

Unit overview templates

Year 7 - 10

|  |  |  |
| --- | --- | --- |
| Unit title: | **Content in focus – Year 7/8** (identify up to 3 content descriptions as your focus for the unit)  **Complimentary content –** (What other content could be addressed in this unit?) | |
| **Identify aspects of the Achievement Standard that you could address**  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 on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate 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.  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. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. | **Which focus areas can you explore?**  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)  Active play and minor games (AP)  Challenge and adventure activities (CA)  Fundamental movement skills (FMS)  Games and sports (GS)  Lifelong physical activities (LPA)  Rhythmic and expressive activities (RE) |

|  |  |  |
| --- | --- | --- |
| Unit title: | **What will be the sequence of learning you will use to teach the content through the focus area?** | **What strategies will you use to determine if students have learnt what you intended?** |

|  |  |  |
| --- | --- | --- |
| Unit title: | **Content in focus – Year 9/10** (identify up to 3 content descriptions as your focus for the unit)  **Complimentary content –** (What other content could be addressed in this unit?) | |
| **Identify aspects of the Achievement Standard that you could address**  By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.  Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | **Which focus areas can you explore?**  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)  Active play and minor games (AP)  Challenge and adventure activities (CA)  Fundamental movement skills (FMS)  Games and sports (GS)  Lifelong physical activities (LPA)  Rhythmic and expressive activities (RE) |

|  |  |  |
| --- | --- | --- |
| Unit title: | **What will be the sequence of learning you will use to teach the content through the focus area?** | **What strategies will you use to determine if students have learnt what you intended?** |