

**SCHOOL DISTRICT NO. 63 (SAANICH)**

**EDUCATION DIRECTIONS COMMITTEE AGENDA**

**Agenda**

Committee Members:    Board of Education:  
Trustee Sheila Stelck, Chairperson  
Trustee Alicia Holman  
Trustee Teri VanWell

Tom Vickers (SAA) – elementary  
Steve Newlove (SAA) – secondary  
Ashley Sonosky (COPACS)  
Don Peterson (STA)

Carly Hunter, Director of Instruction  
Paul McKenzie, Assistant Superintendent

**Tuesday, April 9, 2019**

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

Other Attendees: Robin Kelly , Teacher Librarian Sidney Elementary  
Laurel Evans, Teacher Prospect Lake Elementary  
Daphne Mcnaughton, Leader Peninsula 1000 x 5 Project

**1. PRESENTATIONS AND QUESTIONS**

1. Sidney Elementary Maker Space – Robin Kelly
2. Prospect Lake Elementary: Young Entrepreneurs Project – Laurel Evans
3. Peninsula “1000 x 5” Children’s Book Recycling Project – Daphne Mcnaughton

**2. ITEMS FOR DISCUSSION**  
(None)

**3. ITEMS FOR RECOMMENDATION**

1. Board Authority/Authorized Courses – Paul McKenzie

**Staff Recommendation:**

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

- Sports Performance Basketball – grade 11 – Claremont Secondary

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**4. ITEMS FOR INFORMATION**  
(None)

**5. FUTURE AGENDA ITEMS**

1. Advocates Report
2. Equity Scan



## Sports Performance Basketball 11 Board/Authority Authorized Course

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>Saanich School District | <b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b><br>SD63 |
| <b>Developed by:</b><br>Brandon Dunlop   | <b>Date Developed:</b><br>May 2018  |
| <b>School Name:</b><br>Claremont Secondary   | <b>Principal's Name:</b><br>Peter Westhaver   |
| <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><br>Sports Performance Basketball                                 | <b>Grade Level of Course:</b><br>11   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>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 individual 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. There will also be classroom instruction. Personal commitment and responsibility are of the utmost importance for this course, and will have a significant impact on the success of this course.

### **Goals and Rationale:**

Research shows there is a growing popularity for the sport of basketball. A Canadian research study indicated that from 2006 to 2016, basketball will be the top sport in fan base growth with an increase of 56% (Solutions Research Group, 2006). 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 <b>life skills</b> and develop their whole being.</p> | <p><b>Sport training, performance and practice</b> contributes to developing the skills and habits that will help further opportunities in sport and community.</p> | <p><b>Individual development</b> of fitness, mental preparation, sportsmanship practices, and goal setting lead to comprehensive student-athletes.</p> | <p><b>Healthy and active living</b> contributes to a healthy, vibrant community.</p> | <p><b>Leadership</b> development is an ongoing practice.</p> |
|--|---|--|--|--|

**Learning Standards**

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p><b>Individual Basketball Skills</b><br/>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><b>Team Concepts and Strategies</b><br/>Work within a team environment that allow the student to compete successfully in the game of basketball, and in other sports as well.</p> <p><b>Individual Sport-specific Fitness</b><br/>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><b>Individual Basketball Skills</b><br/>Effective tools and strategies to complete, and action in game-like scenarios.</p> <p><b>Team Concepts and Strategies</b><br/>Effective tools for creating athletic/academic balance.<br/>Combining technical skill with reading the situation and decision making.<br/>Providing the tools and network needed to deal with the challenges of school and sport in an appropriate and effective manner.</p> <p><b>Individual Sport-specific Fitness</b><br/>Physical training basics: energy fitness, muscular fitness and the basics of periodization.<br/>Intensity and workload necessary to perform at their best.<br/>Demonstrate and elaborate on the tools needed to create optimal fitness and strength in their sport.</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.

**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."

**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 for them 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.

## **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 their 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**

Basic musculoskeletal anatomy and physiology as it relates to sport.

Signs and symptoms of common sports injuries.

Sport safety guidelines.

**Nutrition**

Different requirements for feeding the energy systems in and out of competition.

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 the student-athletes, as well as the 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).

**Content – Elaborations****Individual Basketball Skills:**

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

Demonstrate the development and implementation of advanced ball-handling skills.

Demonstrate the development and implementation of advanced maneuvers to score a basket.

Demonstrate the development and implementation of proper footwork and technique to play defense against an opponent in one-on-one situations.

Demonstrate an ability to cut to get 'open' using off-ball screens, as well as without screens; and combining offensive maneuvers to attempt a shot.



**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.

**Coaching and Leadership:**

Develop critical and reflective thinking abilities.

Exhibit responsible decision-making and personal accountability.

Appreciate creative expression and aesthetics.

Exhibit the ability to work effectively with those different from themselves.

Demonstrate a commitment to social justice.

Demonstrate an understanding of group dynamics and effective teamwork.

Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others.

**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 (40 hours)  
Unit 2 – Team Concepts and Strategies (20 hours)  
Unit 3 – Individual Sport-specific Fitness (20 hours)  
Unit 4 – Injury Prevention (10 hours)  
Unit 5 – Nutrition (10 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:**

High Five Recreational Leadership: Principles of Healthy Childhood Development & High Five Sport  
Guest speakers (Coaches from both 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