



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Introduction to Kinesiology	
Ministry Course Code: PSK4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education	
Department: Health and Physical Education	
Course developed by: Asif Saleh	Date: February 1, 2019 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades -12: Health and Physical Education, 2015 - revised</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course introduces students to the world of human movement. Kinesiology can be studied from a wide variety of lenses: from the cellular level of physiology to the social factors that influence participation in sport and physical activity. This course focuses on the systems, factors, and principles involved in the development of human movement. Students will observe the impact of socioeconomic factors on physical activity participation rates and relationships with nutrition. Students will learn about the basic anatomy and cellular functions of the body related to movement, the mechanics behind movement, and the measured effects of training on the body. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

OVERALL CURRICULUM EXPECTATIONS

Physical Activity and Sport in Society

By the end of this course, students will:

1. Demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyse current social issues relating to physical activity and sport;
2. 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

By the end of this course, students will:

1. 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;
2. Demonstrate an understanding of and assess factors that affect performance during human movement.

Biomechanics and Motor Development

By the end of this course, students will:

1. Demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement;
2. 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.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Society, Physical Activity, and Sport	20 hours
Unit 2: Anatomy and Physiology	32 hours
Unit 3: Human Performance and Biomechanics	30 hours
Unit 4: Nutrition, Training, and Ergogenic Aids	20 hours
Final Task	5 hours
Final Exam	3 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: SOCIETY, PHYSICAL ACTIVITY, AND SPORT

In this unit, students will be able to demonstrate an understanding of the history of sport and the cultural significance of physical activity. Students will explore content related to the struggles faced by minority groups in sport and the evolution of sport for social benefit. A key distinction between what is considered amateur and professional will become clear by the end of the unit.

UNIT 2: ANATOMY AND PHYSIOLOGY

In this unit, students will be able to describe the structure and function of the major anatomical systems of the human body, and their related physiological processes. We will take a deep dive into the world of blood and respiration, and observe the exchange of materials at the cellular level. This micro-assessment will help explain athletic performance at the macro level.

UNIT 3: HUMAN PERFORMANCE AND BIOMECHANICS

In this unit, students will demonstrate an understanding of physical movement and biomechanic principles that drive movement. Movement will be broken down into phases as well as age-appropriate blocks in which movement can be studied. Students will look to improve and enhance movement skills for athletic performance.

UNIT 4: NUTRITION, TRAINING, AND ERGOGENIC AIDS

In this unit, students will investigate the effects of nutrition on athletic performance. The effects of different types of training will be assessed and evaluated. As a capstone to the course, students will deep dive into the world of technology, with its ever-increasing relationship with sport and training.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students

to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.

- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Outlining and planning sheets
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

- ☐ 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- ☐ 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

PSK4U Kinesiology

Grade 12 · University

How the final mark is calculated from September 2026



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1 Advertisement in Sport	Students will write a research report on commercials aired during a sporting event to identify underlying messages and interests.	K, T, C, A	15
Unit 1 Unit Test 1	The unit tests are designed to test student understanding of key concepts and functions.	K, T, C, A	
Unit 2 Skeletal Quiz	Students will be assessed on their knowledge and understanding of the human skeletal system.	K	15
Unit 2 Unit test 2	Students will be assessed on their knowledge and understanding of unit concepts and terms.	K, T, C, A	
Unit 3 FUNdamentals	Students will develop a fundamental movement program for a certain age and audience.	K, T, C, A	17.5
Unit 3 Unit 3 Quiz	Students will be assessed on their knowledge and understanding of unit concepts and terms.	K, T, C, A	
Unit 3 Unit 3 Test	The unit tests are designed to test student understanding of key concepts and functions.	K, T, C, A	
Unit 4 Develop a Training Program	Students will use what they have learned and apply it to a creative activity.	K, T, C, A	17.5
Unit 4 Test	The unit tests are designed to test student understanding of key concepts and functions.	K, T, C, A	

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
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Final Project	Students will be required to research a topic relevant to the course and provide supporting evidence to a thesis statement.	K, T, C, A	15
Final Exam	A final exam based on the units covered throughout the course.	K, T, C, A	10

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	5

AFL/AAL/AOL TRACKING SHEET

Unit 1: Society, Physical Activity, and Sport – 20 hours

AAL	AFL	AOL
Lesson 1.1 The Rise of Sport	Lesson 1.2 Equity in Sport	Advertising in Sport
Lesson 1.4 Sports as Entertainment T-Chart	Lesson 1.3 Sport for Fun Charter	Unit 1 Test
Lesson 1.5 Oscilloccinum Research	Live Chat: Inequalities in Sport Case Study: Observation	

Unit 2: Anatomy and Physiology – 32 hours

AAL	AFL	AOL
Lesson 2.12 Fiber Types	Lesson 2.1 Anatomical Worksheet	Skeletal Systems Quiz
Lesson 2.14 Cardiovascular System Journey	Lesson 2.2 The Musculoskeletal System	Unit 2 Test
Live Chat: The Respiration Process: Conversation	Lesson 2.6 Muscular Systems Lab	

Unit 3: Human Performance and Biomechanics – 30 hours

AAL	AFL	AOL
Lesson 3.1 Stages of Development	Lesson 3.2 Growth and Development	Lesson 3.6 The FUNdamentals
Lesson 3.3 Piaget's 4 Stages of Cognitive Development	Lesson 3.4 Stages of Motor Learning	Principles of Biomechanics Quiz
Live Chat: Newton's Forces and Motion: Conversation		Unit 3 Test

Unit 4: Nutrition, Training, and Ergogenic Aids – 20 hours

AAL	AFL	AOL
Lesson 4.2 Food Guide Confusion	Basic Nutrition Exercise	Develop a Training Program: Observation
Lesson 4.3 Harris-Benedict	Lesson 4.5 Training Principles	Unit 4 Test
Lesson 4.6 – Training Methods	Lesson 4.9 – Thinking and Inquiry	

Finals

AOL
Final Task
Final Exam

CONSIDERATION FOR PROGRAM PLANNING**PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) and Environmental Education: Scope and Sequence of Expectations (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students consider the relationships between the environment and personal health

and physical activity, including the benefits of active outdoor living and the environmental factors that influence healthy, active lifestyles.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with A Sound Investment: Financial Literacy Education in Ontario Schools (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students consider the financial dimensions of healthy, active living, including evaluating the costs of fitness options, nutrition choices, and health products and services as informed consumers.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC,

CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into kinesiology, health promotion, fitness and coaching, recreation, health sciences, and related fields, and these career connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal. Because course activities may include physical activity completed at home or in the community, students are taught to assess their activity environment for hazards, use appropriate warm-up and cool-down routines, work within their personal limits, and consult a physician where health conditions warrant before undertaking new physical activity.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.