

Year 9 PDHPE Scope and Sequence

		Unit 1	Unit 2	Unit 3	Unit 4
Time		Term 1 - Weeks 1-10	Term 2 - Weeks 1-10	Term 3 - Weeks 1-10	Term 4 - Weeks 1-10
Topic		<i>Theory:</i> "Bend it Like Beckham" <i>Practical:</i> Fitness Testing Cross Country Running Athletics	<i>Theory:</i> "Let's Talk About Sex" <i>Practical:</i> Athletics Basketball/Netball Gymnastics – Vaulting Focus	<i>Theory:</i> " You Are What You Eat" <i>Practical:</i> Social Dance Football - Oz Tag/Flag Football Focus	<i>Theory:</i> "Healthy Mind, Healthy Body" <i>Practical:</i> Volleyball Softball Hockey
Concept		Difference and Diversity, Stereotypes	Sexual Health	Nutrition and Body Image	Mental Health
Content		This unit explores how certain groups are stereotyped within society and the impact these stereotypes have on one's sense of self and confidence. Difference and diversity are explored, in specific relation to gender and culture.	This unit explores the link between risk taking behaviours and making decisions that will have a positive impact on our health. The decision to engage in sexual intercourse could have a number of life altering consequences. This unit enables students to acquire knowledge and specific decision making skills to deal with sexual encounters assertively. It is also emphasised that education on safe sex practises should be prevalent at an individual and community level.	This unit focus' on impacting the student's knowledge and behaviours to make health conscious decisions about eating. The life altering consequences of poor eating habits are outlined, emphasising the potential long term effects, such as heart disease. Healthy and tasty food types are suggested, and students are enlightened on exactly what the food contains (i.e. fats, proteins, etc.)This unit enables students to acquire knowledge and specific decision making skills that are based on reliable health facts.	This unit will focus on mental health and to acknowledge that mental illness is prevalent in today's society. The life altering consequences of poor mental health and the potential of developing further issues is highlighted throughout the unit. Students learn which websites are ideal to access if they are experiencing problems, as well as whom they can talk to to seek support. Strategies to deal with and prevent conflict are practised using Rock and Water techniques, in order to facilitate behaviours for positive relationships.
Assessments (To be completed by the end of each term – notice 2 weeks prior to due date)	Assignments	Bookwork and Metalanguage List Notice:Term 1 Wk 1 Due:Term 1 Wk 8 Fitness Testing Results Notice:Term 1 Wk 1 Due:Term 1 Wk 4 Cross Country Running Card Notice:Term 1 Wk 5 Due:Term 1 Wk 8 Report Writing Task Notice:Term 1 Wk 7/8 Due:Term 1 Wk 9/10	Athletics Results Card Notice:Term 1 Wk 9 Due:Term 2 Wk 2 Basketball/Netball Skills Assessment Notice:Term 2 Wk 3 Due:Term 2 Wk 6 Gymnastics Skills Assessment Notice:Term 2 Wk 7 Due:Term 2 Wk 10	Social Dance Assessment Notice:Term 3 Wk 1 Due:Term 3 Wk 5 Oz Tag/Flag Football Skills Assessment Notice:Term 3 Wk 6 Due:Term 3 Wk 10 Report Writing Task Notice:Term 3 Wk 7/8 Due:Term 3 Wk 9/10	Volleyball Skills Assessment Notice:Term 4 Wk 1 Due:Term 4 Wk 3 Softball Skills Assessment Notice:Term 4 Wk 4 Due:Term 4 Wk 6 Hockey Skills Assessment Notice:Term 4 Wk 7 Due:Term 4 Wk 10
	Topic Test	Spelling Test Term 1, Wk 6, 8	Spelling Test Term 1, Wk 6, 8	Spelling Test Term 1, Wk 6, 8	Spelling Test Term 1, Wk 6, 8
TUC Strategies		Sentence Structures TXXXC Cornell Notes	Sentence Structures TXXXC Cornell Notes	Sentence Structures TXXXC Cornell Notes	Sentence Structures TXXXC Cornell Notes
Learning Areas		1.1 Difference and Diversity (5.1) 1.2 Report Writing Task – Stereotypes (5.2) 1.3 Fitness Testing (5.4) 1.4 Cross Country Running (5.9)		2.1 Healthy Food Habits (5.6, 5.7) 2.2 Report Writing Task (5.8) 2.3 Social Dance (5.5) 2.4 Flag Football/Oz Tag(5.4)	