

Teacher(s): Sophie Burns, Ian Lanham, Travis Passier & Amelia Whymark

Faculty: *Physical Education*

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards in** The Years 9–10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives. Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing. Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation. Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships. Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

Australian Curriculum Achievement Standard: By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Unit Description: *The Physical Education curriculum for Year 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, and other lifelong physical activities play in promoting one's overall health. They reflect on and refine personal and social skills as they participate in a range of physical activities. Topics include: Tennis, Cricket, Badminton, Euro Handball, Cross Country, Fitness. Health students will investigate relationships, sexuality, and sexting and benefits of a healthy lifestyle . 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. **V9.HPE.9.01** - Proposes and evaluates personal strategies to manage identities, emotions and responses to change.
2. **V9.HPE.9.04** - Synthesises health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing
3. **V9.HPE.9.05** - Evaluates and refines their own and others' movement skills and performances and applies movement concepts in challenging or unfamiliar situations.
4. **V9.HPE.9.06** - Adapts and transfers movement strategies to unfamiliar situations to achieve successful outcomes.
5. **V9.HPE.9.07** - Proposes and evaluates community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.
6. **V9.HPE.9.08** - Applies and evaluates leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts

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:

	Week / Date Due	Essential Learning
1. Skills, Movement concepts and strategies	Ongoing	3, 4
2. Leadership, safety & fair play	Ongoing	6
3. Fitness development	Ongoing	5
4. Post assessment and in class tasks – Benefits of a Healthy Lifestyle	Wk 16	2
5. Post assessment and in class tasks – Relationships, Sexuality and Sexting	Wk 8	1

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

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

Ben Williams