Include:

* a variety of opportunities to learn and apply the Ways of working throughout every unit.
* advice about using the *Essential Learnings* when planning for Health and Physical Education:
* HPE has three organisers — Health, Physical activity and Personal development. Select Knowledge and understanding from one or more of these organisers
* The HPE Ways of working highlight the processes necessary for promoting health, developing movement capacities for physical activity and enhancing personal development
* information about how this course caters for learners in the middle phase of learning, e.g. how this course of study contributes to an engaging, broad and general education, with a continued focus on literacy, numeracy and embedding ICTs.

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| **Year level/s:** |  |  |
| **Time allocation** | **Unit title** | **Targeted *Essential Learnings*** | **Unit overview topics** | **Assessable elements Assessment instruments and techniques** |
|  |  | **Ways of working** | **Knowledge and understanding** |  |  |

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| HPE course of study mapped to *Essential Learnings* — Ways of working |
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|  | Units of work |
|  | Year 8 | Year 9 |

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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Ways of work**ing | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Students are able to:** |

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| identify issues and inequities and plan investigations and activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| research, analyse and evaluate data, information and evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| draw conclusions and make decisions to construct arguments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| refine movement skills and apply movement concepts, and the principles of training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| create and perform movement sequences by manipulating and combining movement skills and applying movement concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| identify risks and devise and apply safe practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| select and apply positive, respectful and inclusive personal development skills and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on learning, apply new understandings and justify future applications. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| HPE course of study mapped to *Essential Learnings* — Knowledge and understanding |
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|  | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Knowledge and understanding** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HealthHealth is multidimensional and dynamic, and influenced by actions and environments. |

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| Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical activityRegular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals. |
| Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Personal developmentDiverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development. |
| Identity, health and wellbeing are interdependent and influenced by social and cultural factors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| HPE course of study mapped to *Essential Learnings* — Assessable elements |
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|  | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Assessable elements** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Knowledge and understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implementing and applying |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |