

UNIT OUTLINE

Year: 10 Accreditation: Australian Curriculum

Timetable Period: Semester 1 2020

Classroom Teachers: Kate Greenacre

Executive Teacher: Mark Armstrong

Course Title	Physical Education	Course Code:	02140
Semester Unit	Unit 1 – Personal, Social and Community Health Unit 2 – Movement and Physical Activity	Unit Value: Unit Code:	1.0

CONTENT SUMMARY

Students should develop knowledge and understanding of:

Unit 1: Personal, Social and Community Health

- *Safety and lifestyle choices*
- *Alcohol and other drug education*
- *Food and nutrition*
- *Relationships*
- *Sexuality*
- *Mental health and wellbeing*
- *Health benefits of physical education*

Unit 2: Movement and Physical Activity

- *Personal fitness strategies*
- *Kicking skills*
- *Striking and fielding skills*
- *Throwing skills*
- *Invasion games*
- *Net games*
- *Modified games*
- *Recreation activities*
- *Lifelong physical activities*

Year 10 Achievement standards

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.

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Practical participation	Ongoing	70%
Health booklets and in class tasks	Ongoing	15%
In class Health Assignment	Week 16	15%

Attendance and participation

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. It is your responsibility to catch up on missed work when absent from class.

Late submission of work

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are encouraged to complete work even if it is late, as there are educational benefits in doing so. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff. No work will be accepted after marked work has been returned or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Cheating and dishonest practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously. Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Right to appeal

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher: Mark Armstrong
Class Teacher: Kate Greenacre

Unit Grade Descriptor Guide:

A student who achieves the grade A typically	A student who achieves the grade B typically	A student who achieves the grade C typically	A student who achieves the grade D typically	A student who achieves the grade E typically
<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> • Demonstrates critical analysis and reflects thoughtfully on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Communicates effectively using a variety of modes demonstrating an excellent grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> • Demonstrates a broad range of highly developed motor skills on a continual basis during individual or team activities • Consistently responds to corrective feedback • Demonstrates excellent ability to plan and organise • Consistently works with initiative and independence to develop and practise relevant skills • Consistently participates enthusiastically in a wide range of activities • Demonstrates an excellent understanding of safety issues, procedures and uses equipment safely • Is an enthusiastic and productive member/leader in any team role 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> • Demonstrates a broad understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> • Thinks critically and reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Communicates effectively using a variety of modes demonstrating a good grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> • Demonstrates an excellent understanding of safety issues, procedures and uses equipment safely • Demonstrates a range of well-developed motor skills on a regular basis during individual and team activities • Regularly responds to corrective feedback • Demonstrates thorough ability to plan and organise • Regularly works with enthusiasm and independence to develop and practise relevant skills • Regularly participates enthusiastically in a wide range of activities • Demonstrates a good understanding of safety issues, procedures and uses equipment safely 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> • Demonstrates a sound understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> • Reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Communicates effectively demonstrating a sound grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> • Demonstrates a range of motor skills on a regular basis in controlled situations • On most occasions will respond to corrective feedback • Demonstrates sound ability to plan and organise • Works with supervision to develop and practise relevant skills • Participates in a range of activities • Demonstrates a sound understanding of safety issues and procedures and uses equipment safely • Contributes to and works with group members to complete set tasks 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> • Understands, applies and recognises basic concepts, terminology, rules and strategies with guidance <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> • Is developing reflection skills <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Communicates basic concepts and terminology in concrete terms <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> • Demonstrates some motor skill development on an irregular basis • Occasionally responds to corrective feedback • With assistance demonstrates basic planning and organisational skills • Works under supervision to practise and develop skills • Participates with encouragement in activities • With direction understands safety procedures and generally uses equipment safely • With supervision undertakes set tasks in group situations 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> • Understands and recognises limited basic concepts, terminology, rules and strategies with assistance <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> • Rarely demonstrates reflection skills <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Communicates simple concepts and terminology with assistance <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> • With assistance demonstrates limited motor skill development • Rarely responds to corrective feedback • With direct instruction demonstrates limited planning and organisational skills • Works under direct supervision to practise skills • Demonstrates limited participation in activities • Rarely demonstrates safety procedures and the correct use of equipment • Demonstrates limited interaction with others in group situations