

# [Grade 10- HPE TERM 1]: [History of Sport]

**Achievement Standard:** [insert year level achievement standard. Bold the statements that will be assessed in the unit]  
**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.

**Unit Specific Information**

*Theory:* You will examine the role of your chosen physically activity group has played historically in defining cultures and cultural identities of your physical activity group in Townsville. You will further analyse the diversity of community members within your physical activity group and how your groups connects with the Townsville community.

*Practical:* You will apply a variety of movement concepts and strategies to new and challenging situations involved with swimming and water polo. You will further demonstrate actions of leadership, fair play and cooperation within the unit of water polo.

**Assessment Details:**  
**Theory- Analytical Exposition 600-800 words**  
**Practical- Water polo**



READING / VIEWING / LISTENING:  
 Core Text 1: The Queensland Plan (The Queenslander's 30 year Vision Add more as needed.)  
 COMPREHENSION SKILL FOCUS:  
 Determining Importance [Identifying and Synthesising Ideas of Persuasive Text]  
 INTERPRETING



THINKING:  
 Explain, Analyse



WRITTEN / SPOKEN / MULTI-MODAL TEXT  
 Written Response to Stimulus  
 FOCUS: SENTENCE LEVEL, PERSUASIVE TEXTS  
 HIGHLY VALUED LANGUAGE FEATURE FOCUS:  
 Analyse and Explain Key Features of Community Group

**ASOT STRATEGIES:**  
 Conducting Direct Instruction Lessons  
 Element 7: Processing Content  
 Conducting Knowledge Application Lessons  
 Element 13: Providing resources and guidance  
  
 Using Strategies That Appear in All Types of Lessons  
 Element 21: Elaborating on information  
  
**GURANTEED VOCAB:**  
 Cooperation, fair play, Leadership, Community, Migration, Diversity, Disadvantage, Opportunity, Culture, Teamwork

Standard Elaborations		
	Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107) Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
2	<p><b>Analytical Exposition – 600-800 words</b></p> <p><b>Task:</b> Students will response to the statement below analysing Australia's Cultural identity through history and in present time through the perspective of the Queensland Plan.                      "Migration to Australian has impacted the cultural identity of physical activity and sport in Australia through multiple events. The Australian sporting culture continues to make positive influences on the community and strives to achieve the Queensland's Plan of community connection."</p>	<p><b>Task:</b> Students will need to demonstrate water polo techniques, movement sequences and leadership skills in authentic performance environments.</p> <p>The students will be assessed throughout the practical lessons.</p>

### Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Contributing to healthy and active communities	Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)	I can: <ul style="list-style-type: none"> <li>Understand the Queensland's Plan of the expectations and attributes we want displayed from our communities</li> <li>Analyse diverse sporting groups, events and organisations on how they are creating a better communities for Queensland's future</li> </ul>
Learning Through Movement	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)	I can: <ul style="list-style-type: none"> <li>Reflect on what make good leadership, teamwork and good sportmanship/sportswomanship</li> </ul>
	Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)	I can: <ul style="list-style-type: none"> <li>Utilise skills from swimming to transfer into the game of water polo</li> <li>Transfer ball handling skills, vision from basketball/netball</li> <li>Use knowledge from invasion games to help with creating and decreasing space</li> </ul>

### Lesson Sequence:

Week	Lesson 1- Tuesday p3	Lesson 2- Wednesday p2	Lesson 3- Friday p1
1	<b>Induction Week</b>		
2	<b>Introduction and Expectations</b>	<b>Practical?</b> <ul style="list-style-type: none"> <li>Potential Swimming Carnival Preparation</li> </ul>	<b>Theory:</b> <ul style="list-style-type: none"> <li>Cultural Identities and physical activity.</li> <li>Case Study - Football</li> </ul>
3	<b>Swimming Carnival (Senior) WEEK 3 TUESDAY- 2020</b>	<b>Theory:</b> <ul style="list-style-type: none"> <li>Cultural identities and physical activity</li> <li>Researching Timelines and cultural influences</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Research Task - AFL</li> </ul>
4	<b>Practical:</b> <ul style="list-style-type: none"> <li>Foundation skills - Conditioning and shooting Gameplay</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Characteristics of communities.</li> <li>Introduce the Qld Plan</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>Foundation skills – Manipulating the ball</li> <li>Gameplay (introduction)</li> </ul>
5	<b>Theory:</b> <ul style="list-style-type: none"> <li>Formative assessment</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>Foundation skills – offensive and defensive strategies</li> <li>Gameplay</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>Foundation skills - Conditioning and shooting</li> <li>Gameplay</li> </ul>
6	<b>Theory:</b> <ul style="list-style-type: none"> <li>Cultural connections</li> </ul>	<b>Practical:</b>	<b>Theory:</b> <ul style="list-style-type: none"> <li>Community health and wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>Community health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Foundation skills – offensive and defensive strategies</li> <li>Gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Handout Assessment</li> </ul>
7	Assessment	<b>Practical:</b> <ul style="list-style-type: none"> <li>Review assessment task</li> <li>Competition - Formative assessment</li> </ul>	Assessment
8	Assessment	<b>Practical:</b> <ul style="list-style-type: none"> <li>Feedback on foundation skills</li> <li>Gameplay</li> </ul>	Assessment (Draft)
9	Assessment	<b>Practical:</b> <ul style="list-style-type: none"> <li>The Player – Assessment</li> </ul>	Assessment (Final Copy)
10	Exam Block	Exam Block	<b>Exam Block - Practical:</b> <ul style="list-style-type: none"> <li>The Coach – Assessment</li> </ul>

**Possible Habit of Mind:**

<p><b>Exploring Meaning of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Expanding Capacity for using the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Extending Values of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Building Commitment towards the HOM</b> By the end of this unit students will be able to:</p>
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**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehending texts through listening, reading and viewing</li> <li><input type="checkbox"/> Composing texts through speaking, writing and creating</li> <li><input type="checkbox"/> Text knowledge</li> <li><input type="checkbox"/> Grammar knowledge</li> <li><input type="checkbox"/> Word knowledge</li> <li><input type="checkbox"/> Visual knowledge</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estimating and calculating with whole numbers</li> <li><input type="checkbox"/> Recognising and using patterns and relationships</li> <li><input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates</li> <li><input type="checkbox"/> Using spatial reasoning</li> <li><input type="checkbox"/> Interpreting statistical information</li> <li><input type="checkbox"/> Using measurement</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying social and ethical protocols and practices when using ICT</li> <li><input type="checkbox"/> Investigating with ICT</li> <li><input type="checkbox"/> Creating with ICT</li> <li><input type="checkbox"/> Communicating with ICT</li> <li><input type="checkbox"/> Managing and operating ICT</li> </ul> <p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas</li> <li><input type="checkbox"/> Generating ideas, possibilities and actions</li> <li><input type="checkbox"/> Reflecting on thinking and processes</li> <li><input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures</li> </ul>	<p><b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-awareness</li> <li><input type="checkbox"/> Self-management</li> <li><input type="checkbox"/> Social awareness</li> <li><input type="checkbox"/> Social management</li> </ul> <p><b>Ethical understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding ethical concepts and issues</li> <li><input type="checkbox"/> Reasoning in decision making and actions</li> <li><input type="checkbox"/> Exploring values, rights and responsibilities</li> </ul> <p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognising culture and developing respect</li> <li><input type="checkbox"/> Interacting and empathising with others</li> <li><input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility</li> </ul>
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**Cross Curriculum Priorities:**

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aboriginal and Torres Strait Islander histories and cultures</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Asia and Australia's engagement with Asia</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Sustainability</b></li> </ul>
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**Differentiation [for small groups or individuals]:**

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