






































Year 9/10 – Health and Physical Education Unit 1 - Australian Curriculum (2019)

Identify curriculum	Achievement standard	<p>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.</p> <p>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.</p>			
	Year level description	<p>Focus areas to be addressed in Health And Physical Education Unit 1 include food and nutrition, health benefits of physical activity and fitness, drugs and alcohol and developing skills necessary for effective and strategic participation in games and sports.</p>			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		<p>1. Fitness - Fitness testing and cardio endurance. Students complete fitness baseline testing. They will develop cardio endurance through endurance running activities, 12 minute run, Beep Test and Team Beep Test relay. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation.</p> <p>2. Skill based activities. <u>Attacking Skills</u></p> <ul style="list-style-type: none"> ● Soccer - leading and shooting. ● Basketball- leading for the ball, moving into space, supporting players. ● Touch - passing and leading into space, Dump and drive. <p>3. Health Benefits of Physical Activity Students develop their theoretical knowledge on the Frequency Intensity Time & Type (FITT) principle, Training Zones, High Intensity Interval Training (HIIT) training and applied those training techniques in a practical setting.</p>	<p>1. Fitness - Fitness testing and cardio endurance. Students complete fitness baseline testing. They will develop cardio endurance through endurance running activities, 12 minute run, Beep Test and Team Beep Test relay. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation.</p> <p>2. Skill Based activities. <u>Defensive Skills</u></p> <ul style="list-style-type: none"> ● European Handball - defending the circle, marking an opponent. ● Netball - marking an opponent, intercepting the ball. Playing positions and understanding who to mark. ● OzTag - Defending in a line, tagging skills. <p><u>Racquet Sports</u></p> <ul style="list-style-type: none"> ● Badminton - Underarm serve, return shots, basic footwork ● Table Tennis - Basic rules, and eye coordination ● Tennis - Forehand, Backhand, Volley <p>3. Food Nutrition Students to investigate topics surrounding current trends and understandings in nutrition, including Macronutrients, food labelling, effects of sugar, analysing their own diet, and completing a food journal.</p>	<p>1. Fitness - Speed and Strength training. Students develop their knowledge in developing skills in running shorter distances through sprint technique and power training, HIIT & Crossfit training (body weight training).</p> <p>2. Skills based activities <u>Athletics Training</u> Students complete skills and activities in preparation for the annual athletics carnival. Activities include: Field (Javelin, Discus, Shot Put, Safety and Technique) Track (100/200m/400/800m, Techniques and Training) <u>Striking Skills</u></p> <ul style="list-style-type: none"> ● Hockey - stick control to increase shot accuracy. ● Golf - Technique ● Softball - Technique and accuracy <p>3. Mental Health & Wellbeing Students develop their knowledge and gain practical examples around their "self" including self esteem, self awareness, resilience, anger management and stress.</p>	<p>1. Fitness - Students will continue to develop cardio endurance through endurance running activities, including Cross Country training, 12 minute run, Beep Test and Team Beep Test relay. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation.</p> <p>2. Skill based activities <u>Target Skills</u></p> <ul style="list-style-type: none"> ● Cricket - Technique and accuracy ● Archery - Technique ● AFL - kicking for goal / targets <p>3. Drugs & Alcohol Students investigate the social issues around drug and alcohol addiction and develop strategies for making positive health choices. They also look at the categories of drugs and how they have different effects on the body systems.</p>

	Cross curriculum priorities		 						
	General capabilities	     	     	     	     				
	Key to general capabilities and cross-curriculum priorities	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability							
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		Ongoing	Fitness/ AS	Ongoing	Fitness/DS/RS	Ongoing	Fitness/AT / SS	Ongoing	Fitness /SS
		8	Annotated Fitness Plan aligned with SMART Goals	8	Food Diary with annotations	8	Scenario Responses	7	Magazine Article
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate assessment tasks to ensure consistency of judgments.							