# Health and Movement Science Stage 6 – Year 11 (120 hours): Sample scope and sequence

## Term 1

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| Weeks 1–10 |
| **Focus area(s):** The body and mind in motion  Students investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body adapts physiologically to training. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact that communities of exercise can have on participation and performance.  **Depth study 1:** *Depth study is completed alongside the focus area: The body and mind in motion* |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10  **Life Skills outcomes:** HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |

## Term 2

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| Weeks 1–2 | Weeks 3–10 |
| **Focus area(s):** The body and mind in motion  *Continuation of content from Term 1*  Students investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body adapts physiologically to training. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact that communities of exercise can have on participation and performance to improve the health status of a community.  **Depth study 1:** *Depth study is completed alongside the focus area: The body and mind in motion* | **Focus area:** Health for individuals and communities  Students explore the meanings of health from different perspectives. They investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. Students research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students explore how government and non-government organisations can advocate and support the health of, young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.  **Depth study 2:** *Depth study is completed alongside the focus area: Health for individuals and communities* |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* | **Assessment task:** *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09,  HM-11-10  **Life Skills outcomes:** HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 | **Outcomes:** HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09  **Life Skills outcomes:** HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20 |

## Term 3

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| Weeks 1–3 | Weeks 4–10 |
| **Focus area(s):** Health for individuals and communities  *Continuation of content from Term 2*  Students explore the meanings of health from different perspectives. They investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. Students research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students explore how government and non-government organisations can advocate for, and support the health of, young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.  **Depth study 2:** *Depth study is completed alongside the focus area: Health for individuals and communities* | **Collaborative Investigation**  The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others’ health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.  Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback.  The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others’ health, physical activity levels and performance. |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* | **Assessment task:** *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-11-01, HM-11-02, HM-11-05, HM-11-06,  HM-11-07, HM-11-08, HM-11-09  **Life Skills outcomes:** HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20 | **Outcomes:** HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08,  HM-11-09, HM-11-10  Outcome HM-11-05 must be assessed. Other outcomes are selected based on the group’s investigation topic.  **Life Skills outcomes**: HM-LS-03, HM-LS-04, HM-LS-09, HM-LS-10, HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-16, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |