

## COURSE OUTLINE – MYP YEAR 5 STRENGTH AND CONDITIONING 10



### Course Overview:

The focus of Strength and Conditioning 10 (S&C 10) is to foster a positive mindset that promotes participation in physical activity, healthy living, and relationship building. Students are introduced to creating personal fitness goals, building fitness plans, and reflecting on their performance. Students will develop physical literacy through a variety of physical activities.

### Expectations:

- S&C 10 is a participatory class, students are expected to respectfully engage in all workouts.
- Students must be changed and ready to start the class by the second bell. You must secure your items in a change room locker.
- Proper PHE strip includes shorts or sweatpants (jeggings, joggers and jeans are not acceptable), t-shirt, sweatshirt, proper athletic shoes.
- If injured, students must provide a note or email from home, outlining injury and expected return to action date. Extended cases must provide a note from a medical professional. Adaptations will be provided for students whose medical condition does not allow a return to action.

### Learning:

#### Through engaging with this course, students should UNDERSTAND...

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.



Trying a variety of **physical activities** can increase the likelihood that we will be active throughout our lives.



Healthy choices influence our physical, emotional, and mental well-being.



Personal **fitness** can be maintained and improved through regular participation in physical activities.



#### Through engaging with this course, students will KNOW...

Statement of Inquiry	Key Concept/Concepts	Unit
Body systems adapt to changing training methods.	<b>Change</b> , adaptation, systems	Learning and Maintaining Proper Technique
Regular communication about adapting preparation and workouts, will result in positive refinement.	<b>Communication</b> , refinement, adaptation	2-Week Fitness Plan

## Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	EXAMPLES
<b>Physical literacy</b>	Develop, refine, and apply fundamental movement skills in a variety of physical activities. Develop and apply a variety of movement concepts in different physical activities.
<b>Healthy and active living</b>	Participate in physical activities designed to enhance and maintain <b>health components of fitness</b> Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities
<b>Social and community health</b>	Analyze the potential effects of <b>social influences</b> on health
<b>Mental well-being</b>	Evaluate and explain strategies for promoting mental well-being Explore and describe factors that shape personal identities, including social and cultural factors Describe the relationships between physical activities, mental well-being, and overall health

## Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in PHE:

Category Skill indicator	Examples
Thinking skills	Designing person fitness plans, Reflection on personal goals and plans, Transferring skills and strategies from one activity to another.
Social skills	Working with a workout partner.
Communication skills	Communicating with workout partner, Listening to workout partner
Self-management skills	Being on time, Remembering PHE strip daily, Practicing perseverance, Self-advocacy for injuries
Research skills	Finding and evaluating health information

## Assessment:

## Throughout this course, students will demonstrate their learning...

The MYP PHE course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <b>as</b> learning, or assessment <b>for</b> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <b>of</b> learning. <b>Summative assessments could include;</b>
<b>A: Knowing and Understanding</b>	In-class feedback on technique and approach to exercises, in class discussion, visual demonstration	MYP Assignment #1, MYP Assignment #2, MYP Assignment #3
<b>B: Planning for Performance</b>	Opportunities within workouts for students to choose their own exercises based on their own fitness goals	2 – Week Workout Plan, In-class personal workouts
<b>C: Applying and Performing</b>	Daily workouts	Performance Test, Daily Workouts
<b>D: Reflecting and Improving Performance</b>	In-class discussion	MYP Assignment #1, MYP Assignment #3

## Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

### Grade Descriptors:

#### Grade 7

Produces high-quality, frequently innovative physical and health solutions through the application of physical and health strategies. Communicates comprehensive, nuanced understanding of physical and health concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated analytical thinking and critical evaluation to improve skills and techniques in physical and health education. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world situations.

#### Grade 6

Produces high-quality, occasionally innovative physical and health solutions through the application of physical and health strategies. Communicates extensive understanding of physical and health concepts and contexts through independent and detailed work. Demonstrates analytical thinking and critical evaluations, frequently with sophistication, to improve skills and techniques in physical and health education. Transfers knowledge and applies skills, often with independence, to real world situations.

#### Grade 5

Produces generally high-quality physical and health solutions through the application of physical and health strategies. Communicates good understanding of physical and health concepts and contexts. Demonstrates analytical thinking and critical evaluations, sometimes with sophistication to improve skills and techniques in physical and health education. Usually transfers knowledge and applies skills with some independence to real-world situations.

#### Grade 4

Produces good-quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with few misunderstandings and minor gaps. Often demonstrates analytical thinking and critical evaluations to improve skills and techniques in physical and health education. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations.

#### Grade 3

Produces acceptable quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking and critical evaluation of skills and techniques in physical and health education. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.

#### Grade 2

Produces work of limited quality. Communicates limited understanding of some physical and health education factual, procedural and conceptual knowledge. Demonstrates limited evidence of analytical thinking or critical evaluation of skills and techniques in physical and health education. Limited evidence of transfer of knowledge or application of skills.

#### Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most factual, procedural and conceptual knowledge. Very rarely demonstrates critical or analytical thinking. Very inflexible, rarely shows evidence of knowledge or skills.

## Assessment Rubrics:

### Grade 10

#### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>• <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>• <b>applies</b> physical and health terminology to communicate understanding.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>• <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>• <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ul>

#### Criterion B: Planning for performance

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> goals to enhance performance</li> <li>• <b>constructs</b> a plan to improve physical performance and health.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> goals to enhance performance</li> <li>• <b>constructs and describes</b> a plan to improve physical performance and health.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> goals to enhance performance</li> <li>• <b>designs and explains</b> a plan to improve physical performance and health.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>develops</b> goals to enhance performance</li> <li>• <b>designs, explains and justifies</b> a plan to improve physical performance and health.</li> </ul>

## Criterion C: Applying and performing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li> <li>• <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>• <b>recalls</b> information to perform.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>• <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>• <b>identifies</b> and <b>applies</b> information to perform.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>• <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>• <b>analyses</b> and <b>applies</b> information to perform.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques</li> <li>• <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts</li> <li>• <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>

## Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>outlines</b> the effectiveness of a plan based on the outcome</li> <li>• <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>explains</b> the effectiveness of a plan based on the outcome</li> <li>• <b>describes</b> and summarizes performance.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> the effectiveness of a plan based on the outcome</li> <li>• <b>explains</b> and <b>evaluates</b> performance.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li> <li>• <b>analyses</b> and <b>evaluates</b> performance.</li> </ul>