

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**  
**Introductory Kinesiology**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario School, First Edition, Covering Grades 1-12, 2010*, located at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

### 1. Course Details

- Program Area: Health and Physical Education
- Date of Development: September 2015
- Assistant Curriculum Leader: J. Homatidis, Teacher Developer: J. Ibe
- Course title: Introductory Kinesiology, Grade 12 University (PSK 4U). Credit Value 1.0
- Prerequisites: Any Grade 11 university, university/college, or college preparation course in Science, or any Grade 11 or 12 course in Health and Physical Education.
- Textbook and resource materials that are essential to the course:  
**Kinesiology: An introduction to exercise science.** Authors: P. Challen, T. Temertzoglou (ISBN: 978-1-55077-233-3)  
 Replacement Cost: \$90.00

### 2. Overall Goals

- 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.
- Overall Expectations in the areas of Physical Activity and Sport in Society, The Basis of Movement, and Biomechanics and Motor Development
  - By the end of this course, students will:
    - In Physical Activity and Sport In Society:
      - \* 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;
      - \* demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.
    - In The Basis of Movement:
      - \* 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.
    - In Biomechanics and Motor Development:
      - \* 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 movement skills.
- Specific Curriculum Expectations - Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Unit 1	Society, Physical Activity and Sport
Unit 2	Anatomy and Physiology
Unit 3	Human Performance and Biomechanics
Unit 4	Nutrition, Training and Ergogenic Aids

### 3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### 4. Learning Skills

- *Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.
- Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### 5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

### 7. Assessment and Evaluation Strategies

- The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

- Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.
- Regular, daily active and positive participation in PSK 4U classes is essential to a student's success in this course. Course content will be presented in a variety of formats that may include daily lectures and readings, in-class individual and/or small group activities, case studies and debates. During the course, students will take part in a wide variety of activities and will subsequently be evaluated using multiple approaches. Some of these might include: quizzes and written tests, joint model reconstruction project, oral, visual and/or PowerPoint presentations, in-class lab activities, worksheets, research assignments.

### 8. Academic Integrity – Cheating, Plagiarism, Undue Assistance

- All students are expected to submit their own work. In the event of plagiarism or cheating, students may receive a mark of 'Zero' for the evaluation. Please read the Student Agenda Book for more detailed information regarding FHCI's policy on Academic Honesty, Plagiarism and Cheating.

### 9. Attendance

- Students are expected to arrive to class on time to maximize the learning experience, and to avoid or minimize any disruptions during instructional times.
- All absences must be properly documented with a note from a parent or guardian that outlines the reason for the student's absence. This note must be provided to the teacher immediately upon return from absence, in keeping with the school policy for absence and attendance.
- The student is responsible for any missed work. A note from a parent or doctor is required if a student misses a formal assessment and they may be expected to complete the formal assessment on the day of their return or, at the subject teacher's discretion, will be required to make arrangements to complete the missed assignments and/or evaluation. Please refer to the Student Agenda Book for more detailed information about FHCI's School Attendance Procedures.

### 10. Late Work

- Students will be informed of due dates for evaluations (assignments, projects, presentations, tests) in advance. Students are responsible for their own behaviour and for completing and submitting work for evaluation by the due date. Please read the Student Agenda Book for more detailed information regarding FHCI's policy for Due Dates and Late Submissions.

### 11. Achievement Chart for Health and Physical Education, Grades 9-12

- The achievement chart identifies four categories of knowledge and skills in Health and Physical Education studies. This is a standard province-wide guide to help make judgments about student work that are based on clear performance standards and on a body of evidence collected over time. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. Each category will be weighted as listed in the chart below:

<b>Knowledge and Understanding</b> <b>30%</b>	<b>Thinking and Inquiry</b> <b>20%</b>	<b>Communication</b> <b>25%</b>	<b>Application</b> <b>25%</b>
Subject-specific content acquired in each course (knowledge of content), and the comprehension of its meaning and significance (understanding of content, ideas, relationships between concepts).	The use of critical and creative thinking skills and/or processes, as follows: – use of planning skills – processing skills – critical/creative thinking processes	The conveying of meaning through various forms, as follows: – Expressing and organization of ideas and information in oral, visual, and/or written forms – Communication for different audiences – Use of health and physical education conventions, vocabulary, and terminology in oral, visual, and/or written forms.	The use of knowledge and skills to make connections within and between various contexts. – application of knowledge and skills – transfer of knowledge and skills to new context – making connections within and between various contexts

**12. 70% Grade Based on Course Work**

- Students need to demonstrate achievement of all the overall expectations of the course. The 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
- Students can demonstrate their learning across the four Achievement Chart categories: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application
- The course is made up of a series of formative assessments and summative assignments for each unit.
- The summative assessment tools for the units may include written application of terms and theories to case studies, lab activities, model joint reconstruction project, opinion and reaction papers, visual and oral presentations, tests and quizzes.

**13. 30% Grade Based on Course Culminating Activities**

- All students must take part in the culminating activity for this course. The steps to follow if the student is absent from this activity is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- The culminating activities for this course consists of a Portfolio/Student-Led Conference (10%) and a Final Exam (20 %)
- Evaluation will be based on the four categories of knowledge and skills as set out in the achievement chart

**14. Determining Marks for the Midterm Provincial Reports in November and April**

The midterm grade will be based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. Some of the overall expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**15. Determining the Mark for the Final Report Card**

The mark for the final report card will be the sum of the 70% course work mark and the 30% culminating mark. They will be based on the most consistent level of achievement.

**16. Communication**

- Students are encouraged to seek extra help and clarification about work and assignments. Appointments may be made before and after school. Students may also be required to come in outside of class time for extra help or conferencing. Parents can also reach the teacher by phone at school, in the history department. Periodically the teacher may call home to discuss the student's progress with parents/guardians/caregivers.
- Students will be regularly notified of their achievement in the course with feedback on assignments and marks to date. Occasionally a parent/guardian signature on an assignment may be required to ensure parents have been notified of progress.

**17. Teacher Specific Information**

Teacher            Ms. J. Ibe            416-393-1860 x 20030

Extra Help        Available before and after school. Please speak with the teacher to schedule an appointment.