

Year Level Plan		Year 10		Health and Physical Education	
Term 1		Term 2			
Personal, Social and Community Health	Practical Performance	Personal, Social and Community Health	Practical Performance		
<p>Unit 1 - Ethics in Sport</p> <p>In this unit, students will investigate the historical, cultural and contextual factors that impact how we identify the status of sport and the people who participate in it in Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine the health information available in relation to PED use. analyse different cultural norms and expectations with regard to performance enhancing drug use and the influence this has on decision making and actions of athletes, coaches and sporting organisations, investigate and assess realistic responses to being encouraged to engage in PED use scenarios. compare personal decisions with regard to use and abuse of alcohol/drugs, and acknowledge the right of others to act differently and change their minds investigate the role of media, sponsors, sporting bodies and governments have in decision-making and behaviours with regard to individual and systemic PED use. 	<p>Unit 2 - Lifesaving</p> <p>Students develop their skills in lifesaving through refining various survival strokes, investigation of basic survival strategies and implementation of lifesaving rescue principles.</p> <p>Students will:</p> <ul style="list-style-type: none"> identify safe and unsafe situations with regards to water safety examine pool safety and safe practice during aquatic activities practice and refine swimming components and stroke sequences for survival strokes develop survival skills and techniques in various aquatic environments evaluate scenarios and implement rescue principles and techniques to ensure safety to themselves and others 	<p>Unit 3 - Benefits of Physical Activity</p> <p>In this unit, students identify the factors that contribute to sustainable health, such as regular exercise, food intake and a healthy and balanced state of mind. They examine the external influences that could impact on their ability to make good decisions and plan creative interventions that promote their own connection to the community and enhance health and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the concept of sustainable health identify the factors that contribute to sustainable health, such as regular exercise, caring for our bodies and maintaining a healthy, balanced state of mind identify and critique behaviours that people exhibit that have an influence on their health and wellbeing examine the external influences that could impact on their ability to make good decisions regarding their health and wellbeing plan strategies to enhance health and wellbeing plan creative interventions that promote their own connection to the community Implement and critique strategies to enhance health and wellbeing. 	<p>Unit 4a - Softball</p> <p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in a game that fits the striking/fielding category. They make their judgments and provide feedback-using criteria based on the elements of movement - effort, space, time, objects and people. They use the criteria and feedback to refine their performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore fielding, striking and running to score skills use criteria to evaluate skills analyse movements provide feedback to peers use criteria-based feedback to refine their own performance of movement skills/sequences <p>Unit 4b - Ultimate Disc</p> <p>In this unit, students demonstrate leadership, fair play and cooperation as they participate in games of ultimate disc. They explore the movement concepts and strategies involved in the sport of Ultimate Disc.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine and apply personal and social skills which contribute to working in teams, including leadership, fair play and cooperation develop specialised movement skills • transfer and implement movement concepts and strategies from previous movement experiences create solutions to movement challenges. 		
Assessment Tasks					
<p>Exam</p> <p>Students complete an exam. The exam will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> critically analyse contextual factors that influence their identities, relationships, decisions and behaviours evaluate the outcomes of emotional responses to different situations access, synthesise and apply health information from credible sources to propose and justify responses to health situations demonstrate leadership, fair play and cooperation across a range of movement and health contexts 	<p>Practical - Scenario and Skill Performance</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings in relation to survival strokes, rescue principles and making informed decisions.</p> <p>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 and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate movement skills to make informed decisions and implement actions to promote safety. demonstrate control and accuracy when performing specialised survival skills (survival swimming strokes). apply and refine lifesaving concepts and strategies to suit different survival situations. 	<p>Exam</p> <p>Students complete an examination. The examination will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> access, synthesise and apply health information from credible sources to propose and justify responses to health situations propose and evaluate interventions to improve fitness and physical activity levels in their communities apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing 	<p>Unit 4a - Softball</p> <p>Assessment occurs over a period 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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> apply criteria to make judgments refine their own and others' specialised movement skills and movement performances in the sport of softball. <p>Unit 4b - Ultimate Disc</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate leadership, fair play and cooperation across a range of movement contexts apply and transfer movement concepts and strategies to new and challenging movement situations. 		