

**Teacher(s):** Michelle Coleman, Kelly Gooch, Brandon Berg, Travis Passier, Rourke O'Sullivan

**Faculty:** Physical Education

**Unit Duration:** Semester 2, 2021

The **Australian Curriculum Achievement Standards in** Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

**Australian Curriculum Achievement Standard:** By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

**Unit Description:** *The Physical Education curriculum for Years 9 enables students to refine a range of specialised knowledge, understanding and skills in relation to health, wellbeing, and movement competence and confidence. Students develop specialised movement skills, understanding and transfer those skills and concepts to a variety of physical activities. Students explore the role that games, and sports develop lifelong physical activities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Topics include: Softball, Cricket, Badminton, Fitness, Dance, Drugs and Alcohol in the media. This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.*

### Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Y9/10. 1084 - Demonstrates leadership, fair play and cooperation across a range of movement and health contexts.
2. Y9/10. 1085 - Applies decision-making and problem-solving skills when taking action to enhance own and others' health, safety and wellbeing.
3. Y9/10. 1086 - Applies and transfers movement concepts and strategies to new and challenging movement situations.
4. Y9/10. 1088 - Works collaboratively to design and apply solutions to movement challenges.
5. Y9/10. 1081 - Accesses, synthesise and apply health information from credible sources to propose and justify responses to health situations.
6. Y9/10. 1083 - Examines the role physical activity has played historically in defining cultures and cultural identities.

**Materials and Equipment Required:** Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students may also be required to provide the following additional materials and equipment: *UCHSK PE shirt, shorts, tracksuit pants, leggings (no denim) and appropriate shoes.* *Students are required to bring a note explaining any illness or injuries that may prevent them from participating in physical activity.*

**Absences from class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

**Use of IT in Class:** A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

**Homework:** Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

**Late Work:** Extensions may be negotiated with individual teachers before the due date

**Plagiarism:** Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

**Assessment Portfolio:** This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

**Portfolio Assessment Tasks for this subject will include:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. Skill development, Participation & Effort	Ongoing	3,4
2. Leadership, safety & fair play	Ongoing	1,2
3. Fitness development, Participation & Effort	Ongoing	2
4. Post assessment and in class tasks – Dance	Wk 3	4
5. Post assessment and in class tasks – Drugs and Alcohol in the media	Wk 7	5,6

**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

<b>A</b>	Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
<b>B</b>	Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
<b>C</b>	Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
<b>D</b>	Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
<b>E</b>	Demonstrating <b>limited</b> achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

**S Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

#### Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

#### Appeals

*A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.*

#### Executive Teacher

Mr Ben Williams

July 2021