**Movement and Physical Activity Strand**

**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  |  **Sub-Strand** | **Moving the body** | **Understanding movement** | **Learning through movement** |
|  | **Content Description** | Perform and refine specialised movement skills in challenging movement situations [(VCHPEM152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152) | Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations [(VCHPEM153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153) | Develop, implement and evaluate movement concepts and strategies for successful outcomes[(VCHPEM154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154) | Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels [(VCHPEM155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM155) | Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences[(VCHPEM156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/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)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM157) | Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [(VCHPEM158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM158) | Transfer understanding from previous movement experiences to create solutions to movement challenges [(VCHPEM159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM159) | Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities[(VCHPEM160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM160) |
| **Unit** | **Focus Area Code/s** | **Semester/****Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard**  |
| By the end of Level 8* Students investigate strategies and resources to manage changes and transitions and their impact on identities.
* Students evaluate the benefits of relationships on wellbeing and respecting diversity.
* They analyse factors that influence emotional responses.
* They gather and analyse health information.
* They investigate strategies that enhance their own and others’ health, safety 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 explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
* They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.
* 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.
 | By the end of Level 10 * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.(1)
* They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. (2)
* They evaluate the outcomes of emotional responses to different situations. (3)
* 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. (4)
* Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. (5)
* They examine the role physical activity has played historically in defining cultures and cultural identities. (6)
* Students identify and analyse factors that contribute to respectful relationships. (7)
* They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. (8)
* They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. (9)
* They apply and transfer movement concepts and strategies to new and challenging movement situations. (10)
* They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. (11)
* They work collaboratively to design and apply solutions to movement challenges. (12)
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| **Assessments** | **Focus Areas** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment** | **Achievement Standard/s** | * 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 activities **(RE)**
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