



Australian Curriculum: Health and Physical Education — Year 8

Year level plan-2023

CURRICULUM	Year 8 Health and Physical Education			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	What's your tradition?	Get your body moving	My decision, my life & Groovy greens	All Aussie Adventures
Unit description	In this unit, students will examine the cultural and historical significance of physical activities and how connecting to the environment can enhance the health and wellbeing of individuals and others. They will then relate the cultural activity to a current activity.	In this unit, students will investigate the elements of movement to compose and perform a movement sequence for fitness, choosing from Step Up Aerobic, Zumba, HITT (Tabata).	In this unit, students will investigate the impact risk taking have on adolescent's physical, social and emotional wellbeing. They will also demonstrate skills to make informed decisions propose and implement an action that promotes their own and others' health safety and wellbeing. In this unit, students will analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts from hockey to lacrosse. They reflect on and refine personal and social skills as they participate in hockey and lacrosse	In this unit, students will engage in teambuilding and outdoor activities to demonstrate safety, fair play and well-being. They will learn how to build respectful relationship and use basic first aid as they solve an outdoor map-based challenge.

ASSESSMENT	Year 8					
	Semester 1			Semester 2		
	Term 1	Term 2	Term 3		Term 4	
	What's your tradition? -AT1	Movement sequences - AT2	My decision, my life- AT3	Groovy greens- AT4	Team challenge- AT5	
Range and balance of summative assessment conventions	Technique	Project	Performance	Examination	Performance	Portfolio
	Type of text	Extended response	Demonstration	Extended response	Demonstration	Multimodal

	Mode	Written	Live/recorded	Written	Physical	Physical demonstration/ written/ visuals
	Conditions	<ul style="list-style-type: none"> Individual Class time provided Written response 400-600 words Visual representations of information Digital or hardcopy 	<ul style="list-style-type: none"> Undertaken in class time Sequence composed in groups, but assessed individually Sequence performed live as a group and recorded 1-2 minutes performance duration 	<ul style="list-style-type: none"> 60 minutes In class Exam conditions Individual Closed book 	<ul style="list-style-type: none"> Ongoing Authentic performance environment Individual and team situations 	<ul style="list-style-type: none"> Multimodal portfolio constructed in class and own time Ongoing Individual and team situations
Evaluate 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 factors that influence emotional responses						
Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.				✓		
Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes			✓			
Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing		✓				
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 refine strategies to suit different movement situations					✓	
Apply the elements of movement to compose and perform movement sequences			✓			

Term 1 Term 2 Term 3 Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard