



YEAR 9

Unit 1: Training for Performance

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, others' specialised movement skills, and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Unit 1 Outline:

- Students will be able to understand the elements that are involved in physical health
- Students will be able to understand the importance and role that fitness plays in developing the total wellbeing of an individual.
- Students will be able to understand the difference between the 3-energy systems
- Students will be able to understand the nutritional sources that fuel the body's energy supplies
- Students will be able to identify what fitness tests examine each energy system
- Students will be able to understand the role that fitness testing plays in training programs
- Students will be able to understand ways people can improve their fitness levels

Content Descriptors:

- **ACPPS095:** Critically analyse and apply health information from a range of sources to health decisions and situations.
- **ACPPS096:** Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- **ACPPS098:** Critique behaviours and contextual factors that influence the health and wellbeing of their communities
- **ACPMP099:** Perform and refine specialised movement skills in 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

Summative Assessment Tasks:

Theory – Exam: 70mins

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 9

Unit 2: Psychology
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 2 Outline:

- Students will be able to provide and apply feedback to develop and refine specialised movement skills in challenging movement situations
- Students will be able to develop implement and evaluate movement concepts and strategies for successful outcomes with and without equipment
- Students will be able to devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Students will be able to evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Students will be able to critically analyse and apply health information from a range of sources to health decisions and situations

Content Descriptors:

- **ACPPS094:** Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- **ACPPS095:** Critically analyse and apply health information from a range of sources to health decisions and situations
- **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
- **ACPMP107:** Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Summative Assessment Tasks:

Theory – Multimodal Presentation: 4-6mins

Students use data (both primary and secondary) to research a psychological technique that would enhance their own physical performance and make recommendations on how implementing these techniques increases physical performances in Touch/Athletics.

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 9

Unit 3: Body Image
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 be able to Identify and analyse factors that shape identities.
- Students will understand the concept of the 'ideal body' and the impact that it can have on myself and my peers.
- Students will understand where the 'ideal body image' ideals come from.
- Students will understand the impact that the media has on body image and develop strategies to help challenged/rejected the concept of 'ideal body' .
- Students will understand the different body types in our society and outline the impacts on society of having a concept of 'one ideal body'
- Students will understand the characteristics of eating disorders and outline some strategies to help support people who may suffer with one.

Content Descriptors:

- **ACPPS089:** Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- **ACPPS090:** Examine the impact of changes and transitions on relationships.
- **ACPPS094:** Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- **ACPPS095:** Evaluate and apply health information from a range of sources to health decisions and situations
- **ACPPS096:** Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- **ACPPS098:** Critique behaviours and contextual factors that influence the health and wellbeing of their communities
- **ACPMP099:** Perform and refine specialised movements skills in challenging movement situations
- **ACPMP101:** Develop, implement and evaluate movement concepts and strategies for successful outcomes
- **ACPMP107:** Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Summative Assessment Tasks:

Theory – Written Response: 600-800 words

Students are to create a social media blog post celebrating diversity in body weight and shape, and rejecting media generated myths about the relationship between weight, shape and health. The intern with the most amount of interaction with their post will be given a job working for the company.

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 9

Unit 4: Sport in the Media

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 4 Outline:

- Students will be able to Investigate how the media portrays various groups of people, such as celebrities, sporting people, and women..
- Students will be able to identify how the use of media personalities influence the community
- Students will be able to identify how the media and physical activity has impacted on gender identity, and how media personalities have influenced the definition of gender
- Students will be able to identify and critique inequities in media coverage of sport and evaluate the impact on communities and health
- Students will be able to investigate and critique how the media contributes to the cultural identities of other Australians

Content Descriptors:

- **ACPPS093:** Investigate how empathy and ethical decision making contribute to respectful relationships
- **ACPPS095:** Evaluate and apply health information from a range of sources to health decisions and situations
- **ACPPS097:** Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
- **ACPPS098:** Critique behaviours and contextual factors that influence the health and wellbeing of their communities
- **ACPMP104:** Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over

Summative Assessment Tasks:

Theory – Written investigative report: 600-800 words

Students study the media's portrayal of sport information in relation to gender equality to examine external influences that may impact theirs or others identity and opportunities to participate in physical activity/sport.

Students critique behaviours and contextual factors that influence the health and wellbeing of their communities in relation to the coverage of women's sport in the media and will suggest ways and justify why it is important to increase coverage of womens sports to help shape peoples identities

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.