

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

<b>Identify principles of training and conditioning for physical activity.(FIT formula)</b>	
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"> <li>Identify proper warm-up. Conditioning, and cool-down techniques and the reasons for using them</li> </ul>	
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"> <li>Monitor heart rate before, during, and after activity</li> </ul>	
<b>Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiorespiratory function.</b>	
<ul style="list-style-type: none"> <li>Participate in vigorous activity for a sustained period of time while maintaining a target heart rate</li> </ul>	
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"> <li><b>Perform health relates physical fitness tests measuring:</b> cardiovascular fitness. Strength/endurance, agility and flexibility according to the President’s Challenge Physical Fitness Program</li> </ul>	
105.6E – Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary	
<b>Throw a variety of objects demonstrating both accuracy and distance.</b>	
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"> <li>• <b>Basketball</b></li> </ul>	
<ul style="list-style-type: none"> <li>• General rules and knowledge</li> </ul>	
<ul style="list-style-type: none"> <li>• Hand dribble using dominant hand while preventing an opponent from the ball.</li> </ul>	
<ul style="list-style-type: none"> <li>• Run forward, stop, demonstrate a correct forward and reverse pivot. (Emphasize low center of gravity. Knees bent, and correct balance .and body position).</li> </ul>	
<ul style="list-style-type: none"> <li>• Chest and bounce pass.</li> </ul>	
<ul style="list-style-type: none"> <li>• Lay-up techniques</li> </ul>	
<ul style="list-style-type: none"> <li>• Shooting skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Assume a correct defensive and offensive position, and game play</li> </ul>	
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"> <li>• <b>Volleyball</b></li> </ul>	
<ul style="list-style-type: none"> <li>• General rules and knowledge</li> </ul>	
<ul style="list-style-type: none"> <li>• Hand striking skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Setting</li> </ul>	
<ul style="list-style-type: none"> <li>• Serve skills (underhand and overhand)</li> </ul>	
<ul style="list-style-type: none"> <li>• Forearm bump pass</li> </ul>	
<ul style="list-style-type: none"> <li>• Spike technique</li> </ul>	
<ul style="list-style-type: none"> <li>• Game play</li> </ul>	
105.6C – Describe the relationship between practice and skill development.	
<ul style="list-style-type: none"> <li>• <b>Tennis</b></li> </ul>	
<ul style="list-style-type: none"> <li>• General rules and knowledge</li> </ul>	
<ul style="list-style-type: none"> <li>• Etiquette</li> </ul>	
<ul style="list-style-type: none"> <li>• Equipment</li> </ul>	
<ul style="list-style-type: none"> <li>• Ball handling skills:</li> </ul>	
<ul style="list-style-type: none"> <li>• Forehand and backhand skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Serve</li> </ul>	
<ul style="list-style-type: none"> <li>• Volley and Lob</li> </ul>	
<ul style="list-style-type: none"> <li>• Game play.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Softball/Baseball</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Throwing (underhand/overhand)</li> </ul>	
<ul style="list-style-type: none"> <li>• Game play.</li> </ul>	
<ul style="list-style-type: none"> <li>• Catching (high fly/low fly, ground balls)</li> </ul>	
<ul style="list-style-type: none"> <li>• Batting position</li> </ul>	
<ul style="list-style-type: none"> <li>• Field positions</li> </ul>	
<ul style="list-style-type: none"> <li>• Base running</li> </ul>	
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.	