



COURSE OUTLINE 2019 - 2020

Course Name:	Introductory Kinesiology	Course Code:	PSK 4U1
Course Type:	Grade 12 University Preparation	Credit Value:	1.0
Teachers(s):	Mr. Hunter		

Course Description:

This course focuses on the study of human movement and of systems, factors, and principals involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/Col. Preparation course in science, or any Grade 11 or 12 open courses in health and physical education.

Course Overall Expectations:

Strand	Overall Expectations
The Basis of Movement	Describe the structure and function of major systems involved in human movement, and demonstrate an understanding of related anatomical and physiological concepts and theories.
	Demonstrate an understanding of and assess factors that affect performance during human movement.
Biomechanics and Motor Development	Demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement.
	Demonstrate an understanding of human growth and motor development, and apply it to the design of age-appropriate movement activities and to the enhancement of movement skills.
Physical Activity and Sport in Society	Demonstrate an understanding of how the social and cultural significance of physical activity has evolved historically, and analyze current social issues relating to physical activity and sport.
	Demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including:

Providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p>Anatomy and Physiology:</p> <p>Students will explore the anatomy and physiology of the human body using correct anatomical terminology and physiological principles to describe human performance. Students will identify major muscles and bones of the musculoskeletal systems. They will demonstrate an understanding of the skeletal and muscular systems and joint mechanics related to movement. Students will analyze the relationship of the cardiorespiratory and energy systems as they relate to physical activity.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections Quizzes, Tests Athletic Injuries Project Energy Systems Assignment</p>
<p>Human Performance:</p> <p>Students will describe the relationship between nutrition and activity and will investigate the effects of performance enhancing methods and substances on human performance. Students will demonstrate an understanding of the effects of training principles, technology and environmental conditions on human performance.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections, quizzes, tests Skill Analysis Project</p>
<p>The Mechanics of Movement:</p> <p>Students will be able to explain basic laws and concepts of physics that relate to human movement. They will be able to describe the biomechanical principles that govern stability and human movement, and explain how they can be applied to improve a movement or skill. Students will use appropriate laws of physics and/or biomechanical principles to analyze and improve the effectiveness or quality of a movement pattern used in physical activity. Students will be able to apply their knowledge of the phases of movement to analyze movement patterns and enhance skill development in a variety of physical activities.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections, quizzes, tests Skill Analysis Project</p>
<p>Growth and Motor Development:</p> <p>Students will demonstrate an understanding of the stages of development from infancy to adulthood to help them to design age appropriate activity. They will also demonstrate an understanding of the factors that affect physical growth and development. They will investigate the physical and psychological factors that affect skill performance. Students will demonstrate an understanding of motor learning skills such as phases of motor development and the skill acquisition process to analyze and teach a skill.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections, quizzes, tests LTAD Model Sport Adaptation Project, Skill Analysis Project</p>

<p>Social Change and Current Issues:</p> <p>Students will be able to describe how the role of physical activity and sport has evolved historically, with reference to key events and trends, changing views of the social role and value of physical activity and sport. Students will analyze selected social issues of current significance relating to physical activity and sport. They will be able to describe the scope of physical activity and sport in today's economy, and identify a wide range of career opportunities in related fields. Students will analyze the impacts on individuals and society of business involvement in physical activity and sport.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections, quizzes, tests Physical Activity and Sport in Society Presentation</p>
<p>Participation – Influences and Benefits</p> <p>Students will be able to describe factors that influence participation in physical activity and sport. They will be able to analyse the role of social and cultural factors in determining access to physical activity and sports programs. Students will be able to describe the benefits of school and community physical activity and sports programs for themselves and for society.</p>	<p>Diagnostic (AaL) Formative (AfL) Summative (AoL) examples include: graphic organizers, collaborative structures, reflections, case studies, constructing success criteria, reflections, quizzes, tests</p>
<p>Course Culminating Activity/Independent Study Task(s) to be determined by the teacher to meet the overall expectations of the course.</p> <p><i>The Final CCA Sport Science magazine is considered a MAJOR assignment. If this project is not submitted on or before the due date, a late penalty may be levied of 10 per cent of the earned grade for the first day late and 5 per cent of the earned grade for each additional day late for a maximum of four days.</i></p>	<p>Sport Science Magazine</p>
<p>Final Exam</p>	<p>Final Exam</p>

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	20%	Term Evaluation	70%
Thinking/Inquiry	20%	Final Evaluation	
Communication	30%	• Sport Science Magazine	10%
Application	30%	• Exam	20%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result. *Students are expected to use proper APA referencing format.*

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

There are three MAJOR assignments for this course. The Physical Activity and Sport in Society Presentation, the LTAD Model Adaptation Project and the Final CCA Sport Science magazine. If any of these assignments are not submitted on or before the due date, a late penalty may be levied of 10 per cent of the earned grade for the first day late and 5 per cent of the earned grade for each additional day late for a maximum of four days.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*