

BUR OAK SECONDARY SCHOOL
Department of Physical and Health Education

INTRODUCTORY KINESIOLOGY

Course Outline: PSK4U1 Credit Value: 1.0

Date of Revision: September 2015

Teacher: Mr. Ebisuzaki

Department Head: Mr. A. Ebisuzaki

Textbook: Kinesiology: An Introduction to Exercise Science

Curriculum Policy: The Ontario Curriculum Grade 12 Introductory Kinesiology University Preparation

See: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

COURSE DESCRIPTION:

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.

UNITS OF STUDY:

Unit: Society: Physical Activity, and Sport

Students learn how the cultural and social significance of physical activity and sport has evolved historically, and analyze current social and ethical issues, including equity and accessibility, related to physical activity and sport. They learn about the huge impact of sport as big business on individuals and on society. Students describe the contributions of prominent Canadians and others to various fields related to kinesiology.

Unit: Anatomy and Physiology

Students learn about the anatomy and physiology of the human body using correct anatomical terminology and physiological principles to describe human movement and performance. They study the skeletal and muscular systems and joint mechanics related to movement. They analyze the relationships between the body's energy systems, the cardiovascular system, and the respiratory system as they relate to physical activity and athletic performance.

Unit: Human Performance and Biomechanics

Students describe the relationship between nutrition and activity and investigate the effects of performance-enhancing methods and substances on human performance. Students demonstrate an understanding of the effects of training principles, technology, and environmental conditions on human performance. They use biomechanical principles to demonstrate an understanding related to improving movement.

Unit: Nutrition, Training and Ergogenic Aids

Students study the relationship between appropriate, properly timed nutritional intake and hydration and optimal human performance. They learn about the effects of training principles, training methods, environmental conditions, and technology on human performance. They also investigate the effects of performance-enhancing (i.e., "ergogenic") substances and techniques, both legal and illegal.

Course Culminating Activity: Exam - covering the entire course.

OVERALL CURRICULUM EXPECTATIONS**Physical Activity and Sport in Society**

A1. 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;

A2. demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

The Basis of Movement

B1. 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;

B2. demonstrate an understanding of and assess factors that affect performance during human movement.

Biomechanics and Motor Development

C1. demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement;

C2. 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.

Instructional Approaches

Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. In this class we will use a variety of approaches designed to support your learning. You will be given opportunities to engage in inquiry-based learning so that you can examine multiple perspectives and resources designed to help you construct your understanding.

Program Planning Considerations

Assessment, instructional and environmental accommodations are provided to individual students as per their IEP. Similarly, adaptations for ELLs are provided based upon the student's level of language development, strengths and needs.

Learning Environment

This course provides students with a variety of opportunities to learn about diversity and diverse perspectives. In an inclusive learning environment all students see themselves reflected in the curriculum so that they can be engaged and empowered through their learning experiences. The learning environment will foster a sense of community where all students feel included and appreciated.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart** for Healthy Active Living will guide all assessment and evaluation.

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning (**including conversations, observations and products**) conducted throughout the course
- **30%** based on a *Course Portfolio* - containing a collection of culminating work assigned in January.

Assessment and evaluation is divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits**: Independent Work, Collaboration, Responsibility, Initiative and Self-Regulation.

Evidence of Student Learning

Students will be assisted in their learning development through the following methods:

Assessment for Learning- Diagnostic and formative assessment

Assessment as Learning- Development of student capacity to self assess with teacher support

Assessment of Learning - Evaluation of student learning

Tasks will be evaluated according to each of the following areas of achievement based on the assigned category weights:

Achievement Chart Category	Weight
Knowledge and Understanding: Facts and terms and understanding of concepts and theories	25%
Application: Ability to transfer ideas, draw conclusions, make predictions and connections	15%
Thinking: Critical and creative thinking and inquiry skills	15%
Communication: Ability to communicate information and ideas in a variety of ways	15%
Final Evaluation: Course Portfolio - A collection of culminating work	30%
Total	100%

Expectations of Students:

Students shall provide evidence of their achievement of the curriculum expectations within the time frame established by the teacher, and in a form approved by the teacher by:

- understanding their responsibility in completing and submitting assignments for evaluation
- understanding the range of supports and consequences for not completing and or submitting assignments for evaluation
- demonstrating the learning skills and work habits that support lifelong learning;
- attending classes daily
- monitoring and continuously communicating their progress with the teacher
- seeking assistance proactively where appropriate

Timely Completion and Submission of Assignments for Evaluation

Students are responsible for providing original evidence of their learning and achievement within the time frame specified by the teacher, and in a form approved by the teacher. However, in the event that the work has not been completed, the student must follow the late submission policy of the Bur Oak Secondary School.

The teacher will ensure that any late mark deductions on an individual assignment for evaluation will not result in a midterm or final percentage mark that misrepresents the student's actual achievement during the reporting period.

Bur Oak Secondary School Assessment, Evaluation and Communication Policy Reporting Achievement

For Grades 9 to 12, a final grade is recorded for every course. A report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. To determine a report card grade involves the professional judgement and interpretation of evidence by teachers. The final grade will be determined with 70% of the grade based on evaluation throughout the course and 30% of the grade based on final evaluation at or towards the end of the course throughout the course.

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
<ul style="list-style-type: none"> Completing a summative evaluation administered. Attending all final evaluations (exams, course culminating etc). Informing the school immediately if unable to attend due to illness, bereavement or court appearance. 	<ul style="list-style-type: none"> In consultation with administration, provide a suitable method of evaluation. Administering the final evaluation(s) no earlier than 3-4 weeks before the end of the course. Providing feedback after examinations to support improvement of student learning. 	<ul style="list-style-type: none"> Continuing to be active participants by working with the teacher, child and school to plan for the student's improvement. Planning accordingly: booking vacations, appointments, etc., outside of the examination period.

Submission of Assessments and Evaluations

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Please review the information below for details regarding the responsibilities of students, staff and parents with respect to specific assessment guidelines and policies.

Students, staff and parents/guardians are responsible for reviewing the full policy found on the school website/handbook.

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
Before an Assessment		
<ul style="list-style-type: none"> Taking an active role in determining how they would like to demonstrate their learning. In collaboration with the teacher, identify the learning goals and success criteria for assessments. Planning for assignments to be completed in stages and to prepare ahead of time to receive feedback from the teacher about their progress. Notifying their teacher of difficulty in submitting on time at least 48 hours in advance of the due date to discuss resolution strategies. Accessing supports when necessary (peer-tutoring, extra help sessions, Special Education, student success) 	<ul style="list-style-type: none"> Collaborating with students, clearly identifying learning goals and success criteria. Applying a variety of tools to communicate requirements of in-class assessments to students and parents/guardians. Providing a variety of types of assessments that allow students to demonstrate their learning in different ways. Encouraging peer to peer support in the classroom. Communicating with the parents/guardians. 	<ul style="list-style-type: none"> Engaging their child to share what they are learning and what criteria will be used to assess their progress. Remaining informed about the various tools that their child can access learning resources and materials from home (ie. Google Classroom, moodle). Encouraging their child to share their work and explain how they are using the feedback in class to improve their learning and determine next steps. Communicating with the teacher to learn about the student's progress throughout the semester (Parent Interviews, report cards, emails, calls).

During an Assessment

<ul style="list-style-type: none"> • Seeking support and learning from their peers and/or teachers • Pursuing all learning opportunities (peer-editing, conferences, online feedback) leading up to a summative assessment. 	<ul style="list-style-type: none"> • Providing specific and timely feedback to help students succeed. • Maintaining timely and ongoing communication with students and/or parents about due dates and late assignments. • Referring students who regularly have difficulty in completing assignments on time to student services (Student Success, Special Ed, ELL etc). 	<ul style="list-style-type: none"> • Engaging their child to share what they are learning and what criteria will be used to assess their progress. • Communicating with the teacher • Ensuring students plan for major assignments to be completed in stages.
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After an Assessment & Timely Submission

<ul style="list-style-type: none"> • Submitting assessments/evaluations on the predetermined due date • Attending the day of an in-class assessment. • Understanding there are consequences if an assessment is missed or is submitted after the due date. • Reflecting on their learning and setting individual goals for future success 	<ul style="list-style-type: none"> • Ensuring late mark deductions on an assessment/evaluation will not result in a midterm or final percentage mark that misrepresents the student's actual achievement. • Possible assigning a zero for a final evaluation that is missed. • Recording submissions of late assessments/evaluations in the evaluation of the student's learning skills. 	<ul style="list-style-type: none"> • Understanding that there are consequences for not completing assignments for evaluation or for submitting those assignments late • Informing the teacher if there are extenuating circumstances inhibiting the submission of assessment on the due date.
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Late Assessments & Missing Assessments

In the scenario that student work is submitted late, teachers may keep the following in mind:

- Discuss with student and use professional judgment to address extenuating circumstances and the needs of the student.
- Special Education students and English Language Learners are entitled to extra time on all assessments and any decisions regarding deductions on late submissions for these students should be addressed with the SERT, the Student Success Team, or an administrator.
- If deducting late marks a teacher can deduct up to 3% per day to a maximum of 15%.
- **Please review the full policy found on the school website/handbook.**

Academic Honesty

Bur Oak students are expected to think independently and honestly. It is in the best interest of each student to build habits which contribute to genuine academic, personal and social growth. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others. Whether intentional or through ignorance of the rules, acts of academic dishonesty can lead to severe consequences for students.

Instances of suspected cheating or plagiarism:

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
<ul style="list-style-type: none">• Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating.• Demonstrating that the work is their own.	<ul style="list-style-type: none">○ Dealing with incidences of cheating and/or plagiarism on a case-by-case basis.○ In collaboration with administration will use professional judgement to use any of the following steps/consequences:<ul style="list-style-type: none">○ the teacher will interview the student regarding the incident;○ parents or legal guardians will be contacted; the department head and administrator will be informed;○ oral and/or written warning or reprimand;○ a make-up assignment or rewrite may be given;○ a deduction in marks, a failing grade or mark of zero may be assigned; and/or suspension.	<ul style="list-style-type: none">• Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating.

If you have any questions please contact Department Head Mr. Ebisuzaki - andrew.ebisuzaki@yrdsb.ca

We have read and understand the policies outlined in this outline. We will contact the classroom teacher should we require any clarification.

Signature of Parent/Guardian: _____ Date: _____