



## Board/Authority Authorized Course: **Basketball 10**

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD79 Cowichan Valley
<b>Developed by:</b> Sandeep Heer	<b>Date Developed:</b> June 10, 2019
<b>School Name:</b> Cowichan Secondary School	<b>Principal's Name:</b> Alison Keple
<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> Basketball 10	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours
<b>Course Category:</b> Leisure and Recreational Activities	<b>Course Code:</b> YLRA-0B

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** basketballs, cones, gym, basketball hoops, community locations will be used, on-line devices and internet access.

**Course Synopsis:** This course will instruct students in the various skills, attributes, and knowledge required to become a successful lifelong participant in physical activities. The focus will be on applying these skills in service to your school and community. The class will emphasize small group work and hands-on experiences. As per the First People's principle, (learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors) this course will focus on the balance of self and community to create a wholistic approach to physical activity. Elders will be sought to facilitate and guide.

**Indigenous 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. Our Indigenous Knowledge Keepers and 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.

**BIG IDEAS**

**Sport specific** skill development can allow increase participation in a sport.

Daily participation in different types of physical activity influences our **physical literacy** and personal health and fitness goals.

**Sport safety** and injury prevention practices allow lifelong participation in physical activities.

**Personal fitness** can be maintained and improved through regular participation in physical activities.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Refine and apply movement skills in a variety of physical activities and environments</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>• Demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and explain <b>motivational factors</b> influencing participation in physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate in physical activities designed to enhance and maintain <b>health components of fitness</b></li> <li>• Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities</li> <li>• Identify and apply strategies to pursue personal healthy-living goals</li> <li>• Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies</li> </ul> <p><b>Skill Development</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• health benefits of physical activities</li> <li>• <b>movement concepts</b> and <b>strategies</b></li> <li>• ways to <b>monitor and adjust physical exertion levels</b></li> <li>• potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology</li> <li>• <b>sources of health information</b></li> <li>• components of an <b>exercise session</b></li> <li>• exercise <b>safety and etiquette</b></li> <li>• principles of program design, including training principles to enhance personal fitness levels, such as the <b>FITT principle, SAID principle, recovery, and specificity</b></li> <li>• Analyze a personal nutritional plan</li> <li>• Demonstrate and perform a jump shot</li> <li>• Demonstrate and perform dribbling stationary and on the move avoiding defenders</li> </ul>

- Develop skills that can be positively applied to the game of basketball
- Demonstrate awareness of **safe practices** in basketball
- Introduced or continue the development of shooting mechanics
- Introduced or continue the development of ball handling
- Introduced or continue the development of passing which includes several variations

#### **Leadership**

- An ability to use time management techniques
- Decision-making through choice of skills and strategies
- The ability to function in a leadership role
- Various leadership skills to practical situations

- Demonstrate and perform a chest, overhead, bounce, left and right hand push pass
- Time management principles
- Volunteering in the community and school

## Big Ideas – Elaborations

**Sport specific:** Students will participate in skill development that is necessary for the participation in a sport (examples: passing, ball handling, shooting, dribbling and catching a basketball).

**Sport safety:** Students will be prepared to participate in a sport by having the physical, skill development and knowledge of rules, techniques and tactics.

**Leadership:** Students will be through an exploration of one's identity (FPPL) students will discover a leadership style that works for them.

**Personal fitness:** Students will through a continuum of infinite possibilities for better or worse of physical or mental health.

**Physical Literacy:** Students will be prepared to be life-long participants in physical activity.

## Curricular Competencies – Elaborations

**Safe Practices:** A series of specific steps that will guide a student to participate in a sport without injury to themselves or others.

Key Questions:

- What do I already know about this course?
- What techniques, rules or skills do I already know?
- What tactics or spaces can I use?

**Physical Activities:**

Could include:

- indoor or outdoor activities
- individual activities or activities with others
- competitive or non-competitive activities

**Training programs and techniques:** The physical conditioning program and the movements within the program used by athletes to increase proficiency in sport.

- What role does participation in physical activities play, in lifelong health and well-being?
- How does participating in a variety of physical activities increase the likelihood that I will continue to have an active lifestyle?

**Strategies:**

- What strategies can you use to gain some type of advantage in a game situation?
- A plan for action within a competitive or non-competitive situation with the goal of being successful.

**Leadership:**

- A way for learners to reflect on and take ownership of their learning and set goals of growth.

- Decision making through thoughtful process of selecting logical available options.

## Content – Elaborations

**Monitor and adjust physical exertion levels:** could include:

- Using heart rate monitors
- Checking pulse
- Checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)

**Movement concepts:** include:

- body awareness (e.g., parts of the body, weight transfer)
- spatial awareness (e.g., general spacing, directions, pathways)
- effort awareness (e.g., speed, force)
- relationships with others and objects

**FITT principle:** a guideline to help develop and organize personal fitness goals based on:

- Frequency - how many days per week
- Intensity - how hard one exercises in the activity (e.g., percentage of maximum heart rate)
- Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
- Time – how long the exercise session lasts

**Strategies:**

- Plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)

**Active Living:**

- A way of life that integrates physical activity into daily routines.

**Recommended Instructional Components: Core Competencies**

- Multiple environments: Gym, Dry Land at the Track, Weight Room, off court (classroom)
- Direct instruction
- Demonstrations
- Modeling
- Simulations
- Peer teaching

**Recommended Assessment Components: This course aligns with the Principles of Quality Assessment**

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Each student will have multiple conversations about their service project using their reflective journal to guide their discussion. This process is innately indigenous as the student is responsible to reflect upon their own growths and changes while the teacher facilitates with patience and time, deeply engaging with the learner.

The teacher will use this information to make a final assessment on the three components of the curriculum model - knowing, doing, understanding and will determine if the student demonstrates the concepts and competencies relevant to Basketball 10.

**Learning Resources:**

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

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

<https://www.coachesclipboard.net>

**Books:**

- Basketball skills and drills – Jerry V. Krause / Don Meyer / Jerry Meyer
- Coach Wooden’s Pyramid of Success
- Coach Wooden’s Leadership, Game Plan for Success
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