

**Board/Authority Authorized Course Application**

**District Name:** Abbotsford

**District Number:** SD#34

**Developed by:** Arnie Nermo (SD#34) and Luke Campbell (SD#23)

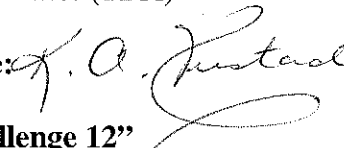
**Consultation from:** Grant Rice, Craig Emter, (SD#23)  
Craig McGuire, Barry Wilcox, Dennis Hazelton, (SD#36)

**School Name:** Robert Bateman Secondary School, (SD#34)

**Date Developed:** March 10, 2006 (Revised: October 15, 2009)

**Principal Name:** Jim Callaghan

**Board/Authority Approval Date:** (TBA)

**Board/Authority Signature:** 

**Course Name:** "Chess Challenge 12"

This course is already approved by the B.C. Ministry of Education and listed as: (YLRA 12F)  
It is presently being taught in SD#23 to a class of 31 students at Mt. Boucherie Sec. School.

**Grade Level of Course:** Grades: 10 to 12

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 120 hours

**Prerequisites:**

(None) This course should be open to any students from Grades 10 to 12, with an exception for extremely strong students in Grades 9.

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

A high school chess course requires a minimum of resources: 15 Staunton chess sets, 4 chess clocks, Chess DVD's and several chess books, (All presently available at Robert Bateman Sec. School) as well as a VCR/TV & computer with school projector. Computer lab time would be very helpful for Internet chess sites but is not a necessity.

**Course Synopsis:**

Chess Challenge 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and endgame knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with endgame methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.

**Rationale:**

Chess is more than just a game; it can provide students of all abilities with an enjoyable lifelong, intellectual pursuit. A general opinion of chess as an elitist or exclusive activity couldn't be further from the truth. It is an activity where even the weakest academic students can match their wits and beam with success. It is a proven and valuable self-esteem builder.

Chess demands that participants exercise their best powers of planning, memory, decision making, judgment, creativity and concentration. As a course, Chess Challenge 12 will be the venue for developing critical thinking, analysis, strategic and tactical problem solving. These skills are applicable and transferable not only in the mathematics curriculum but to many of life's situations. Interestingly, chess is known to assist cognitive development for students in four areas: logic, memory, awareness/analysis and pattern recognition with overall improvements in all school test results, especially mathematics and reading. (Watson-Glaser Critical Thinking Appraisal WGCTA).

Furthermore, the educational benefits of chess are already recognized by its inclusion in the required curricula of over 30 countries including Canada (Quebec and New Brunswick).

**Organizational Structure:**

<b>Unit/Topic &amp; Title:</b>	<b>Time:</b>
<b>Unit 1:</b> Basic Rules, Etiquette of Chess and Chess Movies-----	7.5 hours
<b>Unit 2:</b> Algebraic Notation and Chess Clock Use -----	5 hours
<b>Unit 3:</b> Pattern Recognition -----	7.5 hours
<b>Unit 4:</b> Strategies for Standard Chess Openings -----	7.5 hours
<b>Unit 5:</b> Mid-Game Strategy and Tactics -----	7.5 hours
<b>Unit 6:</b> Endgame Techniques -----	7.5 hours
<b>Unit 7:</b> Mating Motifs -----	7.5 hours
<b>Unit 8:</b> General Analysis, Critical Thinking and Problem Solving-----	12.5 hours
<b>Unit 9:</b> Analysis of 30 Chess Master's Famous Games -----	12.5 hours
<b>Unit 10:</b> Interclass Practice and Community Mentored Competition -----	45 hours
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<b>Total Hours:</b>	<b>120 hours</b>

## Unit/Topics/Module Descriptions:

### Unit 1: Basic Rules, Etiquette of Chess and Chess Movies (7.5 hours)

This unit has been designed to allow novice students to be familiar with the basic rules of chess. Students will learn chess etiquette such as: touch move, adjusting pieces, not commenting during competition, shaking hands, fair play, win with grace and lose with dignity, etc. As well, this unit is meant to inspire students to become better chess players. Students will view and comment on two outstanding chess movies involving children:

-"Searching for Bobby Fischer" (1993) The true story of Josh Waitzkin - a chess prodigy refuses to harden himself in order to become a champion.

-"Knights of the South Bronx" (2005) An A&E true story depicting one man's struggle to better the lives of underprivileged children in the South Bronx – by teaching them chess.

### Curriculum Organizer: Knowledge /Analysis and Personal & Social Responsibility

*It is expected that students will:*

- Describe and demonstrate the opening set-up, basic moves and relative value of each chess piece.
- Demonstrate the rules of chess etiquette during play.
- List and describe the social and academic benefits of chess for children in each movie.
- Give a written account that compares their own personal growth through playing chess to similar growth seen in the movie characters.

### Unit 2: Algebraic Notation and Chess Clock Use (5 hours)

In becoming intermediate chess players, students will need to be familiar and confident with algebraic notation. It is a means of recording chess games and replaying completed games & past positions. This unit has been designed to ensure that students are familiar and comfortable with this process. As well, students will become accustomed to the use of a chess clock while playing, an essential skill for tournament play.

### Curriculum Organizer: Knowledge /Analysis

*It is expected that students will:*

- Identify specific squares using algebraic notation.
- Recognize and analyze chess positions using algebraic notation.
- Demonstrate the use of the chess clock during practice.

### **Unit 3: Pattern Recognition (7.5 hours)**

Recognition of chess patterns and positions is an essential skill for a student to develop from a novice to an expert chess player. This unit has been developed to reinforce the visualization of chess pattern and positions needed by students to improve their play.

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Recognize the relationships and coordinated use of several chess pieces through pattern recognition.
- Perform chess exercises using visualization techniques (i.e. finding the best solutions from set chess puzzles: checkmate in 1, 2, or 3 moves...etc.).
- Analyze and demonstrate solutions to chess problems through chess patterns and positions via sequenced moves (i.e. set positions for winning a piece or a mate are demonstrated to classmates with a chess demo-board or computer-projected chessboard).
- Demonstrate the ability to analyze and replay past games using algebraic notation. (i.e. select and replay a chess master's or student's best personal games using algebraic notation to recreate the game with a chess demo-board or computer projected chessboard).

### **Unit 4: Standard Chess Openings (7.5 hours)**

The purpose of this unit is to familiarize students with 10 standard chess openings and their theories concerning central control, counter-attack and flanking movements. At the end of this unit students will be able to demonstrate a working knowledge and employment of the following openings: French, Caro-Kann, Sicilian, Petroff, Four Knights, Alekhine, Italian Game, Ruy Lopez, Queen's Gambit and King's Gambit.

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Identify and describe 10 standard chess openings.
- Explain the tactical advantages of each standard chess opening according to "opening theory".
- Demonstrate these standard chess openings in personal chess play.
- Analyze the tactical theory of each of these 10 standard chess openings.
- Recognize standard chess openings used in the famous games of the past chess masters.

### **Unit 5: Mid-Game Strategy and Tactics (7.5 hours)**

This unit has been developed to allow the student to employ various offensive / defensive tactics and strategies to gain a winning advantage in the mid-game of a chess match.

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Describe and demonstrate the use of chess tactics involving forks, pins and skewers, sacrifices, deflections, stalemates and castling, with various chess pieces.
- Recognize and perform the use of mid-game strategy and tactics within practice chess games.
- Analyze mid-game strategy and tactics used in the famous games of the past chess masters.

### **Unit 6: Endgame Techniques (7.5 hours)**

This unit has been developed to allow students to recognize and pursue long-range advantages with a minimum of chess pieces found in endgame play (pawn promotions, single and double rook endings, minimal pieces needed to checkmate, etc.).

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Recognize and demonstrate specific endgame technique using limited pieces.
- Analyze specific endgame technique in personal practice and select games.

### **Unit 7: Mating Motifs (7.5 hours)**

**(i.e. recognized checkmating positions using a very specific combination of pieces)**

There are literally millions of checkmating puzzles for students and yet only a handful of mating motifs. This unit has been developed to allow students to recognize these mating motifs and employ them during their play (i.e., Queen and Bishop, Queen and Knight, King and Rook, back-row mates and making combination nets that lead to checkmates, etc.).

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Recognize and identify several mating motifs (i.e. the very specific combination of chess pieces leading to checkmate).
- Analyze set positions and puzzles using mating motifs with specific chess pieces.
- Demonstrate the use of mating motifs in personal games. (i.e. students record and show their games won by the mating motif of a Queen and Knight in coordinated moves)

### **Unit 8: General Analysis, Critical Thinking and Problem Solving (12.5 hours)**

This unit has been developed to allow the student to use and develop their critical thinking and problem solving skills. Chess provides countless set positions, puzzles and exercises that enhance the skill of analysis. Specific analytical exercises will encourage students to 'think' dynamically, creatively and critically.

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that students will:*

- Perform general analysis, critical thinking and problem solving using specific set positions, personal games and chess master games, as well as specific chess puzzles and training exercises.

### **Unit 9: Analysis of 30 Chess Masters' Famous Games (12.5 hours)**

This unit has been developed to allow students to explore, research and analyze a famous game from a past chess master. Each student will give a 30 minute presentation on his/her analysis of one historic chess game to the class. In this way, students will become familiar with interesting and exciting classic games and learn the history of famous chess masters such as: Kasparov, Karpov, Fischer, Spassky, Korchnoi, Morphy, Capablanca, Alekhine, Lasker, Polgar, Nakamura, and Blackburn, to name a few.

#### **Curriculum Organizer: Knowledge /Analysis**

*It is expected that each student will:*

- Research, explain and demonstrate the theory, tactics and strategies used in one famous game from a past chess master.
- Compare and analyze the move selection used in one famous game from a past chess master.

### **Unit 10: Interclass Practice and Community Mentored Competition (45 hours)**

The purpose of this unit is to ensure that students have the opportunity to utilize the knowledge and skills they have developed during the course. Through this experience it is expected that each student will have a measurable improvement in their chess rating of at least 200 points. This can be accomplished by using a baseline measure at the beginning of the course through ICC Chess.com, YahooChess.com or via participation in the Chess Federation of Canada games and tournaments. Furthermore, there is a tremendous opportunity to involve our local Canadian chess community in mentored demonstrations and chess matches. Students will successfully compete against senior mentors from local community chess clubs or in internet tournaments, as evidenced by competent chess-play and recording of moves.

#### **Curriculum Organizer: Classroom / Curriculum Issues and Personal & Social Responsibility**

*It is expected that students will:*

- Demonstrate growth in ability and knowledge by recognizing and performing specific: standard openings, mid-game chess tactics and strategies, and endgame theory during competitive games played during interclass competition
- Keep an ongoing chess algebraic chess journal record of their use of specific tactics (pins, forks and skewers, etc.) during interclass competition.
- Show an observable/demonstrable fact that their CFC rating has increased by a minimum of 200 points (through a comparison to the baseline rating from the beginning of this course).
- Successfully compete against senior mentors from our local chess community or in internet tournaments as evidenced by competent chess-play and algebraic notation-recorded chess matches.

**Instructional Component:**

- Direct Instruction
- Interactive Instruction
- Independent Instruction
- Modeling
- Game Psychology & Initiative
- Strategy & Tactics
- Problem Solving & Analysis
- Critical Thinking
- Brainstorming
- Group Work
- Demonstrations
- Videos
- Dynamic and Creative Thinking Skills

**Assessment Component: (Formative and Summative)**

**Type:** \_\_\_\_\_ **Detail:** \_\_\_\_\_ **Weight:** \_\_\_\_\_

**Formative Assessment**

**Assessment for Learning:** - Lesson / Unit Re-evaluation (based on improved class chess techniques)  
 - Conferencing  
 - Journaling (descriptive feedback)

**Assessment as Learning:** - Journaling personal chess games through Algebraic Notation  
 - Participation Rubric developed with students  
 - Peer Assessment  
 - Rated Chess Matches (several internet rating systems available)

**Assessment of Learning / Summative Evaluation**

- In-class Research Projects	20%
- Presentation Demonstrations	20%
- Class Assignments and Quizzes	25%
- Final Tests Assessments	35%

**Performance Methods:**

Class Participation  
 Projects / Research Projects  
 Assignments  
 Tests and Quizzes

**Personal Communication:**

Learning Logs  
 Self-reflection Reports  
 Peer Evaluations  
 Portfolio Games Record  
 Game Analysis Presentation

**Other:**

Criterion Referenced Assessment  
 CFC / Yahoo / ICC Rating Scales



## **A) Student Resources:**

Chess Tactics for Kids by Murray Chandler (2004 ~ Gambit Publishing)  
Bobby Fischer Teaches Chess by Bobby Fischer (1992 ~Bantam Books)  
Winning Chess Tactics for Juniors by Lou Hays (1994 ~Hays Publishing)  
How to Beat your Dad at Chess by Murray Chandler (2005 ~ Gambit Publishing)  
A World Champion's Guide to Chess by Susan Polgar (2005 ~ Random House Publishing)

## **B) Teacher Resources:**

**Books:** (*Available Chess Federation of Canada or U S Chess Federation and Amazon*)  
The Amateur's Mind by Jeremy Silman (1999~ Siles Press)  
Endgame Concept Explained by Bruce Pandolfini (2004 ~ Fireside Books)  
Chess Complete: Comprehensive by Bruce Pandolfini (1992 ~ Fireside Books)  
Chess Openings : Traps & Zaps by Bruce Pandolfini (1989 ~ Fireside Books)  
The How, What Why of Opening Stratagems by Bruce Pandolfini (1989 ~ Fireside Books)  
A Comprehensive Chess Course, Vol. II by Roman Pelts & Lev Alburt(1989 ~Kiril Publishing)  
Attacks on the Castled King by AJ Gillman (1991~ Chessco Books)  
Chess Teaching Manual By Tom O'Donnel (1997 CFC publication - free to teachers)

### **Internet Websites:**

[www.uschess.org](http://www.uschess.org)

Play chess internationally

The latest international information site to order books, chess sets, chess clocks. etc.

[www.chess.net](http://www.chess.net)

The latest international information within the chess world today

[www.chessclub.com](http://www.chessclub.com)

Online internet chess club.

The latest information within the international chess community

[www.yahoochess.com](http://www.yahoochess.com)

Chess internationally

Establish a baseline chess rating.

[www.chessgames.com](http://www.chessgames.com)

Past games of famous players & biographies

[www.chess.ca](http://www.chess.ca)

Official Chess Federation of Canada website. site to order books, chess sets, chess clocks. etc.

[www.freechess.org](http://www.freechess.org)

The Free Internet Chess Server, is one of the oldest and one of the largest internet chess servers.

Hosts online tournaments and lectures. KICS (Kids Internet Chess Server) is a part of this site which only allows school children who are supervised by a teacher to play.

**Dvd's:**

"Chessmaster XI Grandmaster Edition for PC" by Ubisoft

"Fritz 11" by Chessbase

"Maurice Ashley Teaches Chess" by Simon & Shuster

"Chess the Easy Way with Susan Polgar" Volumes 1-6

"Essential in Game Knowledge" by Dr. Danny Kopec

"How to Visualize Chess Combinations" by Dr. Danny Kopec

"How to Analyze a Chess Position" by Dr. Danny Kopec

"The Pro Chess Video Mentor" by Yasser Seirawan

**Movies:****Searching for Bobby Fischer (1993)**

True story of Josh Waitzkin - a chess prodigy refuses to harden himself in order to become a champion like the famous but unlikable Bobby Fischer.

**Knights of the South Bronx (2005)**

A&E true story depicting one man's struggle to better the lives of underprivileged children in the South Bronx – by teaching them chess