

YEAR 10

Unit 1: Road Safety & Softball
Unit Length: 9 weeks

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.**

Unit 1 Outline:

- Students will be able to understand the need for road safety and how it applies to personal, peers and their community health.
- Students will be able to link the determinants of health to road safety and how it applies to health
- Students will be able to identify the impact their community has on road safety.
- Students will be able to apply road safety knowledge to action strategy plans and apply knowledge to an implementation plan
- Students will be able to apply Road Safety knowledge to assessment task.

Content Descriptors:

- Examine the impact of changes and transitions on relationships (**ACPPS090**)
- Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (**ACPPS092**)
- Investigate how empathy and ethical decision making contribute to respectful relationships (**ACPPS093**)
- Critically analyse and apply health information from a range of sources to health decisions and situations (**ACPPS095**)
- 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**)

Summative Assessment Tasks:

Theory – Action Research Report 800-1000 words

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.

YEAR 10

Unit 2: Coaching & Officiating

Unit Length: 8 weeks

Achievement Standard:

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 2 Outline:

- Students will Understand the general principles of beginning coaching
- Students will Understand the roles and responsibilities of a coach
- Students will Understand and identify various coaching styles
- Students will Understand, identify and explain the various communication styles of an effective coach
- Students will be able to Plan and design an effective coaching session
- Students will be able to Organise and conduct coaching sessions

Content Descriptors:

- **ACPMP099:** Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations.
- **ACPMP101:** Develop, implement and evaluate movement concepts and strategies for successful outcomes
- **ACPMP102:** Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
- **ACPMP103:** Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- **ACPMP105:** Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- **ACPMP106:** Transfer understanding from previous movement experiences to create solutions to movement challenges

Summative Assessment Tasks:

Theory – Coaching junior athletes

Students complete a multi-modal presentation and deliver a lesson to peers. They will plan and implement a training/learning session and provide feedback to the group in order for them to improve physical performance.

- Coaching program Design (typed): 600 – 800 words
- Coaching session delivery: 30 minutes
- Evaluation of training session (typed): 600-800 words

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.

YEAR 10

Unit 3: Participation Rates

Unit Length: 8 weeks

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 3 Outline:

- Students will understand the special role sport plays in people's lives and recall reasons why.
- Students will be able to gain knowledge of the factors that influence people participation in sport
- Students will understand how the Figueroa's Framework helps to analyse/categorise factors of participation in sport
- Students will be able to plan and evaluate new and creative interventions that promote their own and others' connection to community through sport/physical activity

Content Descriptors:

- **ACPPS096:** Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- **ACPPS097:** Plan and evaluate new and creative interventions that promote their own and others connection to community and natural and built environments.
- **ACPMP104:** Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.
- **ACPMP105:** Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

Summative Assessment Tasks:

Theory – Multimodal Presentation: 5-7minutes

Students are to present a multi modal presentation on two selected barriers from Figueroa's Framework which have prevented their participation in a chosen sport which they do not participate in.

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.

YEAR 10

Unit 4: Biomechanics

Unit Length: 8 weeks

Achievement Standard:

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 2 Outline:

- Students will understand how biomechanical principles (levers, summation of forces, Newton's Laws of Motion, and projectile motion) explain movement
- Students will be able to apply and evaluate the effectiveness of various biomechanical principles to enhance performance in badminton.
- Students will be able to develop, implement and evaluate movement concepts and strategies for successful movement outcomes in badminton.

Content Descriptors:

- **ACPMP101:** Develop, implement and evaluate movement concepts and strategies for successful outcomes
- **ACPMP103:** Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- **ACPMP106:** Transfer understanding from previous movement experiences to create solutions to movement challenges

Summative Assessment Tasks:

Theory – Exam

Students complete a combination response exam. They will identify, describe, explain, and analyse how biomechanical principals and concepts (*Levers, summation of forces, projectile motion, Newton's Laws of motion and Stability and balance*) influence physical movement and propose and evaluate modifications/manipulation of biomechanical strategies to improve physical performance in badminton

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.