

# Australian Curriculum: Health and Physical Education — Years 7 to 8

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1/3	TERM 2/4	TERM 1/3	TERM 2/4
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit name</b>	Culture and Generations/Cultural Games	Adolescence and Change/Dance	Social Networking and Change/ Fitness Games	Drugs in Sport/Kick Catch and Throw
<b>Unit description</b>	<p><b>Theory:</b> In this unit, students identify what defines a family and how they are structured. They will examine how different generations have varied their social and cultural values and experiences. Students will explore mental illness and identify ways that respectful relationships with family can improve adolescent mental wellness. They will investigate the role of physical activity in mental wellness and how this has changed between generations.</p> <p><b>Practical:</b> In the practical unit students will develop an understanding of the cultural and historical significance of physical activity. They will participate in games relating to the Aboriginal and Torres Strait Islander cultures and identify how physical activities have developed and changed throughout generations both in Australia and Globally.</p>	<p><b>Theory:</b> In this unit, students will focus on the individual as they grow from childhood to adolescence. They will investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students will examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.</p> <p><b>Practical:</b> In practical lessons students will demonstrate control and accuracy when performing learnt skills. They will create and compose movements sequences based upon dances learnt throughout the unit (Cha-Cha Slide, Nutbush etc.) Through participation in dances such as the Bush Dance students will develop an understanding and appreciation of cultural values.</p>	<p><b>Theory:</b> In this unit, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations.</p> <p><b>Practical:</b> In practical lessons students will participate in a range of fitness based activities from training sessions to team games. They will create and execute fitness programs that are based upon training in order to reach individual goals.</p>	<p><b>Theory:</b> In this unit, students will examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family's role in decision making and how to communicate and support peers in situations involving alcohol and drugs, as well as the steps to follow in an emergency situation.</p> <p><b>Practical:</b> In the practical unit students will identify concepts and principles of kicking, catching and throwing through purposeful and authentic learning in and about a selected physical activity. They will demonstrate their application of these skills while applying personal and social skills to improve teamwork and fair play.</p>

ASSESSMENT			YEAR 7		YEAR 8	
			Term 1/3	Term 2/4	Term 1/3	Term 2/4
			Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	<b>Theory</b>	Essay	Examination	Essay	Project - folio
		<b>Practical</b>	Practical	Practical	Practical	Practical
	<b>Type of text</b>	<b>Theory</b>	assignment	Letter of personal reply	assignment	Investigation
		<b>Practical</b>	N/A	N/A	N/A	N/A
	<b>Mode</b>	<b>Theory</b>	Written	Extended response	Written	Multimodal
		<b>Practical</b>	Practical	Practical	Practical	Practical
<b>Conditions</b>	<b>Theory</b>	400-600 words 3 lessons	200—300 words 70 minutes		2-3 minutes 3 lessons	
	<b>Practical</b>	In class	1-2 minutes In class	1-2 minutes 6 lessons	In class	
<b>Aspects of the achievement standard</b>						
Evaluate the strategies and resources to manage changes and transitions and investigate their impact on identities						
Evaluate the impact on wellbeing of relationships and valuing diversity						
Analyse the factors that influence emotional responses						
Investigate the strategies and practices that enhance their own, others' and community health, safety and wellbeing						
Examine the cultural and historical significance of physical activities						
Examine how connecting to the environment can enhance health and						



wellbeing cultures and cultural identities				
Investigate and apply movement concepts and selection of strategies to achieve movement and fitness outcomes				
Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity				
Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing				
Demonstrate control and accuracy when performing specialised movement sequences and skills				
Apply movement concepts and refinement of strategies to suit different movement situations				
Apply the elements of movement to compose and perform movement sequences				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

