Year 8 Health and Physical Education (Semester 1 or 2)

Achievement
In Year 8, students expand their 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 other 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. Students begin to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement 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 to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expresive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Assessment Criteria
An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Personal, Social and Community Health:
  * Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities*

- Movement and Physical Activity:
  * Moving our body, Understanding movement; Learning through movement.*

Delivery (mode, time requirements, lessons)
Students have access to a 45 minute scheduled lesson and a 45 minute tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing. Students are also expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements
Computer, access to internet, email, printer, scanner, stationery.

Resources
- Cairns SDE Year 8 HPE – Blackboard Course

Subject Fee
Nil.
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<tr>
<th>Semester 1 or 2</th>
<th>Units and Learning Experiences, Summative Assessment, Approximate timing due date of Summative assessment</th>
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<td><strong>Term 1 or 3</strong></td>
<td><strong>Unit 1: Generations</strong>&lt;br&gt;In this unit, students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations. <strong>Summative assessment, due date:</strong>&lt;br&gt;<strong>Unit 1 (Week 9)</strong>&lt;br&gt;- Students examine the cultural and historical significance of physical activities across generations and examine how connecting to the environment can enhance health and wellbeing.&lt;br&gt;- They establish and maintain respectful family relationships and promote inclusivity between generations by recommending a physical activity.</td>
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<td><strong>Term 1 or 3</strong></td>
<td><strong>Unit 2: Different Strokes/Striking Sports</strong>&lt;br&gt;Students will perform full swing, chipping and putting strokes with control and accuracy. They will apply and refine golf strokes, movement concepts and strategies in simulated game play. <strong>Summative assessment, due date:</strong>&lt;br&gt;<strong>Golf strokes (Week 9)</strong>&lt;br&gt;- Perform full swing, chipping and putting strokes with control and accuracy.&lt;br&gt;- Golf strokes in simulated game play&lt;br&gt;- Apply and refine golf strokes and strategies in simulated game play.</td>
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<td><strong>Term 2 or 4</strong></td>
<td><strong>Unit 3: Food for Life</strong>&lt;br&gt;In this unit, students will explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet. <strong>Summative assessment, approximate timing due date:</strong>&lt;br&gt;<strong>Unit 3 Health and Wellbeing</strong>&lt;br&gt;- To investigate strategies and practices that enhance their own health and wellbeing.&lt;br&gt;- To demonstrate skills to make informed decisions, and to propose and implement an eating plan that will promote their own health and wellbeing.</td>
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<td><strong>Term 2 or 4</strong></td>
<td><strong>Unit 4: Volleyball/Net Sports</strong>&lt;br&gt;Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity in volleyball. They apply and refine movement concepts and strategies in response to a range of negotiated volleyball contexts. <strong>Summative assessment, approximate timing due date:</strong>&lt;br&gt;<strong>Unit 4 Net Sports</strong>&lt;br&gt;- Apply and refine movement concepts and strategies in regular volleyball games and in two negotiated volleyball contexts where modifications have been made to the regular game.</td>
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**Semester 1 or 2 Reporting to parents**

**Term 1 or 3 Interim Reporting to parents**