

Years 9–10 band plan — Australian Curriculum: Health and Physical Education

Implementation year: 2019

School name: Palm Beach-Currumbin State High

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| Identify curriculum | <p>Phase curriculum focus</p> <p>Years 7–10 curriculum focus</p> <p>Students in these years are beginning to face more complex life decisions. Their lives and environments in which they are living are changing rapidly. A major influence on these students is the world around them, with peers becoming a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online at all hours of the day. It is important students develop the knowledge, understanding and skills to manage their online engagements, particularly their online identities, and balancing their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences in these years support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing. They learn about the benefits of being fit and how fitness can be improved and maintained through specific activities.</p> <p>The Health and Physical Education curriculum in Year 7–Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p> |
| | <p>School context description</p> <p>Timetable:</p> <p>In year 9 students will complete 3 units of work; one health based, one sport and recreation based and one physical education based. Sports Excellence students will complete the recreation and physical education based units within their sports excellence focus.</p> <p>In year 10 (elective) students will complete 4 units of work; one health based, one sport and recreation based and two physical education based.</p> <p>Topic selection:</p> <p>Selection of topics will consider achievement standards, current research (including Australia’s Health 2017 and Mission Youth Australia Survey 2017) and senior phase syllabi.</p> <p>Pedagogy:</p> <p>The five propositions of the Australian Curriculum: Health and Physical Education will underpin the teaching of the 3 units in each year level;</p> <ol style="list-style-type: none"> 1. Focus on educative purposes 2. Take a strengths-based approach 3. Value movement 4. Develop health literacy 5. Include a critical inquiry approach |
| | <p>Year level descriptions</p> <p>The 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.</p> <p>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.</p> <p>Focus areas to be addressed in Years 9 and 10 include:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) |

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| | <ul style="list-style-type: none"> • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). |
| 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 9 unit overviews | Unit 1 (Recreation) — Fair play in minor games | Unit 2 (Health) — Protecting myself | Unit 3 (Physical Education) — Biomechanics in striking |
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| Focus area | <input type="checkbox"/> Alcohol and other drugs <input type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input type="checkbox"/> Mental health and wellbeing <input type="checkbox"/> Relationships and sexuality <input type="checkbox"/> Safety <input type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input type="checkbox"/> Fundamental motor skills <input type="checkbox"/> Games and sports <input type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities | <input type="checkbox"/> Alcohol and other drugs <input type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input checked="" type="checkbox"/> Mental health and wellbeing <input checked="" type="checkbox"/> Relationships and sexuality <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input type="checkbox"/> Fundamental motor skills <input type="checkbox"/> Games and sports <input type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities | <input type="checkbox"/> Alcohol and other drugs <input type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input type="checkbox"/> Mental health and wellbeing <input type="checkbox"/> Relationships and sexuality <input type="checkbox"/> Safety <input type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input checked="" type="checkbox"/> Fundamental motor skills <input checked="" type="checkbox"/> Games and sports <input type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities |
| Year 9 unit descriptions | <p>In this unit, students experience a range of minor and adapted games. Fair play, inclusivity and encouragement of others underpinning participation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • perform specialised movement skills in situations where the rules or conditions have been modified to vary complexity (ACPMP099) • respond to teacher and peer feedback to enhance performance (ACPMP099) • evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all (ACPMP105) • use self-talk and encouragement to motivate themselves and team members to continue to participate and improve performance (ACPMP105) • participate in competitions where players rather than an independent official are responsible for applying the rules (ACPMP107) • analyse how equitable participation in group activities can influence outcomes in physical activity (ACPMP107) | <p>In this unit, students will develop skills for self care and identity protection. Topics covered include media literacy, gender construction, sexuality, relationships, drugs, wellbeing, stress, anxiety.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyse how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours (ACPPS089) • examine how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities (ACPPS089) • practice skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans (ACPPS090) • assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others (ACPPS090) • assess behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions (ACPPS090) • propose and practise a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks (ACPPS091) • critique the appropriateness and effectiveness of help and support services available for young people in the local community (ACPPS091) • explore external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing (ACPPS092) | <p>In this unit, students investigate the biomechanics of a striking skill in one selected striking sport. They will apply biomechanical checklists to provide feedback to peers on skill performance</p> <p>Students will:</p> <ul style="list-style-type: none"> • adapt and respond to changes in equipment that increase the complexity of a movement task or performance (ACPMP099) • use knowledge of results feedback to support another student in performing a skill with greater accuracy or control (ACPMP099) • respond to teacher and peer feedback to enhance performance (ACPMP099) • use established criteria to apply and evaluate the effectiveness of movement concepts and strategies (ACPMP101) • develop and implement appropriate movement concepts and strategies for selected movement scenarios (ACPMP101) • review, propose and implement alternative responses to movement situations based on the outcome of previous performances (ACPMP101) • experiment with the manipulation of force and speed applied to an object to examine the difference created in movement paths (ACPMP103) • demonstrate and describe how the body can absorb force (ACPMP103) • draw parallels between successful movement strategies in one sporting situation and how similar strategies could be used effectively in a different sport (ACPMP106) |

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| | | | <ul style="list-style-type: none"> • evaluate the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing (ACPPS092) • investigate how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful (ACPPS093) • demonstrate and advocate appropriate bystander behaviour when participating in online interactions, for example in situations where another person's photo has been tagged without permission, sexting and posting explicit content (ACPPS093) • Practise skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans (ACPPS093) • propose strategies for managing emotional responses and resolving conflict in a family or social situation or online environment (ACPPS094) • examine actions to take greater responsibility in relation to their own health (ACPPS095) • evaluate strategies and actions to increase personal safety and planning to promote these in the school and community (ACPPS095) • develop and implement proposals to enhance the wellbeing of staff and students in the school (ACPPS096) • examine social, cultural and economic factors that influence the health behaviours of people in their community (ACPPS098) • analyse the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours (ACPPS098) • critically analyse messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing (ACPPS098) | |
| Assessment | Practical performance | Investigation - report | Project – practical performance + examination | |
| General capabilities and cross-curriculum priorities | <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Personal and social capability <input checked="" type="checkbox"/> Ethical understanding <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Engagement with Asia <input type="checkbox"/> Sustainability | <input checked="" type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT <input checked="" type="checkbox"/> Critical and creative thinking <input checked="" type="checkbox"/> Personal and social capability <input type="checkbox"/> Ethical understanding <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Engagement with Asia <input type="checkbox"/> Sustainability | <input type="checkbox"/> Literacy <input checked="" type="checkbox"/> Numeracy <input type="checkbox"/> ICT <input checked="" type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Personal and social capability <input type="checkbox"/> Ethical understanding <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Engagement with Asia <input type="checkbox"/> Sustainability | |

| Year 10 unit overviews | Unit 1 (Recreation) — Managing a competition | Unit 2 (Health) — Investigating drug and alcohol prevention | Unit 3 (Physical Education) — Understanding performance in AFL and basketball | Unit 4 (Physical Education) — Functional anatomy in aquathlon |
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| Year 10 unit descriptions | In this unit, students develop and implement a knockout or seeded competition for a racquet sport. Students will: | In this unit, students will investigate the government policies and analyse these in terms of the decision making model and AIHW determinants of health. Students will: | In this unit, students investigate the fitness components and evaluate their fitness. They will apply this information to AFL and basketball data to make decisions about performance. | In this unit, students will explore the functional anatomy of performance within aquathlon. Students will: |

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| | <ul style="list-style-type: none"> develop and implement appropriate movement concepts and strategies for selected movement scenarios (ACPMP101) evaluate the contribution they make as an individual to teamwork, leadership and enjoyable participation for all (ACPMP105) participate in competitions where players rather than an independent official are responsible for applying the rules (ACPMP107) | <ul style="list-style-type: none"> assess behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions (ACPPS090) propose and practise a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks (ACPPS091) evaluate the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing (ACPPS092) investigate the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships (ACPPS093) critique and select the most suitable and reliable sources of health information according to the decision that needs to be made (ACPPS095) examine actions to take greater responsibility in relation to their own health (ACPPS095) | <p>Students will:</p> <ul style="list-style-type: none"> transfer skills learnt in one movement situation to a different situation (ACPMP099) respond to teacher and peer feedback to enhance performance (ACPMP099) develop and implement appropriate movement concepts and strategies for selected movement scenarios (ACPMP101) justify the selection of physical activities included in a personalised plan linked to the components of health- and skill-related fitness they wish to improve or maintain (ACPMP102) | <ul style="list-style-type: none"> respond to teacher and peer feedback to enhance performance (ACPMP099) develop and implement appropriate movement concepts and strategies for selected movement scenarios (ACPMP101) speculate on possible outcomes of innovative solutions to movement challenges based on past experiences (ACPMP106) analyse how equitable participation in group activities can influence outcomes in physical activity (ACPMP107) assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others (ACPPS090) |
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Content descriptions for Years 9–10 Health and Physical Education

| Personal, social and community health | Year 9 | | | Year 10 | | | |
|---|--------|---|---|---------|---|---|---|
| Units | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| Being healthy, safe and active | | | | | | | |
| Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089) | | ✓ | | | | | ✓ |
| Examine the impact of changes and transitions on relationships (ACPPS090) | | ✓ | | | ✓ | | ✓ |
| Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091) | | ✓ | | | ✓ | | |
| Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) | | ✓ | | | ✓ | | |
| Communicating and interacting for health and wellbeing | | | | | | | |
| Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) | | ✓ | | | ✓ | | |
| Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) | | ✓ | | | | | |
| Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095) | | ✓ | | | ✓ | | |
| Contributing to healthy and active communities | | | | | | | |
| Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096) | | ✓ | | | | | |
| Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097) | | | | | | | |
| Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098) | | ✓ | | | | | |

| Movement and physical activity | Year 9 | | | Year 10 | | | |
|---|--------|---|---|---------|---|---|---|
| Units | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| Moving our body | | | | | | | |
| Perform and refine specialised movement skills in challenging movement situations (ACPMP099) | ✓ | | ✓ | | | ✓ | ✓ |
| Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101) | | | ✓ | ✓ | | ✓ | ✓ |
| Understanding movement | | | | | | | |
| Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102) | | | | | | ✓ | |
| Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) | | | ✓ | | | | |
| Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104) | | | | | | | |
| Learning through movement | | | | | | | |
| Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) | ✓ | | | ✓ | | | |
| Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106) | | | ✓ | | | | ✓ |
| Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107) | ✓ | | | ✓ | | | ✓ |