

Year 8 plan Physical Education Victorian Curriculum:

Implementation year: 2017

School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	HP081 & HP082 are semester long subjects that are completed in Year 8. Both units consist of practical and theoretical components. In Physical Education, students will participate in a variety of activities that are designed to develop and refine a range of movement and manipulative skills. Students will develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity and develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They will undertake a variety of roles in team games (eg. player, coach, umpire or administrator) and reflect on their experiences. Students will participate in the following units: Athletics, Fitness, Fundamental Movement Skills, and a variety of sports related units including, Soccer SEPEP, Volleyball, Korf Ball, Squash and Swimming & Water Safety.
	Achievement standard	<p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity 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 situations in the home, in the school and the community. 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.</p> <p>Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken 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.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Reporting Descriptor	Students have developed skills needed for the safe participation of effective relationships, physical activities and games. Attitudes and behaviours which contribute to the safety and health of individuals and groups in our community were also investigated. Students addressed positive attitudes, values and behaviours towards physical activities, making it enjoyable and fulfilling.

Teaching and learning	Unit Overview	FMS Program Fitness Minor Games Athletics	Soccer Volleyball (SEPEP Optional)	Touch Rugby Korfball	Squash Tennis Swimming & Water Safety
	<i>Teaching Hours: 3 hours over two weeks</i>	<p>Moving the body</p> <p>Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p> <p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Learning through movement</p>	<p>Moving the body</p> <p>Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)</p> <p>Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p> <p>Learning through movement</p>	<p>Moving the body</p> <p>Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)</p> <p>Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p>	<p>Moving the body</p> <p>Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)</p> <p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)</p> <p>Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p>

		<p>Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)</p>	<p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>	<p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Learning through movement</p> <p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)</p> <p>Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>	<p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)</p> <p>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)</p> <p>Learning through movement</p> <p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)</p> <p>Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)</p>
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Develop assessment	Assessment				
		FMS Program Fitness Minor Games Athletics	Soccer Volleyball (SEPEP Optional)	Touch Rugby Korfball	Squash Tennis Swimming & Water Safety
		Assessment	Assessment	Assessment	Assessment
		Ongoing Observation and End Level	Ongoing Observation and End Level	Ongoing Observation and End Level	Ongoing Observation and End Level
	Comparison of Fitness Test results to Normative Data & previous tests completed in year 7	SEPEP – Oral Presentation or Written Report regarding the leadership role they undertook within this module		Complete elements of the Victorian Water Safety Certificate	
Make judgments and use feedback	Moderation	<p>Progression Points</p> <p>This is progressive observation with an overall record of each individual skill at the end.</p>	<p>Progression Points</p> <p>This is progressive observation with an overall record of each individual skill at the end.</p>	<p>Progression Points</p> <p>This is progressive observation with an overall record of each individual skill at the end.</p>	<p>Progression Points</p> <p>This is progressive observation with an overall record of each individual skill at the end.</p>

Year 8 Physical Education: review for balance and coverage of content descriptions.

Dimension				
Moving the body	1	2	3	4
Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)	*	*	*	*
Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)		*	*	*
Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)		*	*	*
Learning through Movement				
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)		*	*	*
Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)	*		*	*
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)		*	*	*

Understanding Movement				
Understanding Movement	1	2	3	4
Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)	*	*	*	*
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)	*		*	*
Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)				*