

 Ontario	Ontario Ministry of Education www.edu.gov.on.ca	 Toronto District School Board	Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	<i>Health and Physical Education</i>		Course Type	<i>University</i>	
Teacher	<i>J. Booth</i>		Grade	<i>12</i>	
Course Title	<i>Introduction to Kinesiology</i>		Credit Value	<i>One</i>	
Course Code	<i>PSK4U</i>		Prerequisites	<i>Grade 11 or 12 University Science/ Grade 11 or 12HPE</i>	
Ministry Document	<i>The Ontario Curriculum – Health and Physical Education</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf				
Learning Resources	Textbook: THOMPSON – Exercise Science				

**Toronto District School Board
R. H. King Academy
Physical and Health Education**

Curriculum Leader: J. Booth

Course Description: This course focuses on the study of human movement and on the 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 sports and that factors that influence an individual's participation in physical activity.

Textbook: Termertzoglu, Ted: Kinesiology: An Introduction to Exercise Science. Thompson Educational Publishing, Inc. 2015.

Course Profile Units

Note: Times and Units may vary according to Instructor or Student's needs.

1. **Anatomy and Physiology** - 29 hours

Students will explore the anatomy and physiology of the human body using correct anatomical terminology and physiological principles to describe human performance.

Areas of study will include some/all of the following:

- i) Structure and function of the human body - skeletal and muscular systems and joint mechanics – cardiorespiratory and energy systems as they relate to physical movement

2. **Human Performance** – 31 hours

Students will study the relationship between nutrition and activity and investigate the effects of performance-enhancing methods and substances on human performance. The effects of training principles, technology and environmental conditions on human performance will be investigated.

Areas of study will include some /all of the following

- i) Nutrition
- ii) Performance-enhancing methods
- iii) Technological influences on human performance
- iv) Training principles and methods
- v) Personal fitness and training
- vi) Biomechanical principles

3. **Motor Development** – 25 hours

Factors that affect physical growth and development will be investigated. This concept will examine the stages that lead to physical maturity and the significance of this process for human movement.

- i) Growth and development
- ii) Principles of motor learning

4. **Evolution of Physical Activity and Sports** – 12.5 hours

Students will explore the world of sports and physical activity from a sociological perspective.

- i) Timeline of historical development and participation influences
- ii) Issues in sport and physical activity (violence, exploitation equal access)

5. **Relationship of society and Culture to Physical Activity and Sport** – 12.5 hours

The connection between society and culture as they influence and interact with the world of sport and physical activity.

- i) Sport as Business
- ii) Gender Representation
- iii) Ethno-Cultural Preferences
- iv) Amateur and Professional Sport
- v) Community Physical Activity and Sports Programs

Learning Skills: In order to maximize results it is critical for all students to be present and attentive during all classes. All students need to be on time and prepared to participate for each and every class. If for any reason a student is absent, a note should be brought to the classroom teacher explaining the absence. It is the responsibility of the student to make up any missed work.

Learning Skills are subdivided into five smaller groups to be assessed on the report card.

1. Homework/Completion of assignments
2. Goal Setting/Decision Making/Problem Solving
3. Teamwork/Working in Groups
4. Participation in Class
5. Attendance and Punctuality

Assessment and Evaluation

The following guidelines will be used for evaluation in PSE4U. Note: a variance of 5% may occur in each category depending on circumstances. There will be a variety of evaluation techniques utilized in the PSE4U course, in order to enhance the learning of each student and give various opportunities for success.

	<u>Term 1</u>	<u>Term 11</u>
Summative Eval.		30%
Classwork	45%	
Portfolios	14%	
Independent Study	11% (written)	11% (oral)

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is “independent”, teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

Category breakdown

Summative Evaluation: An exam based on the work covered in the term (Physical Activity and Sport 10%, The Basis of Movement 10%, Biomechanics and Motor Development 10%)

Class work: will be based on unit tests, assignments, daily class work, homework, etc.

Knowledge and Understanding

Thinking/Inquiry

Communication

Application

Portfolio: Four portfolios throughout the semester.

Communication

Thinking/Inquiry

Application

Independent Study: Written report or oral presentation

Communication

Thinking/Inquiry

Application

Evaluation Scale and Criteria	Scale	Achievement
A	80-100%	level 4
B	70-79%	level 3
C	60-69%	level 2
D	50-59%	level 1
F	0-49%	>level 1

Late Assignments: If an assignment is handed in late, the student must give an acceptable reason to the teacher as to why the assignment was submitted late. **If the teacher hands back an assignment to students, after being marked, late assignments will no longer be accepted and the student will not receive a mark.**

Achievement Chart

70 % Course Work

Task	Achievement Chart Focus	Due Date
Test - Body Orientation	All categories	
Test - Skeletal System	All categories	
Test – Muscular System	All Categories	
Test – Cardiovascular and Respiratory System	All Categories	
Test - Nutrition	All Categories	
Test - Fitness	All Categories	
Test - Biomechanics	All Categories	
Portfolio - Human Joint	All Categories	
Portfolio - Athletic Injury	All Categories	
Portfolio - Health Centre	All Categories	
Portfolio - Fitness Profile	All Categories	

Choose One Of:

Task	Achievement Chart Focus	Due Date
I. S. U. - Written	All Categories	
I. S. U. - Oral	All Categories	

30 % Summative

Task	Achievement Chart Focus	Due Date
Examination	All Categories	

Term Grades:

First Term grades will be determined by all graded tests, class work and portfolios handed in by the mark session. Usually this includes the first four unit tests and the first two portfolios. The remaining 3 Unit Tests, two portfolios, independent study and the final examination will be added to this for the final grade, in June.

Communication: Office Hours: 7:30 am – 4:00 pm by appointment

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