



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: LANGLEY	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Kelsey Stewart	Date Developed: January 24, 2020
School Name: BROOKSWOOD SECONDARY	Principal's Name: John Pusic
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Foundations of Basketball 10, 11, 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4 credits each section of the course	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- No course pre-requisites are required. Co-requisites are PHE at grade 9 and 10.

Special Training, Facilities or Equipment Required:

- The course will be taught by a BCTF certified Physical and Health Education teacher
- Have a deep understanding of the sport of Basketball.
- Experience with local and provincial Basketball Associations.
- The course will be utilizing both gyms, the weight room, and various technological devices for video analysis.
- All equipment will be supplied by the school.

Course Synopsis:

The course provides students with intensive, personalized training to improve both their individual and team basketball skills as well as team strategies. The teacher will assess each student's strengths and growth areas to create a training plan for each of them to improve their skills and fitness. In addition, students learn about ways in which to maintain a healthy lifestyle, set goals for themselves and have opportunities to reflect on their growth in these areas.

Goals and Rationale:

The Foundations of Basketball class is a program in which diverse students train together with the common purpose of improving their individual and team skills as well as game strategies in basketball. The program is open to students who have a passion for playing basketball and improving their individual skill and team tactical development. The teacher will be responsible for all teaching and assessment of students.

Aboriginal Worldviews and Perspectives:

Student centered learning based on indigenous teaching practices (self to unit to team) and analysis of the perspective of the sport from different cultures. First Peoples Principles of Learning (FPPL) will act as foundational pillars to assist with the understanding:

Learning involves patience and time: The structure of the course is centered on a collaborative learning environment. This will require students to make connections and organize their knowledge. Reflection on their own performance will be encouraged in order to further their own learning.

Learning requires exploration of one's identity: Through basketball students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: This principle will be supported by providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

Learn from real-life situations that will help them to do the right things: Students work in game like situations that will have them develop an understanding of what needs to be done in order to be successful.

Course	Foundations of Basketball 10: 120 hours	Foundations of Basketball 11: 120 hours (Scaffolding on 10)	Foundations of Basketball 12: 120 hours (Scaffolding on 11)
Key goals of the course:	<ol style="list-style-type: none"> 1) Skills: 1v1, Individual offensive and defensive ball skills. 2) Video Analysis: Individual 3) Sportsmanship: ethics, sports psychology, referee training 4) Stewardship: personal goal setting and growth plans 5) Internship: application of knowledge in the community 6) Social Responsibility and Leadership: Scorekeeping at Middle Years, including training and jamborees, participation in intramurals 	<ol style="list-style-type: none"> 1) Skills: Small group offensive and defensive strategies 2) Video Analysis: Small group 3) Sportsmanship: ethics, sports psychology, referee and coaching training 4) Stewardship: personal goal setting and growth plans 5) Internship: application of knowledge in the community 6) Social Responsibility and Leadership: Refereeing/Coaching at Middle Years, including referee training 	<ol style="list-style-type: none"> 1) Skills: Team offensive and defensive strategies 2) Video Analysis: Team 3) Sportsmanship: ethics, sports psychology, referee and coaching training 4) Stewardship: personal goal setting and growth plans 5) Internship: application of knowledge in the community 6) Social Responsibility and Leadership: Facilitating Refereeing/Coaching/Events at Middle Years, including learning coaching styles 7) Mentorship: facilitating the development of others in the community and team building under a team leader.

Community Partnerships:

Students will be expected to work cooperatively with the Brookwood family of schools elementary teams. Students will be able to assist with refereeing, coaching, scorekeeping, and training. Students will be asked to assist with community events such as intramural competitions, 3 on 3 tournaments and other youth competitions.

BIG IDEAS

Personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels to improve basketball skills.

Following proper training techniques and knowing how our bodies move and function can help to reach basketball goals.

Sport participation involves sharing passions, knowledge and skills with the local and greater community.

Making healthy choices regarding nutrition, exercises and rehabilitation can help us to reach basketball goals.

Understanding potential careers and involvement in basketball after leaving high school can help focus goal setting.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Basketball Specific Training • Developing as a rounded player • Video analysis of individual and team performance • Mental Training for Basketball <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • Participate daily in physical activities designed to enhance and maintain health components of fitness • Identify, apply, and reflect on strategies utilized to pursue personal fitness goals in Basketball • Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities • Analyze health messages from a variety of sources and describe their potential influences on health and well-being • Analyze and critique a variety of fitness myths and fads • Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities in Basketball • Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in Basketball <p>Principles of Strength Training Specific to Baseball</p> <ul style="list-style-type: none"> • Develop and demonstrate appropriate exercise techniques for a variety of fitness activities • Create and implement a personalized fitness program, based on the Basketball BC development program • Identify and describe how different types of fitness activities influence the muscular system and the cardiovascular system <p>Social responsibility</p> <ul style="list-style-type: none"> • Demonstrate a variety of leadership skills in different types of fitness activities • Demonstrate appropriate behaviours in different types of fitness activities and environments • Apply safety practices in different types of fitness activities, for self and others 	<p><i>Students are expected to know the following:</i></p> <p>General Basketball Skills</p> <p>Triple Threat techniques: Shooting pocket, follow through, dribble finger position, passing strategies and techniques</p> <p>Basic Motion Offense: RCutting off of making a pass, cutting off of being guarded, Screen and roll, Dribble handoff and basic post moves</p> <p>Team Defensive Strategies: Help side, various zone defenses, full court and half court strategies.</p> <p>Individual scoring finishing moves: Euro step, pro hop, floater, runner, reverse lay up.</p> <p>Position Responsibilites: Each student should have an understanding of what each player’s responsibilities are on the floor depending on the position being played. They should understand what the movements are in positionless basketball.</p> <p>Classroom Material: Mental side of basketball, Basketball strategy, Careers in basketball, Basketball opportunities and pathways, NCAA registration and requirements, Sports nutrition, Sports injury prevention and rehabilitation and Video analysis</p> <p>Components of a Basketball class:</p> <ul style="list-style-type: none"> • warm up • exercise portion • cool down <p>Exercise safety and etiquette</p> <ul style="list-style-type: none"> • breathing techniques • proper body position and stance for lifting weights • proper use of equipment and facilities • spotting and working out with a partner <p>Ways to monitor and adjust physical exertion levels, including heart rate monitoring and percentage of 1 repetition maximum</p>

Big Ideas – Elaborations

-Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. Catching and Throwing games can help with hand-eye coordination, resistance training and conditioning will improve basketball stamina and build for life long activities.

-Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

-Potential careers that basketball could lead to including: Education required, Salaries/Pay, Experience.

-Nutritional choices pre and post workouts will affect recovery and performance.

-Care and prevention of injuries starts with competing while being healthy. Students will learn how to recover from competition and how to care for injury.

-Contribute back to the community through coaching, refereeing and score keeping involvement with younger students at the elementary and middle school level.

Curricular Competencies – Elaborations

-Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments

-Develop and apply a variety of movement concepts and strategies in different Basketball activities

-Apply methods of monitoring and adjusting exertion levels in physical activity during practices and games

-Develop and demonstrate safety, fair play, and leadership in physical Basketball

-Identify and describe preferred types of physical activity

-Identify and apply strategies from video analysis

Content – Elaborations

Proper skill development related to all areas of basketball; shooting, dribbling, team concepts, injury prevention and rehabilitation and life with basketball after high school

Proper technique for fundamental movement skills including non-locomotor, locomotor, and manipulative skills focusing on Basketball specific areas

- movements performed “on the spot” without travelling across the floor or surface

- movement skills that incorporate travelling across the floor or surface

- movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats;

- movement concepts and strategies related to Basketball

- ways to monitor and adjust physical exertion levels

- how to participate in different types of physical activities, including individual and dual activities, and games specific to Basketball

- training principles to enhance personal fitness levels relating to Basketball

- effects of different types of physical activity on the body

Recommended Instructional Components:

1. Drill-repetition-practice-feedback
2. Technology (visual and/or structured presentation medium)
3. Goal setting short and long term and also how to make achievable goals

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

1. Growth in abilities throughout the semester specific to skill level and fitness level
2. Participation
3. Self Reflections/Journal/Fitness Tracking
4. Descriptive Feedback written/visual/oral

Learning Resources:

Nike coaching clinic video resource, websites, youtube videos, Canada basketball development program.

<https://www.basketball.ca/>

<https://www.basketball.bc.ca/snyb-resources>

Additional Information:

Foundations of Basketball can be time tabled outside the regular block rotation or within the block rotation.