

Queen of Angels Catholic School
Physical Education Grade 6, 7 and 8 Curriculum

Student Name _____

Big Ideas are indicted in bold. Related **Essential Learnings** are indicted in regular type. **PA Standards for Health, Safety, and Physical Education** are indicted with numbers.

Learning of Goals Assessed with Rubric Indictors- An “S” indicates skill Secured.
- A “D” indicates a skill is Developing

Identify principles of training and conditioning for physical activity.(FIT formula)	
10.4.6A – Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health	
10.4.6B – Explain the effects of regular participation in moderate to vigorous physical activities on the body system	
<ul style="list-style-type: none"> Identify proper warm-up. Conditioning, and cool-down techniques and the reasons for using them 	
10.4.6C – Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activities,	
<ul style="list-style-type: none"> Monitor heart rate before, during, and after activity 	
Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiorespiratory function.	
<ul style="list-style-type: none"> Participate in vigorous activity for a sustained period of time while maintaining a target heart rate 	
10.5.6D – Describe and apply the principles of exercise to the components of health-related and skill-related fitness	
<ul style="list-style-type: none"> Perform health relates physical fitness tests measuring: cardiovascular fitness. Strength/endurance, agility and flexibility according to the President’s Challenge Physical Fitness Program 	
105.6E – Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary	
Throw a variety of objects demonstrating both accuracy and distance.	
10.3.6D – Analyze the role of individual responsibility for safety during physical activities.	
10.4.6E – Identify factors that have an impact on the relationship between regular participation	

in physical activity and the degree of motor skill improvement	
10.5.6A – Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skills	
<ul style="list-style-type: none"> • Basketball 	
<ul style="list-style-type: none"> • General rules and knowledge 	
<ul style="list-style-type: none"> • Hand dribble using dominant hand while preventing an opponent from the ball. 	
<ul style="list-style-type: none"> • Run forward, stop, demonstrate a correct forward and reverse pivot. (Emphasize low center of gravity. Knees bent, and correct balance .and body position). 	
<ul style="list-style-type: none"> • Chest and bounce pass. 	
<ul style="list-style-type: none"> • Lay-up techniques 	
<ul style="list-style-type: none"> • Shooting skills 	
<ul style="list-style-type: none"> • Assume a correct defensive and offensive position, and game play 	
10.5.6. B – Identify and apply the concepts of motor skill development to a variety of basic skills.	
105.6F – Identify and apply game strategies to basic games and physical activities	
<ul style="list-style-type: none"> • Volleyball 	
<ul style="list-style-type: none"> • General rules and knowledge 	
<ul style="list-style-type: none"> • Hand striking skills 	
<ul style="list-style-type: none"> • Setting 	
<ul style="list-style-type: none"> • Serve skills (underhand and overhand) 	
<ul style="list-style-type: none"> • Forearm bump pass 	
<ul style="list-style-type: none"> • Spike technique 	
<ul style="list-style-type: none"> • Game play 	
105.6C – Describe the relationship between practice and skill development.	
<ul style="list-style-type: none"> • Tennis 	
<ul style="list-style-type: none"> • General rules and knowledge 	
<ul style="list-style-type: none"> • Etiquette 	
<ul style="list-style-type: none"> • Equipment 	
<ul style="list-style-type: none"> • Ball handling skills: 	
<ul style="list-style-type: none"> • Forehand and backhand skills 	
<ul style="list-style-type: none"> • Serve 	
<ul style="list-style-type: none"> • Volley and Lob 	
<ul style="list-style-type: none"> • Game play. 	
<ul style="list-style-type: none"> • Softball/Baseball 	
<ul style="list-style-type: none"> • Throwing (underhand/overhand) 	
<ul style="list-style-type: none"> • Game play. 	
<ul style="list-style-type: none"> • Catching (high fly/low fly, ground balls) 	
<ul style="list-style-type: none"> • Batting position 	
<ul style="list-style-type: none"> • Field positions 	
<ul style="list-style-type: none"> • Base running 	
10.4.6 –Describe factors that affect childhood physical activity preferences	
10.4.6F – Identify and describe positive and negative interaction of group members in physical	

activities.	
Over the course of four years , the students will experience many different activities included are: Hockey, Football, Lacrosse, Recreational sports (Bowling, Golf, Badminton, Juggling, Ultimate Frisbee, Ping Pong), Dance (Square Dance, Folk Dance), Soccer, Track and Field.	