

2024 Year 10 Unit Outline

Physical Education and Health

Teacher(s): Michelle Coleman, Ian Lanham, Travis Passier, Ben Williams, Amelia Whymark

Faculty: Physical Education and Health

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: 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. Topics include: Sport Education, , Cross Country, Consent and Sexual Health, and Mental health. **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.10.02** - Evaluates how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships
2. **V9.HPE.10.04** - 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.10.05** - Evaluates and refines their own and others' movement skills and performances, and applies movement concepts in challenging or unfamiliar situations
4. **V9.HPE.10.06** - Adapts and transfers movement strategies to unfamiliar situations to achieve successful outcomes
5. **V9.HPE.10.07** - Proposes and evaluates community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others
6. **V9.HPE.10.08** - 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: *insert other required materials*

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 a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: All students will be given multiple opportunities to demonstrate a proficiency level of 3 or above across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate a proficiency above level 3, or to catch up on missed or unfinished classwork.

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 (Sport Education)
2. Leadership, safety, and fair play
3. Fitness development
4. Assessment/ oral presentation – Consent and Sexual health
5. Oral Presentation – Mental health

Ongoing

3, 4

Ongoing

6

Ongoing

5

By Wk 11

1

By Wk 19

2

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