



## **NIAGARA ACADEMY COURSE OUTLINE**

<b>COURSE:</b>	Introduction to Kinesiology, Grade 12, University Preparation (PSK4U)
<b>SCHOOL:</b>	Niagara Academy
<b>DEVELOPED BY:</b>	M. Richter, 2017
<b>COURSE TITLE:</b>	Introduction to Kinesiology
<b>COURSE TYPE:</b>	University Preparation
<b>COURSE GRADE:</b>	Twelve
<b>COURSE CODE:</b>	PSK4U
<b>DEVELOPED FROM:</b>	The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013, <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf</a>
<b>PREREQUISITE:</b>	Any Grade 11 university or university/college preparation course in Science, or any Grade 11 university or university/college preparation course in health and physical education
<b>COURSE DURATION:</b>	110 hours
<b>COURSE VALUE:</b>	1.0 credits
<b>COURSE TEXT:</b>	Kinesiology: An Introduction to Exercise Science, Ted Temertzoglou, Jamie Mandigo, Lori Livingston, Paul Challen, and Brian Roy, Thompson Educational Publishing, 2014

## COURSE DESCRIPTION AND RATIONALE

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

## OVERALL CURRICULUM EXPECTATIONS

<b>A. PHYSICAL ACTIVITY AND SPORT IN SOCIETY</b> By the end of this course, students will:	
<b>A1.</b>	demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyse current social issues relating to physical activity and sport;
<b>A2.</b>	demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

<b>B: THE BASIS OF MOVEMENT</b> By the end of this course, students will:	
<b>B1.</b>	describe the structure and function of major body systems involved in human movement, and demonstrate an understanding of related anatomical and physiological concepts and theories;
<b>B2.</b>	demonstrate an understanding of and assess factors that affect performance during human movement.

<b>C: BIOMECHANICS AND MOTOR DEVELOPMENT</b> By the end of this course, students will:	
<b>C1.</b>	demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement;
<b>C2.</b>	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.

## ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement:** Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 52-53 of The Ontario Curriculum Grades 9 to 12, Health and Physical Education, 2015, <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>.

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students

- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

### COURSE CONTENT AND EVALUATION

All units will include the following skills: Knowledge/Understanding 25%, Thinking 25%, Communication 25%, Application 25%. The following will be included in course work evaluation: notebooks, journals, questions/answers, discussion, observation-conversation, case studies, reports, end of unit assignments, tests, research assignments and essays.

<b>Unit</b>	<b>Description</b>	<b>Evaluation</b>	<b>Hours</b>
Unit One	<b>Social Physical Activity and Sport</b> 1. History of Physical Activity and Sport 2. Business, Physical Activity and Sport 3. Ethical Issues, Physical Activity and Sport	15%	25 hrs
Unit Two	<b>Anatomy and Physiology Nutrition for Performance</b> 1. The Skeletal and Articular Systems 2. The Muscular System 3. Energy Systems and Physical Activity 4. Cardiovascular and Respiratory Systems	15%	25 hrs
Unit Three	<b>Human Performance and Biomechanics</b> 1. Human Growth and Development 2. Motor Learning and Skill Acquisition 3. Biomechanical Theory and Concepts 4. The Seven Principles of Biomechanics 5. Efficiency of Human Movement	15%	25 hrs
Unit Four	<b>Nutrition, Training and Ergogenic Aids</b> 1. Nutrition for Human Performance 2. Training and Human Performance 3. Ergogenic Substances and Techniques	15%	25 hrs
Unit Five	<b>Careers and Websites</b>	10%	15 hrs
	<b>Total Term Work</b>	<b>70%</b>	<b>110 hrs</b>
<b>Final Evaluation</b>	<b>Culminating Activity</b>	<b>10%</b>	
	<b>Final Exam</b>	<b>20%</b>	
	<b>Final Mark</b>	<b>100%</b>	

### **TEACHING AND LEARNING STRATEGIES**

This course gives students the opportunity to study physical movement and explore current sports issues and related health topics. It will prepare students for university programs in physical education, kinesiology, recreation, sports administration, and health sciences.

It is important that students have opportunities to learn in a variety of ways; individually, cooperatively; independently and with teacher direction; through hands-on activities; and through the study of examples followed by practice. There is no single current way to teach or to learn. The nature of the health and physical education curriculum calls for a variety of strategies for learning. The strategies should vary according to the learning expectations and the needs of the students.

### **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.