

Appendix A

BAA Course Framework

District Name: Mission

District Number: 75

Developed by: Kevin Watrin

Date Developed: February 2007

School Name: Mission Secondary

Principal's name: Jim Pearce

Board Approval Date: March 13, 2007

Board/Authority Signature:

Course Name: Physical Education – Coaching Football 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Coaching Football 11 or by instructors permission

Special Training, Facilities or Equipment Required:

- Sport specific facility
- Weight room access
- Classroom access
- Access to video taping and viewing equipment

Course Synopsis:

This course’s centers around teaching fundamental principals applicable to coaching high performance athletes. The objectives are to develop a high level of technical expertise necessary to coach advanced skills. Furthermore, students will learn to plan annual training and competitive programs for the elite football player. Students will learn how to officiate games.

Rationale:

This course has been developed to encourage students to become proficient in skill and knowledge of football, with the intent to coach. This will also provide further opportunity for students to take a physical education component in their timetable.

Organizational Structure:

| Unit | Title | Time |
|-------------|---|------------------|
| Unit 1 | Fitness Appraisal | 15 |
| Unit 2 | Video Analysis and Statistics | 10 |
| Unit 3 | Advanced Offensive/Defensive Tactics | 25 |
| Unit 4 | Officiating and Leadership | 25 |
| Unit 5 | Planning and Periodization | 15 |
| Unit 6 | Coaching Field Experience | 30 |
| | | 120 hours |

The activities that are found throughout the course are not necessarily limited to the section in which they are found. The outcomes are developed, in part, in a spiral fashion and are revisited and the understanding or skills deepened as the course progresses. Many of the outcomes are evident in several sections and units.

Unit descriptions:

Unit 1: Fitness Appraisal Time: 15 hours

Physical training is a vital part of an athletes' preparation. Athletes must be in peak physical condition at the right time in order to perform up to their potential during a football game. The development of and implementation of an effective training regiment begins with the effective appraisal of an athletes' level of fitness, based upon the assessed needs of their position on the football field. The data collected from the fitness appraisal can be used to design a training regiment that will ensure optimal athletic performance.

Curriculum Organizer

It is expected that students will be able to:

1. Identify the 5 components of fitness that impact an athletes' performance.
2. Assess the physical demands for each position in the sport of football.
3. Evaluate the physiological status of each athlete.
4. Design and implement a physical training program.

Unit 2: Video Analysis and Statistics Time: 10 hours

The use of technology to aid in the preparation of team should never be underestimated. Video analysis of a team's performance can be used to show athletes errors in their performance that may not be evident during the actual match. This analysis when combined with basic statistical data can be used by coaches to evaluate their team's performance from one game to the next. In this unit, students will learn how to dissect a game and use the derived statistical data to plan a training session.

Curriculum Organizer

It is expected that students will be able to:

1. Operate a video camera and record a football game.
2. Analyze a football game for possession, turnovers and penalties.
3. Apply statistical tools that can be used to evaluate their team's progress on a formative and summative scale.
4. Generate a practice plan based upon the data derived from the statistical analysis.

Unit 3: Advanced Offensive/Defensive Tactics Time: 25 hours

High school football is getting to be complex, coaches need to create advanced tactics that can help their team maintain possession, create turnovers in contact and generate momentum. Offensively, an effective way a team can meet their goals is being using a ball control or *West Coast* Offense approach to offense. In essence, running and completing short forward passes to maintain ball control. Defensively, the implementation of a *pressure package* of *blitzes* combined with a *stemming* defense to keep the offense off balance.

Curriculum Organizer – Advanced Offensive Tactics

It is expected that students will be able to:

1. Explain the importance a ball control offense.
2. Create their own advanced offensive tactics, from a variety of formations.
3. Understand how to build an offensive series.
4. Define their own approach regarding running to set up pass plays or visa versa.
5. Explain how to attack a defense by analyzing the “number of players in the box”.

Curriculum Organizer – Advanced Defensive Tactics

It is expected that students will be able to:

1. Differentiate between defensive blitz, stunt and stem.
2. Create drills that will allow their athletes to make decisions on which defensive structure to implement on a given offensive threat.
3. Demonstrate how a defense can be sound fundamentally while taking risks.

Unit 4: Officiating and Leadership Time: 25 hours

Referees play a very important part in football. They provide a service that allows the game of football to be played in safe, controlled manner. As a coach, it is beneficial to understand the game from an official’s perspective so instruction can be given on how to avoid penalties. Further, coaches often find themselves refereeing intra-squad matches during a practice, so effective officiating at that time would allow a coach to see which players continuously fringe upon the rules and are potentially a liability on the field.

Curriculum Organizer

It is expected that students will be able to:

1. Gain a basic understanding of the rules of football.
2. Be able to effectively interpret officiating signals.
3. Demonstrate officiating abilities within the class, and in aid of school extra and co curricular activities within the school.
4. Demonstrate leadership and decision-making processes and qualities associated with officials.
5. Officiate a grade 8 football game with reasonable confidence and success.
6. Be able to effectively interpret officiating signals.
7. Demonstrate officiating abilities within the class, and in aid of school extra and co curricular activities within the school.
8. Demonstrate leadership and decision-making processes and qualities associated with officials.

Unit 5: Planning and Periodization **Time: 15 hours**

The training and preparation of a football team is a complex operation and requires sound organization and planning both in the long-term and short-term. The planning process in football represents a methodical and scientific procedure that is designed to bring the individual player and the team to its peak performance at the most appropriate times during the season. Therefore, students in this unit will learn about how to create an annual plan and manage their teams from pre-season, in-season, to post-season.

Curriculum Organizer

It is expected that students will be able to:

1. List and describe the stages of the:
 - a. pre-season plan
 - b. in-season plan
 - c. post-season plan
2. Develop a level match readiness for their teams.
3. Differentiate between the preparation period, competition period, and transition period.
4. Describe the preparation process for a game-day.

Unit 6: Coaching Field Experience **Time: 30 hours**

Students will learn emergency care for injuries that occur during a game or practice. They will experience the proper decision making process for emergency situations. Students will learn possible ways to prevent injuries and methods for rehabilitation for physical injuries (physiotherapy, massage therapy, etc.)

Curriculum Organizer

1. Demonstrate an understanding of emergency care during an injury.
2. Demonstrate proper decision making in an emergency situation.
3. Identify methods of injury prevention and rehabilitation

Instructional Components:

Direct instruction
Indirect instruction
Interactive instruction
Modeling
Peer and partner instruction
Self and peer analysis
Videotape

Assessment Components:

| Type of Assessment | Category | Details | Weighing (%) |
|---------------------------|---------------------|----------------|---------------------|
| Daily Evaluation | formative/summative | | 25 |
| Skill Evaluation | formative | | 25 |
| Officiating & Leadership | | | 20 |
| Fitness Evaluation | | | 10 |
| Strategy and Analysis | | | 20 |

Performance Methods

Personal Communication

Other

Learning Resources:

Coach and Athletic Director magazine
Sport specific periodicals
Sport specific websites for BC and Canada
NCCP Coaching Football Technical Manual Level III

Additional Course Information:

Ministry of Education _____