

A decorative graphic on the right side of the page features three green circles of varying sizes. A thin blue line starts from the top left and connects to the top-left edge of the largest circle. A thin dark green line starts from the top right and connects to the top-right edge of the largest circle. The circles have a slight 3D effect with a darker green shadow on their right side.

Kinesiology 30L

Locally Developed Course: Saskatchewan Rivers
School Division#119

Our future community leaders as health promoter's, coaches, and Kinesiology career professionals will explore the world of sport performance, and will develop a greater understanding of the body and how it functions.

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Introduction

Kinesiology is a concept that broadens, extends, and reaches beyond the traditional ideas of fitness and health. It is a way of doing - a way of being, and a way of becoming - a predisposition to adopt and embrace key principles in one's life that lead to high levels of well-being and life satisfaction. Kinesiology can be defined as "a field of academic inquiry concerned with understanding how and why people move and the factors which limit and enhance our capacity to move. ("College of kinesiology"). Notably, Kinesiology generally refers to an individual's physical functioning and is viewed as the umbrella covering nutrition, sports medicine, sports psychology, exercise physiology, growth and development, sport leadership, and sport ethics.

This curriculum provides the learning outcomes that Kinesiology 30 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Kinesiology 30 contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following:

Building Lifelong Learners

Students engaged in constructing and applying Kinesiology knowledge naturally build a positive disposition towards learning. Throughout their study of Kinesiology, students bring a natural curiosity about their body and the world around them. This curiosity provides the motivation to discover and explore their personal interests more deeply. Students in Grade 11 and 12 generally have an under developed understanding of what processes underlie basic body function. This course seeks to create connections between knowledge of performance and the biomechanical processes that aid and increase that performance. These understandings will promote healthy lifestyle choices and provide the basis for future Kinesiology exploration.

Rationale:
No other 30 level course combines an educational focus on the deep understandings (or "states of mind") of a physically educated person thereby enhancing the cognition and the academic potential of students.

Essentially, moving, learning, and achieving are synonymous (Pill & Dodd, 2011).
(Retrieved From: ASCD Whole Child Website)

Building a Sense of Self and Community

Students who possess a strong understanding of body and mind are more likely to make positive personal decisions when it comes to health related topics. A strong community is built around individuals who are willing to promote positive health initiatives and have the knowledge, skills, and abilities to carry them out. This creates a symbiotic relationship with the strengths of individuals being directly tied to the strength of the community, and vice versa. Increased Kinesiology knowledge and skills therefore creates a greater personal understanding, and a stronger community.

Building Engaged Citizens

Students who build a capacity for active involvement, an ethical sense of personal agency, and connections to the health of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions in Kinesiology education broadens students' understanding of, and responsibility for, stewardship of the natural environment and of the health of communities.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Kinesiology 30 is inquiry-based and recognizes the knowledge and abilities that students already possess. Students learn to self-reflect and purposefully seek, evaluate, and apply historical, contemporary, and evolving information to attain and/or maintain optimal well-being.

Thinking and learning contextually

Thinking and learning creatively

Thinking and learning critically

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in attaining and maintaining balance in the home, school, and community. Kinesiology 30 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about Kinesiology in multiple, flexible ways.

Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in resulting Kinesiology opportunities. Kinesiology 30 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental Leadership.

Career Education: Blueprint for Life

The Blueprint for Life/Work is Canada's national learning outcome framework of the competencies (skills, knowledge and attitudes) citizens of all ages need to improve lifelong to prosper in career and life in the 21st century. This course has been developed to connect learning with life and work. The course has considered all 3 areas of the Blueprint for Life/Work: Personal Management, Learning and Work Exploration, and Life/Work Building.

Understanding, caring for, and valuing oneself

Awareness of social and cultural impact on individual and group well being

Contextually representing and applying physical and health literacies

Contributing to the health of self and others and the community

Core Curriculum Components

ADAPTIVE DIMENSION

The material used in Kinesiology will allow teachers the following adaptations when necessary to address student needs:

- visual outline of lessons on interactive whiteboard and/or handout
- partner students to work with appropriate people or resources (ie. peer teaching, student support services assistance)
- provide key vocabulary or reference notes
- assist students to recall prior information before introducing new information

ABORIGINAL CONTENT AND PERSPECTIVE

Information will be provided about First Nation Games and sporting activities as well as the perspectives of First Nations coaches.

GENDER EQUITY

Course content has been presented with the concept of gender equity as a guiding principle. Occupations in the field of sports/health related fields reach out to both male and female participants. Both male/female athletes and male/female coaches will be one of the focuses of the class.

MULTICULTURAL EDUCATION

Kinesiology 30 is a course which transcends cultural biases. All cultures will benefit from an increased awareness in health, sports medicine, physical activity and coaching. This course will give every student the knowledge and resources in many sports/health related disciplines.

Aim and Goals of Kinesiology 30

The aim of Kinesiology 30 is a reflection of the K-12 aim of Health Education and of Career Education:

Improved health and the study of health related disciplines benefit humanity

Kinesiology is a natural extension of the aims of Health and Career Education.

The K-12 aim of the Saskatchewan health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

The K-12 aim of the Saskatchewan career education curricula is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

Based upon the K-12 aims of health education and career education, the aim of Kinesiology 30 is to develop confident and competent students who understand and appreciate their body and how it functions. This deeper understanding will allow students to explore related career interests and take on leadership roles in the community as health promoters and coaches .

The Goals

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Kinesiology 30 contributes to the achievement of both the K-12 Health Education and the K-12 Career Education goals.

- Develop the understanding, skills, and confidences necessary to take action to improve health (USC).
- Make informed decisions based on health-related knowledge (DM).
- Apply decisions that will improve personal health and/or the health of others (AP).
- Develop an understanding of the various Kinesiology career paths and explore learning and work pathways and their connections to the community. (KC)

Constructing Understanding through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application, to motivate and guide inquiries into concepts and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and

Students will explore the world of sport performance and leadership through examination of proper nutrition, the role of the coach, sports medicine, sports psychology, exercise physiology, and performance enhancing drugs and supplements.

Learning development of overall goals are achieved through multiple outcomes.

methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

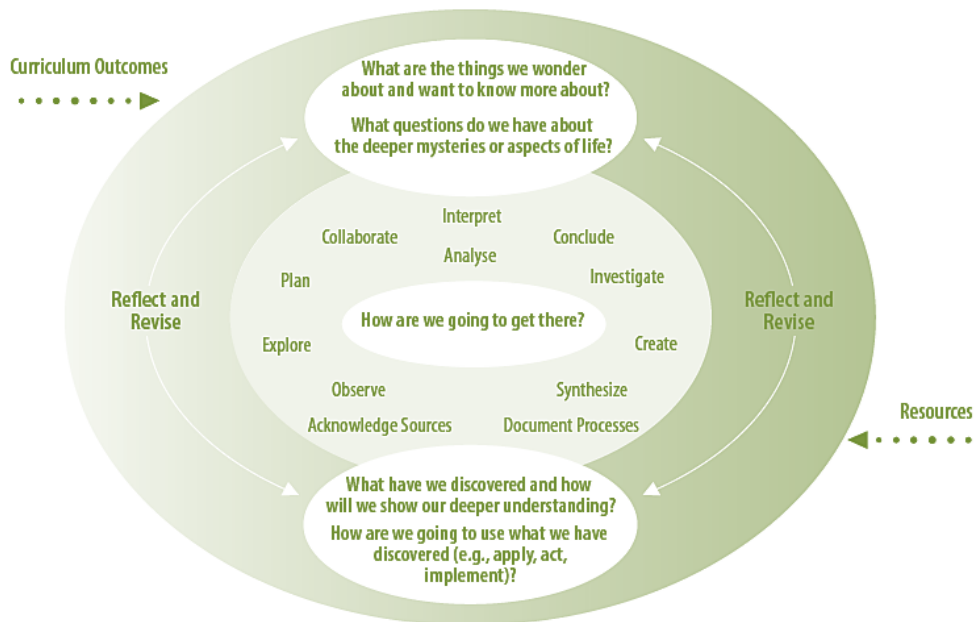
- vconstruct knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Based on Kuhlthau & Todd, 2008, p. 1, in Physical Education 9 curricula)

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii, in Wellness 10)

Constructing Understanding Through Inquiry



Outcomes and Indicators

Guided by the document *Renewed Outcomes: Understanding Curricula* (Ministry of Education 2010), the outcomes for Kinesiology 30 were developed based on current research and practice to ensure coherence and rigour within the area of study while attaining complementarity across the areas of study within each grade level. Kinesiology 30 outcomes have the four characteristics of effective outcomes:

- are considered by most experts in the discipline a high priority for attaining deep understanding
- represent thinking or behaving like a subject discipline expert within the subject discipline
- require creation using different types and levels of knowledge including factual, conceptual, procedural, and metacognitive (i.e., addresses competency and not just content coverage)
- are expansive enough to encourage and require various ways of knowing and worldviews.

Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome:

- provides the intent (depth and breadth) of the outcome
- tells the story, or creates a picture, of the outcome
- defines the level and types of knowledge intended by the outcome
- is not a checklist or prioritized list of instructional activities or prescribed assessment items.

Student learning outcomes identify what students are expected to know and be able to do by the end of the course

Outcomes

K1 Evaluate one's understanding of nutrition while connecting how healthy food choices affect health, well-being, and athletic performance.

[USC, DM, AP,]

Indicators

- a.** Students will explore the classifications and serving recommendations on the Canadian Food Guide and compare their current food practices to these guidelines.
 - b.** Students will explore the basic nutrients that food can be broken into, outline each use within the body, and develop strategies to regulate the amount of each consumed.
 - c.** Students will develop an understanding of how vital fluids are to healthy bodily function and how fluid consumption and regulation are key components to elite athletic performance.
 - d.** Students will be exposed to different weight management and maintenance strategies.
 - e.** Students will apply specific strategies to plan and regulate their personal food needs in conjunction with their daily activity level.
 - f.** Students will develop an understanding of the different phases of competition and the different dietary needs that are required for each.
-

Outcomes

K2 Students will explore the role of the coach within today's society by critiquing positive and negative attributes of leadership.

[USC, AP]

Indicators

- a.** Students will understand the issues that affect the player/coach relationship.
 - b.** Students will determine why people participate in sport; understand/construct self-concept, self-esteem and the principles of fair play.
 - c.** Students will consider what is important when teaching skills by examining preferred teaching methods.
 - d.** Examine practice plans, season plans, and develop a simple a simple skill-based lesson plan.
 - e.** Examine different types of coaches and participants and their motivation for being involved in sport (intrinsic and extrinsic motivation).
 - f.** Model and promote effective communication and feedback strategies.
-

Outcomes

K3 Analyze the effects of physical activity on health and performance.
[USC, DM, AP]

Indicators

- a. Students will understand how the three basic energy systems interact to facilitate movement (anaerobic alactic, anaerobic lactic, aerobic).
- b. Students will explore principles of training as they apply to increasing physical performance.
- c. Students will investigate all areas of physical wellness and apply a simple personal action plan (Ex. Strength, flexibility, endurance).

Outcomes

K4 Students will assess safe and unsafe practices in the sporting world and develop strategies to create safe activity environments.
[USC, DM, AP]

Indicators

- a. Students will examine a variety of common sports/work place injuries.
- b. Students will investigate various preventative measures and procedures to limit sporting injuries.
- c. Students will develop strategies to correctly treat various sport/work place injuries.
- d. Students will participate in first response strategies outlined by credited health organizations.
- e. Students will develop a first aid action plan, with corresponding resources, that can be used on a day-to-day basis.

Outcomes

K5 Examine the role that mental training plays in either enhancing or detracting from physical sport performance.
[USC, DM, AP]

Indicators

- a. Students will analyze how effective goal setting plays an important part in team and individual performance/improvement.
- b. Students will participate in the mental preparation of athletes (progressive relaxation, simulation, controlled breathing, mental imagery, creating team culture).
- c. Students will create a mental preparation plan to aid them in a self-selected movement activity.

Outcomes

K6 Students will develop an understanding of the various body systems that work together to create body movement.
[USC]

Indicators

- a. Students will investigate the function and anatomy of each body system (circulatory, skeletal, nervous, digestive, muscular, endocrine).
- b. Students will formulate an understanding of how each body system works in concert with each other to create body movement (biomechanics).

Outcomes

K7 Students will develop an understanding of how certain drugs can be used legally/illegally to promote increased athletic performance.
[USC, DM, AP]

Indicators

- a. Understand what drugs are used in aiding and increasing sport performance.
- b. Distinguish between the responsible and irresponsible use of traditional, prescription, and over-the-counter drugs.
- c. Understand the risks involved in abusing performance enhancing drugs.
- d. Examine possible community resources to gain more information about drug use and abuse.
- e. Analyze various sport related case studies to develop a definition of sport ethics.

Outcomes

K8 Students will investigate various career opportunities that are connected to the field of Kinesiology.
[KC]

Indicators

- a. Students will compare the educational requirements that are needed for each career path.
 - b. Students will develop an understanding of what a typical day looks like for each Kinesiology occupation.
 - c. Students will self-select an occupational field of interest and interview/shadow a person who was previously or is currently working in that field.
-

ASSESSMENT/EVALUATION and COMMUNICATION

(Ministry of Education, 2010)

Assessment is derived from the Latin word *assidere* which implies "to sit beside". In the educational context, teachers sit with their students on a daily basis in order to understand their learning needs. We often confuse assessment with evaluation. If assessment is to collect information on student learning, evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgements about students' learning and needs, often at reporting time.

Several principles serve to guide educators when students are assessed and evaluated.

- Assessment and evaluation should be planned, continuous activities derived from the curriculum outcomes.
- A variety of assessment and evaluation techniques should be used.
- These techniques should be communicated to students in advance.
- Assessment and evaluation practices should be fair and equitable.
- Assessment and evaluation practices should help students by providing encouragement.
- The diverse needs of students should be considered when planning assessment and evaluation.
- Results should be communicated to students and parents in meaningful ways.

Student assessment in Kinesiology 30 will be based on a variety of authentic measures that determine growth of the student. A triangulation of conversations, observations, and products will all be used to determine if students are successful. Successful learners take ownership for and are engaged in their learning. They are on their way to becoming self-reliant and personally responsible. Appendix B is the Successful Learner diagram from the Alberta Assessment Consortium.

*Assessment **for** learning* involves the use of information about student progress to support and improve student learning, inform instructional practices.

*Assessment **as** learning* actively involves student reflection on learning and monitoring of her/his own progress

*Assessment **of** learning* involves teachers' use of evidence of student learning to make judgments about student achievement

APPENDIX #A

Instructional Materials

EATING FOR PERFORMANCE

Sport Nutrition for the Athletes of Canada
Sports Medicine Council of Canada 1991, Caulfield Carol Anne

Printcraft of BC Limited
National Coaching Certification Program
Level I & II Manuals
Coaching Association of Canada 1989

National Coaching Certification Program
Introduction to Competition A 7 B
Coaching Association of Canada 2003

SPORTS MEDICINE

Sask. Sports Aid Program
Sports Medicine Council of Saskatchewan

Klafs, Carl E. and Arnheim, Daniel D "Modern Principles of Athletic Training"
The C.V. Mosby Company 1981

SPORTS PSYCHOLOGY

Martens, Rainer "Coaches Guide to Sport Psychology"
Human Kinetics Publishers Inc. 1987

American Coaching Effectiveness Program
Sport Psychology Master Program/Work Book
Human Kinetics Publishers Inc. 1989

National Coaching Certification Program
Level I and II Manuals
Coaching Association of Canada 1989

National Coaching Certification Program
Introduction to Competition A and B
Coaching Association of Canada 2003

EXERCISE PHYSIOLOGY

Sharkey, Brian J. "Coaches Guide to Sport Physiology"
Human Kinetics Publishers, Inc.

National Coaching Certification Program
Level I and II Manuals
Coaching Association of Canada 1989

National Coaching Certification Program
Introduction to Competition A and B
Coaching Association of Canada 2003

PERFORMANCE ENHANCING DRUGS AND SUPPLEMENTS

"Making Choices" Sports Medicine Council of Saskatchewan

ROLE OF COACH

"Introduction to Coaching" Manual Coaches Association of Saskatchewan
Updated 2001

National Coaching Certification Program Level I and II Manuals
Coaching Association of Canada 1989

National Coaching Certification Program
Introduction to Competition A and B Coaching Association of Canada 2003

Appendix B

Alberta Assessment Consortium Successful Learner Diagram.



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<http://whatworks.wholechildeducation.org/blog/promoting-physical-activity-and-health-in-schools/>

Blueprint for Life (n.d.) Retrieved from:

<http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

College of kinesiology. (n.d.). Retrieved from

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https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=health_education_9.xml

Ministry of Education. (2010). *Physical education 9*. (p. all). Retrieved from

https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=physical_education_9.xml

Ministry of Education (2010) *Renewed Curricula: Understanding*

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