***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline:***

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| ***Academic Year: 2019-2020*** | | ***Teacher Name: L. Palozzi*** | |
| ***Department: Health & Physical Education*** | | ***CL / ACL: Anthony Miller*** | |
| **Course Title** | Kinesiology | **Course Code** | PSK4U1 |
| **Prerequisite** | Grade 11 / 12 Physical Education  Or 11 Science | **Grade** | 12 |
| **Level** | University | **Credit Value** | 1.0 |

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| **Course Description** |
| **Ontario Ministry of Education Document:** |
| 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 sports and the factors that influence an individual’s participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. |
| **Textbook and Other Resources:** |
| Exercise Science: An introduction to Health and Physical Education  Ted Temertzoglou and Paul Challen (2003)  Exercise Science: Workbook (Optional)  Large 3 ring binder, dividers, pens, pencils, pencil crayons, etc. |
| **Attendance and Punctuality:**  Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an anticipated absence (e.g. field trips, sports event, medical appointment), it is expected that s/he speaks with the teacher prior to the date to discuss alternative assessment arrangement or missed content.  In the case of illness or family emergency on a date for an Assessment of Learning assignment/task, it is expected that the parent/guardian or the student (it 18 years or older) notify the classroom teacher. |
| **Technological Devices:**  Oakwood Collegiate supports the use of technology to enhance learning. Students are expected to use technology respectfully at all times. Students who use their personal devices in the classroom without teacher permission and/or when teacher-directed instruction is occurring disrupt the learning environment for all. Working together we can ensure the appropriate use of technology by all members of our school community. There are consequences for students who choose to disrupt the learning environment and parents/guardians will be contacted. |

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| **Course Overview: Instructional Strands/Units** | | | |
| ***Unit Titles*** | ***Approximate***  ***Timeline*** | ***Unit Description*** | ***Assessment & Evaluation Tasks*** |
| Introducing Kinesiology | 1 week |  | Benefits of Physical Activity (K/U)  Barriers of Physical Activity (C)  The Study of Kinesiology (T) |
| A1.  Social Change and Current Issues | 3 weeks | 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 | Sport over Century Play  (K/U)  Qualities and Values of Sport Debate (C)  Winning at All Cost Attitude Debate  (C)  Role of Business and Sport Debate (C) |
| A2.  Participation – Influences and Benefits | 2 weeks | Demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation | Design a Healthier Built Environment (T)  Barriers of Physical Activity (C)  Healthy Schools and Communities (A) |
| B1.  Anatomy and Physiology | 17 weeks | Describe the structure and function of the major body systems involved in human movement, and demonstrate an understanding of related anatomical and physiological concepts and theories | Movement / Dissection Lab (A)  Upper Appendicular Quiz (K/U)  Lower Appendicular Quiz (K/U)  Skeletal Test (C)  The Muscular System Quiz (K/U)  Muscular Anatomy Quiz (K/U)  Origin &  Insertion Quiz #1-6 (K/U)  Muscular  Test (C)  Joint injuries Presentation (T)  Athletic Taping Lab (A)  Energy Systems Quiz (K/U)  Energy System Boot Camp (A)  Muscle Fibre Type Quiz (K/U)  Heart Anatomy Quiz (K/U)  Cardio Terminology Quiz (K/U)  Respiratory Terminology (K/U)  Cardio respiratory Test (C) |
| B2.  Human Performance | 5 weeks | Demonstrate an understanding of and assess factors that affect performance during human movement | The Training Principles Quiz (K/U)  Design a Training Program (A)  Effects of Environment on Performance (C)  Design a Balanced Diet (A) |
| C1.  The Mechanics of Movement | 3.5 weeks | Demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement | Newton’s Laws quiz (T/I)  Levers in the body (A)  Biomechanical Principles Lab (A)  Phases of Movement Activity (A) |
| C2.  Growth and Motor  Development | 3.5 weeks | 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 | Stages of Development (T/I)  Design a Movement Based Activity (A)  Transferable Skills (A) |

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| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEP’s)  Subject teachers provide accommodations and modifications as outlined on student IEP’s. Support may include: organizational support, additional time, graphic organizers, and reduced workload, chunking of information, note-taking assistance, assistive technology (computer), and preferential seating. |
| Extra Help  Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.  Students can also see their Guidance Counselor for information on other academic supports available. |

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| **Report Card Schedule** | | | | |
|  | **1st Report Card** | **2nd Report Card** | **Interim**  **Report Card** | **Final**  **Report Card** |
| **Report Cards** | Nov. 20, 2019 | Feb. 7, 2020 | April 16, 2020 | June 28, 2020 |
| **Parent-Teacher Interviews** | Nov. 28, 2019 | Feb. 13, 2020 |  |  |

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| **Student Evaluation Criteria** | | | |
| **Term Work** | | **Culminating Activities** | |
| **Curricular Strands** | |
| Knowledge and Understanding | 20% | I.S.U Assignment | 10% |
| Thinking | 25% | Final Exam | 20% |
| Communication | 35% |  |  |
| Application | 20% |  |  |
| *Term Work 70%* | | *Culminating Activity Total 30%* | |

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| **Assessment of Learning Skills** |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

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| **Timely Completion and Submission of Assignment for Evaluation:**  Students are responsible for providing evidence of their learning within established timelines. For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For a student who does not approach the teacher PRIOR to the due date for the assignment, OR a student who misses performance assessment (presentation, demonstrations, tests), the following intervention may be applied to address late and missed assignment where, in the teachers' professional judgement, it is appropriate to do so:   1. Talking with the student to determine why s/he was absent. 2. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed. 3. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, Student Success and Administration to further prepare the student for the assessment. 4. Contacting the student’s parent/guardian and/or the student who is over 18, to make them aware of the situation and action plan for success. 5. Deducting up to 10% from the final mark of a late assignment/performance.   **Note:** A mark of zero is recorded for missing assignment/performance if the student still does not submit evidence of learning after interventions have been applied/offered. Special circumstances may be discussed with teacher/administrators. |
| **Term Work (70%)**  Seventy percent of the final grade will be based on assessments and evaluations conducted throughout the course. Students will be given opportunities to demonstrate achievement of expectations across these four categories   |  |  |  |  | | --- | --- | --- | --- | | **Knowledge and Understanding**  **(20%)** | **Thinking**  **(25%)** | **Communication**  **(35%)** | **Application**  **(20%)** | | Quizzes | Research Projects  Lab Reports  Journal Analysis | Unit Tests  Debates  Essays  Peer Teaching | Class / Gym Participation  Model construction  Fitness Demonstrations |   **Final Evaluation (30%)**  Thirty percent of your final grade will be based on a final summative evaluation suitable to the course content and administered towards the end of the course. This usually takes the form of a 10% ISU project and a 20% final exam. |