Lanyon High School

Year 8 — Health and Physical Education Unit 2 - Australian Curriculum (2020)

Identify curriculum	**Achievement standard**	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.			
	Year level description	Focus areas to be addressed in Year 8 include alcohol and other drugs, mental health, sexual health and sexuality, food and nutrition, health benefits of physical activity, games and sports, and skill based activities such as defensive, attacking and striking skills.			
Teaching and learning	**Term overview**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
		1. Fitness - Fitness testing and cardio endurance. Students complete fitness baseline testing. They will develop cardio endurance through endurance running activities, 12 minute run, Beep Test and Team Beep Test relay. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation. **2. Skill based activities** <u>Striking Skills</u> Students will develop specific striking skills of hand/arm striking, batting and stick skills in sports such as volleyball, t-ball, golf , floor hockey and indoor cricket. <u>Defensive Skills</u> Students will develop specific defensive skills of marking up, zoning, defensive patterns, tagging and interception in sports such as frisbee, basketball, OzTag and touch football. **3. Alcohol & Drugs** Students develop their knowledge of the health risks of smoking, cannabis and alcohol, and how to make informed decisions to help minimise the risk of lifestyle diseases.	**1. Fitness - Muscular endurance** Students complete fitness progression testing. They will develop muscular endurance through circuit training, body weighted activities, HIIT training, etc. **2. Skill based activities** <u>Attacking Skills</u> Students will develop specific attacking skills of catching and passing, creating and using space, evasion, timing and creating overloads in sports such as lacrosse, OzTag, touch, basketball and futsal. <u>Shooting Skills</u> Students will develop specific foot and hand shooting skills in basketball and futsal. 3. **Mental Health** Students develop their knowledge of mental health by researching external providers for help, learning strategies for dealing with stress and disorders, as well as the effects of mental health.	**1. Fitness - Speed and Strength training.** Students complete progression fitness testing. They will develop their knowledge in the skills associated with running shorter distances through sprint technique and power training in preparation for the athletics carnival. **2. Athletics Training** Students complete skills and activities in preparation for the annual athletics carnival. Activities will include athletics track running events and field throwing and jumping events. **3. Skill based activities** <u>Racquet sports</u> Students will develop specific technique and understanding of the rules and scoring systems in tennis, badminton and table tennis. <u>Inclusion Games</u> Students will learn about the background and rules of inclusive sports while playing games such as boccia, goal ball, seated volleyball, etc. <u>Invasion Games</u> Students will develop specific team invasion skills in sports such as frisbee,	**1. Fitness - Muscular Power** Students complete summative fitness testing. They will continue to develop muscular power through explosive power activities including circuit training, HIIT workouts and functional fitness activities. **2. Skill based activities** <u>Sports Education</u> Students will examine the elements and roles within sports and participate in a unit in Sports Education. **3. Nutrition & Active Lifestyles** Students develop their knowledge and understanding of macro and micro nutrients, supplements, how to eat to prepare for certain competitions, exercise types, anaerobic and aerobic exercise and types of warm ups/cool downs.

				flag football, capture the flag and European handball **4. Sexual Health and Sexuality** Students develop their knowledge of sexual health and sexuality including STIs, consent, positive and negative sexual relationships, stereotypes and contraception.	
	Cross curriculum priorities				
	General capabilities				
	Key to general capabilities and cross-curriculum priorities	Literacy, Numeracy, ICT capability, Critical and creative thinking, Ethical behaviour, Personal and social capability, Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, Sustainability			

		Term 1		Term 2		Term 3		Term 4	
Develop assessment	**Assessment**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**
		Ongoing	Fitness/ Skill Development	Ongoing	Fitness/ Skill Development	Ongoing	Fitness/ Skill Development	Ongoing	Fitness /Skill Development
		8	Alcohol & other drugs information poster, pamphlet or presentation.	7	Mental illness story	8	STI Assessment	7	Sports nutrition assignment
Make judgments and use feedback	**Moderation**	**Term 1**		**Term 2**		**Term 3**		**Term 4**	
		Teachers moderate assessment tasks to ensure consistency of judgments.							