GEORGE S. HENRY ACADEMY COURSE OUTLINE

COURSE NAME

COURSE CODE	PSK4U1 – INTRODUCTION TO KINESIOLOGY	**GRADE**	12
TEACHER(S)	Ms. R. Lee	**CREDIT VALUE**	1.0
DEPARTMENT	HPE	**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. Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to Ms. R. Lee at rosan.lee@tdsb.on.ca or please call her office to leave a message at 416-395-3240 ext. 20030.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
Kinesiology: An Introduction to Exercise Science (Thompson Educational Publishing) $90.00	*Henry School APP *Google Classroom

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES
Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)
Thinking (T): The use of critical and creative thinking skills and/or processes
Communication (C): The conveying of meaning through various forms
Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)		
Categories	**%**	**Possible Assessments of Learning**
K & U	**20**	**Knowledge of content** (facts, terms, procedural skills, use of tools) *Ex. Quizzes, Unit Tests* **Understanding of content** (Understanding of unit concepts) *Ex. Worksheets, homework questions*
T	**15**	**Use of planning skills** – understanding the problem (e.g., formulating and interpreting the problem, making conjectures) – making a plan for solving the problem *Ex. Project on Biomechanics, efficiency and human movement* **Use of processing skills** – carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting) *Ex. Individualized Nutrition program* **Use of critical/creative thinking processes** (e.g., problem solving, inquiry) *Ex. Building their anatomy project model*
C	**20**	**Expression and organization of ideas and information** (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials) *Ex. Presentations, class debates* **Communication for different audiences and purposes** (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) **in oral, visual, and written forms** *Ex. Systems presentation* **Use of conventions** (e.g., terms, symbols) in oral, visual, and written forms *Ex. Anatomical Terminology*
A	**15**	**Application of knowledge and skills in familiar contexts** *Ex. Bell ringers for Anatomy* **Transfer of knowledge and skills to new contexts** *Ex. Human performance and Biomechanics problems* **Making connections within and between various contexts** (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world) *Ex. Connecting History of sport, ethical Issues and human performance assignment*

FINAL EVALUATION (30% of your overall grade)		
Type	**Description**	**%**
Culminating Task(s)	• Summative project/presentation	15
Exam	• Written exam during exam week	15

UNITS OF STUDY/COURSE ROAD MAP (subject to change)

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 analyze 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.

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.

Nutrition for Human Performance

- demonstrate an understanding of the difference between macronutrients and micronutrients, the importance of hydrations and fluid intake
- demonstrate the effects that nutrition has on optimal performance

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.

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY &TOURISM
Major Credits	4	4	4
English *(including a CLA*)*	2	1	1
Mathematics *(including a CLA)*	1	1	1
Science or Social Sciences and Humanities *(including a CLA) (May be substituted with 1 coop credit)*	-	1	-
Business Studies or Science *(including a CLA) (May be substituted with 1 coop credit)*			1
Cooperative Education	2	2	2
TOTAL	**9**	**9**	**9**

*Contextualized Learning Activity