

Identify curriculum	Achievement standard	<p>By the end of Year 8, students <b>evaluate</b> strategies and resources to manage changes and <b>transitions</b> and <b>investigate</b> their impact on <b>identities</b>. Students <b>evaluate</b> the impact on <b>wellbeing</b> of relationships and valuing <b>diversity</b>. They <b>analyse</b> factors that influence emotional responses. They <b>investigate</b> strategies and practices that <b>enhance</b> their own, others' and <b>community health, safety</b> and <b>wellbeing</b>. They <b>investigate</b> and <b>apply</b> movement concepts and <b>select</b> strategies to achieve movement and fitness outcomes. They <b>examine</b> the cultural and historical significance of physical activities and <b>examine</b> how connecting to the environment can <b>enhance health</b> and <b>wellbeing</b>.</p> <p>Students <b>apply</b> personal and social skills to establish and maintain respectful relationships and promote <b>safety, fair play</b> and inclusivity. They <b>demonstrate</b> skills to make informed decisions, and propose and implement actions that promote their own and others' <b>health, safety</b> and <b>wellbeing</b>. Students <b>demonstrate</b> control and accuracy when performing specialised movement sequences and skills. They <b>apply</b> movement concepts and <b>refine</b> strategies to suit different movement situations. They <b>apply</b> the <b>elements of movement</b> to <b>compose</b> and <b>perform</b> movement sequences.</p>			
	Year level description	<p>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.</p>			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		<p><b>1. Fitness - Fitness testing and cardio endurance.</b> Students complete fitness baseline testing. They will develop cardio endurance through endurance running activities, 6 minute walk, 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.</p> <p><b>2. Skill based activities</b> <u>Striking Skills</u> Students will develop specific striking skills of hand/arm striking and batting skills in <i>volleyball and softball</i>.</p> <p><u>Defensive Skills</u> Students will develop specific defensive skills of marking up, zoning, defensive patterns, tagging and interception in <i>basketball</i>.</p> <p><b>3. I Can Make Good Decisions</b> <u>Alcohol &amp; Drugs</u> 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.</p> <p><u>Safety, Fair play, Including Others and Respectful Relationships.</u> Students develop their knowledge of the importance of fair play, including others,</p>	<p><b>1. Fitness - Muscular endurance</b> Students complete fitness progression testing. They will develop muscular endurance through circuit training, body weighted activities, HIIT training, etc.</p> <p><b>2. Skill based activities</b> <u>Cross Country Training</u> Students will complete fitness skills and activities in preparation for the cross country carnival. Activities include: Cross country walk through, Cross country time trial and cross country modified course run through.</p> <p><u>Movement Skills.</u> Students will participate in a range of <i>gymnastics, dance</i> and expressive movements.</p> <p><b>3. Healthy Mind</b> <u>Mental Health</u> 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.</p> <p><u>My Choice</u> Students develop their knowledge of belonging, identity, consent and sourcing support services.</p>	<p><b>1. Fitness - Speed, Agility, Flexibility &amp; Reaction Time</b> After completing a taster session, students will choose to focus on developing either their speed, agility, flexibility or reaction times. They will achieve this through testing, goal setting, and a range of targeted activities. All progress will be recorded in a personal fitness journal.</p> <p><b>2. Skill based activities</b> <u>Athletics training</u> 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.</p> <p><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 <i>netball, touch football and soccer</i>.</p> <p><u>Racquet sports</u> Students will develop specific techniques and understanding of the rules and scoring systems in <i>tennis, badminton and table tennis</i>.</p> <p><b>3. My Adolescent Relationships</b> Students develop their knowledge of sexual health and sexuality including STIs, sexting, consent, positive and negative sexual</p>	<p><b>1. Fitness - Muscular Power &amp; Strength</b> 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.</p> <p><b>2. Skill based activities</b> <u>Invasion Games</u> Students will develop specific team invasion skills in sports such as <i>frisbee, NFL and AFL</i>.</p> <p><u>Sports Education</u> Students will examine the elements and roles within sports and participate in a unit in Sports Education.</p> <p><u>Cultural and Inclusive Games</u> Students will develop skills and awareness in culturally significant and enabling games including <i>buoinjin, koolchee, kho kho</i>, etc.</p> <p><b>3. Food &amp; Me</b> 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.</p>

		safety and the importance of respectful relationships and cooperation when working as part of a team. They will apply these skills in a variety of sports and team based situations.		relationships, stereotypes and contraception.					
	<b>Cross curriculum priorities</b>		 		 				
	<b>General capabilities</b>	     	     	     	     				
	<b>Key to general capabilities and cross-curriculum priorities</b>	 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							
<b>Develop assessment</b>	<b>Assessment</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
		Ongoing	Fitness Cardiovascular Endurance Striking & Defensive skills: - Volleyball - Softball - Basketball	Ongoing	Fitness Muscular Endurance Cross country training Movement skills: - Gymnastics	Ongoing	Fitness Speed & Strength Athletics Attacking Skills: - Netball - Touch Football - Soccer Racquet Sports: - Table tennis - Badminton	Ongoing	Fitness Muscular Power Invasion games: - Frisbee - NFL - AFL Sports Education Cultural & Inclusive Games
		8	I Can Make Good Decisions: Alcohol & Drugs Campaign Assignment	7	Healthy Mind: Support Services Assignment	8	My Adolescent Relationships: Sexting Assignment	7	Food & Me Sports nutrition assignment
<b>Make judgments and use feedback</b>	<b>Moderation</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		Teachers moderate assessment tasks to ensure consistency of judgments.							