**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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