

# **HOMEBALL360 PHYSICAL EDUCATION STANDARDS AND OUTCOMES K-12**

The national physical education standards and outcomes listed below are addressed and taught in the HOMEBALL360 curriculum (lesson plans and unit guide).

## **Elementary School Standards and Outcomes Grades K-5**

### **Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.**

Travels showing differentiation between sprinting and running. (S1.E2.3)

Throws underhand to a large target with accuracy. (S1.E13.5b)

Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)

Throws overhand to large target with accuracy (S1.E14.5b)

Throws with accuracy, both partners moving. (S1.E15.5a)

Catches a self-tossed or well thrown ball with hands, not trapping, or cradling against the body. (S1.E16.2)

Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4)

Catches with accuracy, both partners moving. (S1.E16.5b)

Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice-task environments. (S1.E26.4)

Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball). (S1.E26.5)

### **Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

Differentiates between fast and slow speeds. (S2.E3.1a) Differentiates between strong and light force. (S2.E3.1b)

Applies movement concepts to strategy in game situations. (S2.E3.5a)

Applies simple strategies & tactics in chasing activities. (S2.E5.3a)

Applies simple strategies in fleeing activities. (S2.E5.3b)

Applies simple offensive strategies & tactics in chasing & fleeing activities. (S2.E5.4a)

Applies simple defensive strategies & tactics in chasing and fleeing activities. (S2.E5.4b)



## **HOMEBALL360 PHYSICAL EDUCATION STANDARDS AND OUTCOMES K-12**

Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)

### **Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)

Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)

Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)

Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)

Identifies physical activities that contribute to fitness. (S3.E3.2b)

Recognizes the importance of warm-up & cooldown relative to vigorous physical activity. (S3.E4.3)

Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)

### **Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

Practices skills with minimal teacher prompting. (S4.E1.2)

Exhibits responsible behavior in independent group situations. (S4.E1.4)

Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)

Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)

Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)

Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)

Works independently with others in a variety of class environments (e.g., small & large groups). (S4.E4.1)

Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)

Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Applies safety principles with age-appropriate physical activities. (S4.E6.5)



## **HOME BALL360 PHYSICAL EDUCATION STANDARDS AND OUTCOMES K-12**

### **Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, selfexpression and/or social interaction.**

Identifies physical activity as a component of good health. (S5.E1.1)

Examines the health benefits of participating in physical activity. (S5.E1.4)

Recognizes that challenge in physical activities can lead to success. (S5.E2.1)

Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)

Describes positive feelings that result from participating in physical activities. (S5.E3.1a)

Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)

Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)

Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## **Middle School Standards and Outcomes (Grades 6-8)**

### **Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.**

Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)

Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)

Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. (S1.M4.6)

Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)

Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)

Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)

Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M11.6)



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Slides in all directions while on defense without crossing feet. (S1.M11.7)

Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)

Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)

### **Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)

Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)

Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)

Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)

Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)

Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)

Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)

Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)

Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)

### **Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Participates in self-selected physical activity outside of physical education class. (S3.M2.6)

Describes how being physically active leads to a healthy body. (S3.M1.6)

Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)

Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)

Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8)



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Distinguishes between health-related and skill-related fitness. (S3.M7.7)

Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.M10.6)

Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)

Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) (S3.M13.6)

Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. (S3.M18.7)

### **Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (S4.M1.7)

Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)

Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)

Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity. (S4.M7.8)

### **Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Describes how being physically active leads to a healthy body. (S5.M1.6)

Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)

Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)



## **HOMEBALL360 PHYSICAL EDUCATION STANDARDS AND OUTCOMES K-12**

Identifies why self-selected physical activities create enjoyment. (S5.M4.7)

Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)

Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

### **High School Standards and Outcomes (Grades 9-12)**

#### **Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.**

Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

#### **Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/ wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

#### **Standard 3. Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Investigates the relationships among physical activity, nutrition, and body composition. (S3.H1.L2)

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Evaluates—according to their benefits, social support network, and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)



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Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. (S3.H12.L2)

### **Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)

Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

### **Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

**All national physical education standards and outcomes are retrieved from:**

**NASPE (The National Association of Sport and Physical Education)**

**SHAPE (Society of Health and Physical Education)**

