

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Y9/10. 1084 - Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.

Y9/10. 1086 - Apply and transfer movement concepts and strategies to new and challenging movement situations.

Y9/10. 1087 - Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances

Essential learnings 1, 2 & 3

AREA: Striking Yr 9

4	APPLICATION —
	<ul style="list-style-type: none"> - I can apply a previously learned skill in a tactical way in a game situation. - I can demonstrate an understanding of positional play. - I can anticipate and react accordingly during game play. - I can apply feedback given to improve my own strategies and game play. - I can provide feedback to peers on strategies and game play.
3.5	<ul style="list-style-type: none"> - I can apply a previously learned skills in a range of situations. - I can react accordingly with new skills during game play. - I can apply feedback to refine my own movement skills in game play. - I can give feedback to my peers to refine their movement skills
3	LEARNING GOAL (PRIORITISED STANDARD)
	<ul style="list-style-type: none"> - I can adapt previously learned skills to new activities. - I can apply skills in game play - I can apply feedback to refine my own movement skills in isolation. - I can give positive feedback to my peers.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY)
	<ul style="list-style-type: none"> - I can identify previously learned skills that are relevant to the new activity. - I can perform the skill using a specific technique in a “closed” situation. - I understand feedback but am yet to refine my own movement skills.
1	THE SIMPLER STUFF
	<ul style="list-style-type: none"> - With Help I can perform at Score 2.
0	NO UNDERSTANDING
	<ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Y9/10. 1087 - Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances

Essential Learning 3

AREA: Fitness (including cross country) Yr 9/10

4	APPLICATION —
	<ul style="list-style-type: none"> - I can identify exercises that specifically target certain muscle groups. - I take leadership roles in fitness lessons with the purpose of improving mine and others fitness. - I can identify stretches targeting the major muscle groups. - I can analyse my personal fitness results and set challenging achievable goals.
3.5	<ul style="list-style-type: none"> - I participate in fitness lessons with the purpose of improving my own fitness. - I can identify major muscle groups. - I can identify stretches for each of the major muscle groups. - I can analyse my personal fitness results and set achievable goals.
3	LEARNING GOAL (PRIORITISED STANDARD)
	<ul style="list-style-type: none"> - I participate in fitness lessons to improve my fitness. - I can identify major muscle groups. - I can analyse my personal fitness results and set goals accordingly. -
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY)
	<ul style="list-style-type: none"> - I participate in fitness lessons. - I can define the attributes of a rigorous physical fitness program. - I can identify some of the major muscle groups.
1	THE SIMPLER STUFF
	<ul style="list-style-type: none"> - I sometimes participate in fitness lessons. - I can describe a physical fitness program.
0	NO UNDERSTANDING
	<ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Y9/10. 1082 - Students propose and evaluate interventions to improve fitness and physical activity levels in their communities

Essential Learning 5

AREA: Benefits of Physical Activity Yr 9

4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none">- I can list and describe the components of fitness.- I can describe the impact of sedentary behaviours on the wellbeing of the community.- I can identify a variety of barriers to participation in physical activity.
3.5	In addition to Score 3; <ul style="list-style-type: none">- I can list the components of fitness.- I can list the sedentary behaviours affecting the community.- I can identify some barriers to participation in physical activity.
3	LEARNING GOAL (PRIORITISED STANDARD) <ul style="list-style-type: none">- I can create and evaluate ways to improve my activity levels.- I can describe what is meant by the term 'lifestyle diseases' and give examples.- I can correctly describe the Australian guidelines for physical activity for young people (13 to 17 year olds).- I can list the components of fitness.- I can categorise ALL benefits of physical activity.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none">- I can list lifestyle diseases.- I can list ways to improve my activity levels.- I can categorise some benefits of physical activity.
1	THE SIMPLER STUFF <ul style="list-style-type: none">- With Help I can perform at Score 2.
0	NO UNDERSTANDING <ul style="list-style-type: none">- Even with help, no success.

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Y9/10. 1081 - Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Essential Learning 4

AREA: Nutrition Yr 9

4	<p style="text-align: center;">APPLICATION —</p> <p>In addition to Score 3;</p> <ul style="list-style-type: none"> - I can examine the factors that influence peoples food choices and suggest changes. - I can use food label information to recommend substitutions for a variety of dietary reasons.
3.5	<p>In addition to Score 3;</p> <ul style="list-style-type: none"> - I can examine the factors that influence peoples food choices. - I can use food label information to recommend healthier options.
3	<p style="text-align: center;">LEARNING GOAL (PRIORITISED STANDARD)</p> <ul style="list-style-type: none"> - I can demonstrate the understanding of a variety of nutritional terms. - I can list the factors that influence people’s food choices. - I can interpret information on a food label to make educated choices - I can list long term health issues related to poor nutrition.
2	<p style="text-align: center;">PREREQUISITE SKILLS (INCLUDING VOCABULARY)</p> <ul style="list-style-type: none"> - I can demonstrate the understanding of some nutritional terms. - I can identify red foods and green foods (Traffic light system). - I can read a food label.
1	<p style="text-align: center;">THE SIMPLER STUFF</p> <ul style="list-style-type: none"> - With Help I can perform at Score 2.
0	<p style="text-align: center;">NO UNDERSTANDING</p> <ul style="list-style-type: none"> - Even with help, no success.