

Catholic District School Board of Eastern Ontario
Notre Dame Catholic High School

<i>COURSE TITLE:</i>	Exercise Science, Grade 12, University Preparation
<i>COURSE CODE:</i>	PSE 4U
<i>LEVEL OF DIFFICULTY:</i>	University Preparation
<i>AREA OF STUDY:</i>	Physical and Health Education
<i>SUGGESTED PREREQUISITE(S):</i>	Any Grade 11 University/College preparation course in science, or any Grade 11 or 12 open course in health and physical education
<i># OF SCHEDULED HOURS</i>	110
<i>CREDIT VALUE:</i>	1
<i>FACILITATOR(S):</i>	Glen Cordick
<i>TEXTS:</i>	Exercise Science 12

COURSE DESCRIPTION:

The Grade 12 university preparation course entitled Exercise Science gives students the opportunity to study physical movement and explore current sports issues and related health topics. 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.

UNITS OF STUDY:

(not necessarily in order)

1. The Biological Basis of Movement
2. Motor Development
3. Physical Activity and Sports in Society

LEARNING EXPECTATIONS

Overall Expectations

1. The Biological Basis of Movement

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.
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2. Motor Development

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.
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3. Physical Activity and Sports in Society

By the end of this course, students will:

- describe the evolution of physical activity and sports;
- analyze the relationship of society and culture to sports and physical activity.

How This Course Supports the Ontario Catholic School Graduate Expectations

Exercise Science challenges students to understand the importance of human movement and the factors that affect the development of all humans. Students work as interdependent team members to critically assess material and present it to their peers. Students show initiative and leadership in the development of projects and activities for youth. This course profile will challenge students to be sensitive to others and accept that each individual is a gift from God with something to offer. Christian beliefs are reinforced as students analyse the relationship of society and culture in sports. In identifying issues in society related to sport, such as violence, cheating, exploitation, and equality, students examine their morals and values as a person formed in Catholic traditions. Students accept accountability for themselves and their actions as they set and achieve goals. Class debates and discussions contribute to the understanding and acceptance of others and of others' ideas and opinions.

Teaching Strategies

Throughout this course the students will use multiple texts as resources. Interactive tools on the smart board, media resources and practical field trips will be used to reinforce course concepts. Students will be challenged to adapt course content to an individual injury profile to demonstrate a thorough knowledge of course expectations.

Literacy Components:

Over the duration of the course 3 different types of comprehension support will be used:

1. **Predicting:** Predicting is making guesses based on evidence in the text about what information will be presented next. Predictions help a reader become mentally prepared to understand ideas in a text.
2. **Visualizing:** Visualizing is the ability to create mental images in order to see the action of the text. Visualizing can help students to focus, remember and apply their learning in new and creative situations.
3. **Summarizing:** In summarizing text, students are asked to apply a number of thinking processes in order to combine meanings, delete less important details and, and condense the key messages to arrive at the essence of the meaning.

** Taken from "The Essential 10 Strategies to Support Comprehension"

COURSE EVALUATION:

Summative Evaluation (70%)

Knowledge and Understanding
Thinking and Inquiry
Making Connections
Communication

Final Evaluation (30%)

Cumulative Assessment	15%
Final Exam	15%

The Achievement Chart for Science

Achievement Category Descriptions

Knowledge and Understanding – the degree to which the student demonstrates understanding of the concepts.

Thinking/Inquiry – the student utilizes proper problem solving techniques, strategies, resources, technology and tools.

Communication – the student represents information properly: written, graphical, chart, numerical and symbolic forms. Effective communication implies timeliness, presentation and completeness. The appropriate use of technology is assessed in this component.

Making Connections – the student will apply proper connections between concepts and familiar environments and identifies important issues relating to each topic.

COURSE EVALUATION:

Course Assessment

Student Achievement will be based on the achievement chart categories outlined below and in individual demonstration for specific expectations. Achievement chart categories will be posted in the classroom for greater awareness and understanding of assessment. All major assignments will be evaluated using levels. Grades will be determined using the students' most consistent and most recent level of achievements. For the purposes of reporting, the percentages grade range will correspond to the following levels as defined by the Catholic District School Board of Eastern Ontario:

Level	Mark Code	Level	Mark Code	Level	Mark Code	Level	Mark Code
4+	95-100	3+	77-79	2+	67-69	1+	57-59
4	87-94	3	73-76	2	63-66	1	53-56
4-	80-86	3-	70-72	2-	60-62	1-	50-52

PSE 4U CLASSROOM EXPECTATIONS:

1. Adhere to all school policies including attendance, dress, punctuality and behaviour.
 2. You are responsible to bring the following materials to EVERY CLASS:

binder with extra paper	pen and pencil (with eraser)
textbook	anatomy colouring book sections
 3. I expect notebooks and textbooks to be organized and free from graffiti. All work should be clearly titled and dated. Page numbers and question numbers should be clearly indicated.
 4. When homework is assigned it is to be completed for the next class – no excuses. If you foresee difficulties, you are required to come for extra help. I am available for extra help before and after school. I encourage you to ask questions.
 5. I do not tolerate copying in any form. A mark of zero will be assigned for copied work.
 6. If you are absent, YOU are responsible to catch up on work missed. Absence for a test/quiz/performance task results in a zero, unless proper documentation is provided. I must be notified ahead of time for any exceptional circumstances causing you to be absent on these days.
 7. RESPECT, RESPECT, RESPECT! Respect your classmates and your teacher. Unacceptable behavior will not be tolerated. Respect others' property. Return borrowed materials, clean up after yourself, do not deface property. Respect yourself. Be responsible and organized.
 8. Students may, for legitimate reasons, negotiate an extension or due date change with the teacher prior to the original due date. Approval for such a change will be at the discretion of the teacher. Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Notre Dame computer system. This must be done on the day the assignment is due. This policy does not include renegotiation of culminating activity due dates.
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Notre Dame Catholic High School Late Assessment of Learning Guideline

Step 1

1. Student completes a Pre-approved Late Form and submits to teacher. PAL forms must be signed by parent or guardian.
2. Teacher and student determine a new date for submission.
3. If a Pre-approved Late Form is not completed the student will move directly to Step 2.

Assignment is accepted for full marks

Step 2

1. **Notify Parents** that the assignment has not been submitted and their child will now have to complete it in a supervised setting. If the assignment does not come in after the supervised setting or the student fails to attend the supervised setting marks will / may be deducted.
2. Student completes assignment in a supervised setting (Maximum 5 days).
3. If a student fails to attend the supervised setting marks will be deducted after the due date.
4. If assignment is not complete at the end of the 5th day student will move to Step 3.

Assignment is accepted for full marks

Step 3

1. **Notify parent** that the assignment has not been submitted and that marks will be deducted from this point.
2. Submitted assignment **may** receive a mark penalty. Any mark penalty will not result in a mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
3. Any mark deduction will not begin until after the supervised setting opportunity has been completed unless the student does not attend the supervised setting then the mark deduction will begin after the due date.