

BA Sports Specific Training 11

District Name: Kamloops/Thompson

District Number: #73

Date Developed: December 15th, 2012

School Name: Westsyde Secondary

Principal's Name: Sean Lameroux

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Sports Specific Training 11

Grade Level Of Course: 11

Number Of Course Credits: 4

Number Of Hours Of Instruction: 120

Prerequisites: Sports Specific Training 10

Special Training Required: Teacher must be qualified and capable of teaching each aspect of the course, or must be able to provide training from community professionals.

Facilities: Westsyde gym, weight room, outdoor courts and fields. TRU and TCC facilities.

Equipment Required: Basketballs, proper shoes, weights and fitness equipment, practice jerseys

Course Synopsis: Sports Specific Training Elite is an in depth course designed to build upon skills and experience gained from Sports Specific Training 10. Students will be involved in individual skill development, conditioning, plyometric training, and team offense and defense concepts. In addition, students will play a leadership role in the school through volunteering to score-keep at basketball games throughout the basketball season, as well as to help ref basketball intramurals. Students will learn from a variety of experiences, from hands-on training, film sessions, guest speakers and trainers from the community, as well as direct and indirect instruction by the teacher, guest speakers and fellow students.

Rationale: There are many avenues to learn about life and gain life experiences as one grows up. Sport and specific sport training is an excellent avenue to do this, and find out what it takes to be successful as an individual in life, as well as what it takes to be successful while working as a team. The purpose of Sports Specific Training Elite is to provide students with the opportunity to explore this avenue, and to learn the many aspects of Specific sports along the way, while building upon what they have learned from Sports Specific Training 10. Overall, this course is designed to provide an all-encompassing sports experience, one that will build skill, team, knowledge, leadership, experience and mental toughness, which are all key ingredients in having success in sports, as well as in life.

Organizational Structure:

<u>UNIT/TOPIC</u>	<u>TITLE</u>	<u>TIME</u>
Unit 1	Skills and Conditioning	50
Unit 2	Team Offense and Defense Concepts	40
Unit 3	Plyometrics	10
Unit 4	Leadership and Building Team	10
Unit 5	Sport Specific Weight and Strength Training	10
Total Hours:		120

Unit/Topic/Module Descriptions:

* Each Unit will have an overview and provide the curriculum organizers and learning outcomes applicable to that unit.

Unit 1: Overview
Curriculum Organizers and Learning Outcomes

Unit 2: Overview
Curriculum Organizers and Learning Outcomes

Unit 3: Overview
Curriculum Organizers and Learning Outcomes

Unit 4: Overview
Curriculum Organizers and Learning Outcomes

Unit 5: Overview
Curriculum Organizers and Learning Outcomes

* This course booklet will also include the following:

- **Instructional Component**
- **Assessment Component**
 - **Learning Resources**
 - **Additional Information**

UNIT 1: SKILLS AND CONDITIONING - 50 hours

Students will build on the skills and conditioning from Sports Specific Training 10, which are necessary to be successful in sport. They will learn and practice individual skills, with a concentration on fundamentals, and an introduction to higher level skill training. They will also attain more experience in various methods of training and conditioning, while learning the importance of conditioning in having success in sports. Students will be responsible for presenting an individual skill they have mastered to the rest of the class.

Curriculum Organizer - Active Living

It is expected that students will:

- demonstrate an understanding of how the cardiovascular, muscular and skeletal systems relate to human motor performance

Curriculum Organizer - Movement

It is expected that students will:

- apply the elements of movement to a variety of activities
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- analyze the components of skill performance
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others
- select and apply problem-solving strategies when planning and leading others in specific activities

Curriculum Organizer - Personal and Social Responsibility (Personal Behaviours and Safety Practices)

It is expected that students will:

- apply appropriate rules, routines, procedures and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities
- apply etiquette and fair play in a variety of roles, including:
 - performer
 - coach
 - official
 - observer
- demonstrate an understanding of the prevention and treatment of athletic injuries

**Curriculum Organizer - Personal and Social Responsibility
(Leadership and Community Involvement)**

It is expected that students will:

- describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation
- demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity

UNIT 2: TEAM OFFENSE AND DEFENSIVE CONCEPTS - 40 hours

Students will be introduced to team offense and defensive concepts, and will be exposed to a variety of offensive and defensive schemes and scenarios. They will be given opportunity to work with partners, groups and teams to practice these concepts. In this unit, students will be given opportunities to be the coach of their team, and strategize during competitions with other class teams. This class will also be exposed to University Level offenses and defenses, as they will observe a practice at TRU with either the mens' or womens' basketball teams.

Curriculum Organizer - Active Living

It is expected that students will:

- demonstrate an understanding of how the cardiovascular, muscular and skeletal systems relate to human motor performance

Curriculum Organizer - Movement

It is expected that students will:

- apply the elements of movement to a variety of activities
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- analyze the components of skill performance
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others
- select and apply problem-solving strategies when planning and leading others in specific activities

Curriculum Organizer - Personal and Social Responsibility (Personal Behaviours and Safety Practices)

It is expected that students will:

- apply appropriate rules, routines, procedures and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities
- apply etiquette and fair play in a variety of roles, including:
 - performer
 - coach
 - official
 - observer
- demonstrate an understanding of the prevention and treatment of athletic injuries
- analyze the components of skill performance

Curriculum Organizer - Personal and Social Responsibility (Leadership and Community Involvement)

It is expected that students will:

- describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation
- identify and use appropriate technology when solving problems involving physical activity

UNIT 3: PLYOMETRICS - 10 hours

Students will be introduced to plyometric training during this unit. They will be given 10 hours of training from an Athletic Therapist or personal trainer. During this unit, students will focus on improving their overall speed, agility, quickness and jumping ability.

Curriculum Organizer - Active Living

It is expected that students will:

- demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:
 - age
 - gender
 - time
 - culture
 - environment
- adapt physical activities to minimize environmental impact
- demonstrate an understanding of how the cardiovascular, muscular and skeletal systems relate to human motor performance

Curriculum Organizer - Movement

It is expected that students will:

- apply the elements of movement to a variety of activities
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- analyze the components of skill performance
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others

Curriculum Organizer - Personal and Social Responsibility (Personal Behaviours and Safety Practices)

It is expected that students will:

- apply appropriate rules, routines, procedures and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities
- apply etiquette and fair play in a variety of roles, including:
 - performer
 - coach
 - official
 - observer
- demonstrate an understanding of the prevention and treatment of athletic injuries

Curriculum Organizer - Personal and Social Responsibility (Leadership and Community Involvement)

It is expected that students will:

- identify and use appropriate technology when solving problems involving physical activity

UNIT 4: LEADERSHIP AND BUILDING TEAM - 10 hours

Students will have ample opportunity to build their leadership skills during this unit, as well as gain experience in building team and team chemistry. They will be responsible for activities such as score-keeping at basketball games, refereeing elementary school games in town, refereeing intramural sports, and more. In addition, students will be given leadership roles among various groups within the class, such as coach, trainer, captain, etc.

Curriculum Organizer - Active Living

It is expected that students will:

- describe strategies for stress management and relaxation

Curriculum Organizer - Movement

It is expected that students will:

- plan and participate safely in a variety of activities and environments
- select and apply problem-solving strategies when planning and leading others in specific activities

Curriculum Organizer - Personal and Social Responsibility (Personal Behaviours and Safety Practices)

It is expected that students will:

- apply appropriate rules, routines, procedures and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities
- apply etiquette and fair play in a variety of roles, including:
 - performer
 - coach
 - official
 - observer

Curriculum Organizer - Personal and Social Responsibility (Leadership and Community Involvement)

It is expected that students will:

- describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation
- demonstrate an understanding of the processes needed to coordinate events and programs in the school and community
- identify and describe the benefits of service and volunteer work in the school and community
- demonstrate an understanding of the attributes required to pursue careers related to physical activity

UNIT 5: SPORT SPECIFIC WEIGHT AND STRENGTH TRAINING - 10 hours

In this unit, students will be introduced to sport specific weight and strength training. They will learn about the body, muscle groups, nutrition, the importance of rest, and more. As well, students will be exposed to several amateur and professional training routines for specific sports, through video, Internet, and other means. They will also be responsible to create their own strength and training routine to enhance their ability in sport.

Curriculum Organizer - Active Living

It is expected that students will:

- demonstrate an understanding of how the cardiovascular, muscular and skeletal systems relate to human motor performance
- design and implement plans for balanced, healthy living, including:
 - nutrition
 - exercise
 - rest
 - work
- demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:
 - age
 - gender
 - time
 - culture
 - environment
- select appropriate community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness
- evaluate the influence of consumerism and professional athletics on personal perception of body image

Curriculum Organizer - Movement

It is expected that students will:

- apply the elements of movement to a variety of activities
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- analyze the components of skill performance
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others
- select and apply problem-solving strategies when planning and leading others in specific activities

Curriculum Organizer - Personal and Social Responsibility (Personal Behaviours and Safety Practices)

It is expected that students will:

- demonstrate an understanding of the prevention and treatment of athletic injuries
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities

Curriculum Organizer - Personal and Social Responsibility (Leadership and Community Involvement)

It is expected that students will:

- identify and use appropriate technology when solving problems involving physical activity

INSTRUCTIONAL COMPONENTS:

- Direct Instruction (from teacher, guest speakers, trainers, students)
 - Indirect Instruction
 - Interactive Instruction
 - Independent Instruction
 - Modelling
 - Group Work
 - Videos and Film Sessions
 - Experiential Learning (hands-on experience)
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ASSESSMENT COMPONENTS:

- 90% of the course grade will be based on assessments conducted throughout the course.
- 10% of the course grade will be based on a final evaluation of the entire course
- The course will be broken into 3 sections:
 - Term 1 – 45%
 - Term 2 – 45%
 - Final Evaluation – 10%

*** This course aims to use assessment OF learning and assessment FOR learning throughout the duration of the course, as its means of overall assessment. In doing so, a variety of assessment techniques will be used, such as daily anecdotal/checklist evaluations, skill testing, knowledge testing, presentations and group evaluations, and reflection.

- **Each term will include the following assessment:**

1. **Game Tape and TRU Practice Summaries.** During the course, students will have opportunities to analyze and assess high school basketball and professional basketball game tape, as well as TRU practice sessions, and provide written and verbal summaries. This assessment will be weighted at 20% of each term mark.
2. **Skills testing/measurement.** This assessment will be weighted at 30% of each term mark.
3. **Presentation.** Each student will be responsible for a presentation on a skill, drill, technique, or aspect of a sport each term. This assessment will be weighted at 20%.
4. **Assignments and knowledge testing.** During the course, students will be assigned a research project each term, and will be given periodic written knowledge tests on rules, drills, strategies, and more. This assessment will be weighted at 20%.
5. **Reflection.** Students assess their own effort, participation, attitude, and performance at the end of each term. This assessment will be weighted at 10% of each term mark.

TOTAL: 100%

LEARNING RESOURCES:

- Videos - skill based, informative, motivational, team strategy, and inspirational videos
- Books - skill based, informative, motivational, coaching philosophy, and inspirational books
- Play Books - high school and/or University level play books
- Internet
- Library
- Computer Labs
- Facilities - Westsyde gym, weight room, outdoor courts and fields, TRU and TCC facilities
- Guest Speakers and Trainers - coaches, players and referees from the University level, including Scott Clark, Scott Reeves, Kelly Olynyk, Nevin Gleddie, Sean Garvey, and other current and alumni TRU players and coaches.

ADDITIONAL COURSE INFORMATION:

This is a new course intended to provide students with an opportunity to train and experience specific sports. It will be an intense, demanding course, and is not recommended for students unwilling to dedicate themselves to the course. It is highly recommended that students entering this course have a background in individual and/or team sports. Much of the course will be taught in a sports camp style, in which teaching, practice, application and reflection happen daily.

This course is also designed for those wishing to learn about specific sports and all their aspects, and for those wanting to excel. It is also designed to develop leadership skills in students through volunteer work in the school and community. Sports Specific Training Elite aims to illustrate the importance of sport and how it relates to life. Students will be introduced to elements of coaching, teaching, refereeing, score-keeping, and building team.