

COURSE OUTLINE-B.A.A.-BASKETBALL ACADEMY

District Name: Kootenay-Columbia

District Number-S.D. 20

Course Title: Basketball Academy

Grade Level of Course: Grade 11

Date Developed: January 2006

School Name: Stanley Humphries Secondary School

Principal's Name: Wayne Naka

District Approval Date:

Number of Course Credits:4.0

Number of Hours of Instruction: 120

Prerequisites: P.E. 9 OR 10

Special Training, Facilities or Equipment Required: Access to the gym, weight room, fields. The instructor(s) will need a university degree in human kinetics, kinesiology, physical education, or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and sport skills training specific to basketball. Also, experience in basic strength and conditioning principles, and first aid training would be an asset. Specific course offerings will be dependent upon teacher qualifications, experience, school equipment, school facilities, and access to community facilities.

Course Synopsis:

This course/academy has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills, and goal setting and organizational skills within a basketball setting. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to a basketball. Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post secondary education. Students will be expected to keep a coaching manual, successfully complete Introduction to Competition Part A, and maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Students enrolled in the course will be

above average students, show outstanding citizenship within the school and community, and show proficiency in basketball.

Rationale:

This course has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills, and goal setting and organizational skills in a basketball setting. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to the sport of basketball. Specific sport skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post secondary education. Students will be expected to create a coaching manual, successfully complete NCCP Introduction to Competition Part A , and maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Students enrolled in the course will be above average students, show outstanding citizenship within the school and community, and show proficiency in the sport of basketball. The academy would be a natural progression from a regular physical education class to a sport specific class, that enables student/athletes to maximize their academic and athletic potential.

UNIT	TITLE	TIME
Introduction	Introduction-course outline, evaluation procedures, expectations, log book example.	1 class
Unit One	NCCP-Intro to Competition A-Coaching Theory Sport Specific Skill Progression Principles- a. Ball handling, Shooting b. Individual offensive and defensive skills c. Team offensive and defensive strategies	60 classes
Unit Two	Strength Training and Power Principles applied to basketball	20 classes
Unit Three	Speed, Agility, and Quickness Development applied to basketball	10 classes
Unit Four	Nutrition, Health, and Psychology Principles applied to basketball	5 classes

Unit Descriptions:

Curriculum Organizers-Fitness Testing, Adaptation, Periodization, Program Development, Skill Development

INTRODUCTION

It is expected that students will:

Develop short term and long term goals for playing and/or coaching basketball.
Design a coaching manual that includes strength training, conditioning, skill development, nutrition, and psychology as they apply to basketball.

UNIT ONE-Coaching Theory and Sport Specific Skill Progression Principles.

It is expected that students will:

Demonstrate an understanding of the basic concepts presented in Introduction to Competition Part A-NCCP Coaching Theory
Demonstrate an understanding of the basic concepts and skill progressions for the sport of basketball.
Apply the basic concepts and skill progression for basketball to their individual goals and plans.
Adapt their individual program using the principles and skill progressions of the sport of basketball.

UNIT TWO-Strength Training and Power Principles

It is expected that students will:

Manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program.
Identify different strength and conditioning programs in terms of their advantages for the sport of basketball.
Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance.
Identify specific power training principles and exercises and apply them to their individual program to maximize training for the sport of basketball.
Demonstrate an understanding of fitness testing and its application to athletic development.
Demonstrate an understanding of the analysis of fitness test data, and apply fitness test results to adaptations in their individual programs .
Use and maintain equipment and work space in a safe and proper manner.

UNIT THREE-Speed, Agility, and Quickness Development.

It is expected that students will:

Demonstrate an understanding of basic techniques in developing speed, agility, and quickness as they apply to basketball.

Apply basic techniques in speed, agility, and quickness development to their own individual programs.

UNIT FOUR-Nutrition, Health, and Psychology Principles.

It is expected that students will:

Demonstrate an understanding of advanced nutritional principles and supplementation as presented by the I.O.C, and the Canadian Centre for Drugs in Sport.

Apply these nutritional principles to their individual training program to maximize their physical and psychological potential.

Assess and analyze the different nutritional supplements and ergogenic aids as they apply to their own program.

Demonstrate and understanding of basic sport psychology principles and techniques and apply them to their own individual program.

INSTRUCTIONAL COMPONENTS:

Direct Instruction

Indirect Instruction

Independent Instruction

Modelling

Brainstorming

Videotape

Analysis of Individual Program Goals

Analysis of Fitness Test Variables

Program Adaptation

Guest speakers

ASSESSMENT COMPONENTS:

Up to **forty percent(40%)** of the grade will be based on affective evaluation. Students' proficiency and effort in the course will be evaluated on a daily basis, as common in most physical activity courses. Assessments are criterion referenced based on a six point rubric.

Up to **forty percent(40%)** of the grade will be based on the assessment of a basketball skills manual and the application of the manual in a teaching situation. Coaching manual entries will include goal setting and planning, exercises and drills specific to basketball, nutritional information, and sport psychology techniques. Assessment of the coaching manual marks will be criterion referenced based on a six point rubric.

Up to **twenty percent(20%)** of the grade will be based on the assessment of coaching theory concepts presented in NCCP-Introduction to Competition Part A. Assessment will be in the form of a project and will be criterion referenced based on a six point scale.

RUBRIC EXAMPLES

MARKS	AFFECTIVE	MANUAL/PROJECT
5- EXCELLENT	On task for the entire class, Excellent use of equipment in skill development	Excellent organization and presentation. Summary of concepts has no omissions
4-GOOD	1-2 incidents of being off task. Good use of equipment in skill development	Good organization and presentation. A good summary of concepts with some minor omissions(1-2)
3-SATISFACTORY	3-4 incidents of being off task. Satisfactory use of equipment in skill development.	Satisfactory organization and presentation. Summary is complete with some omissions(3-4)
2-POOR**	5 or more incidents of being off task. Poor use of equipment in skill development.	Poor organization and presentation. Summary is incomplete with numerous omissions(5 or more)
1-VERY POOR**	Off task for most of the class. Equipment is used sparingly , at best, in skill development.	Very poor organization. Multiple omissions, with very little information in general.
0-NO ATTEMPT**	No attempt at using equipment for skill development. Repeated lateness for class.	Nothing handed in or recorded

Areas of assessment may include:

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball.
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self assessment with regard to executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball
- Ability to analyze and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual
- Submission of a coaching theory project based on the concepts presented in NCCP-Introduction to Competition Part A

Graduation Portfolio

As a result of their participation in this course, students who choose a Fitness and Recreation focus area might add examples of individualized fitness programs, coaching manuals, personal videos, certifications, photos, letters of reference, etc. to their graduation portfolios.

LEARNING RESOURCES:

Basketball Level One Technical Manual, Canada Basketball, 1990.
Essentials of Strength and Conditioning, NSCA, Human Kinetics, Baechle et al, 2000.
Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002.
Power Eating, Human Kinetics, Kleiner, 1998.
Sports Nutrition Guidebook, Human Kinetics, Clark, 1990.
The Pilates Body, Broadway Books, Siler, 2000.
www.strengthcoach.com- Strength Training
www.hc-sc.gc.ca- Health Canada, Canada's Nutrition Guide

ADDITIONAL COURSE INFORMATION:

The concept of the sport academy is based on discussion with students, parents, and teachers of S.D.20. The conclusion generated was that there was a need for specific sport courses/academies to augment regular offerings in physical education. Schools will need access to fitness facilities, modern strength and conditioning equipment, and community facilities such as the arena, golf course, and ski hill. Students will develop training programs for the sport of basketball that can be adapted to their changing short and long term goals. The ultimate goal is to enable students to utilize the concepts and principles presented in the course and apply them to post-secondary athletic situations.