Course of Study

1. Course Details

Lawrence Park C.I. **TDSB**	Teacher: Peter Bartha Faculty: Health and Physical Education Name of ACL: Peter Bartha Phone: 416-393-9500 x 20030 Textbook: Temertzoglou, Ted, and Paul Challen. *Exercise Science: an Introduction to Health and Physical Education*. Toronto: Thompson Educational Pub., 2003. Print.	Date revised: June 14, 2104. Course Name: Exercise Science Course Code: PSE 4U Prerequisite Course Code: PPL 3O or Grade 11 Science Credit Value: 1

2. Overall Goals

Overall Expectations - By the end of this course students will:	
Biological Basis of Movement	**Overall Expectations** By the end of this course, students will: • describe the structure and function of the body and of physiological principles relating to human performance; • demonstrate an understanding of biomechanical principles related to improving movement; • demonstrate an understanding of the ways in which nutrition and training principles affect human performance.
Motor Development	**Overall Expectations** By the end of this course, students will: • demonstrate an understanding of individual differences in performance, growth, and development; • demonstrate an understanding of the principles of motor learning.
Physical Activity & Sport in Society	**Overall Expectations** By the end of this course, students will: • describe the evolution of physical activity and sports; • analyse the relationship of society and culture to sports and physical activity..

3. Communication

In addition to class time, students can receive additional assistance from:
Subject teachers before/after school, during lunch hour or by appointment.

Web site: www.thompsonbooks.com/exercise science/support.htm www.thompsonbooks.com/quizzes/es1_quizzes.htm

4. Learning Skills and Work Habits	
Evaluated on Report Card as: E (excellent); G (good); S (satisfactory); N (needs improvement)	
Responsibility	The student: - fulfils responsibilities and commitments within the learning environment; - completes and submits class work, homework, and assignments according to agreed-upon timelines; - takes responsibility for and manages own behaviour.
Organization	The student: - devises and follows a plan and process for completing work and tasks; - establishes priorities and manages time to complete tasks and achieve goals; - identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	The student: - independently monitors, assesses, and revises plans to complete tasks and meet goals; - uses class time appropriately to complete tasks; - follows instructions with minimal supervision
Collaboration	The student: - accepts various roles and an equitable share of work in a group; - responds positively to the ideas, opinions, values, and traditions of others; - builds healthy peer-to-peer relationships through personal and media-assisted interactions; - works with others to resolve conflicts and build consensus to achieve group goals; - shares information, resources, expertise and promotes critical thinking to solve problems and make decisions
Initiative	The student: - looks for and acts on new ideas and opportunities for learning; - demonstrates the capacity for innovation and a willingness to take risks; - demonstrates curiosity and interest in learning; - approaches new tasks with a positive attitude; - recognizes and advocates appropriately for the rights of self and others
Self-Regulation	The student: - sets own individual goals and monitors progress towards achieving them; - seeks clarification or assistance when needed; - assesses and reflects critically on own strengths, needs, and interests; - identifies learning opportunities, choices, and strategies to meet personal goals.

5. Teaching/Assessment and Evaluation Strategies – Course Work (70%)
Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed

assignments. Timelines and units may be adjusted to accommodate student needs.

Unit	Culminating Tasks May Include	Achievement Chart Focus	Estimated Timeline (There is some flexibility)
1 Anatomy/ Physiology	-Unit Test -Bell ringer	All Categories	September - November
2 Biomechanics	-Unit Test -Exercise Labs -Nutrition Assignment	Application Knowledge and Understanding Thinking	December
3 Motor Learning and Skill Development	-Unit Test -Skill Analysis	All Categories	January - February
4 Sport Sociology	-Unit Test -Article scrapbook assignment	Communication Knowledge and Understanding	March - April
5 Evolution of Sport	-Research Project	Communication	May

6. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All Students must take part in the culminating activities for each course at every grade level of study		
Summative Tasks	**Achievement Chart Focus**	**Final Weighting (30%)**
1) Independent Study Unit	Communication	10%
2) Written Exam	Knowledge & Understanding Thinking, Application	20%

7. Achievement Chart		
Achievement Categories For Course Work	**Description**	**Term Weighting (70%)**
Knowledge/Understanding	- knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts	25 %
Thinking	- critical thinking skills (analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; - analyzing, interpreting, and evaluating information; drawing conclusions)	15%
Communication	- communication of information and ideas - use of visuals and technology – multimedia - oral communication (debates, discussions, listening skills) - written communication (essays, handouts)	15 %
Application	- application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new ideas - making logical conclusions or generalizations - making predictions and planning course of action	15 %
