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| Years 9–10 band Health and Physical Education  Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The Years 9–10 curriculum builds on each student’s prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.  Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.  Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people’s choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.  Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.  Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.  Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others’ movement performances.  Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 10, students 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. | | By the end of Year 10, students 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. | | By the end of Year 10, students 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. | | By the end of Year 10, students 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  analyse factors that shape identities and evaluate how individuals influence the identities of others  AC9HP10P01 |  |  |  |  | **Moving our bodies**  analyse, adapt and refine their own and others’ movement skills in a range of challenging movement situations to enhance performance  AC9HP10M01 |  |  |  |  |
| refine, evaluate and adapt strategies for managing changes and transitions  AC9HP10P02 |  |  |  |  | create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations  AC9HP10M02 |  |  |  |  |
| investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships  AC9HP10P03 |  |  |  |  | apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes  AC9HP10M03 |  |  |  |  |
| **Interacting with others**  evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  AC9HP10P04 |  |  |  |  | **Making active choices**  participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives  AC9HP10M04 |  |  |  |  |
| propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities  AC9HP10P05 |  |  |  |  | participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others  AC9HP10M05 |  |  |  |  |
| evaluate emotional responses in different situations to refine strategies for managing emotions  AC9HP10P06 |  |  |  |  | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve fitness, health and wellbeing outcomes  AC9HP10M06 |  |  |  |  |
| examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships  AC9HP10P07 |  |  |  |  | **Learning through movement**  transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations  AC9HP10M07 |  |  |  |  |
| **Making healthy and safe choices**  plan, rehearse and evaluate strategies for managing situations where their own or others’ health, safety or wellbeing may be at risk  AC9HP10P08 |  |  |  |  | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups  AC9HP10M08 |  |  |  |  |
| critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions  AC9HP10P09 |  |  |  |  | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills  AC9HP10M09 |  |  |  |  |
| plan, justify and critique strategies to enhance their own and others’ health, safety, relationships and wellbeing  AC9HP10P10 |  |  |  |  |  | | | | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus areas |  | | | |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs |  |  |  |  |
| Food and nutrition |  |  |  |  |
| Health benefits of physical activity |  |  |  |  |
| Mental health and wellbeing |  |  |  |  |
| Relationships and sexuality |  |  |  |  |
| Safety |  |  |  |  |
| Active play and minor games |  |  |  |  |
| Challenge and adventure activities |  |  |  |  |
| Fundamental movement skills |  |  |  |  |
| Games and sports |  |  |  |  |
| Lifelong physical activities |  |  |  |  |
| Rhythmic and expressive activities |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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