

Year 9 plan Physical Education 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>
	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	Individual Sports Minor Games Fitness Athletics	Fit for Life Handball Tchoukball SEPEP (Optional)	Be a sport Bat Tennis Table Tennis Tennis	Non-traditional Sports Speedball/Sofcross Croquet/Lawn Bowls Bocce/Archery
	<i>Teaching Hours: 3 hours over two weeks</i>	<p>Moving the body Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)</p> <p>Understanding movement Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p> <p>Learning through movement Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)</p>	<p>Moving the body Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)</p> <p>Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Learning through movement Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>	<p>Moving the body Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Learning through movement Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>	<p>Moving the body Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)</p> <p>Learning through movement Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>

Develop assessment	Assessment	Individual Sports Minor Games Fitness Athletics	Fit for Life Handball Tchoukball SEPEP (Optional)	Be a sport Bat Tennis Table Tennis Tennis	Non-traditional Sports Speedball/Sofcross Croquet/Lawn Bowls Bocce/Archery
		Assessment	Assessment	Assessment	Assessment
		Ongoing Observation and End Level	Ongoing Observation and End Level	Ongoing Observation and End Level	Ongoing Observation and End Level
Judgments and use feedback	Moderation	Comparison of Fitness Test results to Normative Data & previous tests completed in year 8	SEPEP – Oral Presentation or Written Report regarding the leadership role they undertook within this module		
		Progression Points	Progression Points	Progression Points	Progression Points
		This is progressive observation with an overall record of each individual skill at the end.	This is progressive observation with an overall record of each individual skill at the end.	This is progressive observation with an overall record of each individual skill at the end.	This is progressive observation with an overall record of each individual skill at the end.

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

Dimension				
Moving the body	1	2	3	4
Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)	*	*	*	*
Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)	*	*		
Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)	*	*		
Learning through Movement				
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)		*		
Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)	*			
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)		*	*	*

Understanding Movement				
	1	2	3	4
Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)	*			
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)		*	*	*
Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)				*