

# Course Outline 2018-19

## PSK4U, Introductory Kinesiology, Grade 12



All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

<p><b>Physical Activity and Sport in Society</b></p> <ul style="list-style-type: none"> <li>❑ <b>Social Change and Current Issues</b> <ul style="list-style-type: none"> <li>❑ <i>current and historical examination of the social and cultural significance of sport and physical activity</i></li> </ul> </li> <li>❑ <b>Participation - Influence and Benefits</b> <ul style="list-style-type: none"> <li>❑ <i>individual and social benefits and the factors that enable and constrain participation</i></li> </ul> </li> </ul>	<p><b>The Basis of Movement</b></p> <ul style="list-style-type: none"> <li>❑ <b>Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>❑ <i>structure and function of major body systems involved in human movement as related to anatomical and physiological concepts and theories</i></li> </ul> </li> <li>❑ <b>Human Performance</b> <ul style="list-style-type: none"> <li>❑ <i>basic training principles and nutrition, intrinsic and extrinsic factors of performance and ergogenic methods, substance and equipment</i></li> </ul> </li> </ul>
<p><b>Biomechanics and Motor Development</b></p> <ul style="list-style-type: none"> <li>❑ <b>The Mechanics of Movement</b> <ul style="list-style-type: none"> <li>❑ <i>phases of movement, physical laws and biomechanical principles</i></li> </ul> </li> <li>❑ <b>Growth and Motor Development</b> <ul style="list-style-type: none"> <li>❑ <i>human growth and motor development, application and design of age appropriate movement activities and the enhancement of movement skills</i></li> </ul> </li> </ul>	

To see the learning expectations for this course go to page 89 of the document found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

### Learning Skills & Work Habits

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

Learning skills and work habits are an important part of your growth. Learning Skills and Work Habits will be taught, assessed, evaluated, and shared on your report card. This gives you and your parents/guardians valuable information about your learning.

<b>How your grades will be determined</b>	
<p>Your work throughout the semester accounts for <b>70%</b> of your final grade:</p> <ul style="list-style-type: none"> <li>• Your teacher will collect and track evidence of your learning through observations of your work; conversations with you; and by evaluating the work you produce.</li> <li>• Your teacher will provide feedback to help you with further study and improvement</li> <li>• Your 70% work will be returned for your review and reflection.</li> </ul>	<p><b>20% Knowledge &amp; Understanding:</b> Your ability to recall facts, definitions, skills and strategies, safe practices and procedures along with an understanding of processes, techniques, ideas and relationships between concepts in health and physical education</p> <p><b>20% Application:</b> Your ability to apply and transfer the knowledge and skills developed to new contexts and make connections within and between various contexts in health and physical education</p> <p><b>15% Thinking:</b> Your use of planning, processing and critical and creative thinking skills to demonstrate your understanding of concepts in health and physical education</p> <p><b>15% Communication:</b> Your expression and organization of ideas and information, communicated to different audiences through oral, written and/or visual forms using health and physical education conventions, vocabulary and terminology</p> <p><i>(The Health and Physical Education Program Leads Subject Council has determined the weightings of the above categories for this course)</i></p>
<p>The Final Evaluations account for <b>30%</b> of your final grade<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>• Final Evaluations will challenge you to demonstrate your knowledge and skills related to the overall expectations for the course</li> </ul>	<p><b>10% In Class Final Evaluation</b>  <b>Student Led Conference OR Written Reflection:</b> Your portfolio is used as the foundation of evidence for either a student led conference or a written reflection in order to demonstrate the key learnings of the course. This portfolio will consist of a collection of your work that demonstrates learning and 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.). Your portfolio should also include a variety of assessments which reflect the key learnings of the course.</p> <p><b>20% Evaluation Block Final Evaluation</b>  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.</p>
<p>Your <b>final grade</b> will be calculated by combining your Term (70%) grade and your Final Evaluations (30%).</p>	

For more information about what you need to know regarding...

1) [Meeting Timelines and Academic Honesty](https://goo.gl/KTAh40) - goo.gl/KTAh40

2) [Final 30% Evaluations](https://goo.gl/W82PYL) - goo.gl/W82PYL

3) [Determining Report Card Grade](https://goo.gl/FuzbMW) - goo.gl/FuzbMW

Your teacher can provide you with a paper copy of this information, if required.