

Years 7–8 band plan — Australian Curriculum: Health and Physical Education

Implementation year: 2017













School name: Ignatius Park College


















This band plan has been developed in consultation with the Curriculum into the Classroom project team.

Identify curriculum	Phase curriculum focus ¹	<p>Years 7–10 curriculum focus</p> <p>Students in these years are beginning to face more complex life decisions. Their lives and environments in which they are living are changing rapidly. A major influence on these students is the world around them, with peers becoming a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online at all hours of the day. It is important students develop the knowledge, understanding and skills to manage their online engagements, particularly their online identities, and balancing their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences in these years support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing. They learn about the benefits of being fit and how fitness can be improved and maintained through specific activities.</p> <p>The Health and Physical Education curriculum in Year 7–Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p>
	Year level descriptions ¹	<p>The Years 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.</p> <p>The focus areas to be addressed in Years 7 to 8 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE).
	Achievement standard ¹	<p>By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact of relationships and respecting diversity on wellbeing. They analyse factors that influence emotional responses. They investigate and use strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and 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 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. They demonstrate control and accuracy when performing specialised movement skills and apply and transfer movement concepts and strategies to different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>

¹ Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, <http://www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10>.

Teaching and learning	Course organisation	<p>The <i>Australian Curriculum: Health and Physical Education</i> is organised in two content strands: Personal, social and community health, and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.</p> <p><i>In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.</i></p> <p><i>Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.</i></p> <p><i>When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide students with learning experiences that meet their needs, interests, abilities and local contexts.</i></p> <p>The plan for Years 7 and 8 band Health and Physical Education is organised to:</p> <ul style="list-style-type: none"> • provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools; for example, being implemented in a range of ways and through a number of different school subjects, such as home economics or outdoor education • align with the <i>Australian Curriculum: Health and Physical Education</i>, which is organised in year level bands for the achievement standards and content descriptions • provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the <i>Australian Curriculum: Health and Physical Education</i> content descriptions and achievement standards • practical application enhances the development of knowledge and understanding across health and movement contexts. 	
	Year 7 unit overviews	Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently.	
	Personal, social and community health	Unit 1 — Identity & Self Esteem	Unit 2 — Changing Times
	Year 7 unit descriptions	<p>In this unit, students develop an understanding and appreciation of the range of factors impacting on personal identity, self-esteem and self-concept. Students will develop strategies for developing or improving self-esteem, self-concept, mental health and wellbeing</p> <p>Students will:</p> <ul style="list-style-type: none"> • examining how traditions and cultural practices influence personal and cultural identities • examining online profiles and identities and developing strategies to promote safety in online environments identify values that are important to them. • analyse a variety of emotional responses associated with adolescence and consider what might influence these responses • examine the impact of changing values on adolescent identity and decision making • understand how values and emotions change when making decisions • understand actions that demonstrate empathetic and sensitive behaviour towards others' decisions • understand that personal decisions will have varied outcomes that impact on their identity • evaluate how diversity and changing relationships impact on wellbeing during adolescence • understand the importance of looking after yourself and others • investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations • exploring different viewpoints, practising being empathetic and considering alternative ways to respond • recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses • exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others 	<p>In this unit, students focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students explore the development of self-values and beliefs, and address increases in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.</p> <p>Note – this unit contains some explicit concepts, images and terminology related to puberty.</p> <p>Students will:</p> <ul style="list-style-type: none"> • identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities • examine the stage of growth known as adolescence and consider how society recognises this • examine how the adolescence transition impacts on personal identity • investigate physical and cognitive changes occurring during puberty • explore how the changes associated with puberty impact on identity • analyse a variety of emotional responses associated with adolescence and consider what might influence these responses • evaluate how diversity and changing relationships impact on wellbeing during adolescence • investigate a range of strategies and resources suitable for helping manage the changes and transition during puberty.

Teaching and learning	Movement and physical activity	Unit 1 — Swimming	Unit 2 — Athletics	Unit 3 — Traditional Games	Unit 4 — Invasion Games	
	Year 7 unit descriptions	In this context, students will develop their skills in swimming strokes and strategies in order to apply these in a variety of situations. Students will: <ul style="list-style-type: none">• examine history and culture in the aquatic environment• examine appropriate safety skills and techniques in the aquatic environment• practice and refine swimming components and stroke sequences• apply and refine swimming strokes and in a variety of drills and games• implement refined strategies when participating in a specified swimming stroke.	In this unit students will participate in a variety of activities to demonstrate control and accuracy when performing specialized running, jumping and throwing movement skills. Students will: <ul style="list-style-type: none">• explore the run, jump and throw movement skills• develop skills to perform runs, jumps and throws• use feedback to improve accuracy and control• perform run, jump and throw movement skills.	In this unit students will participate in a range of activities which play a part in the lives of Australians. They will investigate how participation in these activities has changed over time and determine intervention strategies to improve or maintain fitness levels. The activities may include the indigenous game: Marn Grook and its development in to the current game of Aussie Rules. Students will apply and transfer movement concepts and strategies from previous experiences. Students will: <ul style="list-style-type: none">• explore and participate in games such as Marn Grook• examine the role physical activity, outdoor recreation and sport play in the lives of Australians• apply and transfer movement concepts and strategies to the new game	In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games. Students will: <ul style="list-style-type: none">• develop knowledge and understanding of the nature of attack and defence strategies in invasion games• demonstrate leadership, fair play and cooperation across a range of invasion game contexts• apply and transfer movement concepts and attack and defence strategies to invasion games	
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 			Opportunities to engage with: 	
	Key	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability				
	Year 8 unit overviews	Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently.				
	Personal, social and community health	Unit 1 — Australia’s Health	Unit 2 — Personal Fitness	Unit 3 — Safety, Alcohol & Other Drugs	Unit 4 — Human Relations	
	Year 8 unit descriptions	In this unit, students explore health issues and lifestyle diseases prevalent in Australia such as cardiovascular disease, diabetes, obesity and cancer. Students analyse the impact of social, environmental & economic factors upon health inequities within Indigenous and rural health. Students will: <ul style="list-style-type: none">• investigate strategies and practices that enhance their own health and wellbeing• investigate preventive health practices relevant to young people• practise ways to communicate concerns about their health to a variety of support people• design and implement health promotion activities targeting these practices• propose ways to support others who are going through a challenging time• evaluate online health information that is aimed at assisting young people to address health issues• analyse the credibility of health messages conveyed by different sources in terms of bias, reliability and validity	In this unit, students design and potentially activate a health promotion campaign targeting preventative health practices. Students use their knowledge and understanding of the benefits of physical activity and personal fitness to produce a program that promotes physical activity within the local community and enhance their understanding of how the mind-body-spirit connection contributes to health and wellbeing. Students will: <ul style="list-style-type: none">• examine why people participate in physical activity• examine the historical and cultural significance of sport and physical activity in Australia• examine how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing• explore how spiritual connection (and a sense of connection) to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples• analyse social, health & skill related fitness• research opportunities in the local community to participate in regular physical activity and	In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. Students will: <ul style="list-style-type: none">• investigate why young people choose to use drugs/alcohol and strategies to make informed choices• investigate the short- and long-term effects alcohol and drugs have on the body• examine pressures/influences and family influences on choosing to use alcohol/drugs and strategies to address this• identify the types of alcohol/drugs that are available, and the laws associated with alcohol and drug use by adolescents• demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs• analyse health messages in the media in relation to alcohol and other drugs and assess their credibility• practice various strategies and behaviours to ensure control in pressure/emergency situations regarding alcohol and drugs	In this unit, students identify what are respectful relationships with family and friends and how empathy and ethical decision making contribute to these. Students explore and identify family and kinship groups in their own and other cultures. They identify behaviours and resources to enhance the health and wellbeing of communities. Students will: <ul style="list-style-type: none">• identify the relationships that occur within a family and the characteristics of these relationships• explore the characteristics and behaviours of respectful relationships and how these are changing as they grow older• investigate the benefits of having respectful relationships and examine their impact on their own and others’ health and wellbeing• investigate factors that influence emotions• analyse these factors and develop strategies to demonstrate empathy and sensitivity and identify situations that would require empathy and sensitivity.• demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable situations	

		<ul style="list-style-type: none"> develop health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues 	<p>examine how accessible these opportunities are for students</p> <ul style="list-style-type: none"> identify local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities analyse the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions Investigate preventive health practices relevant to young people design and implement health promotion activities targeting these practices 	<ul style="list-style-type: none"> evaluate health information available and possible health concerns regarding the usage of alcohol and drugs 	
Teaching and learning	Movement and physical activity	Unit 1 — Swimming Strokes	Unit 2 — In the running (Athletics)	Unit 3 — Aussie Rules OR Basketball	Unit 4 — Soccer OR Touch Football
	Year 8 unit descriptions	<p>In this context, students develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations. Students will:</p> <ul style="list-style-type: none"> examine history and culture in the aquatic environment examine appropriate safety skills and techniques in the aquatic environment practice and refine swimming components and stroke sequences apply and refine swimming strokes and survival skills in a variety of drills 	<p>In this unit, students participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the jump and throw movement skills develop skills to perform the jumps and throws use feedback to improve accuracy and control perform jump and throw movement skills. 	<p>In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They apply and refine movement concepts and strategies to suit different movement situations in the games.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine and apply personal and social skills which contribute to working in teams adopt roles and responsibilities that support and enhance team cohesion apply fair-play and inclusivity principles explore and participate in games investigate and apply movement concepts and strategies explore adjustments to strategies required for success apply and refine strategies in response to modifications (rules and/or scoring systems). 	<p>In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They apply and refine movement concepts and strategies to suit different movement situations in the games.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine and apply personal and social skills which contribute to working in teams adopt roles and responsibilities that support and enhance team cohesion apply fair-play and inclusivity principles explore and participate in games investigate and apply movement concepts and strategies explore adjustments to strategies required for success apply and refine strategies in response to modifications (rules and/or scoring systems).
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>  	<p>Opportunities to engage with:</p>   	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 
	Key	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding    Sustainability			

Develop assessment	Assessment	Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.			
	Personal, social and community health	Unit 1 — Identity & Self Esteem		Unit 2 — Changing Times	
	Year 7 assessment	<p>Research</p> <p>Students will complete an assignment (health cube). They will explore adolescence and the impact they have on identity. They analyse factors that influence emotional responses, identify factors that impact on personal identity, self-esteem and self-concept and explore strategies to improve personal identity and self-esteem.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate strategies and practices that enhance their own health and wellbeing <input type="checkbox"/> demonstrate skills to make informed decisions, and propose and implement actions that promote their own health and wellbeing. 		<p>Research</p> <p>Students will complete an examination. They will explore changes and transitions during puberty and the impact they have on identity. They analyse factors that influence emotional responses and evaluate strategies to manage personal, physical and social changes that occur as they grow older.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate strategies and practices that enhance their own health and wellbeing <input type="checkbox"/> demonstrate skills to make informed decisions, and propose and implement actions that promote their own health and wellbeing. 	
	Movement and physical activity	Unit 1 — Swimming Strokes	Unit 2 — In the running (Athletics)	Unit 3 — Traditional Games	Unit 4 — Invasion Games
	Year 7 assessment	<p>Physical performance</p> <p>Based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • apply and refine movement concepts and strategies to suit different movement situations. 	<p>Physical performance</p> <p>Based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • demonstrate control and accuracy when performing specialised movement skills. 	<p>Physical performance</p> <p>Based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity • investigate and apply movement concepts and strategies to achieve movement and fitness outcomes • apply the elements of movement to compose and perform movement sequences. 	<p>Physical performance</p> <p>Based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity • investigate and apply movement concepts and strategies to achieve movement and fitness outcomes • apply the elements of movement to compose and perform movement sequences.

Develop assessment	Personal, social and community health	Unit 1 — Australia's Health	Unit 2 — Personal Fitness	Unit 3 — Safety, Alcohol & Other Drugs	Unit 4 — Human Relations
	Year 8 assessment	Research Students complete a supervised short and extended response examination. They investigate lifestyle disease and preventative health practices to enhance their own and others health and wellbeing. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> investigate strategies and practices that enhance their own and others' health and wellbeing examine how connecting to the environment can enhance health and wellbeing. demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. 	Research Students complete a research report. They investigate the cultural and historical significance of physical activity in Australia and how physical activity as a preventative health practice can enhance their own and others health and wellbeing. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> investigate strategies and practices that enhance their own and others' health and wellbeing examine the cultural and historical significance of physical activities examine how connecting to the environment can enhance health and wellbeing. 	Research Students complete an essay. They investigate types of drugs and alcohol and strategies to remain in control of their health. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> investigate strategies and resources to manage changes and transitions and their impact on identities demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. 	Research Students complete a supervised assessment examination. They investigate family and kinship groups. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> analyse factors that influence emotional responses investigate strategies and practices that enhance their own and others' health and wellbeing apply personal and social skills to establish and maintain respectful relationships. evaluate the impact on wellbeing of relationships and respecting diversity.
	Movement and physical activity	Unit 1 — Swimming Strokes	Unit 2 — In the running (Athletics)	Unit 3 — Aussie Rules OR Basketball	Unit 4 — Soccer OR Touch Football
Making judgments and feedback	Year 8 assessment	Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> apply and refine movement concepts and strategies to suit different movement situations. 	Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> investigate and apply movement concepts and strategies to achieve movement and fitness outcomes apply the elements of movement to compose and perform movement sequences. 	Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity apply and refine movement concepts and strategies to suit different movement situations. 	Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity apply the elements of movement to compose and perform movement sequences.
	Consistency of teacher judgments	Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.	Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.	Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.	Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.

Content descriptions for Years 7–8 Health and Physical Education

Personal, social and community health	Year 7		Year 8			
Units	1	2	1	2	3	4
Being healthy, safe and active						
Investigate the impact of transition and change on identities (ACPPS070)	✓					
Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)		✓				
Practise and apply strategies to seek help for themselves or others (ACPPS072)	✓		✓	✓	✓	
Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)			✓	✓	✓	
Communicating and interacting for health and wellbeing						
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)						✓
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)		✓				✓
Develop skills to evaluate health information and express health concerns (ACPPS076)	✓		✓			
Contributing to healthy and active communities						
Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)			✓	✓		
Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)			✓	✓		
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)				✓		

Movement and physical activity	Year 7				Year 8			
Units	1	2	3	4	1	2	3	4
Moving our body								
Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080)	✓				✓			
Practise, apply and transfer movement concepts and strategies (ACPMP082)	✓				✓			
Understanding movement								
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)						✓		
Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084)		✓				✓		✓
Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)			✓					
Learning through movement								
Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)			✓	✓			✓	✓
Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)		✓				✓		✓
Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)			✓	✓				✓