



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha	School District 67
Developed by: Colin Cook	Date Developed: October 11, 2018
School Name: Penticton Secondary School	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball Skills 12	Grade Level of Course: 12
Number of Course Credits: 2	Number of Hours of Instruction: 45-50

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

- Indoor gym with at least four hoops.
- Basketballs for thirty students.
- Video recording equipment for shooting and game play analysis.

Course Synopsis: is to provide a formal athletic training program within the framework of flexible core and elective course offerings at Penticton Secondary.

Within the Basketball Skills Course at Penticton Secondary the students will:

- Receive outstanding instruction from qualified coaches/teachers in an environment that is committed to athlete development
- Improve their skill and fitness through a variety of physical activities
- Be provided with an environment enabling them to achieve academic goals and enhance their opportunities to pursue post-secondary playing and community coaching options.
- Receive sports science instruction related to fitness and sport physiology, nutrition, strength training, and mental training
- Be provided with a support network and educational/vocational opportunities using the school as a catalyst.

Goals and Rationale:

Within the school setting, the Basketball skills course will address the academic/vocational and athletic needs of students pursuing personal excellence in their sport of choice. Fundamentals of Basketball 12 forms, in part, the core of the sport-specific basketball program.

Training under the supervision of a highly qualified teacher-coach provides students with an outstanding opportunity for accelerated technical development while promoting physical activity, supporting health-related learning, and enhancing the students' physical and emotional well-being.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

In Basketball Skills 12 we will reflect on our own individual and group experiences through individual reflections and group talking circles.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

In Basketball Skills 12 students will volunteer within the community with elementary and middle school students. This will help build the basketball community and help students develop their individual well-being.

BIG IDEAS

Physical activity is an important part of overall health and well-being.

Participating and learning an enjoyable activity can motivate people to participate more regularly in physical activity.

Volunteering can help build a community that promotes healthy living and physical activity.

Knowing how our bodies move and function helps us to stay safe during basketball and leads to healthy decisions

Making healthy choices can help us reach our health and fitness goals.

Learning Standards

Curricular Competencies	Content
<p>• <i>Students are expected to do the following:</i></p> <p>History of Coaching:</p> <ul style="list-style-type: none"> • Identify successful coaches from professional, college, and high school levels • Choose one famous coach to study. • Research their statistics, coaching philosophy, coaching strategies, and favourite drills. • Create a composite poster, PowerPoint, or web site presentation. • Teach classmates a drill or play from their presentation. <p>Shooting Technique Analysis using Technology:</p> <ul style="list-style-type: none"> • Identify proper shooting technique by looking at professional examples. • Using various forms of technology, students will analyze their own shooting form. • Students will complete an analysis form documenting what aspects of shooting they do well and aspects they need to improve on. • Display advanced shooting technique in a game situation. • Students will analyze another student’s technique and complete a peer evaluation form. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to display and teach proper shooting technique using the following terminology: <ul style="list-style-type: none"> - Footwork and hand position - Arc and rotation of the ball - Follow-through • How to apply advanced individual skill concepts into gameplay. • Advanced concepts of a motion offense. • On ball, denial, and help side defensive positions and know to effectively communicate within a team defense concept. • How to effectively use technology to assist in individual, peer, and team analysis. • How to create a practice plan and run a practice for a

Individual Team Play:

- Use advanced individual skills in a team offense.
- Display advanced knowledge of the **Read and React** offense or a basic **motion offense**.
- Run the **Fast-break**.
- Execute offenses against various zone defenses.
- Analyze individual team play using technology.

Team Defense Curriculum:

- Demonstrate correct positioning, footwork, hand position
- Get back to the **key** quickly
- Communicate about **screens** and defensive positioning.
- Execute a basic **zone defense**
- Transition to fast-break offense
- Rotate from on ball defense to denial to help side positions while communicating with team mates.
- Teach Defensive concepts to younger grades.

Rebounding Curriculum:

- Demonstrate correct positioning
- Demonstrate proper footwork
- Use correct pivoting techniques
- Block out an opponent
- Execute accurate outlet passes
- Anticipate offensive rebounds
- Beat the defender to the ball

Personal and Social Responsibility

- Learn positive personal and social behaviors and interpersonal relationships are developed through active involvement in basketball.
- Develop respect for self and others as they learn and practice the skills of communicating and co-operating.

elementary or middle school team.

- Advanced concepts of rebounding and how to teach basic concepts to others.
- Effective ways of organizing and running an intramural league.

- Acquire leadership skills and knowledge of the qualifications required to pursue careers related to physical activity.
- Volunteer for a local youth sports team. Students will help run practices and interact with elementary students.

Management and Coordination

- Develop a **4on4** intramural basketball league .
- Recruit students to play in the league
- Create a schedule and effectively communicate and coordinate with staff and students.
- Organize, score keep, and officiate games.

Curricular Competencies – Elaborations

Shooting Form- Technique when shooting the basketball. Incorporates balance, footwork, hand and elbow position, and follow-through.

Team offense- A coordinated team structure used for scoring. Involves organized plays and precise timing.

Read and React- A team offense concept. It involves players to make decisions based on if-then scenarios. Teachers players to read situations and not just memorize plays.

Motion Offense- A team offense that involves a great deal of movement. It is used to create basic movement of the basketball and involves all players on a team.

Fast- Break- When the offensive team has an advantage in the open court. Similar to a break- away in hockey.

Zone defenses- Defensive structure where individual players are assigned a specific defensive position on the court. Common formations are 2-3 zone or 3-2 zone.

Key- area under the basket that extends to the free throw line.

Screen- When an offensive player uses their body to block a defender in order to create space for a scoring advantage. Also known as a pick.

Rebounding- Anytime the ball is shot and misses a rebound is created. Rebounding is one of most important aspects of the game. The team that rebounds the most normally has the most possession of the ball.

4 on 4- Four players on each team playing against each other. This style of gameplay creates less congestion on the court.

Content – Elaborations

Arc and rotation- The flight path and the spin of the basketball after the ball leaves the shooter's hand. Having arc on one's shot gives the ball a greater chance to go in the basket. Rotation creates what is known as shooter's roll. Shooter's roll can allow a missed shot to spin back on to the back board and bounce into the hoop.

Follow-through. Holding hand position after shooting the basketball. Students are taught to hold their hand like a goose neck or like someone getting a cookie out of the cookie jar on top of the fridge.

Content – Elaborations

On ball and denial defense- These are both defensive positions. On ball refers to guarding the person holding the basketball. Denial defense refers to guarding a person who is one pass away from the ball.

Recommended Instructional Components:

- Direct and Indirect Instruction
- Discussion groups
- Demonstration and illustrations
- Video and computer shooting analysis
- Visualization and Imagery
- Independent Instruction
- Problem solving and activity work

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

- 40% based on weekly performance evaluations and participation.
- 40% based on completion of community hours and reflection.
- 20% technology based assignments including video analysis and historical footage analysis.

Learning Resources:

FIBA.com Coaching Resources: <http://www.fiba.basketball/wabc>

Steve Nash Youth Basketball Coaching Resources: <https://www.basketball.bc.ca/snyb-resources>

Basketball Canada: <http://basketball.ca/en/coaching-resource/game-plan>

Read and React Coaching DVDs
Dynamic Defense Coaching DVDs

Additional Information: