

Year 9 Health Victorian Curriculum:

Implementation year: 2017

School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	<p>Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning Health and Physical Education and how students will make meaning of and apply them in contemporary health and movement contexts.</p> <p>The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area. Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning Health and Physical Education and how students will make meaning of and apply them in contemporary health and movement contexts. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area</p> <p>The following units will be covered in Health;</p> <p>Risky Business - This health unit helps students understand why people take risks and enables students to make informed decisions when considering risk taking behaviour. We address ways in which students can minimise harm to themselves and others through experimentation and risk-taking. We research the emotional, social, legal and financial harms drugs have on people.</p> <p>Nutrition - This unit assists students to understand the importance of nutrition during adolescence. We address concerns with Australian nutrition, influences on food intake and also strategies to increase our nutritional intake such as making healthy food choices and understanding the Australian Guide to Healthy Eating.</p> <p>Creating Conversations - Creating Conversations is a health unit in which students explore the dangers of substance abuse, drug related issues and the presence of alcohol in our world. Students will form groups and create interactive presentations based on specialist topics. The unit will culminate in an event to which students will invite parents and friends, present their work and, in a non-threatening environment, create conversations between adolescents and adults, on these sometime delicate issues.</p> <p>Let's talk about it- Relationships - This Discovery Unit focuses on understanding and developing healthy relationships. Students learn more about sexual relationships, the risks associated with them and how these risks can be minimised.</p>
	Achievement standard	<p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity 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 situations in the home, in the school and the community. 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 identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken 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 judgments 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> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Reporting Descriptor	<p>Students have participated and develop their skills in a variety of physical activities. They have developed knowledge of the importance of exercise in a healthy lifestyle. Students investigated fitness components and training principles and analysed their own fitness levels. In the health unit, students understand why people take risks and enabled students to make informed decisions when considering risk taking behaviour including the law and search for identity. We addressed ways in which students can minimise harm to themselves and others through experimentation and risk taking. Students researched the emotional, social, legal and financial harms drugs have on people.</p>

Teaching and learning	Unit Overview	Improving Fitness	Drug Education	Examining Risks & Minimising Harm	Nutrition
	<p><i>Teaching Hours:</i> 2 hours over two weeks</p>	<p><i>Communicating and interacting for health and wellbeing</i> Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p><i>Contributing to healthy and active communities</i> Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)</p>	<p><i>Being healthy, safe and active</i> Examine the impact of changes and transitions on relationships (VCHPEP143)</p> <p>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 (VCHPEP144)</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</p> <p><i>Communicating and interacting for health and wellbeing</i> Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p><i>Contributing to healthy and active communities</i> Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</p>	<p><i>Being healthy, safe and active</i> Examine the impact of changes and transitions on relationships (VCHPEP143)</p> <p>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 (VCHPEP144)</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</p> <p><i>Communicating and interacting for health and wellbeing</i> Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p><i>Contributing to healthy and active communities</i> Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p><i>Being healthy, safe and active</i> Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)</p> <p><i>Communicating and interacting for health and wellbeing</i> Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p><i>Contributing to healthy and active communities</i> Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</p>

Develop assessment	Assessment				
		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment	Assessment	Assessment	Assessment
		Physical Activity Log	Drug Education Investigation	STI and Contraception Fact File	Diary Intake for Sport
Make judgments and use feedback	Moderation	<ul style="list-style-type: none"> Examples Activity Log used by all students Rubric 	<ul style="list-style-type: none"> Rubric used for assessment Cross teacher marking (sample) 	<ul style="list-style-type: none"> Rubric used for assessment Cross teacher marking (sample) 	<ul style="list-style-type: none"> Rubric used for assessment Cross teacher marking (sample)

Year 9 Physical Education: review for balance and coverage of content descriptions.

Dimension				
<i>Being healthy, safe and active</i>	1	2	3	4
Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)				*
Examine the impact of changes and transitions on relationships (VCHPEP143)		*	*	
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 (VCHPEP144)		*	*	
Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)		*	*	
<i>Contributing to healthy and active communities</i>				
Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)	*		*	*
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)	*	*		*
Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)		*		*

<i>Communicating and interacting for health and wellbeing</i>				
	1	2	3	4
Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)		*	*	
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)				*
Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)	*	*	*	*