

SCHOOL DISTRICT NO. 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE AGENDA

Agenda

Committee Members: Board of Education:
Trustee Sheila Stelck, Chairperson
Trustee Nola Silzer
Trustee Teri VanWell

TBA (SAA) – elementary
Steve Newlove (SAA) – secondary
James Taylor (COPACS)
Don Peterson (STA)

Carly Hunter, Director of Instruction
Paul McKenzie, Assistant Superintendent

Tuesday, March 3, 2020

3:00 pm. to 5:00 pm. – Board Room, School Board Office

Other Attendees: Kal Russell, Principal North Saanich Middle School
David Mark, Vice-Principal Royal Oak Middle School

1. PRESENTATIONS AND QUESTIONS

1. Multi-age Math at middle school. A district initiative. – Kal Russell and David Mark

2. ITEMS FOR DISCUSSION

(None)

3. ITEMS FOR RECOMMENDATION

1. Board Authority/Authorised Courses

Staff Recommendation:

That the Board approve the following Board Authority/Authorised courses:

- Sustainable Gardening and Landscaping 10 – Stelly’s Secondary
- Sustainable Gardening and Landscaping 11– Stelly’s Secondary
- Sports Performance Basketball 12 – Claremont Secondary

4. ITEMS FOR INFORMATION

(None)

5. FUTURE AGENDA ITEMS

(None)



Sustainable Gardening and Landscaping 10 - Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number: SD63
Developed by: Charlene Vopnfjord/Jon Siebert	Date Developed: December 2019
School Name: Stelly's Secondary School	Principal's Name: Sally Hansen
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sustainable Gardening and Landscaping	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

- Instructor with training in Gardening or Horticultural and Food Preservation
- Field classroom for theory
- Access to natural habitats
- Field trips to nurseries, farms and gardens
- Garden space

Course Synopsis:

Gardening and landscaping practices have a significant impact on the environment. The emphasis of this course is based on adopting and refining the principles of "sustainable gardening". The sustainable gardening concept is one that supports an approach to gardening with an emphasis on sustainable food production. Students visit and observe natural habitats and learn to skillfully recreate nature's beauty in domestic landscapes. This environmentally responsible gardening/landscaping course aims to provide hands-on learning opportunities for students.

Rationale and Goals:

The purpose of the *Sustainable Landscaping and Gardening 10* course is to introduce young people to plants, gardening, and landscaping. Building, expanding and using various garden spaces at the school will build self-sufficiency to ensure food security knowledge, produce food for the school and community and provide useful skills for the future. The spaces will be shared and accessed by the school community and across curriculums. The course will prepare students for possible careers in horticulture, horticultural therapy, garden and landscape design, environmental studies.

Aboriginal Worldviews and Perspectives:

- Apply First Peoples perspectives and, other ways of knowing, and local knowledge as sources of information
- Learning involves patience and time
- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Including as much experiential learning as possible
- Providing choice and flexibility in activities so that different aspects of the whole self can be attended to
- Use of humour
- Providing multiple access points for all learners in learning activities so that everyone can access opportunities for learning.

BIG IDEAS

Urban food security is enhanced through the practice of sustainable agriculture.

Gaining food production experience leads to entrepreneurial skill and competency building.

Exposure to gardening and soil increases mental health and wellness and reinforces students’ sense of place.

Food production connects students with their peers, local businesses, Indigenous culture and community.

The growing cycle of plants and food production leads to food related issues in society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Practice sustainable urban agriculture; ● Plan and plant food crops in small groups: maintaining orchards, berries, and vegetables; ● Explore the topic of ‘Food Security’; ● Use an integrated pest management approach to a specified plant problem; ● Explore various composting and natural fertilization techniques; ● Apply the principles of food preservation techniques; ● Apply the principles of sustainable gardening practices by creating a landscape design; ● Prepare a list of plant varieties most suitable for growing in local regions; ● Explore the uses of Indigenous plants. Learn how to identify/plant/grow/harvest and prepare these plants in consultation with local Indigenous people; ● Prepare produce for consumption in the community; ● Explore the use of pesticides and its impact on the environment; ● Use and demonstrate sustainable gardening and landscaping practices, that leads to designing their own landscape plan at home; and ● Demonstrate a sustainable landscape plan: <ul style="list-style-type: none"> ○ a landscape drawing labeled with common plant names, considering companion planting, spacing and sun exposure. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Learn the principles of sustainable gardening; ● Field identification of plant communities; ● Identify disease and insects commonly found on food crops; ● Identify organic solutions for managing food crop plant diseases and insects; ● Learn about various composting techniques; ● Practice food security methods through food preservation techniques such as; cooking, canning, drying, pickling, smoking and fermentation; ● Describe specific pruning methods of crop plants for maximizing yields; ● Review basic botany, plant life cycles, plant parts, as it relates to healthy plant growth and development; ● Learn the uses of Indigenous plants and traditional growing/harvesting/preservation techniques; and ● Demonstrate working knowledge of the classification system of plants.

Big Ideas – Elaborations

Sustainable agriculture: meeting society's food and textile needs in the present without compromising the ability of future generations to meet their own needs.

Sense of place: Sense of place defines the identity, significance, meaning, intention, and felt value that are given to places by individuals (Pred 1983) as a result of experiencing it over time (Relph 1976; Tuan 1977).

Local food and agriculture: Study of the cycle of food through planning, planting, tending, harvesting, eating, preserving, sharing and seed collection.

Curricular Competencies – Elaborations

Students are expected to do the following:

- Sustainable gardening: the concept of using gardening practices that cause no harm to the earth and its inhabitants while attempting to actually enhance it;
- Food crops: growing in various environments such as vertical growing techniques, small, 3'x8' garden beds, similar to what would be found in a home garden;
- Integrated Pest Management - Integrated pest management, also known as integrated pest control is a broad-based approach that integrates practices for economic control of pests. IPM aims to suppress pest populations below the economic injury level;
- Landscape design - an independent profession and a design and art tradition, practiced by landscape designers, combining nature and culture. In contemporary practice, landscape design bridges the space between landscape architecture and garden design; and
- Sustainable landscaping – a variety of practices that have developed in response to environmental issues.

Content – Elaborations

Students are expected to know:

- **Classification system of plants** – Plant kingdom contains all the known plants, approximately 300,000 plant species. As plants are classified into divisions, classes, orders, families, and genera, more specific groupings of plants are found until each plant is specifically named;
- **Integrated Pest Management** - Integrated pest management, also known as integrated pest control, is a broad-based approach that integrates practices for economic control of pests. IPM aims to suppress pest populations below the economic injury level; and
- **Care and preservation** of produce to ready for community use - Stelly's Foods classes, Cafe, Farm Stand, local restaurants, local markets.

Recommended Instructional Components:

May include, but are not limited to:

1. Direct and indirect instruction
2. Paired, small group, and class discussions and tasks
3. Library and Internet research
4. Practical components in lab format with plants and plant samples brought into the classroom
5. Field trips
6. Elders and Guest Speakers
7. Videos

Recommended Assessment Components: Ensure alignment 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
- Assessment rubric indicators: emerging, developing, proficient, extending
- 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 a final conversation about their final product and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. 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 Gardening 10.

Final grading will be based on the following:

Product: Students will produce scale diagrams for gardens. They will also plant and nurse group garden beds until the end of the semester.

Documentation: Students will keep a logbook/journal, use a digital notebook to record stages of development, make before, during and after slideshows of their perceptions and how they may shift.

Observations and Conversations: Will be ongoing throughout the course to offer feedback and to assess to what extent the student has developed the curricular competencies.

Learning Resources:

Learning Resources will include, but are not limited to:

- Teacher generated resources
- Materials, resources, workshops, etc
- Various short videos and TED Talks
- Guest Speakers
- Elders
- Field trips/workshops
- Online Apps and websites



Sustainable Gardening and Landscaping 11 - Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number: SD63
Developed by: Charlene Vopnfjord/Jon Siebert	Date Developed: December 2019
School Name: Stelly's Secondary School	Principal's Name: Sally Hansen
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sustainable Gardening and Landscaping	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

- Instructor with training in Gardening or Horticultural and Food Preservation
- Field classroom for theory
- Access to natural habitats
- Field trips to nurseries, farms and gardens
- Garden space

Course Synopsis:

Gardening and landscaping practices have a significant impact on the environment. The emphasis of this course is based on adopting and refining the principles of "sustainable gardening". The sustainable gardening concept is one that supports an approach to gardening with an emphasis on sustainable food production. Students visit and observe natural habitats and learn to skillfully recreate nature's beauty in domestic landscapes. This environmentally responsible gardening/landscaping course aims to provide hands-on learning opportunities for students.

Rationale and Goals:

The purpose of the *Sustainable Landscaping and Gardening 11* course is to introduce young people to plants, gardening, and landscaping. Building, expanding and using various garden spaces at the school will build self-sufficiency to ensure food security knowledge, produce food for the school and community and provide useful skills for the future. The spaces will be shared and accessed by the school community and across curriculums. The course will prepare students for possible careers in horticulture, horticultural therapy, garden and landscape design, environmental studies.

Aboriginal Worldviews and Perspectives:

- Apply First Peoples perspectives and, other ways of knowing, and local knowledge as sources of information
- Learning involves patience and time
- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Including as much experiential learning as possible
- Providing choice and flexibility in activities so that different aspects of the whole self can be attended to
- Use of humour
- Providing multiple access points for all learners in learning activities so that everyone can access opportunities for learning.

BIG IDEAS

Urban food security is enhanced through the practice of sustainable agriculture.

Gaining food production experience leads to entrepreneurial skill and competency building.

Exposure to gardening and soil increases mental health and wellness and reinforces students' sense of place.

Food production connects students with their peers, local businesses, Indigenous culture and community.

The growing cycle of plants and food production leads to food related issues in society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Practice sustainable urban agriculture; ● Plan and plant food crops in small groups/individually: maintaining orchards, berries, and vegetables; ● Explore the topic of ‘Food Security’ and research a local organization who is working to provide it in our community; ● Research, design and use an integrated pest management approach to a specified plant problem; ● Explore various composting and natural fertilization techniques; ● Apply the principles of food preservation techniques and contribute to a local food security organization; ● Apply the principles of sustainable gardening practices by creating a landscape design; ● Prepare a list of plant varieties most suitable for growing in local regions; ● Research, present and explore the uses of Indigenous plants. Learn how to identify/plant/grow/harvest and prepare these plants in consultation with local Indigenous people; ● Prepare produce for consumption in the community; ● Research, present and explore the use of pesticides and its impact on the environment; ● Use and demonstrate sustainable gardening and landscaping practices, that leads to designing their own landscape plan at home; and 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Learn the principles of sustainable gardening; ● Field identification of plant communities and natural habitats in the community; ● Identify disease and insects commonly found on food crops; ● Identify and implement organic solutions for managing food crop plant diseases and insects; ● Learn about various composting techniques; ● Practice food security methods through food preservation techniques such as; cooking, canning, drying, pickling, smoking and fermentation; ● Describe specific pruning methods of crop plants for maximizing yields; ● Learn common Latin names of popular plants; ● Review basic botany, plant life cycles, plant parts, as it relates to healthy plant growth and development; ● Identify common characteristics of native plants and plant communities; ● Learn the uses of Indigenous plants and traditional growing/harvesting/preservation techniques; and

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| <ul style="list-style-type: none"> ● Demonstrate a sustainable landscape plan: <ul style="list-style-type: none"> ○ a landscape drawing labeled with common and scientific plant names, considering companion planting, spacing and sun exposure. | <ul style="list-style-type: none"> ● Demonstrate working knowledge of the classification system of plants. |
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Big Ideas – Elaborations

Sustainable agriculture: meeting society's food and textile needs in the present without compromising the ability of future generations to meet their own needs.

Sense of place: Sense of place defines the identity, significance, meaning, intention, and felt value that are given to places by individuals (Pred 1983) as a result of experiencing it over time (Relph 1976; Tuan 1977).

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Content – Elaborations

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

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- Each student will have a final conversation about their final product and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. 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 Gardening 11.

Final grading will be based on the following:

Product: Students will produce scale diagrams for gardens and their own garden plots. They will also plant and nurse group garden beds/their garden beds until the end of the semester.

Documentation: Students will keep a logbook/journal, use a digital notebook to record stages of development, make before, during and after slideshows/videos of their perceptions and how they may shift. Students will present their findings to groups within the school or the community.

Observations and Conversations: Will be ongoing throughout the course to offer feedback and to assess to what extent the student has developed the curricular competencies. Senior students will check in with junior students to provide feedback on specific projects and report to teacher.

Learning Resources:

Learning Resources will include, but are not limited to:

- Teacher generated resources
- Materials, resources, workshops, etc
- Various short videos and TED Talks
- Guest Speakers
- Elders
- Field trips/workshops
- Online Apps and websites



Sports Performance Basketball 12 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Brandon Dunlop	Date Developed: February 2020
School Name: Claremont Secondary	Principal's Name: Peter Westhaver
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance Basketball	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

The course instructor will be one who is a basketball instructor with experience and certification in higher level basketball, preferably post-secondary. The instructor will ideally have experience playing and coaching basketball at the post-secondary level.

Gymnasium required.

Course Synopsis:

This course will provide an opportunity for young basketball players, both male and female, to train and learn about the sport of basketball on a daily basis. The course will also provide an avenue for students to develop their basketball skills, and to use this course as part of their overall development as players, people, and students. Areas of

exploration will include: basic and advanced techniques of defensive and offensive play, basic and advanced team concepts and strategies for defense and offense, individual sport-specific fitness, coaching and leadership theory, injury prevention, and nutrition. This class will be a 'skills and drills' focused class to help improve and enhance current basketball players' abilities within the school.

Basketball Course students will meet daily, and train on court 2-3 days per week. They will take part in cross training, as well as other physical activities, fitness, and strength and conditioning. In addition, this class will look for opportunities to help lead younger elementary and middle school students. Guest coaches will also be brought in with experience coaching various levels and diversities to introduce the opportunities which exist in the game of basketball outside of secondary school. There will also be classroom instruction. The student's work ethic will have a significant impact on their success in this course. Personal commitment and responsibility are of the utmost importance.

Goals and Rationale:

Research shows there is growing popularity for the sport of basketball. Many schools currently offer different types of sport performance courses in order to provide a higher level of training in a particular sport, and this course will help those students wanting to enhance their basketball skills.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Learning is embedded in memory, history and story.
- Leading others involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Sports development requires exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

- The First People's Principles of Learning are inherent in the aspects included in Athletic Coaching 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:
- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

BIG IDEAS

<p>Sport offers opportunities to learn life skills and develop their whole being.</p>	<p>Sport training, performance and practice contributes to developing the skills and habits that will help further opportunities in sport and community.</p>	<p>Individual development of fitness, mental preparation, sportsmanship practices, and goal setting lead to comprehensive student-athletes.</p>	<p>Healthy and active living contributes to a healthy, vibrant community.</p>	<p>Leadership development is an ongoing practice.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Individual Basketball Skills Develop and work on a wide range of skills that allow the student to compete successfully and safely in the game of basketball, and in other sports as well.</p> <p>Team Concepts and Strategies Work within a team environment that allows the student to compete successfully in the game of basketball, and in other sports as well. Facilitate discussions and build an understanding of the importance of leadership and mental preparation in the sport of basketball, but in other sports as well. Enable and work with students to lead their peers through basketball-specific drills and games.</p> <p>Individual Sport-specific Fitness Enhance their physical well-being while also connecting it to the specific sport of basketball (strength, power, agility, etc).</p>	<p><i>Students are expected to know the following:</i></p> <p>Individual Basketball Skills Effective tools and strategies to complete, and action in game-like scenarios.</p> <p>Team Concepts and Strategies Effective tools for creating athletic/academic balance. Combining technical skill with reading the situation and decision making. Providing the tools and network needed to deal with the challenges of school and sport in an appropriate and effective manner. Using the expertise of infamous Philosophers and experts in the field of leadership and mental health/mental preparation. Effective teaching/coaching tools for creating positive and safe learning in others.</p> <p>Individual Sport-specific Fitness Physical training basics: energy fitness, muscular fitness and the basics of periodization. Intensity and workload necessary to perform at their best.</p>

Injury Prevention

Enhance their understanding of how to prevent injuries in sport, but also how to recognize and respond to various sport-related injuries.

Nutrition

Using nutrition to enhance one's ability in sport.

Using nutrition as one element in developing long-term active, healthy-living strategies.

Using knowledge of nutrition to develop a post-secondary nutritional plan that considers various constraints within an individual's life such as access, location, resources, etc.

Community/School Component

Use knowledge learned in class to facilitate and oversee the game of basketball outside the "gym" through score-keeping, shot clock and score clock operation.

Use the knowledge of rules and regulations taught in, and further developed in class to volunteer in the community through refereeing and/or coaching opportunities.

Enhance and improve the participation of basketball through the development and management of a lunch-time intramural "league."

Enhance and improve the participation of basketball through the assistance of an annual 3 on 3 (in the fall) and 4 on 4 (in the spring) basketball tournament (refeing, scorekeeping, planning and overseeing)

Demonstrate and elaborate on the tools needed to create optimal fitness and strength in their sport.

Injury Prevention

Signs: the visual aspects to a sport injury.

Symptoms: the sensations reported by the injured athlete.

Musculoskeletal anatomy and physiology: major bones, muscles, connective tissue and joints; also the basic functions of these features.

Main injuries that occur in the sport of basketball (knees, ankles, fingers, etc.) and how to appropriately train to prevent injury, as well as safe playing styles that decrease the likelihood of injury.

Nutrition

Using nutrition as fuel for optimal performance (pre-game and post-game foods, proper hydration, etc.) both on and off the court.

Develop nutritional goals that are related to the sport, and ones that can be used to develop an active, healthy life after playing.

Community Component

The difference between girls and boys rules (eg: shot clock differences; length of game differences, etc).

The changes and updates to the rules of the game (eg: when teams get to advance the ball to mid-court; when there is a half reset to the shot clock; personal fouls vs. technical fouls vs. team fouls, etc).

How to setup and operate the shot-clock and score-clock.

How to operate and manage the official score clock sheet for various levels of basketball.

How to cooperate and coordinate with the in-game officials to ensure the game operates smoothly and effectively.

How to teach other student athletes who may have significantly less experience playing basketball on how to improve and develop their skills.

*Students with post-secondary basketball aspirations:
Work with students to connect personal skills and team skills to expectations of post-secondary institutions;
Develop 'highlight videos' to share with potential post-secondary institutions.

*Students with post-secondary basketball aspirations:
Help students connect with post-secondary institutions to identify the needs for various programs in Victoria and elsewhere;
Learn to create effective highlight videos in order to peak interest from various post-secondary institutions.

Big Ideas – Elaborations

Life Skills:

Sample questions to support inquiry-based learning:

What social, physical, spiritual, emotional and mental skills can I develop to help maintain balance between my athletics, academics and other life challenges?

Sports Training, Performance and Practice:

Sample questions to support inquiry-based learning:

How do the principles of daily fitness and strength training contribute to better performance in my sport?

Individual Development:

How can I learn to correctly analyze my performance and make changes through further skill development? Personal development?

Healthy and Active Living:

Sample questions to support inquiry-based learning:

How does having an understanding of anatomy, physiology and overall active health help me attain my peak performance in my sport, and in my community?

Leadership:

Sample questions to support inquiry-based learning:

How does obtaining leadership skills transfer to the basketball court, as well as the community? In other words, how can I become a successful leader both on and off the court?

How can I contribute and support a positive and active community and school through my involvement in the sport?

Curricular Competencies – Elaborations

Individual Basketball Skills

Complete drills that test their skills by challenging them to get out of their comfort zones and push them to try new things and adapt new ways of completing various tasks on and off the floor.

Team Concepts and Strategies

Handle the challenges of sport performance in an appropriate and effective manner.

Carry out various elements of the game both on defense and offense, and both in an individual and team way.

Individual Sport-specific Fitness

Physical training basics.

How to measure progress and improvements as it relates to their own personal training program.

- effective self-analysis of their own technical skills within their own sport
- monitor their current state of physical well-being as it applies to their current state of fatigue
- personally monitor when intensity level needs to increase or decrease based on performance

Injury Prevention

Demonstrate understanding of basic musculoskeletal anatomy and physiology as it relates to sport.

Recognize signs and symptoms of common sports injuries.

Observe sport safety guidelines.

Nutrition

Demonstrate knowledge of different requirements for feeding the energy systems in and out of competition.

Understand how different types of food affect training and performance.

Community/School Component

Basic understanding of the various rules, and differences between them, that apply to both boys and girls basketball, as well as between Junior and Senior basketball.

Handle the challenges of a fast-paced game played in an often competitive environment with multiple perspectives on the game, such as parents, officials, coaches and the players.

Organize their time and communication skills to oversee the “intra-mural” basketball league through refereeing, score keeping.

Communicate with both student-athletes, as well as administrative staff, to ensure the participating student body knows when they are playing at lunch and how their team is doing (through posters around the school and daily announcements).

Organize their time and communication skills to oversee the annual 3 on 3 AND 4 on 4 basketball tournaments through referring, score-keeping and overseeing the management and coordination of these tournaments.

Content – Elaborations**Individual Basketball Skills:**

Understand, and apply the appropriate techniques to shoot, pass, and dribble a basketball.

Facilitating the development, and implementation of advanced ball-handling skills, and application of these techniques in game-like situations.

Understand and apply the development, and implementation of advanced manoeuvres to score a basket, and to prevent a basket being scored while on defence.

Application of the development, and implementation of proper footwork, and technique to defend in 1 on 1, 3 versus 3 and 5 versus 5 situations.

Understand and apply the ability to get 'open' using off-ball screens, as well as without screens; and combining offensive manoeuvres to attempt a shot.

Understand and apply rebounding principles in order to increase the number of team possessions in both drill and game situations.

Team Concepts and Strategies:

Understand and apply the rules of the game.

Understand the principles and theories of team offense, both in half-court situations, as well as full-court scenarios.

Understand the principles, and theories of team defense, both in half-court situations, as well as full-court scenarios.

Individual Sport-Specific Fitness:

Identify the principles of physiology, and anatomy as related to healthy, active living.

Apply appropriate research skills in conducting a survey to identify the needs of an individual and/or group for health and physical education.

Describe the physiological systems and principles relevant to the maintenance and/or improvement to healthy, active living.

Describe the anatomical systems and principles relevant to the maintenance and/or improvement to healthy, active living.

Injury Prevention:

Describe safety regulations and procedures designed to ensure safety while pursuing physical fitness.

Demonstrate the measures required to prevent injuries in basketball, as well as the need to recognize the signs of possible injuries.

Nutrition:

Use appropriate appraisal tools to assess the eating habits and patterns of others.

Demonstrate an ability to make appropriate revisions to plans for programs that promote healthy eating and physical activity.

Demonstrate an ability shifting an emphasis on weight control to an emphasis on a healthy lifestyle.

Community/School Component:

Know the rules of the game designed to ensure proper safety and competitive play.

Understand and apply the basic knowledge of the game to facilitate the sport of basketball in the community and in the school through score-keeping, officiating, or coaching.

Recommended Instructional Components:

Direct Instruction

Demonstrations

Modeling

Game and sport-specific simulations

Simulations

Student-in-Role

Peer teaching
Experiential Learning
Reflective Writing

Estimated time on each unit:

Unit 1 – Individual Basketball Skills (30 hours)
Unit 2 – Team Concepts and Strategies (20 hours)
Unit 3 – Individual Sport-specific Fitness (10 hours)
Unit 4 – Injury Prevention (5 hours)
Unit 5 – Nutrition (5 hours)
In the community (30 hours) – score-keeping, refereeing, coaching, lunchtime intramural league

Recommended Assessment Components:

Journaling
Peer Assessment
Self-Assessment and Goal Setting
Performance Assessment
Oral Presentations
Quizzes and Exams

Learning Resources:

www.lesspub.com (Winning Hoops Magazine – they also have a free weekly newsletter with drills, plays and articles related to youth and high-school basketball)
www.championshipproductions.com (Resource of instructional videos with a weekly newsletter with drills shows in clips from the videos)
www.simpletruths.com (A great resource for three-minute videos on a large number of topics such as leadership)
www.breakthroughbasketball.com (Newsletter with free drills and other related information)
www.coachestoolbox.net (Can sign up for daily email with coaching hints and drill information)
Pure Sweat Basketball YouTube Channel – Google this topic to find a never-ending collection of drills, workouts and articles)
www.fastmodelsports.com (Collection of 1000s of drills along with a blog and software downloads)
www.protraininghh.com (Website that offers drills and workouts for players at all positions)
High Five Recreational Leadership: Principles of Healthy Childhood Development & High Five Sport
Guest speakers (Coaches from both local institutions such as Camosun College and UVIC)
Basketball Coaching Guide (<https://www.basketballforcoaches.com/>)
FIBA Coaching Library (<http://coachinglibrary.fiba.com/>)
The Official Youth Basketball Website for Basketball USA (<http://www.ihoops.com/>)
Coaches Clipboard (<http://www.coachesclipboard.net/>)

Additional Information: N/A