

Board Authorized Course Rubric

Course Name: Basketball Foundations 10-12 **Developed By:** Mark Loewen

School: WJ Mouat Secondary **Principal:** Linda Pollastretti

1. Course Title:

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

2. Grade level:

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

3. Number of credits:

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
 - * Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

4. Course Synopsis:

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

5. Goals and Rationale:

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

6. Aboriginal Worldviews and Perspectives:

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

7. Organizational Structure:

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
 - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
 - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
 - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

8. Recommended Instructional Component: makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
 - Appropriate balance of various learning standards
 - Variety of approaches, including both innovative and “tried and true”
 - Activities that draw from and build on prior learning
 - Various learning styles
 - Activities that are transferable to other contexts

Comments:

9. Recommended Assessment Component:

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students’ progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



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- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

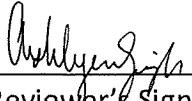
N/A

Rejected for the following reasons:

Recommended following required changes:

- Yes
- No

Date: April 30, 2024


Reviewer's Signature



ABBOTSFORD
SCHOOL DISTRICT

Board Authorized Course Rubric



BAA Committee Chair's Signature

Date approved by the Board of Education:



Board/Authority Authorized Course: Basketball Foundations 10-12

School District/Independent School Authority Name: Abbotsford School District #34	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
Developed by: Mark Loewen	Date Developed: April 2024
School Name: WJ Mouat Secondary	Principal's Name: Linda Pollastretti
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball Foundations	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Physical and Health Education 10, participation on school/club basketball team or recommendation of PHE teacher.

Special Training, Facilities or Equipment Required: Teacher must have an education in kinesiology/human kinetics and level 1 NCCP training in Basketball.

Facilities: Playing court(s), gymnasium space, weightroom, classroom space.

Equipment: Basketball balls, cones/pylons, whistle, pinnies camera, tripod, iPad (or similar), and projector with speakers for video feedback.

Course Synopsis:

Basketball Foundations 10/11/12 will develop athletic ability and physical literacy while providing a gateway to social or professional involvement in lifelong physical activity and its benefits. This course has been developed to help students learn the tactical and technical skills required to become a better basketball player. Students will develop both physical and mental training skills that will serve them well on and off the basketball court; they will also gain an understanding of the rules and spirit of the game. The development of personal and team leadership will be a focus throughout the course.

Rationale and Goals:

This course is designed to give an enriched offering for personal development through the sport of basketball. Instruction and demonstration in fundamental skills such as passing/receiving, form shooting, dribbling, individual defense/offense, rebounding, footwork/balance and team principles of defense/offense. This course is geared towards developing the tactical skills, and the technical skills of the game. Technical skills include anything a player can do in a 1:1 scenario, whereas tactical skills are what players can do with combinations of more than one teammate (e.g. 2:1, 2:2, etc.). Tactically, students will be expected to analyze, critique, and execute offensive and defensive strategies. Students will apply and transfer learned skills in individual and small sided games to full sided regular games.

The core competency of thinking and developing perseverance and a can-do attitude (growth mindset) through trial and error, self and peer Assessment, winning and losing, and teacher feedback is at the heart of developing a mentally strong athlete. This competency will be built through self-reflection, correction, analysis, and critique (specific positive descriptive feedback) so that students can build self-confidence and self-awareness. Students will understand and learn to be comfortable with being uncomfortable so that they can be challenged both physically and mentally as young athletes.

They will learn the rules of FIBA and apply those rules both on the court in game situations and off the court as minor officials. Knowledge gained can contribute directly to coaching and refereeing within our own sports programs and local organizations. For many this becomes an opportunity to learn more, share their expertise, gain leadership experience, and earn employment for the first time. They will also learn sport specific nutrition and weight training and its implications for sport performance, physical fitness, and wellness. This training will focus on strength, speed, agility, and flexibility (at this age it will be geared towards mastering their own body composition).

This course is strongly linked to the core competencies of communication, critical thinking, and personal awareness and responsibility. The communication competency encompasses connecting and engaging with peers within a team environment while trying to understand the strategies and concepts of the game itself. The skill to collaborate and carry out a strategy or game plan for success on the court is paramount to gaining and developing their basketball IQ. A focus will be analyzing, critiquing, formulating scouting reports and developing strategies to execute a comprehensive game plan. When learners gain knowledge of skills necessary to communicate and encourage teammates to self-regulate, stay focused, and put the well-being of the team first, they can develop more personal awareness and responsibility. It is expected that students will gain an appreciation and understanding of the importance of respect, collaboration, and team play as it relates to being a player,

teammate, minor official, referee, coach and spectator. The challenge to be their best without conceit, compromise, comparison, crowds and callousness will be at the forefront of their mental training. The personal awareness and responsibility competency addresses the skills, strategies and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress and persevere in difficult situations.

The focus on developing a mentally strong athlete through the sport of basketball is valuable for both the individual student and for society as a whole. The knowledge, skills, and competencies developed in Basketball Foundations 10/11/12 will help students improve their physical health and will promote mental and emotional well-being. Finally, such a course will benefit students beyond the classroom as they develop the mental fortitude to tackle their goals when they face adversity in the future.

Goals

Students will:

- Develop a growth mindset when faced with challenges and adversity both physically and mentally as an athlete.
- To further develop sound fundamental skills related to the sport of basketball at game speed.
- Develop the knowledge and application of the Rules of FIBA as a referee.
- To encourage student to be their best version of themselves without conceit, compromise, comparison, crowds and callousness.
- Develop the knowledge and understanding of key basketball concepts (tactics) and apply them to a game situation.
- Develop the knowledge of nutrition and weight training for specific sports performance, physical fitness, and wellness in basketball.
- Develop leadership through teaching the skills and drills of basketball to younger athletes.
- Develop scouting reports and game plans that supports the strengths of the team and possible strategic game plan.

Inclusion of Indigenous Worldviews and Perspectives:

First People's Principles of Learning include:

- Learning to be a good teammate is holistic, reflexive, reflective, experiential and relational.
- Learning is embedded in memory, history, and story.
- Becoming an athlete requires exploration of one's identity, mental fortitude, and ethics.
- Learning skills and strategies involves patience and time.
- Becoming an athlete supports the well-being of self in support of connecting with others in a team setting.
- Learning to become an athlete and teammate is inseparable from connectedness and relationships: specifically:
 - Experiential learning
 - Flexibility
 - Leadership
 - The power of story
 - A positive learner-centered approach
 - Emphasis on identity

- Awareness of history
- Community engagement

In addition, Basketball Foundations 10/11/12 aims to address the Attributes of Responsive Schooling by:

- Acknowledging the importance of the role of the teacher (and coach).
- Focusing on a positive, learner-centered approach.
- Allowing for flexibility in the way this class is offered and configured.
- Having a learning environment and resources that promote learner ownership

BIG IDEAS

Technical Skills development is an ongoing process and critical to improved performance.

Mental training that focusses on a growth mindset allows us to accept and utilize critical feedback to improve performance.

Tactical skills development leads to improved basketball IQ when applying skills in a game setting.

Sports, including basketball, have values and leadership inherent in them that improve us as citizens.

Fitness training and nutrition prepares your body to perform at optimal levels and leads to healthy choices and improved performance.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> •Develop, refine, and apply basketball skills in a variety of physical activities and environments. •Develop and apply a variety of tactical concepts and strategies of basketball in game like environments. •Analyze, evaluate, and self-evaluate motor skills and apply methods to improve the efficiency of movement in their skill development, •Develop and demonstrate safety, fair play, and leadership in physical activities. •Identify and apply problem solving and decision-making strategies to individual and team competition. •Demonstrate an understanding of game management and tactical decision-making in the full court. •Apply methods of monitoring and adjusting game management acquisition <p>Healthy and active living</p> <ul style="list-style-type: none"> •Participate daily in physical activity designed to enhance and maintain health components of fitness, •Describe and apply how proper nutrition and weight training can positively impact them reaching their potential as an athlete in the future •Demonstrate the ability to maintain a personal fitness log that reflects an understanding of the overload principle when training with weights 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •proper technique for fundamental basketball movement skills •movement concepts and strategies related to utilization of tactical skills and game management strategies •ways to monitor and adjust physical exertion levels in basketball training •different types of basketball training activities, including individual and group activities, and games •training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity principle •healthy nutrition specific to basketball •potential short-term and long-term consequences of health decisions on basketball performance including those involving nutrition, and weight training •basic rules of FIBA (International Basketball Federation) •Minor officiation and refereeing protocols •leadership skills that promote inclusion and participation in a team setting,

- Demonstrate how to use proper safety techniques when strength training,
- Identify current levels of fitness as a baseline to measure improvement in their overall fitness,
- Identify nutritional needs specific to being a basketball player,
- Explain the factors that affect fitness while applying the stages involved in a balanced workout that includes a warm-up, conditioning period and cool down.

Mental well-being

- Develop a growth mindset towards dealing with challenging situations, outcomes of competition, and motivating yourself to improve,
- Develop and demonstrate the philosophy of doing their best without conceit, comparison, crowds, compromise, and callousness.

Leadership

- Propose strategies for avoiding and/or responding to potentially challenging, abusive, or exploitive situations,
- Propose and demonstrate strategies for building and maintaining healthy relationships within a team environment
- Create strategies for promoting the health and well-being of teammates and school community,
- Be a leader by modeling the way and showing appreciation and respect for teammates, opponents, and officials
- Demonstrate leadership through officiating minor games

- concepts of fair play and sportsmanship
- mental training routines
- positive communications skills that include, self-talk and communication to others
- First Peoples perspective connecting basketball to local cultures in Indigenous Communities
- Growth mindset strategies to promote and facilitate self-improvement
- concepts of read and reacting in motion offense principles
- offensive and defensive strategies related to man to man and zone situations in both the full and half court

Big Ideas – Elaborations

Social development

- The ability to connect with others and participate in events requiring commitment which bestowing a sense of value and belonging.
- Young athletes need to embrace the concept that learning, and development happens when you are challenged beyond your comfort-zone in an environment that values learning from mistakes with timely, positive, specific feedback and self-reflection.

- Becoming an M.V.P (More Valuable Player) for teammates that you train and compete with. Develop and share your skills and strengths that make everyone around you better.

Values and Leadership

- Inherent to many sports, particularly basketball, are values that participants adhere to maximize their enjoyment of the sport and uphold what the sport stands for. In basketball, the inherent values are integrity, passion, solidarity, discipline, and respect.
- Leadership is not knowing but rather doing. Providing an environment where opinions and comments are encouraged is critical to ensuring students have a voice and learn how to communicate their thoughts and feelings in a healthy proactive manner.

Curricular Competencies – Elaborations

- Certifications:** include level 1 refereeing
- Technical Skills:** catching variations, passing variations, dribbling combinations, shooting variations
 - Passing and Receiving Fundamental Skills: the Bounce Pass, Push Pass, Chest Pass and Overhead Pass.
 - Dribbling Fundamental Skills: strong and weak hand dribbling, the Crossover Dribble, Retreat Dribble, Hesitation Dribble, and Spin Dribble.
 - Shooting Fundamental Skills: Lay-ups, Form Shooting, Jump Shot, Hook Shot, Floater, step-back shot, drop-baseline shot Distance Shooting
 - Rebounding Technical Skills: Offensive and Defensive Rebounding including Boxing Out and Avoiding being Pinned in different situations including Free Throws, close range shots and long-range shots
 - Offensive Technical Skills: Jab Step, Shot Fake, Jab and Go or Post Moves like Drop Step Baseline Power Lay-up.
 - Defensive Technical Skills; Defensive Stance, Hedge and Recover, Shot Blocking and Run, Slide Run.
- Tactical Skills:** combining technical skill with reading the situation and decision making.
 - **Offensive strategies:** creating advantages, pick-and-roll, setting screens purposefully, blur screen, drive, cut =ting variations, give-and-go, ball-fakes
 - **Defensive strategies:** hand placement variations, levels of 1:1 defensive pressure, types of defensive formations, blocking, stealing off a dribble, interception, switching, hedging screens
- Communication:** students will practice positive self-talk (self-affirmations) as a means of mental training
- My Best Without:**
 - ✓ **Comparison:** compare yourself to your inner standard of personal excellence
 - ✓ **Compromise:** hard work has an accumulative effect . . . 110% effort pays off

- ✓ **Conceit:** it is better to remain silent and be thought a hero than to speak up and soon be your only fan
- ✓ **Crowds:** learn to play without one applause
- ✓ **Callousness:** play the game with others as you would have them play the game with you...teammates and opponents

Curricular Content – Elaborations

- Physical training basics: energy fitness, muscular fitness, cardiovascular fitness and the basics of periodization
- Challenge Zone is a planned action (drill) that challenges your abilities with the primary goal of increasing your courage and confidence to maximize student success and potential

Recommended Instructional Components:

- Direct instruction
 - ensure demonstrations are clear and concise and that students are receiving critical feedback to adjust their steps or strategies of practice and tracking their own performance.
- Indirect instruction
 - participatory feedback from teacher, coaches, referees, and peers
- Questioning (Guided Inquiry)
 - use a variety of means to present new information so that it is motivating and connected to the real world and prior knowledge they may already have. This may also include peer to peer feedback and instruction. Accessing online resources and doing video analysis for skills and strategies.
- Video feedback and analysis
 - learners have an opportunity to observe themselves or others, gain and form new concepts, with an opportunity to test out new ideas in a game like situation.
- Experiential Learning
 - Concrete example, observation and reflection, forming abstract concept/ application, testing in new scenarios
- Group work and guest speakers
- Analysis of professional/international basketball matches

Recommended Assessment Components:

- One-on-one conferences checking progress and completion of goals within IPIP's
- Skills assessment (formative and on-going)
- Fitness testing (formative and on-going)
- Research assignments (with feedback checkpoints)
- Journaling
- Referee and coaching Certification report (Opportunities for feedback and repetition if necessary)

Teaching Resources:

- Baechle, Thomas R., and Earle, Roger W. Weight Training: Steps to Success Human Kinetics Incorporated, Champaign Illinois, 2005
- Brown, Lee E and Ferrigno, Vance A. Training for Speed, Agility, and Quickness Human Kinetics Incorporated, Champaign Illinois, 2005
- Carmichael, Chris. Food for Fitness GP Putman and Sons, New York, 2004
- Chu, Donald A. Jumping into Plyometrics Human Kinetics Incorporated, Champaign Illinois
- Health Canada. The Canadian Physical Activity, Fitness, & Lifestyle Approach Canadian Society for Exercise Physiology, 1996
- Hogg, John M. Mental Skills for Young Athletes Sport Excel Publishing Inc., 1997
- McGee, Kathy. Coaching Basketball Technical and Tactical Skills Human Kinetics Incorporated, Sheridan Books, 2007
- Meyer, Krause. Basketball Skills and Drills Human Kinetics Publishers, 1999
- NCCP Coaching Manuals, Coaching Association of Canada, 1990
- Sports Medicine Council of Alberta. Sports Nutrition, Resource Manual 2nd Edition Sport Medicine Council of Alberta
- Temertzoglou, Ted and Challen, Paul. Exercise Science Thompson Education Publishing Incorporated, 2003
- Wooden, John. My Personal Best: Life Lessons from an All-American Journey McGraw-Hill Professional, 2007
- <https://functionalbasketballcoaching.com/technical-basketball-skills/>

Learning Resources

To be adapted into student-friendly materials

- www.basketball.bc.ca – Basketball BC
- www.bcboa.org – British Columbia Basketball Officials Association
- www.fiba.com – Federation of International Basketball Associations
- www.hc-sc.gc.ca – Health Canada, Canada’s Nutrition Guide and Guide to Active Living
- fvboa.ca - Fraser Valley Basketball Officials’ Association