

2022 Year 9 PDHPE Scope & Sequence

PDHPE

Year:

9

Subject:

9 10 11 Project: Fitness Fun (Integrated project in both Theory and Practical lessons) Bootcamp: Preparation and Title / Unit: Lifelong Physical Activity This unit of work will address the following HPGE domains: learning Intellectual: Students will demonstrate an indepth understanding of the health related fitness components in their game design. They will also develop their writing skills expectations through an extended response. Social Emotional: Students will use self management skills to effectively collaborate with peers to create a fitness game. Students will also develop their presentation skills when they teach their game to another class. **Creative**: Students will use their creativity skills to create an innovative and original fitness game. Timing: 10 weeks Outcomes: : PD5-4, PD5-7, PD5-11 Skills: Self management: decision making and problem solving Interpersonal: Communication, collaboration, leadership and advocacy. Movement Skills: Tactical and creative movement, health and fitness enhancing movement. Physical Literacy continuum: Thinking in Action, Behavioural skills, Social attributes **4Cs**: Think why and how, builds new ideas, teamwork Literacy Focus: Summarising, Connecting ideas, Vocabulary, Subject specific Terminology and Theme Position **Numeracy Focus:** Operating with percentages (Heart Rate) Skills Consolidation from Stage 4: Collaboration, Project Planning, TEEEC paragraph writing Assessment data and weightings: Term 1 Week 6 20% Differentiated Assessment: 9.1 students will be required to construct a TEEEC paragraph using a higher order HSC verb. They will also be required to present, teach and officiate their game to a younger class. Stage 6 readiness skills: Subject specific content knowledge and understanding, TEEEC paragraphs for extended writing, confidence in presentation skills.

1	2	3	4	5	6	7	8	9	10

Project: Diversity

Title / Unit: Celebrating Diversity. This unit of work will address the following HPGE domains:

Faculty:

Intellectual: Students will use their critical thinking skills to form opinions around how diversity has impacted on the health of our First Nation people.

Lifestyle

Creative: Students will design an infographic using a knowledge of persuasive devices to showing their understanding of racial diversity, equity and racial inclusion.

Timina: 10 weeks

Outcomes: PD5-1, PD5-2, PD5-3, PD5-10 Skills: Self management: Self awareness

Interpersonal: Empathy building, social awareness

4Cs: Empathy

Literacy Focus: Vocabulary, summarising, perspectives and bias, Theme position, nominalisation, academic voice.

Numeracy Focus: Interpreting data Skills Consolidation from Stage 4:

Assessment data and weightings: Term 2 Week 10

Assessment differentiation: 9.1 students will be required to complete writing task independently that:

Investigates 2 government interventions aimed at trying to improve the health status of Aboriginal and Torres Strait Islanders. They will evaluate the effectiveness of the intervention, keeping in mind the characteristics of an effective health promotion strategy. Recommend any future directions the government should take to make further improvements.

ERM 2

Stage 6 Readiness skills: Subject specific content, eg. Direct links to Aboriginal and Torres Strait Islander content from Stage 6 PDHPE. Extended writing skills using higher order HSC verbs, ability to think critically about an issue and form on opinion.

Practical

Unit of work: Cultural games including Indigenous games

Timing: 10 weeks

Outcomes: PD5-4, PD5-5

Skills: Self management: Decision making and problem solving Interpersonal: Collaboration, inclusion, relationship building

Movement skills: Fundamental movement skills, Tactical movement, health and fitness enhancing movement.

Physical Literacy continuum: Tactical movement, social attributes.

Skills consolidation from Term 4 Collaboration, inclusion, teamwork

4Cs: Teamwork, Empathy. Grit

1	2	3	4	5	6	7	8	9	10

Project: R U Ok?

Title / Unit: how can we make a positive impact on mental health at KKHS? This unit of work will address the following HPGE domains

Intellectual: Using critical thinking skills students will need to research to gather information and then collate in a goggle site.

Social emotional: Students will use self management skills to be effective group members in a collaborate project.

Creative: Students will use creativity to develop an aesthetically appealing website designed for an adolescent target audience. Students will also need to use creativity to develop on original "pitch" on a strategy that we could implement at KKHS to improve student mental health and overall wellbeing.

Timing: 10 weeks

Outcomes: PD5-1, PD5-6, PD5-7

Skills: Self management : emotion and stress management, help seeking Interpersonal : Empathy, leadership and advocacy, social awareness

4Cs: Think why and how, empathy.

Literacy Focus: monitoring, summarising, vocabulary, visual literacy, theme position

Numeracy Focus: Interpreting Data Skills Consolidation from Stage 4:

Assessment data and weightings: Term 3 Week 10 25%

Assessment Differentiation: Students will collaborate with peers to form a "Pitch" for a strategy we could use in the school to positively support student mental health. Their Pitch will be presented to the class.

Stage 6 Readiness skills Critical thinking skills, research skills, data analysis, visual literacy skills.

Practical

Title /unit Racquet sports 5 weeks

Striking sports 5 weeks

Timing 10 weeks

Outcomes PD5-4,PD5-5,PD5-11

Skills Self management: Strengthening personally identity (self evaluation, resilience, perseverance)

Interpersonal: Communication, Leadership and advocacy,

Movement skills: Fundamental and specialised movement skills.

Physical Literacy continuum: social and Behavioural attributes

4Cs: Teamwork, Grit, Focus

Skills consolidation from Stage 4: Cooperation, peer and self assessment

Assessment and weightings Racquet sports Term 3 Week 7 30%

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Project: Can we party safely? **Title / Unit**: Safe Partying

Timing: 10 weeks

Outcomes: PD5-1, PD5-6

Skills: Self management : decision making and problem solving, help seeking

Interpersonal : social awareness

4Cs: Think why and how, make and express meaning, curiosity

Literacy Focus:

Numeracy Focus: Interpreting data

Skills Consolidation from Stage 4: Independent learning, critical reflection

Assessment data and weightings: No assessment

Practical

Title/Unit: Recreational Games

Timing: 10 weeks

Outcomes; pd5-4,pd-5;9,pd5-10

Skills Self management: Strengthening personal identity, decision making and problem solving.

Interpersonal: Communication, Collaboration, Inclusion

Movement skills: Fundamental and specialised movement skills. Tactical movement, health ans fitness enhancing movement.

4cs Teamwork, Grit, influence

Skills consolidation from Stage 4: Cooperation, Teamwork, Inclusion, Critical thinking in strategies and tactics

Assessment data and weightings: No assessment