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| **PSK4U Introduction to Kinesiology - Grade 12**  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. |

## Curriculum Expectations:

***Students final report card grade will be based on the evidence collected related to these overall curriculum expectations:***

* *demonstrate and understanding of how the social and cultural significance of physical activity and sports has evolved historically, and analyze current social issues relating to physical activity and sport*
* *demonstrate an understanding of the individual and social benefits of a participation in physical activity and sport and the factors that enable and constrain participation*
* *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*
* *demonstrate an understanding of and assess factors that affect performance during human movement*
* *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 motor skills*

# **Your Report Card Grade will be determined as follows:**

Your **final grade** will be calculated by combining your Term (70%) grade and your Exam and Performance Task Evaluations (30%).

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| **Term work:**  **70%** of your grade will be based on all of the evidence you have provided.  It will reflect your most consistent level of achievement with special consideration given to more recent evidence. | **14 % Knowledge and Understanding:**    Emphasizes the ability to recall factual information, recognize fundamental concepts and the foundational skills of the subject/discipline.    **14 % Thinking:**  Emphasizes the skills used in critical and creative thinking to demonstrate the student’s understanding of information they have processed.    **21 % Communication:**  Emphasizes the clear, precise and effective use of oral, written and visual language to communicate the student’s understanding of information and ideas    **21 % Application:**  Emphasizes the application and integration of skills, processes and techniques to produce evidence of the student’s understanding. |
| **Final Evaluation:**    **30%** of your grade will be determined at the end of the course. | **10% A student-led conference OR a written reflection/ response based on a portfolio collection over the length of the course.**    The portfolio is used as the foundation of evidence for a student-led conference OR a written reflection/response to demonstrate key learnings of the course.  The portfolio consists of a collection of student work that documents learning & growth over the course (e.g., case study analysis, computer animation designs, ergonomic projects, adapting equipment for the needs of special populations or future technology etc.) This should include a variety of assessments, which reflect the key learnings of the course. |
| **20 % Written Exam**  The exam will reflect many of the key learnings of the course and could include: a bell ringer, case studies, multiple-choice, short-answer, and/or essay questions. |

**Academic Standards:**

The Halton District School Board is committed to enabling all students to reach their potential and succeed. It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Academic dishonesty, including plagiarism and cheating, is a serious offence and as a result, it is imperative that students understand what academic dishonesty entails and are clear as to consequences.

When a student has not met the Board’s expectation of academic honesty, a consequence will be applied which will ensure the student’s understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the

number and frequency of incidents; and the individual circumstances of the student.

It is the students’ responsibility to provide evidence of learning within established timelines. Due dates for assignments and the scheduling of tests will be communicated well in advance to allow students to schedule your time. If a student is not going to be able to follow an agreed upon timeline they should demonstrate their responsibility and organizational skills by discussing with their teacher the challenges they are facing as far in advance of the deadline as possible.

**NOTE:** the complete HDSB policies and administrative procedures for “Lates and Missed Assignments” and “Cheating and Plagiarism” policies may be found at:

<http://www.hdsb.ca/Policy/Late%20Missed%20Assignments%20Gr7-12.pdf>

http://www.hdsb.ca/Policy/Cheating%20Plagarism.pdf

**Learning Skills and Work Habits**

# The development of learning skills and work habits are an important step toward preparation for postsecondary education and the workplace. Students will develop these skills through their classroom experience and with feedback from their teacher.

