



# Diocese of Greensburg Curriculum Physical Education Grade 7

Unit	Standards	Content	Skills
<p><b>Physical Fitness</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p>	<p>Physical Fitness - Aerobic and anaerobic exercises</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and perform the curl up test ( this test measures their abdominal strength)</li> <li>• Demonstrate and perform the push up test ( this test measures their upper body strength)</li> <li>• Demonstrate and perform the trunk lift test, shoulder stretch test ,and the sit and reach test ( these tests measures their flexibility)</li> <li>• Take their pulse after each activities and record it</li> <li>• Perform the shuttle run test ( this test measures their agility ( quickness)</li> <li>• Perform exercises using hand weights, resistant bands, and exercise balls</li> <li>• Identify which exercises strengthen which muscles.</li> <li>• Participate in the 1 mile run test ( this measures their aerobic capacity and endurance)</li> </ul>

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	<p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p><b>Individual Sports and Activities</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental</p>	<ul style="list-style-type: none"> <li>• Dance (folk, square, ballroom, line)</li> <li>• Badminton</li> <li>• Bowling</li> <li>• Tennis</li> <li>• Juggling</li> <li>• Track and field</li> <li>• Golf</li> <li>• Self-defense</li> <li>• Cup stacking</li> <li>• Skipping rope</li> <li>• Game strategies</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply skills needed to participate in sport or activity to prevent injury</li> <li>• Apply basic rules and procedures in various lifetime sport/activity</li> <li>• Apply, demonstrate and explain etiquette of various lifetime sport/activity</li> <li>• Understand the purpose of participating in lifetime sports/activities is to enhance enjoyment while improving health</li> <li>• Adapt and combine skills to meet the demands of an increasingly complex situation(offensive and defensive strategies)</li> <li>• Demonstrate and maintain proper body alignment during an activity</li> <li>• Apply game strategies</li> </ul>

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	<p>differences • amount of physical activity • authentic practice</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p><b>Badminton/Tennis</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent</p>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Tennis</li> <li>• Lifetime activities</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Research the rules of Badminton.</li> <li>• Develop the skills to hit and return the birdie over the net.</li> <li>• Demonstrates the skills to play the game of Badminton.</li> <li>• Demonstrate the forehand and backhand grip.</li> <li>• Demonstrate how to serve .</li> <li>• Identify the parts of the racket.</li> <li>• Be able to score a match.</li> </ul>

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	<p>health improvement. • stress management • disease prevention • weight management</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		<ul style="list-style-type: none"> <li>• Display proper sportsmanship while playing a match.</li> </ul>

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<p><b>Bowling</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>E. Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Bowling</li> <li>• Rules of the game</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply the skills necessary to participate in bowling</li> <li>• Be able to score the game</li> <li>• Demonstrate proper sportsmanship while playing</li> <li>• Demonstrate the proper grip of the ball</li> <li>• Identify bowling as a lifetime activity</li> </ul>

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<p><b>Track/Field</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p><b>10.5 Movement</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Track and Field Events</li> <li>• Rules and guidelines</li> <li>• Sportsmanship</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Research information about Track and Field</li> <li>• Demonstrate skills (running, jumping, throwing) that are necessary for the different events</li> <li>• Display proper sportsmanship while participating in events</li> </ul>

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<p><b>Dance</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p><b>10.5 Movement</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<p>Dance - Group and cultural</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in various types of dance</li> <li>• Perform different types of dance steps in rhythm</li> </ul>

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<p><b>Cooperative Games and Team Sports</b></p>	<p><b>PA: Health, Safety &amp; Physical Ed</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul> <p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• skill competence</li> <li>• social benefits</li> <li>• previous experience</li> <li>• activity confidence</li> </ul> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• social pressure</li> </ul> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Whiffle Ball</li> <li>• Volleyball</li> <li>• Hockey</li> <li>• Kickball</li> <li>• Handball</li> <li>• Lacrosse</li> <li>• Soccer</li> <li>• Flag football</li> <li>• Ultimate Frisbee</li> <li>• Game strategies</li> <li>• Offensive and defensive positions</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency in many movement forms and proficiency</li> <li>• Demonstrate striking an object with a long and short implement</li> <li>• Return a ball over a net to an opponent</li> <li>• Design and play small group games that involve cooperating with others to keep an object away from opponents</li> <li>• Throw and catch a variety of objects demonstrating both accuracy and force</li> <li>• Strike a ball with a paddle using forehand and backhand strokes</li> <li>• Accept and respect the decisions made by game official</li> <li>• Demonstrate safety practices while participating in physical activities</li> <li>• Demonstrate hand and foot dribble</li> <li>• Develop hand and foot coordination</li> <li>• Develop hand-eye coordination</li> <li>• Analyze how social interaction occurs in a variety of physical activities</li> <li>• Demonstrate proper sportsmanship while participating in a game or activity</li> </ul>



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<p><b>Basketball</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p><b>10.5 Movement</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Rules of the game</li> <li>• Sportsmanship</li> <li>• Game strategies</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the rules of basketball</li> <li>• Demonstrate the skills (dribbling, passing, shooting) necessary to play the game</li> <li>• Participate in an organized game of basketball</li> <li>• Demonstrate an understanding of playing both defense and offense</li> <li>• Demonstrate proper sportsmanship while playing</li> <li>• Demonstrate an understanding of game strategies</li> </ul>

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<p><b>Football</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p><b>10.5 Movement</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Flag Football</li> <li>• Sportsmanship</li> <li>• Rules of the game</li> <li>• Game strategies</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Research the history of football</li> <li>• List some offensive and defensive strategies football</li> <li>• Demonstrate the skills to pass and kick the football</li> <li>• Identify the positions and the role of the players on offense and defense</li> <li>• Participate in an organized game of football</li> <li>• Demonstrate appropriate sportsmanship while playing the game</li> </ul>

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<p><b>Soccer</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.  • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Rules of the game</li> <li>• Different positions</li> <li>• Sportsmanship</li> <li>• Game strategies</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply the skills (dribbling, passing, shooting) to participate in the sport</li> <li>• Research the history of the game of soccer</li> <li>• Describe the rules and how the game is played</li> <li>• Explain the difference between offense and defense</li> <li>• Participate in playing the game following the rules</li> <li>• Demonstrate an understanding of game strategies</li> </ul>
<p><b>Baseball/Softball</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p> <hr/> <p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p>	<ul style="list-style-type: none"> <li>• Baseball</li> <li>• Softball</li> <li>• Whiffle Ball</li> <li>• Rules of the game</li> <li>• Sportsmanship</li> <li>• Game strategies</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply skills (throwing, catching, fielding) necessary to participate in the sport</li> <li>• Demonstrate proper grip of the bat</li> <li>• Demonstrate proper motion of swinging of the bat</li> <li>• Demonstrate appropriate sportsmanship while playing</li> <li>• Demonstrate an understanding of the rules of the game</li> </ul>

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	<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		<ul style="list-style-type: none"> <li>• Identify the different positions on the field</li> <li>• Participate in playing the game following the rules</li> <li>• Demonstrate an understanding of game strategies</li> </ul>
<p><b>Volleyball</b></p>	<p><b>PA: Health, Safety &amp; Physical Education (2002)</b>  <b>PA: Grade 9</b></p>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Rules of the game</li> </ul>	<p>The students will be able to:</p>

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	<p><b>10.4 Physical Activity</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p><b>10.5 Movement</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Game strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and apply skills(Set, Serve, Spike, Block) needed to participate in the sport</li> <li>• Demonstrate an understanding of how to rotate in the game</li> <li>• Demonstrate an understanding of the scoring procedures</li> <li>• Demonstrate appropriate sportsmanship while participating</li> <li>• Practice the skills both individually and with a partner</li> <li>• Participate in playing the game following the rules</li> <li>• Demonstrate an understanding of game strategies</li> </ul>



