

CTF: Career and Technology Foundations: Sports Performance

Mayerthorpe Jr/Sr. High School

Semester One - 2020

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The Sports Performance Program aims to provide students with opportunities to develop knowledge, skills, and attributes needed to understand the factors related to sports performance. This will be accomplished through a combination of theory and practical exposure to various areas of sport and training, including sports leadership, nutrition, sports psychology, and strength and conditioning. Students will be expected to demonstrate outcomes as they relate to the study of current training principles, performance enhancement and personal development through active participation. Sports performance allows athletes to further their physical and tactical abilities.

CTF Program Overview

Career and Technology Foundations (CTF) is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas.

Curriculum Outcomes

- 1. CTF is exploring interests, passions and skills while making personal connections to career possibilities**
 - I explore my interests and passions while making personal connections to career possibilities.
 - I use skills/technologies associated with occupational areas.
 - I follow safety requirements associated with occupational areas and related technologies.

- 2. CTF is designing, creating, appraising and communicating in response to challenges**
 - I problem solve in response to challenges.
 - I design in response to challenges.
 - I adapt to change and unexpected events.
 - I appraise product(s), performance(s) or service(s) created in response to challenges.
 - I communicate my learning.

Cluster: Human Services:

The focus is on a vast array of challenging and rewarding careers in health care, community supports, recreation, cosmetology, food services, tourism and law.

Recreation Leadership (REC) Develop skills useful for coaching, fitness leadership, sport performance, athletic therapy and leading recreational activities. personal trainer, recreation coordinator, sports instructor, recreation facility operator, group exercise leader.

MATERIALS

Students are required to bring to each class:

- binder with lined paper
- writing utensil (blue or black pen, or pencil)
- athletic clothing with indoor runners

AREAS OF STUDY:

The semester outline for this course will be broken into the units below. The time frame in which the units are presented is subject to change throughout the year.

Cardiovascular Fitness
Agility Training
Muscular Fitness
Sport Psychology
Nutrition

ASSESSMENT:

Assessment is ongoing and will involve the teacher and the student. The final mark is cumulative and based on all assessment areas throughout the year. If a student cannot train due to injury an alternative assignment will be given. Assessment areas are:

PARTICIPATION:

Effort, energy, focus, determination put forth in day-to-day training sessions 70%

IN CLASS ASSIGNMENTS

In class work assigned during class sessions 30%

CLASSROOM EXPECTATIONS

- Students are expected to arrive prepared for class.
- If you miss an assignment or activity due to an excused absence, you may complete it on the next day back
- Class time will frequently be given to work on assignments. It is expected that you will stay on task during these times. MATURE and CONSIDERATE behaviour is expected in class.
- Daily participation is essential to success. Students will be expected to work individually on improving personal fitness, strength and endurance.
- No students are allowed in the weight room without direct supervision.
- Students are not allowed to use equipment until a teacher gives permission.

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Opportunities to demonstrate learning: When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such an alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher

APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please sign and return on the next day of school:

I have read and understand what is required of me for this course:

Student's Name: _____

Parent/Guardian's Name: _____

Parent/Guardian E-mail _____

Preferred Method of Contact (please circle one): **PHONE** **E-MAIL**

If you selected phone above could you provide the best/preferred number to reach you