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# Year 8 SyllabusTest

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## Year 8 Syllabus

### **Year Level Description**

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array

of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.





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## Personal, social and community health




### BEING HEALTHY, SAFE AND ACTIVE

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The impact of physical changes on gender, cultural and sexual identities  
([ACPPS070](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Ways in which changing feelings and attractions form part of developing sexual identities ([ACPPS070](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability

## Movement and physical activity




### MOVING OUR BODY

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Movement skills and sequences within different physical activity contexts with a focus on:

- increased accuracy and efficiency in skill performance
- control of balance and stability

### ([ACPMP080](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability

Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics ([ACPMP081](#))

Strategies for managing the changing nature of peer and family relationships ([ACPPS071](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Communication techniques to persuade someone to seek help ([ACPPS072](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

The reasons why young people choose to use or not use drugs ([ACPPS073](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:

- assertive responses
- stress management
- refusal skills
- contingency plans
- online environments
- making informed choices

 Numeracy


 Critical and creative thinking

 Personal and social capability

Defensive skills used to achieve and retain possession ([ACPMP081](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Selection of, and transfer of, tactics between movement contexts and settings ([ACPMP082](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

## UNDERSTANDING MOVEMENT

Measurement of the body's response to physical activity:

- heart rate
- breathing/respiration

([ACPMP083](#))

 Literacy

 Numeracy

 Critical and creative thinking

## [\(ACPPS073\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

### COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING

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The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others

## [\(ACPPS074\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

Personal, social and cultural factors influencing emotional responses and behaviour, such as:

- prior experience
- norms and expectations
- personal beliefs and attitudes

## [\(ACPPS075\)](#)

 Literacy

 Personal and social capability

Description of movement using basic terms referring to:

- linear motion
- angular motion
- general motion

## [\(ACPMP084\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

### LEARNING THROUGH MOVEMENT

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Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants

## [\(ACPMP088\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Ethical understanding

Selection and justification of responses selected to solve movement challenges


## [\(ACPMP087\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

 Critical and creative thinking

 Personal and social capability

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Sources of health information that can support people who are going through a challenging time ([ACPPS076](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

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Health promotion activities which target relevant health issues for young people and ways to prevent them ([ACPPS077](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:

- respecting diversity
- exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the

community

- challenging racism, homophobia, sexism and disability discrimination
- researching how stereotypes and prejudices have been challenged in various contexts

([ACPPS078](#); [ACPPS079](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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## Achievement standard

### Health Education

At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

### Physical Education

At Standard, students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended

outcome.

Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

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