



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District 67	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 
<b>Developed by:</b> Rob Gunning	<b>Date Developed:</b> October 2018
<b>School Name:</b> Penticton Secondary	<b>Principal's Name:</b> Chris Van Bergeyk
<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> Golf Skills 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

CPGA Professional Certification. Golf Professionals will be involved in developing lessons and working with students.

Classroom equipped with a computer, projector and seating to accommodate 30 students for theory portion of the course. We will also have some sessions in the weight room or gym at the school. Golf course, driving range, and complete short game area including putting, sand area, pitching and chipping area will be the responsibility of the teacher to arrange and coordinate with the Penticton Golf Club and other local facilities.

During school sessions students are required to be prepared with full P.E. strip. Golf course sessions require running shoes. Students will be expected to have their own personal golf equipment. Instructional aids and practice range balls will be the responsibility of the school in partnership with the Penticton Golf Club. Golf clubs can be provided by the golf academy if necessary.

**Course Synopsis:**

The course has been developed to support and encourage students to explore new ways of developing physical and mental fitness in a unique and fun manner. In addition, students will learn about their environment, safety, respect of others and further develop their social skills which will be needed while playing on the course.

**Goals and Rationale:**

This course will lead students through a natural progression of instruction, which will sequence the parts of the golf swing. The swing will be broken down into segments, which will take into account swing mechanics as well as the physiological differences for different body types. After the swing has been instructed, various shots will be taught. Students who take this course are expected to know the golf swing and its mechanics affecting the different type of shots. This is just an extension of the basic golf swing. This course will be an introduction to the game of golf. In addition to playing the game, we will introduce the rules and the importance of proper etiquette around the golf course.

**Aboriginal Worldviews and Perspectives:**

“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).” (First Peoples Principles of Learning)

Personal health and nutrition are important to all of us, and going through the self-examination and experiential learning that takes place in this course will have an impact for a lifetime.

**BIG IDEAS**

Physical activity is an important part of overall health and well-being.

Participating and learning an enjoyable activity can motivate people to participate more regularly in physical activity.

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve all goals.

Knowing how our bodies move and function helps us to stay safe during golf and leads to healthy decisions.

Making healthy choices can help us to reach our health and personal goals.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Swing Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate movement skills for a variety of situations in golf</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>• Develop efficient and effective movement skills and an understanding of the movement concepts and body mechanics, which are necessary to develop activity specific motor skills</li> <li>• Apply their critical thinking in active and creative ways</li> <li>• Learn fundamental concepts from the grip, setup, body movement, swing plane and swing path</li> </ul> <p><b>Personal and Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• Learn positive personal and social behaviors and interpersonal relationships are developed through active involvement in golf.</li> <li>• Develop respect for self and others as they learn and practice the skills of communicating and co-operating.</li> </ul> <p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Understand that active living is a way of life that values physical activity and its incorporation into daily routines and leisure pursuits.</li> <li>• Provide opportunities for students to participate in physical activities that encourage well-being and a personal level of physical fitness.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for movement skills, movement concepts and strategies</li> <li>• ways to monitor and adjust physical exertion levels                             <ul style="list-style-type: none"> <li>○ The grip</li> <li>○ The set up</li> <li>○ Body movement</li> <li>○ Swing plane</li> <li>○ Swing path</li> <li>○ Swing development progression</li> <li>○ Short game</li> <li>○ Putting</li> <li>○ Long game</li> <li>○ Sand play</li> <li>○ Wedge play</li> </ul> </li> <li>• strategies for goal-setting and self-motivation</li> <li>• rules and guidelines for different situations in golf</li> <li>• benefits of golf to health and mental well-being</li> <li>• the roles of various nutrients and how they can affect health and performance</li> </ul>

## Content – Elaborations

### The Grip

- Describe proper grip technique to instructor to confirm understanding
- Learn how to adjust grip positioning will produce different ball flights (i.e. high, medium, or low)

### The Setup

- Develop and understand how to place feet correctly to allow for balance and power
- Understand and learn how to align and set up to intended target
- Develop proper hip bend and knee flex for correct lower body position
- Develop proper spine angle for correct posture
- Develop proper arm hang and upper body position for correct posture

### Body Movement

- Develop coordination between upper and lower body to improve golf swing
- Develop proper loading and weight transfer during the swing
- Demonstrate a personal functional level of competence in a selection of activity specific motor skills.

### Swing Plane

- Understand how the swing plane changes in regards to body size and posture

### Swing Path

- Understand how changing the swing path effects the flight curvature of the ball

### Swing Development

- Apply swing development material that was learned during lesson

### Short Game

- Understand the basic practice techniques for a hitting a variety of short game greenside shots
- Understand how to practice and perform a basic pitch shot

### Putting

- Understand the basic putting technique and grip variances
- Understand how to practice and perform short putts ( 4 feet and less)
- Understand how to practice and perform medium length putts (4-12 feet)
- Understand how to practice and perform long putts ( 12 feet and more)

### Long Game

- Understand the practice techniques for hitting long irons maximum distance and perform
- Demonstrate a proper understanding of drills for practicing long game

### Sand Play

- Understand the techniques for all aspects of sand play
- Recognize the correct shot to play in regards to: lie, position of flag, green slope, speed of green and depth of bunker
- Understand how to practice and perform basic sand shot
- Demonstrate ability to play greenside sand shots of varying distances

### Wedge Play (100 yards and in)

- Understand and perform a basic wedge shot
- Understand and perform a  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  wedge shot by varying speed and length of swing

## Content – Elaborations

### Trouble Shots

- Understand the practice techniques for different types of trouble shots
- Recognize the correct shot to play in regards to lie and intended direction of flight

### Play

- Arrive and be fully prepared for their tee off time
- Complete all warm up activities before play begins
- Demonstrate proper etiquette and sportsmanship at all times
- Understand the format and necessary rules of the competition
- Record in journal all scores and statistical data of rounds played
- Demonstrate positive behaviors that show respect for individual abilities
- Apply etiquette and fair play in a variety of roles, including:
  - Performer

### Personal and Social Responsibilities

- Describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation
- Demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community
- Demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity

### Healthy Lifestyles

- Design and implement plans for balanced, healthy living, including:
  - nutrition
  - exercise
  - rest
  - work
- Demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:
  - age
  - gender
  - time
  - culture
  - environment
- Explain strategies for stress management and relaxation
- Design and implement coaching plans for exercise programs that apply the principles of training.
- Demonstrate and understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance

### Recommended Instructional Components:

- Direct and Indirect Instruction
- Discussion groups
- Demonstration and illustrations
- Video and computer swing analysis
- Visualization and Imagery
- Independent Instruction
- Problem solving and activity work

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

Assessment will be in the form of observations, skill progressions, reflection, peer assessment and written

- 40% of the grade will be based on weekly practical evaluations and class participation
- 40% of the grade will be based on the student's golf journal
- 20% of the grade will be based on a final independent project based on the learning that has taken place in the course.

### Learning Resources:

1. [The Stack and Tilt Swing](#). Michael Bennett and Andy Plummer, Gotham Books, ISBN- 978-1-592-40447-6.
2. [The Timeless Swing](#). Tom Watson,Atria Books, ISBN-978-1-4391-9483-6.
3. [The Golf Swing](#). David Leadbetter, Willow Books, ISBN- 0-00-218350-1.
4. [Putt Like the Pros](#). Dave Pelz, Harper & Row, ISBN- 0-06-015745-3.
5. [See it and Sink it](#), Dr. Craig L. Farnsworth, Harper Collins, ISBN-0-06-270203-3.
6. [The Plane Truth for Golfers](#), Jim Hardy, McGraw Hill, ISBN-0-07-148240-7.
7. [Golf is a Game of Confidence](#), Dr. Bob Rotella, Simon & Schuster, ISBN- 0-684-83040-X.
8. Fearless Golf, Dr. Gio Valiante,Random House, ISBN-0-385-51192-2.
9. [Understanding the Numbers 2.0](#), Mike Bennett and Andy Plummer, DVD.

10. The 8- Step Swing, Jim McLean, DVD.

**Additional Information:**

**Special Equipment:**

- Flightscope 3D ball tracking device
- Putting stroke motion analysis device
- V1 video swing analysis software
- Laser alignment system
- Putt tracking device