, 1978). The collaborative nature of group learning reflects Vygotsky's understanding that social interaction is the necessary and primary cause of ontological development of knowledge in an individual (Glassman, 1994). The Academy learning philosophies mirror this understanding and seek to engage students in co-creating learning.

**Implications for connecting FPPL in the Academy content include:**



- Critically examining what is/has been considered important to teach and learn and why it is/has been considered important (i.e. asking what agenda it serves).
- Critically examining what is being learned in terms of how it affects self, family, community and the land.
- Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school.
- Ensuring that there are multiple access points for students to learn.
- Ensuring that learners have various ways to represent what they learn.
- Making explicit connections to the social responsibility aspect of learning.
- Connect learning to broader community. Bringing in community members reinforces the links between school and the rest of the learners' lives.
- Beginning with looking at local contexts when examining concepts, topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family.

### **Learning Resources:**

- 1) Equestrian Canada: Long Term Equestrian Development Framework: Sport for Life and Rider Levels Program
- 2) Canada Pony Club: Testing Levels: Stable Management and Practical Riding Exams
- 3) Kid Sport resources
- 4) Center for the Advancement of Women in Sport (CAWS): resources
- 5) NCCP Principles of Athlete Development
- 6) Horse Council BC: online courses and affiliate organizations
- 7) University of Guelph: online courses
- 8) Equine Science 11/12 course material
- 9) Community connections with trainers, and industry professionals.
- 10) Community connections with affiliated businesses.
- 11) Chimp Management: Sport Psychology Program & Train Ugly Sport Psychology Training Program
- 12) Internet resources, Journals and periodicals, Research reports.

### **Additional Information:**

The Academy course content is built based on following pedagogical philosophies:

- 1) NOI National Organization of Inquiry: Inquiry Based Learning Model. Inquiry cycle.
- 2) Bloom's Taxonomy of Learning: Focus on development of higher thinking
- 3) Edward De Bono's: definitions of divergent thinking and parallel thinking.
- 4) The BC Ministry of Education's Educated Citizen document.
- 5) Mentoring Matters: Laura Lipton's definition and framework of mentorship.
- 6) Reflective thinking Model: John Dewey, Donald Schon, David Kolb
- 7) BC Ministry Quality Assessment Framework



**BIG IDEAS**

<p><b>Horsemanship:</b></p> <p>Equine learning produces thoughtful, critical thinkers who can contribute to their sport and animal welfare from a broad base of knowledge.</p>	<p><b>Sportsmanship:</b></p> <p>Sports psychology allows for self-awareness &amp; growth plans, self-motivation, positive self-image and the ability to be better competitors through positive well-being.</p>	<p><b>Stewardship:</b></p> <p>Personal goal setting &amp; growth plans will develop skills for independent decision making and skills for life-long learning.</p>	<p><b>Internship:</b></p> <p>Application of equine knowledge in relevant &amp; authentic situations within the community can contribute toward improved learning and practice about horsemanship in the industry.</p>	<p><b>Leadership:</b></p> <p>Understanding principles of leadership, personal awareness and skill development can foster individual growth.</p> <hr style="width: 20%; margin: 10px auto;"/> <p><b>Mentorship: (12 B/C only)</b></p> <p>Through mentorship, facilitation and team building skills a better supportive learning community can be created.</p>
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**Learning Standards**

Curricular Competencies (Do)	Content (Know)
<p><i>Students are expected to do the following:</i></p> <p><b>Horsemanship: Academic Equine Learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire new knowledge for improved horsemanship.</li> <li>• Analyze new knowledge for bias using critical literacies.</li> <li>• Create a portfolio collection of notes and journals based on equine learning activities.</li> <li>• Produce a logbook summary of each event/equine learning.</li> <li>• Create and teach an “Equine Passion Project” as an extension and application of equine learnings</li> </ul> <p><b>Sportsmanship: Sports Psychology:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply sports psychology techniques from Chimp Management and Train Ugly sports psychology programs.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Equine academic content of seminars, workshops, labs etc. such as: horse anatomy, bone structures, ligaments, tendons, biomechanics, feeding, nutrition, conditioning, physiology, breeding, veterinary care, pharmaceutical knowledge, training skills, knowledge of the equine industry community networks and community connections.</i></li> <li>• <i>Socratic questioning for developing deeper understanding of topics.</i></li> <li>• <i>Cultural and social awareness of differing equine disciplines.</i></li> <li>• <i>Assess the elements of bias in research and product information.</i></li> <li>• <i>APA research format.</i></li> </ul>

- Demonstrate a growth mind set vs a fixed mindset.
- Create a personal performance plan based on sports psychology principles, self-analysis and personal reflections.
- Analyze self-performance and progress in regular reports.
- Demonstrate awareness and usage of ethics in sport and ethics with respect to animal welfare.

**Stewardship: Personal Goal Setting and Growth Plans:**

- Recognize their own learning style and how to best support their learning based on their strengths.
- Demonstrate self-advocacy, self-monitoring and seeking help/guidance when needed for learning.
- Exhibit behaviours that demonstrate accountability.
- Set short and long-term goals
- Demonstrate an awareness of strengths interests, aptitudes and values.
- Create monthly planning calendars, weekly goal setting, time management, personal mastery goals.
- Accept and give feedback to/from staff, peers, administration, mentors, self and the community.
- Maintain appropriate record keeping tools: monthly calendar, weekly planner, goal sheets, mastery goals.
- Demonstrate appropriate work readiness and time management skills.
- Utilize a variety of study skills techniques as presented in class.
- Utilize problem solving strategies independently.

**Internship: application of knowledge:**

- Demonstrate application of knowledge through application with focused community service.
- Demonstrate learning and activities through a log of hours and self- reflection on the applications of learning.

**Leadership: service**

- Demonstrate an understanding of leadership styles & philosophies.
- Demonstrate and understand of personal leadership skills, values and traits and their role as a leader.
- Demonstrate an understanding of what makes an authentic, effective, positive leader.
- Perform a variety of leadership roles in the classroom, school and community.
- Demonstrate an understanding of leadership philosophies.

- *Effective communication skills for public presentations, networking.*
- *Chimp Management and Train Ugly sports psychology principles.*
- *How to make and monitor a personal sport performance plan.*
- *Deep understanding of ethical sportsmanship and animal welfare.*
- *Personal connection with global stewardship*
- *Use a postmodernist approach to reach own views on animal training methods, welfare and governance Theory and application of sports psychology principles and techniques.*
- *Fixed mindset vs growth mindset.*
- *How to write an effective personal performance plan.*
- *Self-assess personal performance with measurable goals.*
- *Accept that change is constant and life-long learning is a reality for success in sport and in life.*
- *Goal setting strategies and personal reflection.*
- *Learning styles*
- *Strengths assessment, understanding transferable and essential skills.*
- *Self-assessment and personal reflection.*
- *Effective communication skills*
- *Project management skills*
- *Planning tools: monthly calendar, weekly goals, long-term goal setting, mastery goals.*
- *Work readiness*
- *Variety of study skills, critical thinking skills and problem-solving skills*
- *Effective feedback*
- *Understanding that achieving learning goals requires effort and perseverance and a deep knowledge and reflection of one's personal goals, beliefs and values Internship hours in the community*
- *Developing skills, passion and interests is a part of life-long learning.*
- *Finding connection between passions and purpose.*
- *Internship learning in the community*
- *Service hours in the community*
- *Understand that there are many styles of leadership.*

- Reflect and analyze their contribution as a leader.

**Mentorship (Academy 11 /12 only)**

- Understand and apply principles of effective mentorship
- Facilitate and engage others in Academy values of: **growth, courage and passion.**
- Collaborate with teachers, mentors and community to foster growth and understanding of personal leadership skills.
- Train and coach others to improve performance and understanding
- Create and evaluate mentor/mentee goals and relationships.

- *Explore understanding of personal leadership*
- *Acknowledging that authentic leadership is about empowering others.*
- *Active citizenship includes a positive action & contribution to family, school, community and to the environment.*
- *Personal contribution in creating a positive school/community climate and culture.*
- *Networking with community connections*
- *Social entrepreneurship*
- *Social responsibility*
- *Appreciating the value of service.*
- *Creating transition and essential skills for employability.*
- *Effective mentorship models*
- *Coaching and training techniques*
- *Assessing personal contributions toward growth of others.*

**Recommended Instructional Components**

- Direct and indirect instruction
- Demonstrations
- Workshops
- Seminars
- Simulations
- Student Facilitation
- Mentorship: school-based and community based.
- Peer teaching
- Community Connections and speakers
- Reflections: self, peer and group
- Facilitated Coaching and Feedback
- Passion project: Project based learning
- Inquiry learning
- Modeling
- Authentic and experiential learning
- Analysis of commercial resources and research report (products, pharmaceutical reports, lab reports).
- A mix of Independent study and group work
- Interactive learning
- Brainstorming and learning maps
- Small group learning
- Mastery of learning

**Recommended Assessment Demonstrations:**

- Journaling: self-reflections, goals achieved, collaborative learnings, growth, opportunities, effort.
- Goal setting: personal and group
- Peer Assessment & feedback, Self-Assessment. Teacher evaluation
- Portfolio Collections
- Performance Assessment
- Passion Project
- Student led conferences
- Employer, mentor and student feedback & evaluations
- Reflections and logbook: reporting on contributions, outlining transferable skills and learning.
- Project reviews: event records, group evaluations
- Service hours

The Academy course content 12A/B/C follows the Principles of Quality Assessment as outlined by the BC Ministry to provide a foundation for the development of classroom assessment, evaluation and communication of student learning.

**Quality assessment**

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students will intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and mentors use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

Learning goals	Suggested Assignments	Suggested Assessments
Horsemanship: academic equine learning	<ol style="list-style-type: none"> <li>1. Portfolio collection of notes and journals based on equine learning activities.</li> <li>2. Logbook summary of each event/equine opportunity the student participated in or audited.</li> <li>3. “Equine Passion Project” as an extension and application of equine learnings</li> </ol>	<ul style="list-style-type: none"> <li>• Student led interview discussing portfolio of notes/journals demonstrating knowledge gained through external speakers, field trips, clinics, interviews, meetings, etc. with a focus on collection of knowledge and experience, the application of such knowledge, and the extension (plan of action)</li> <li>• Log a minimum of 5 events per month</li> <li>• Public presentation/teaching of “passion project”</li> </ul>
Sportsmanship: ethics, sports psychology. <b>An extension of PE course. (Theory)</b>	<ol style="list-style-type: none"> <li>1. Sports psychology seminars</li> <li>2. Performance Plan</li> <li>3. Self-reflection journals</li> </ol>	<ul style="list-style-type: none"> <li>• Self-evaluation, questionnaires and assessments</li> <li>• Journals synthesizing theory</li> <li>• Creation of performance plan and self-reflections</li> <li>• PowerPoint/Prezi autobiographical sketch/impact statement) presented in 1:1 interview</li> </ul>
Stewardship: personal goal setting and growth plans	<ol style="list-style-type: none"> <li>1. Goal setting documentation (Long term and short term) Yearly/monthly/weekly.</li> <li>2. Creation of monthly calendars.</li> <li>3. Mastery goals</li> <li>4. Self-reflections</li> <li>5. Core competencies</li> </ol>	<ul style="list-style-type: none"> <li>• Completion of student planning binder</li> <li>• 1:1 check in (weekly)</li> </ul>
Internship: application of knowledge in the community	<ol style="list-style-type: none"> <li>1. Logbook of Service hours in the community</li> <li>2. Self-evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• Document hours of participation in a log book with a minimum of 25 hours.</li> <li>• Evaluation package to be submitted (employer/mentor and student)</li> <li>•</li> </ul>
Leadership: theory and understanding of personal leadership skills <b>An extension of LEADERSHIP course. (Theory)</b>	<ol style="list-style-type: none"> <li>1. Personal reflection assignment</li> <li>2. Leadership Profile</li> <li>3. Self-assessments</li> <li>4. Leadership models</li> <li>5. Defining authentic leadership</li> <li>6. Understanding leadership in the equine community</li> </ol>	<ul style="list-style-type: none"> <li>• 5 leadership assignments</li> <li>• Student led interview profiling leadership assessments, skills, profile, research about leadership in the equine industry.</li> </ul>
Mentorship: facilitating the development of others in the community and team building	<ol style="list-style-type: none"> <li>1. Mentorship seminar</li> <li>2. Peer teaching seminar</li> </ol>	<ul style="list-style-type: none"> <li>• Seminar notes and teaching reflections</li> <li>• Mentor/mentee growth plan</li> </ul>

Learning goals	Suggested Assignments	Suggested Assessments
under a team leader. (12B/C only)	3. Service hours	<ul style="list-style-type: none"> <li>Document hours of participation in a logbook with a minimum of 20 hours.</li> <li>Teacher interview</li> </ul>

### Academy 12A/B/C Suggested course time/weightings for assessments

Academy 12A	Allotment of 120 hours	Allotment of course time /100%
Leadership	10/hours	10%
Horsemanship	50/ hours	40%
Internship	20/ hours	15%
Stewardship	20/ hours	15%
Sportsmanship	20/ hours	20%

Academy 12B/C	Allotment of 140 hours	Allotment of course time /100%
Leadership	10/ hours	10%
Horsemanship	50/ hours	40%
Internship	20/ hours	10%
Stewardship	20/ hours	10%
Sportsmanship	20/ hours	15%
Mentorship	20/ hours	15%

