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Literacy Works for Health and Physical Education Book 2

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41-42	Bushwalking report 1	Organise notes under headings for a report	Personal social and community health; Connecting to the environment ACPPS078; ACPPS097	HBPA CA LLPA S	4.9 5.9 4.11 5.11
43-44	Bushwalking report 2	Rewrite notes in a report	Personal social and community health; Connecting to the environment ACPPS078; ACPPS097	HBPA CA LLPA S	4.9 5.9 4.11 5.11
45-46	Risky lifestyle behaviours - overweight and obesity	Identify the purpose of each section of a research report	Communicating and interacting for health and well being; Health literacy ACPPS076; ACPPS095. Personal social and community health; Community Health promotion ACPPS077; ACPPS096	FN RS MH FN	4.8 5.8 4.11 5.11
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49-50	Overweight and obesity 2	Features of a research report 1	“	“	4.8 5.8 4.11 5.11
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62	Alcohol health campaign report 1	Information to help you write a research report	“	AD RS MH FN	4.7 5.7 4.11 5.11
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65-66	Alcohol health campaign report 3	Report scaffold – write a report	“	AD RS MH FN	4.7 5.7 4.11 5.11
67-68	Depression	Match topic sentence and body paragraphs	Communicating and interacting for health and well being; Health literacy ACPPS076; ACPPS095 Help seeking ACPPS072	MH RS	4.6 5.6 5.7 4.11 5.11
69-70	Depression	Features of a report	”	MH RS	4.6 5.6 5.7 4.11 5.11
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Module 4 Explanations					
73-74	How fast food marketing targets children and young people	Explanation model	Personal social and community health; Community Health promotion ACPPS077; ACPPS096	FN MH	4.6 5.6 5.8
75-76	Various	Interpreting questions and instructions for explaining			
77-78	Low self-esteem and bullying	Types of explanations – factorial and consequential	Communicating and interacting for health and well being; Interacting with others ACPPS074	MH RS	4.1 4.2 5.1 5.2 4.11 5.11
79-80	Influences on a healthy body image for young people	Factorial explanation model	Being healthy, active and safe; Identities ACPPS070; ACPPS089	MH RS	4.1 5.1 4.11 5.11
81-82	Explain influences on feelings	Find cause and effect language and identify influences	Communicating and interacting for health and well-being; Understanding emotions ACPPS075; ACPPS094	MH RS	4.1 4.2 5.1 5.2 4.11 5.11
83-84	Contextual factors that influence health behaviours	Conjunctions of cause and effect	Contributing to health and active communities; Valuing diversity ACPPS079; ACPPS098	MH RS LLPA	4.6 5.6 4.11 5.11
85-86	Why different young people could have different energy requirements	Nouns and verbs for explaining	Communicating and interacting for health and well-being; Health literacy ACPPS076; ACPPS095	FN HBPA	4.8 5.8
87-88	Risk factors for Type 2 diabetes	Plan a factorial explanation	Communicating and interacting for health and well-being; Health literacy ACPPS076; ACPPS095	FN HBPA LLPA	4.8 5.8 4.11 5.11
89-90	Risk factors for Type 2 diabetes	Write a factorial explanation	“	“	“

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91-92	Negative effects of social media	Model of a consequential explanation	Being healthy, safe and active; Changes and transitions ACPPS071	MH RS S	4.1 4.2 4.3 5.1 5.2 5.3 4.11 5.11
93-94	Effects of discrimination	Identify types of effects	Contributing to healthy and active communities; Valuing diversity ACPPS079; ACPPS098	MH RS	4.1 5.1 4.6 5.6
95-96	Effects of discrimination	Write explanation sentences using conjunctions	“	“	
97-98	Effects of discrimination	Write a consequential explanation	“	“	
99-100	Short and long term effects of drugs	Nouns and verbs for explaining	Being healthy, safe and active; Making healthy and safe choices ACPPS073; ACPPS092	AD MH	4.7 5.7
102		Scaffold for explanations			
Module 5 Evaluations					
103-104	Evaluating National Walk to School Day	What is evaluating? Model of an evaluation	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096	MH RS LLPA HBPA	4.8 5.7 5.8 4.16 5.16
105-106	-	Positive and negative evaluation words	Communicating and interacting for health and well-being; Health literacy ACPPS076; ACPPS095	-	4.8 5.8
107-108	Evaluating health information	Positive and negative evaluation words	Communicating and interacting for health and well-being; Health literacy ACPPS076; ACPPS095	-	4.8 5.8
109-110	Evaluating community health campaigns	Find evaluation words	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096	MH RS S	4.8 5.7 5.8 4.16 5.16
111-112	Evaluating the Red Frogs community health program	Using adverbials to make an evaluation more balanced	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096	MH RS S	4.8 5.7 5.8 4.16 5.16
113-114	Food labels	Interpreting nutrition panels	Communicating and interacting for health and well being; Health literacy ACPPS076; ACPPS095	FN	4.6 4.8 5.6 5.8 4.16 5.16
115-116	Evaluate nutrition labels 1	Interpreting nutrition panels and evaluating nutritional information	“	FN	“
117-118	Evaluate nutrition labels 2	Interpreting nutrition panels and evaluating nutritional information	“	FN	“
119-120	Evaluate nutrition labels 3	Interpreting nutrition panels and evaluating nutritional information	“	FN	“
121-122	-	Developing criteria for evaluating	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096		
123-124	Evaluate a fitness promotion campaign	Evaluate a fitness promotion campaign	“	HBPA	4.6 4.8. 5.6 5.8 4.16 5.16
125	-	Health research and evaluations for teachers			
126	-	Scaffold for evaluations			

Page	Topic	Literacy skill	Sub-strands and content	Focus areas	Outcomes
Module 6: Arguments					
127-128	Sporting clubs should create a healthy environment	Expositions What are arguments? Model of exposition	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096	MH HBPA RS LLPA GS	4.8 5.8 5.15
129-130	Sporting clubs should create a healthy environment	Modal language	“	“	“
131-132	Children should learn gymnastics	Supporting an argument with evidence and reasons	Movement and physical activity; Fitness and physical activity ACPMP083; ACPMP102	GS RE HBPA FMS	5.5 4.9
133-134	Stop disrespect against girls!	Read a speech and identify the persuasive features	Contributing to healthy and active communities; Community health promotion ACPPS077; ACPPS096; Valuing diversity ACPPS079; ACPPS098	MH RS	4.3 5.3 4.12 5.12 5.15
135-136	Stop disrespect against girls!	Read a speech and identify the persuasive features	“	“	4.3 5.3 4.12 5.12 5.15
137-138	Stop disrespect against girls!	Read a speech and identify the persuasive features	“	“	4.3 5.3 4.12 5.12 5.15
139	-	Scaffold for an exposition			
140	Teenagers should get more sleep	Information to support the argument.	Being healthy, active and safe; Changes and transitions ACPPS071; ACPPS090	MH	4.6 5.6 4.12 5.12 5.15
141-142	Teenagers should get more sleep	Plan a speech (exposition) Develop arguments	“	MH	“
143-144	Teenagers should get more sleep	Write a speech (exposition)	“	MH	“
145-146	Should young people play computer games?	Discussion Model and features of a discussion. Scaffold for a discussion.	Being healthy, active and safe; Making healthy and safe choices ACPPS073; ACPPS092	MH	4.6 5.6 4.12 5.12 5.15
147-148	Should young people play computer games?	Analyse evaluative language and arguments.	“	MH	“
149-150	Should Australian ban skinny models in advertising?	Plan a discussion	Being healthy, active and safe; Identities ACPPS070; ACPPS089	MH RS	4.1 5.1 4.12 5.12 5.15
151-152	Should Australian ban skinny models in advertising?	Write a discussion	“	MH RS	“
153	-	Recommendation Scaffold for a recommendation			
154	-	Golden rules for recommending			
155-156	Recommendations to a friend	Giving reasons and evidence to support recommendations	Communicating and interacting for health and well-being; Interacting with others ACPPS074	MH RS	4.7 5.6 5.7 4.12 5.12 5.15
157-158	Recommending for a scenario	Recommending to a friend	“	MH RS	4.7 5.6 5.7 4.12 5.12 5.15
159	Fact Sheet 1	Master list of positive and negative evaluation words for Health and Physical Education			
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Australian Curriculum Focus areas 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); Active play and minor games (AP); Challenge and adventure activities (CA); Fundamental movement skills (FMS); Games and sports (GS); Lifelong physical activities (LLPA); Rhythmic and expressive activities (RE)

Literacy learning continuum

Years 7-10 Australian Curriculum Assessment and Reporting Authority

This table shows the parts of the literacy learning continuum that are relate to content in Literacy Works for Health and Physical Education Book 2. Australian Curriculum version 8.3.

Element	Sub element	Level 5 (by end of year 8) Level 6 (by end of year 10)	All modules in Book 2 relate to the following content, unless specified
Comprehending texts through listening, reading and viewing			
Navigate, read and view learning area texts			
		Level 5: navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	All modules
		Level 6: navigate, read and view a wide range of more demanding subject specific texts with an extensive range of graphic representations	All modules
Interpret and analyse learning area texts			
		Level 5: interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	All modules
		Level 6: interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies	All modules
Composing texts through speaking, writing and creating			
		Compose spoken, written, visual and multimodal learning area texts	All modules
Text knowledge			
Use knowledge of text structures			
		Level 5: use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	All modules
		Level 6: use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others	All modules
Use knowledge of text cohesion			
		Level 5: use knowledge of word functions to make connections in texts	All modules
		Level 6: use knowledge of how the cohesion in texts is improved by strengthening the internal structure	All modules
Grammar knowledge			
Use knowledge of sentence structures			
		Level 5: control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	All modules
		Level 6: control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis	All modules
Use knowledge of words and word groups			
		Level 5: recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	All modules
		Level 6: develop higher order concepts in academic texts through language features that compact and generalise ideas	All modules
Express opinion and point of view			
		Level 5: use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	Module 5: Evaluation and Module 6: Arguments
		Level 6: use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments	Module 5: Evaluation and Module 6: Arguments
Word knowledge (see Book 1)			
Visual knowledge			
Understand how visual elements create meaning			
		Level 5: analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	Module 3: Reports and Module 5: Evaluations