INSTITUTE OF CANADIAN EDUCATION

Course Title: Introductory Kinesiology, Grade 12, University Preparation (PSK4U)
Course Name: Introductory Kinesiology
Course Code: PSK4U
Grade: 12
Course Type: University Preparation
Credit Value: 1.0
Prerequisite: Any Grade 11 University or University/College Preparation course in Science OR any Grade 11 or 12 Health and Physical Education course
Curriculum Policy Document: Health and Physical Education, The Ontario Curriculum, Grades 9–12 (2015, Revised); Growing Success (2010); Learning for All (2013)
Course Developer: Institute of Canadian Education
Department: Health and Physical Education / Kinesiology
Head of Department: Sadiya Manjra
Development Date: 2025
Most Recent Revision Date: August 2026

Course Description

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 sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Unit Overview

Unit	Unit Titles and Descriptions	Time
1	History and Evolution of Physical Activity and Sport – Students explore the history of sport, fundamental principles of health and physical education, and inquiry skills. They reflect on their personal experiences through a sport biography task.	15 hrs
2	Current Issues in Physical Activity and Sport – Students examine social issues, the business of sport, the benefits and influences of participation, and community initiatives promoting physical activity.	15 hrs
3	Anatomy – Students study anatomical position, major muscles and bones, and the articular system to understand the structures involved in human movement.	12 hrs
4	Physiology – Students investigate muscular contraction, energy systems, cardiorespiratory function, training principles, nutrition, performance factors, and performance-enhancing supports.	25 hrs
Midterm	Midterm Assessment	2 hrs
5	The Mechanics of Movement – Students examine the laws of motion, biomechanical principles, and phases of movement and apply these concepts to physical activities.	12 hrs
6	Growth and Motor Development – Students explore human development, psychomotor learning, and the design of movement-based activities.	12 hrs
7	Documenting My Learning Journey – Students reflect on their learning, summarize key concepts, and document their understanding of physical activity and sport.	14 hrs
Final Exam	Final Examination – Students demonstrate their overall understanding of course concepts and skills through a final examination.	3 hrs
Total		110 hrs

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.

TEACHING AND LEARNING STRATEGIES

Students will engage in a variety of asynchronous learning activities designed to develop subject knowledge, critical thinking, communication, inquiry, and independent learning skills.

Presentations, videos, demonstrations, online simulations, quizzes, and practice questions introduce concepts, explain theories, and support independent learning.

Participation activities include Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and the culminating Course Takeaways video. These activities encourage reflection, application of concepts, and active engagement with course material.

Individual activities and assignments allow students to practise, apply, and consolidate learning at their own pace. Teachers provide ongoing written or oral feedback and accommodate students' individual learning needs, including appropriate IEP accommodations.

Research activities develop inquiry skills as students gather information, evaluate sources, analyse findings, and communicate conclusions. Writing, reflection, brainstorming, charts, graphs, and graphic organizers help students organize ideas, make connections, and think critically.

Articles and other relevant resources connect course concepts and theories to current events, real-world situations, and students' everyday lives. Practical application activities encourage students to apply their learning to meaningful situations.

End-of-unit conversations, recorded Poodll responses, email communication, and scheduled video conferencing provide opportunities for students to explain their ideas, demonstrate problem-solving skills, ask questions, and receive teacher feedback.

Instructor demonstrations, recorded instructions, and online resources support the development of subject-specific skills and understanding. These strategies promote independent learning while maintaining regular communication and instructional support.

Assessment

Students demonstrate achievement through labs, movement analyses, fitness testing, case studies, discussions, research projects, performance plans, reflective portfolios, and formal testing.

ASSESSMENT ACTIVITIES

Students will demonstrate their learning through the following assessment activities:

- Individual conference meetings
- Online discussion forums
- Diagnostic tests and writing tasks
- Outlining and planning sheets
- Reflections and self-assessments
- Oral presentations and active listening activities
- Unit tests and final examination
- Assignments, projects, and other evaluations

Final Grade

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	25%
Attendance and Participation	10%

Final Examination Breakdown

- 10% Written exam
- 15% Culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students completes the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Student completes the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Student submits the required original response and completes assigned peer responses.

CONSIDERATIONS FOR PROGRAM PLANNING – PSK4U

Planning Programs for Students with Special Education Needs

Teachers support students with special education needs through differentiated instruction, appropriate assessment strategies, and accommodations identified in Individual Education Plans (IEPs). In accordance with Learning for All (2013), instruction is adapted to students' individual strengths, needs, and learning styles. The asynchronous learning environment provides flexibility through extended time, breaks, assistive technology, recorded lessons, and opportunities to review course materials. Students may demonstrate their learning through different formats when appropriate.

Program Considerations for English Language Learners

Teachers support English language learners by providing clear instructions, visual and multimedia resources, opportunities to review lessons, additional time where appropriate, and feedback that develops academic English. Curriculum expectations remain unchanged, while appropriate instructional and assessment accommodations are provided to support student achievement.

Environmental Education

Environmental education is integrated into learning activities where appropriate. Students explore the relationship between the environment, physical activity, and personal health, including outdoor recreation, active transportation, and environmental factors that influence healthy, active living. Students are encouraged to make responsible choices that support environmental sustainability.

Equity and Inclusive Education

The course promotes an inclusive and respectful learning environment in which all students have equitable opportunities to succeed. Learning materials and activities recognize diverse backgrounds, experiences, abilities, and perspectives. Students are encouraged to participate respectfully, consider different viewpoints, and demonstrate fairness and inclusion in physical activity and sport.

Financial Literacy Education

Students explore financial considerations related to physical activity, sport, fitness, and health. Activities may include comparing the costs of fitness programs, sporting equipment, nutrition choices, and health-related products and services. Students develop skills to evaluate options and make informed financial decisions.

First Nations, Métis, and Inuit Education

Where appropriate to the curriculum expectations, students explore First Nations, Métis, and Inuit histories, cultures, perspectives, and contributions related to physical activity, sport, health, and wellness. Learning resources are selected carefully to promote accurate, respectful understanding of Indigenous knowledge and contemporary experiences.

The Role of Information and Communications Technology

Information and communications technology supports instruction, communication, research, assessment, and independent learning. Students use the learning management system, digital resources, videos, simulations, online discussions, and approved communication tools to access course materials and submit assignments. Students are expected to demonstrate digital citizenship, evaluate online sources critically, protect personal information, and maintain academic integrity.

Career Education

Students explore educational and career pathways related to kinesiology, physical education, health promotion, fitness training, coaching, recreation, sports administration, and health sciences. Research activities and practical applications help students connect course learning with postsecondary opportunities and workplace skills.

Cooperative Education and Other Forms of Experiential Learning

Where available and appropriate, students may connect course learning with experiential learning opportunities, including job shadowing, work experience, and cooperative education. These experiences can help students explore careers related to kinesiology, sport, fitness, recreation, and health sciences. Students may consult guidance staff to discuss relevant opportunities.

Health and Safety

Health and safety are emphasized throughout the course, particularly during activities involving physical movement and exercise. Students learn to recognize potential hazards, use appropriate warm-up and cool-down routines, follow safe exercise practices, and work within their individual abilities. Students are encouraged to maintain proper posture and ergonomics during online learning, take regular breaks, balance screen time, and support their physical and mental well-being.

Accommodations

Accommodations are determined in consultation with students, parents or guardians, teachers, administration, and relevant educational assessment information, as appropriate. Instructional and assessment accommodations are provided in accordance with students' IEPs and learning needs.

Examples include:

- Providing clear, step-by-step instructions and breaking tasks into manageable stages.
- Allowing additional time for assignments and assessments where appropriate.
- Using visual aids, multimedia presentations, and assistive technology.
- Providing graphic organizers and planning sheets for written assignments.
- Offering appropriate opportunities to demonstrate learning through oral, written, or recorded responses.
- Providing reading materials and instructions in advance when appropriate.
- Offering alternative formats for reading and writing tasks.
- Providing opportunities for enrichment and extension.
- Giving ongoing feedback and opportunities to review and improve work.

Required Software, Equipment, and Textbooks

Required Resources

- Ontario Grade 12 Kinesiology textbook
- Anatomical charts, lab equipment, fitness testing tools
- Heart-rate monitors, resistance bands, free weights
- Teacher-provided lab manuals and performance planning templates

Digital Resources

- Google Drive or equivalent
- Internet access for research and video analysis
- Microsoft Office Suite or equivalent

Teacher Considerations

- Safety-first instruction for labs and physical activity
- Flexible formats for demonstrating learning

- Use of assistive technologies
- Emphasis on ethical use of fitness data and respectful participation

Tips for Success – PSK4U

Welcome to **PSK4U: Introductory Kinesiology!**
This course will strengthen your understanding of human movement, performance, and lifelong fitness.

To succeed:

- Check announcements, calendars, and course messages regularly
- Ask questions early—especially before labs and tests
- Review movement, anatomy, and fitness concepts consistently
- Practise applying training and nutrition principles
- Use feedback to improve performance and learning
- Plan 1–2 hours of focused study per day

Staying organized, engaged, and proactive will help you succeed in PSK4U and prepare you for university programs in kinesiology, health sciences, and physical education.