



Class: 8A, 8D, 8G, 8H, 8L, 8M, 8P HPE

Teachers: Gill, Young, Caldwell, Spinella, Botter, Davies

Term Week	Curriculum Intent	Assessment x 3 Note: Every practical lesson continually assessed.	Feedback x 3 Note: Every practical lesson continual feedback provided.
T3 Wk1	L1- Introduction to Fitness Training – Fitness Tests <ul style="list-style-type: none"> • Fitness Testing (10 min run test, push ups, sit ups) L2- Muscular Strength & Muscular Endurance Training <ul style="list-style-type: none"> • To explore a variety of body weight and free weight exercises 	Pre-test	Course Planner Term3 Achievement Ladder from Term 2
T3 Wk2	L3- Cardio Respiratory Endurance Training <ul style="list-style-type: none"> • Participate in a Cardio Team challenge or Cardio Activity- Zumba/Skipping/Cardio-Tennis L4- Speed & Agility Training <ul style="list-style-type: none"> • Participate in running and relay drills 		Teacher Observation
T3 Wk3	L5- Flexibility & Balance Training <ul style="list-style-type: none"> • Understand the types of Static & Dynamic Stretching. Participate in Yoga and stretching activities. L6- Power Training <ul style="list-style-type: none"> • Participate in boxing, skipping and plyometric activities. 		Teacher Observation
T3 Wk4	L7- Circuit Training <ul style="list-style-type: none"> • Participate in Circuit Training that incorporates a variety of exercise stations (partner workout) L8- Fitness Circuit 2 <ul style="list-style-type: none"> • Participate in Circuit Training that incorporates a variety of exercise stations (individual challenge) 		Teacher Observation
T3 Wk5	L9 - Fitness Testing <ul style="list-style-type: none"> • Fitness Testing (10 min run test, push ups, sit ups) L10- Fitness Game <ul style="list-style-type: none"> • Participate in a structured game that enhances both fitness and teamwork. 	Feedback and Performance results handed out Post-test	Teacher Observation
T3 Wk6	Theory L1- Introduction to Australia's Sporting History <ul style="list-style-type: none"> • To explore Australia's history in sport • Investigate the contribution of sport to our national identity • Construct a timeline showing key dates of the history of Australian Sport L2 - Australia's Sporting Icons <ul style="list-style-type: none"> • To explore the range of diverse Sporting Icons in Australia • Analyse iconic sporting moments in sporting history and identify what made them iconic. 		Teacher Observation
T3 Wk7	L3- Characteristics of an Iconic Athlete <ul style="list-style-type: none"> • To identify characteristics of Athletes • In groups, brainstorm positive traits of 'Iconic Australian Athletes' L4-Influence and Impact <ul style="list-style-type: none"> • Explore the positive impact icons have on the community • Identify how they influence young Australians • <i>Literacy: "Justification" Task</i> 		Teacher Observation Bookwork check
T3 Wk8	L5- Assessment Task <ul style="list-style-type: none"> • Explore structure and text features of exemplar L6- Analyse & Select Athlete <ul style="list-style-type: none"> • Analyse the information provided & select an Icon 		Teacher Observation
T3 Wk9	L7 Assessment Task <ul style="list-style-type: none"> • Analyse information & research your chosen Icon • Write Paragraph 1 & 2 of essay L8- Assessment Task <ul style="list-style-type: none"> • Continue analysing information on Icon • Write Paragraph 3 & 4 of essay 		Teacher Observation Draft Check
T3 Wk10	L9- Draft Assessment Due <ul style="list-style-type: none"> • Continue analysing information on Icon • Write Paragraph 5 & 6 L10- Assessment Due <ul style="list-style-type: none"> • Publish Essay 	Written Assessment Due	Teacher Observation Draft Check



Class: 8B, 8C, 8E, 8F, 8K, 8N HPE

Teachers: Spinella, Stewart, Beverly, Gill, Selsby

Term Week	Curriculum Intent	Assessment x 3 Note: Every practical lesson continually assessed.	Feedback x 3 Note: Every practical lesson continual feedback provided.
T3 Wk1	<p>L1- Introduction to Australia's Sporting History</p> <ul style="list-style-type: none"> To explore Australia's history in sport Investigate the contribution of sport to our national identity Construct a timeline showing key dates of the history of Australian Sport <p>L2 - Australia's Sporting Icons</p> <ul style="list-style-type: none"> To explore the range of diverse Sporting Icons in Australia Analyse iconic sporting moments in sporting history and identify what made them iconic. 		<p>Course Planner Term3</p> <p>Achievement Ladder from Term 2</p>
T3 Wk2	<p>L3- Characteristics of an Iconic Athlete</p> <ul style="list-style-type: none"> To identify characteristics of Athletes In groups, brainstorm positive traits of 'Iconic Australian Athletes' <p>L4-Influence and Impact</p> <ul style="list-style-type: none"> Explore the positive impact icons have on the community Identify how they influence young Australians <i>Literacy – "Justification" Activity</i> 		Teacher Observation
T3 Wk3	<p>L5- Assessment Task</p> <ul style="list-style-type: none"> Explore structure and text features of exemplar <p>L6- Analyse & Select Athlete</p> <ul style="list-style-type: none"> Analyse the information provide & select an Icon 		<p>Teacher Observation</p> <p>Bookwork check</p>
T3 Wk4	<p>L7 Assessment Task</p> <ul style="list-style-type: none"> Analyse information & research your chosen Icon Write Paragraph 1 & 2 of essay <p>L8- Assessment Task</p> <ul style="list-style-type: none"> Continue analysing information on Icon Write Paragraph 3 & 4 of essay 		<p>Teacher Observation</p> <p>Draft check</p>
T3 Wk5	<p>L9- Draft Assessment Due</p> <ul style="list-style-type: none"> Continue analysing information on Icon Write Paragraph 5 & 6 <p>L10- Assessment Due</p> <ul style="list-style-type: none"> Publish Essay 	Written Assessment Due	Teacher Observation
T3 Wk6	<p>L1- Introduction to Fitness Training – Fitness Tests</p> <ul style="list-style-type: none"> Fitness Testing (10 min run test, push ups, sit ups) <p>L2- Muscular Strength & Muscular Endurance Training</p> <ul style="list-style-type: none"> To explore a variety of body weight and free weight exercises 	<p>Assessment feedback</p> <p>Pre-test</p>	Teacher Observation
T3 Wk7	<p>L3- Cardio Respiratory Endurance Training</p> <ul style="list-style-type: none"> Participate in a Cardio Team challenge or Cardio Activity- Zumba/Skipping/Cardio-Tennis <p>L4- Speed & Agility Training</p> <ul style="list-style-type: none"> Participate in running and relay drills 		Teacher Observation
T3 Wk8	<p>L5- Flexibility & Balance Training</p> <ul style="list-style-type: none"> Understand the types of Static & Dynamic Stretching. Participate in Yoga and stretching activities. <p>L6- Power Training</p> <ul style="list-style-type: none"> Participate in boxing, skipping and plyometric activities. 		Teacher Observation
T3 Wk9	<p>L7- Circuit Training</p> <ul style="list-style-type: none"> Participate in Circuit Training that incorporates a variety of exercise stations (partner workout) <p>L8- Fitness Circuit 2</p> <ul style="list-style-type: none"> Participate in Circuit Training that incorporates a variety of exercise stations (individual challenge) 		Teacher Observation
T3 Wk10	<p>L9 - Fitness Testing</p> <ul style="list-style-type: none"> Fitness Testing (10 min run test, push ups, sit ups) <p>L10- Fitness Game</p> <ul style="list-style-type: none"> Participate in a structured game that enhances both fitness and teamwork. 	<p>Feedback and Performance results handed out</p> <p>Post-test</p>	Teacher Observation



Class Course Planner – 2023 Term 3

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

YEAR 9 – Nutritional Health

Class: Year 9 Girls. Teacher Elective/ Nutritional Health

Teacher/s: Davies, Beverley, Mison, Selsby

Term Week	Curriculum Intent	Assessment Note: Every practical lesson continually assessed.	Feedback Note: Every practical lesson continual feedback provided.
Wk1	Teacher Elective - Practical Practical: Introduce sport Practical: Acquire/Apply skills Focus on Individual Skill	Continual Practical Assessment	Course Planner – Term 3
Wk2	Teacher Elective - Practical Practical: Acquire/Apply skills Focus on Applying Skills to Modified Game Situations	Continual Practical Assessment	
Wk3	Teacher Elective – Practical Practical: Acquire/Apply Skills Focus on Game Play and Continued Skill Acquisition	Continual Practical Assessment	Teacher Feedback
Wk4	Teacher Elective – Practical Practical: Acquire/Apply Skills Focus on Game Play and Tactical Strategies	Continual Practical Assessment	
Wk5	Teacher Elective - Practical Final Practical Assessment		Final Practical Marking
Wk6	Theory: Healthy Teens L1 – Understanding Nutrition L2 – Current Health Status of Australia		
Wk7	Theory: Healthy Teens L3 – Identifying Eating Habits/Barriers/Enablers L4 – Serving Sizes & Energy in Food		
Wk8	Theory: Healthy Teens L5 – How Can We Change Current Trends L6 – Assessment Overview/Scaffold		
Wk9	Theory: Healthy Teens L7/8 – In-class Work on Assignment: Barriers		
Wk10	Theory: Healthy Teens L9/10 – In-class Work on Assignment: Recommendations	Assignment Due	Final Theory Marking



Class Course Planner – 2023 Term 3

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

YEAR 9 – Nutritional Health

Class: Year 9 Boys. Nutritional Health/ Teacher Elective

Teacher/s: Gill, Botter, Stanton, Stewart, Falcao

Term Week	Curriculum Intent	Assessment Note: Every practical lesson continually assessed.	Feedback Note: Every practical lesson continual feedback provided.
T1 Wk1	Theory: Healthy Teens L1 – Understanding Nutrition L2 – Current Health Status of Australia		Course Planner – Term 3
Wk2	Theory: Healthy Teens L3 – Identifying Eating Habits/Barriers/Enablers L4 – Serving Sizes & Energy in Food		
Wk3	Theory: Healthy Teens L5 – How Can We Change Current Trends? L6 – Assessment Overview/Scaffold		
Wk4	Theory: Healthy Teens L7/8 – In-class Work on Assignment: Barriers		
Wk5	Theory: Healthy Teens L9/10 – In-class Work on Assignment: Recommendations	Assignment Due	Final Theory Marking
Wk6	Teacher Elective - Practical Practical: Introduce sport Practical: Acquire/Apply skills Focus on Individual Skill	Continual Practical Assessment	
Wk7	Teacher Elective - Practical Practical: Acquire/apply skills Focus on Applying Skills to Modified Game Situations	Continual Practical Assessment	
Wk8	Teacher Elective – Practical Practical: Acquire/Apply Skills Focus on Game Play and Continued Skill Acquisition	Continual Practical Assessment	Teacher Feed Forward
Wk9	Teacher Elective – Practical Practical: Acquire/Apply Skills Focus on Game Play and Tactical Strategies	Continual Practical Assessment	
Wk10	Teacher Elective - Practical Final Practical Assessment		Final Practical Marking



Class Course Planner – 2023

Term 3 – Fitness Methods and Types of Training

Trinity Bay SHS

Hoare Street
PO Box 5071
Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 10PAC

Teacher/s: Selsby/ Stanton

Term 3	Curriculum Intent	Assessment	Feedback
Wk1	Introduction to unit <ul style="list-style-type: none"> Recognise and explain that energy for physical activity is provided by adenosine triphosphate (ATP) 	Assessment handed out	Course Planner
Practical	<ul style="list-style-type: none"> Introduction to activities using different energy systems 		
Wk2	Energy systems and links to physical activity <ul style="list-style-type: none"> Recognise and explain energy requirements for physical activity Recognise and explain which energy systems are used in physical activity (ATP-PC, lactic acid, aerobic) 	Formative assessment on ATP	Consolidation of ATP
Practical	<ul style="list-style-type: none"> Introduction to direct Interceptive Activities and Energy Systems through monitor your own movement patterns 		
Wk3	Fitness components <ul style="list-style-type: none"> Recognise and explain components of fitness and their requirements in different physical activities 	Formative assessment on energy systems	Consolidation of energy systems
Practical	<ul style="list-style-type: none"> Understand and practice standardised fitness testing 		
Wk4	Training methods <ul style="list-style-type: none"> Investigate the principles of training and training methods 		Consolidation of components of fitness
Practical	<ul style="list-style-type: none"> Apply training methods in practical environments (interval and plyometric) 		
Wk5	Development of training sessions <ul style="list-style-type: none"> Research features of a training session and importance of recovery planning and implementation Assessment Development 	Formative assessment covering Energy Systems, Fitness Components	Consolidation of training principles and methods
Practical	<ul style="list-style-type: none"> Apply training methods in practical environments (continuous, fartlek and flexibility) 		
Wk6	Energy system threshold & Assessment <ul style="list-style-type: none"> Recognise and explain concepts of VO₂ max and lactate threshold Assessment Development 		
Practical	<ul style="list-style-type: none"> Apply training principles in practical environments 		
Wk7	<ul style="list-style-type: none"> Assessment Development 	Assessment Draft Due	Draft Feedback
Practical	<ul style="list-style-type: none"> Implement own training session 		Training session feedback
Wk8	Assessment draft adjustments <ul style="list-style-type: none"> Assessment development Modify training session after feedback provided 		
Practical	<ul style="list-style-type: none"> Implement own training session after modifications from the previous session have been made 		
Wk9	Finalise Assessment	Assessment Due	
Practical	<ul style="list-style-type: none"> Catch up own training session Recap energy systems, training methods and training principles in practical environments 		
Wk10	CATCH UP WEEK/START TERM 4		Term 3 Feedback/Feedforward



Class Course Planner – 2023

Term 3

Trinity Bay
SHS

Hoare Street
PO Box 5071
Ph. 40 375 222
www.trinity
bayshs.eq.edu.au

Class: Yr. 10 Fundamental Physical Education

Teacher/s: Botter, Caldwell, Falcao, Stewart, Spinella

TERM 3	Curriculum Intent	Assessment	Feedback
Wk1	Practical: Fitness for aquatic environments, fundamental swim stroke techniques Theory: Course introduction, expectations, assessment introduction to water safety and CPR	Assessments will be ongoing	Note: Every practical lesson continual feedback provided Course Planner
Wk2	Practical: Skills and techniques required to perform basic water rescues: Entry, exits, freestyle, breaststroke, sidestroke, survival backstroke Theory: 4 layers of protection; 4 'A's of rescue	Component 1 – assessed each lesson	
Wk3	Practical: Performing basic water rescues: Wade, reach, throw, rope Theory: Key skills for rescue	Component 1 – assessed each lesson	
Wk4	Practical: Performing tow rescues: contact and non-contact tows Theory: DRSABCD	Component 1 – assessed each lesson	Live prac marking
Wk5	Practical: Practice aquatic scenarios requiring CPR Theory: Bronze e-lifesaving online course	Component 2: Administer CPR - scenario	
Wk6	Practical: Assessment scenarios requiring CPR Theory: Bronze e-lifesaving online course	Component 2: Administer CPR - scenario	
Wk7	Practical: Principles of Warm ups activities Theory: Community Coaching: Essential skills online course	CPR Evaluations DUE	
Wk8	Practical: Coaching individuals Theory: Community Coaching: Essential skills online course	CPR Evaluations DUE	Finalise practical marking
Wk9	Practical: Coaching small groups Theory: Community Coaching: Essential skills online course		Finalise practical marking
Wk10	Catch up and student feedback		



Class Course Planner – 2023 - Term 3

Year 11 Physical Education

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

FA3: Equity – Barriers and Enablers

Teacher: Miss Mison

Week	Curriculum Intent	Assessment x 3	Feedback x 3
1	Assessment work	All practical and theory lessons will be continually assessed	All practical lessons will contain continual feedback
2	Assessment work	Draft Due	
3	Assessment work		
4	<ul style="list-style-type: none"> • Recognise and explain that equity is concerned with giving value to, and celebrating, personal, social and cultural differences in society • Recognise and explain that access includes the opportunity to participate in physical activity • Identify and explore how equity and access interact and impact engagement in physical activity • Recognise and explain that enablers & barriers are personal, social, cultural and environmental factors that limit access to personal, social and community resources 	Folio Due	Course Planners
5	<ul style="list-style-type: none"> • Identify and explore information about social factors acting as barriers and enablers for self or others to influence equity and access, including: <ul style="list-style-type: none"> - agents of socialisation - siblings, peers, parents, teachers and coaches - the social construction of gender - diversity - physical activity preferences • Identify and explore information about cultural factors acting as barriers and enablers to influence equity and access, including: <ul style="list-style-type: none"> - demographic, generational and cultural change - the role of government funding - mass media promotion and marketing of physical activity - institutional rules, policies and procedures • Identify and explore information about environmental factors acting as barriers and enablers to influence equity and access, including built and natural environments, and green space 		
6	<ul style="list-style-type: none"> • Investigate the emerging megatrends in Australia of 'being physically active', including: <ul style="list-style-type: none"> - personalised sport for health and fitness - the rise of lifestyle sports - demographic, generational and cultural change - the attainment of health and community objectives via physical activity • Identify and explore how the emerging megatrends may interact as barriers or enablers to influence personal, social, cultural and environmental factors related to engagement in physical activity 		

7	<ul style="list-style-type: none"> • Gather primary data about the influence of equity and access concepts and principles, including personal, social, cultural and environmental factors acting as barriers and enablers, on engagement in physical activity • Use secondary data to analyse how equity and access concepts and principles influence engagement in physical activity. • Analyse and synthesise primary data and secondary data about access, equity and engagement in a physical activity context 	Mock Exam 1: personal, social, cultural and environmental factors	Feedback – Mock Exam 1
8	<ul style="list-style-type: none"> • Identify relationships between personal, social, cultural and environmental factors, including <ul style="list-style-type: none"> - personal factors e.g. enabling choice of activities to suit personal preference; acknowledging personal attitudes, values and beliefs - social factors e.g. grouping and team selection, performance environment modifications, manipulation of rules and constraints in physical activity - cultural factors e.g. community promotion and engagement related to physical activity, media and marketing strategies, rules, policies and procedures, risk assessment within a school context - environmental factors e.g. active travel, planning of walkways and cycleways, design of green public spaces 		
9	<ul style="list-style-type: none"> • Devise equity strategies to influence personal, social, cultural and environmental factors in a physical activity context e.g. event or tournament, come-and-try session or group participation activity • Analyse primary data and secondary data to identify relationships between the equity strategies and engagement in a physical activity context • Reflect on primary data and secondary data to evaluate the effectiveness of the equity strategies to achieve a determined outcome • Make decisions to maintain or modify the equity strategies to optimise engagement in the physical activity context <p>Justify the development, maintenance or modification of the equity strategies using evidence from primary data and secondary data</p>	Mock Exam 2: Megatrends	Feedback – Mock Exam 2
10	Exam	Exam	Exam Feedback



Class Course Planner – 2023 Term 3

Class: Year 11 Recreation – Physical Activity (RCP)

Teachers: Riles, Botter

	Curriculum Intent	Assessment x 2 Practical & Written Assessment will be ongoing
Wk1	Theory: Course introduction & expectations. Assessment explained for the unit. Purpose and function of coaching	
	Practical: Coaching Exemplar from teacher. Students to take notes.	
Wk2	Theory: What does a successful coach look like?	
	Practical: Coaching Exemplar from teacher Students to take notes.	
Wk3	Theory: Planning an effective training and coaching session- Focusing on inclusion.	
	Practical: Coaching practise with own class	
Wk4	Theory: Creating a lesson plan for assessment- Developing sporting skills. Assessment work.	Lesson plan handed out to students
	Practical: Coaching practise with own class	
Wk5	Theory: Assessment- Lesson plan writing for assessment	Draft Lesson plan due
	Practical: Coaching practise with own class	Coaching feedback tool used
Wk6	Theory: Assessment- Lesson plan writing	Final Lesson Plan Due
	Practical: Coaching your class in pairs (assessment)	Practical coaching assessment
Wk7	Theory: Preparation for Coaching Assessment. Learning to use feedback constructively	Verbal feedback given
	Practical: Coaching your class in pairs (assessment)	Practical coaching assessment
Wk8	Theory: Preparation & Evaluation of practical coaching Literacy task – How to evaluate your own performance	
	Practical: Coaching your class in pairs (assessment)	Practical coaching assessment
Wk9	Theory: Preparation & Evaluation of practical coaching	Submission of written evaluation
	Practical: Coaching your class in pairs (assessment)	Practical coaching assessment
Wk10	Practical: Oval sports with class	Marks communicated to students



Class Course Planner – 2023 Term 3

Class: Year 12 RCP: Event Management/Tournament Organisation

Teachers:

	Curriculum Intent	Assessment x 3 Course Planner /Achievement Ladder/ Feed Forward Advice	Practical & Written Assessment will be ongoing
Wk 1	Theory: Introduction to event management. <ul style="list-style-type: none"> Assessment handed out and explained. Students to start planning Tournament in small groups and create event booklet as per assessment guidelines Group assessment to take place over weeks 1-3 	Assignments Part 1-3 handed out to all students. Assessment Part 1 Due	
Wk 2			
Wk 3			
Wk 4	Practical: Running of Tournaments <ul style="list-style-type: none"> Each group to run their planned tournament over 3 lessons (1 week) with the rest of the 12 RCP class. Each group is responsible for the running of all elements of the tournament including: Set up, scoring, officiating, filing documents etc. Each group will hand out to all students the official booklet and run through an induction for 15min in the first lesson of what is going to happen and how it will run for 3 lessons. 	Assessment Part 2 Due	
Wk 5			
Wk 6			
Wk 7			
Wk 8			
Wk 9	Theory: Evaluation of Tournament <ul style="list-style-type: none"> Individually reflect and complete evaluation component of assessment. 	Assessment Part 3 Due	
Wk 10			