**PSE 4U Course Breakdown**

**Unit 1: An Introduction to Anatomy and Physiology**

Unit Description:

Students explore the anatomy and physiology of the human body using the correct anatomical terminology and the physiological principals to describe the human performance. They demonstrate an understanding of the skeletal and muscular systems and joint mechanics related to movement. Students analyze the relationship between the cardiorespiratory and energy systems as they relate to physical activity.

Time: 23 classes (estimate)

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| **Class Time** | **Topic** |
| 1 | Principals and Terminology |
| 3 | The Skeletal System |
| 6 | The Muscular System |
| 2 | Joint Mechanics and Joint Injuries |
| 2 | Energy Systems and Muscle Fibre Types |
| 2 | The Nervous System and the Control of Movement |
| 7 | The Cardiovascular and Respiratory Systems |

**Unit 2: Human Performance and Biomechanics**

Unit Description:

Students will describe the relationship between nutrition and activity and investigate the effects of performance-enhancing methods and substances on human performance. Students demonstrate an understanding of the effects of training principals, technology, and environmental conditions on human performance. They use biomechanical principals to demonstrate an understanding related to improving movement.

Time: 25 classes (estimate)

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| **Class Time** | **Topic** |
| 1 | Principals and Terminology |
| 6 | Nutrition for Performance |
| 3 | Performance-enhancing Substances and Techniques |
| 2 | Technological Influences on Human Performance |
| 2 | Training Principals and Methods |
| 5 | Personal Fitness and Training |
| 6 | Biomechanical Principals and Applications |

**Unit 3: Motor Learning and Skills Development**

Unit Description:

Students demonstrate an understanding of the stages of development from infancy to adulthood to help them design an age appropriate activity. They also demonstrate an understanding of the factors that affect skill performance. Students demonstrate an understanding of motor learning, such as the phases of motor development and the skill process, to analyze or teach a skill.

Time: 20 classes (estimate)

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| **Class Time** | **Topic** |
| 1 | Principals and Terminology |
| 4 | Human Growth and Development |
| 6 | Motor Learning and Skill Acquisition |
| 5 | The Psychology of Sport |
| 4 | Coaching Principals and Practices |

**Unit 4: The Evolution of Physical Activity and Sport**

Unit Description:

Students explore the world of sports and physical activity from a sociological perspective. Students demonstrate an understanding of the role of physical activity within the culture of sport and discover the evolution of sports through diverse time periods. They demonstrate an understanding of various sport-related issues, eg. coaching, role modeling, violence in sports, exploitation in sport. Students identify Canadian athletes and describe their contributions to the development of the current Canadian sports landscape.

Time: 10 classes (estimate)

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| **Class Time** | **Topic** |
| 1 | Principals and Terminology |
| 3 | History of Physical Education and Sport |
| 4 | Women in Sport |
| 2 | Government support of Sport and Physical Activity |

**Unit 5: Social Issues in Physical Activity and Sport**

Unit Description:

Students demonstrate an understanding of the connections between society and culture as they influence and interact with the world of sport and physical activity. Students analyze relationships through such topics as business in sport, amateur versus professional sport, gender representation, and ethno-cultural preferences. Students describe the benefits of school and community physical activity and sports programs to themselves and to society.

Time: 10 classes (estimate)

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| **Class** | **Topic** |
| 1 | Principals and Terminology |
| 3 | The (Big) Business of Sport Entertainment |
| 3 | School and Community Sport Programs |
| 3 | Social and Ethical Problems in Sport |