












Identify curriculum	Achievement standard	<p>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.</p> <p>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.</p>			
	Year level description	<p>Focus areas to be addressed in Years 7 include safety, growth and development, alcohol and other drugs, food and nutrition, health benefits of physical activity, games and sports, lifelong physical activities and rhythmic and expressive movement activities.</p>			
Teaching and learning	Term overview	<p>Term 1</p> <ol style="list-style-type: none"> 1) Fitness - Fitness testing and cardio endurance. Students complete fitness baseline testing. They will develop aerobic fitness through endurance running activities, such as the 12 minute run, Beep Test and Team Relays relay challenges. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation. 2) Fundamental Movement Skills Students develop their fundamental movement skills in a range of activities that develop their base in running, jumping, skipping, hopping, throwing, catching, striking, etc. 3) Safety Students will learn about key factors in maintaining the safety of themselves and others. Activities will cover a range of topics including cyber safety, sun and water safety, etc. 	<p>Term 2</p> <ol style="list-style-type: none"> 1) Fitness - aerobic and long distance running Students will develop their ability to participate in long distance running courses in the local community in preparation for the school Cross Country carnival. Students will develop their ability by participation in fartlek training, goal setting and timed events. 2) Fundamental Movement Skills Students develop their fundamental movement skills in kicking, trapping and striking, etc. Students will do this through a variety of sports and modified games. 3) Growth and development Students will evaluate strategies of changing and transitions and how these impact on identities. Students will look at the elements of positive relationships and the importance of making informed decisions. 	<p>Term 3</p> <ol style="list-style-type: none"> 1) Fitness - Fitness testing and cardio endurance. Students complete progress testing. They will continue to develop aerobic fitness through endurance activities, with a focus on mini and team challenges. This training continues into middle and long distance running activities in preparation for the Athletics Carnival. 2) Skill Based Activities <u>Athletics</u> Students will learn about athletic track and field events with a focus on safety and technique in field events such as discus, javelin, high jump, etc. <u>Rhythmic and Expressive Movements</u> Students participate in a range of dance activities in a modern context. They develop their movement composition skills in small group activities. 3) Mental Health Students will analyse factors that influence emotional responses in maintaining their own positive mental health. They develop mindfulness strategies and learn how appropriate responses to a range of situations. 	<p>Term 4</p> <ol style="list-style-type: none"> 1) Lifelong Physical Activities Students will develop their ability to select and achieve movement and fitness outcomes across the lifespan. Students will look at opportunities for participation in the community. 2) Skill Based Activities Students will develop their offensive, defensive and tactical plays through a variety of games and modified sports. <u>Sports Education</u> Students will look at the elements and roles within sports and participate in a unit in Sports Education. 3) Health Benefits of Physical Activities Students will learn about the importance of physical activities and how to enhance their own, others and community's health.
	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							
Develop assessment	Assessment	Term 1		Term 2		Term 3			
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		Ongoing	Fitness	Ongoing	Fitness	Ongoing	Fitness	Ongoing	Fitness
		Ongoing	Skill based activity rubrics	Ongoing	Skill based activity rubrics	Ongoing	Skill based activity rubrics	Ongoing	Skill based activity rubrics
		8	Cyber-Safety Assignment	8	Letter about Puberty	8	Mental Health Role Play Video	8	Mental Health Role Play Video
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3			Term 4
		Teachers moderate assessment tasks to ensure consistency of judgments.							