

Year 9 Health and Physical Education

Achievement

In Year 9, students begin to propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment. All assessments are based on the following strands:

- Personal, social and community health
- Movement and physical activity

Delivery (mode, time requirements, lessons)

The Year 9 HPE course runs for a Semester facilitating three units across the two terms. Students have access to live lessons each week. Lessons are delivered via our Learning Management System. Students are expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, access to internet, email, printer, scanner, digital camera, pencil, eraser, highlighter.

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| Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of Summative Assessment | | |
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| Semester 1 or 2 | Term 1 or 3 | Unit 1 |
| | | <p>Unit 1: Community Spaces (5 weeks)</p> <ul style="list-style-type: none"> Students will investigate and evaluate the spaces available in their communities and propose strategies to strengthen physical activity habits in their local communities. |
| | Summative assessment: | |
| | Task – Project: Community space proposal. | |
| | Term 2 or 4 | Unit 2 |
| | | <p>Unit 2: Healthy Relationships (8 weeks)</p> <ul style="list-style-type: none"> Students identify what respectful relationships are and how empathy and ethical decision making contribute. They will examine the changes they are going through as their sexuality and/or identity develops and the impact these have on relationships. Students will investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They will identify five key elements of safe and healthy relationships and how they contribute to positive life trajectories. |
| Summative assessment: | | |
| Task – Portfolio: Healthy relationships brochure and scenario responses. | | |
| Term 2 or 4 | Unit 3 | |
| | <p>Unit 3: eSports (5 weeks)</p> <ul style="list-style-type: none"> Students will explore movement concepts and strategies through eSports | |
| Summative assessment: | | |
| Task – Performance Portfolio: eSport game play, evaluation and coaching advice. | | |

Disclaimer All of the above information is accurate at the time of publication.