

RRPS District Standards: Physical Education

Grade 5-8

11/2006

STRAND I: PHYSICAL EDUCATION

NM State Content Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark I-A: Grades 5-8

Students will demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports, team activities/sports.

Power Standard 1 (Benchmark I-A)

Using basic individual skills, students will display a combination of skills in response to a variety of activity situations, (i.e. tennis serve, center court, forehand, golf: drive, chip, pitch, put determined by lay of the ball, wall climbing: "On Belay, 3 –point contact, climb with legs, stabilize with arms, etc.)

NM Grade 5-8 Performance Standards

1. Using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e. basketball: pivot and shoot, receive a pass and dribble; soccer: receive and control, dribble and shoot; baseball/softball: run and slide, catch and throw, etc.).
2. Using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities, (i.e. table tennis: stance, grip, serve, return-forehand, backhand; aerobic: in rhythm, high step, squat step, boxes, grapevine, low march; roller blades: stand up, "V" push, turn, stop, etc.).
3. Using basic team sport skills, students will display a combination of skills in response to a variety of game situations, (i.e. basketball: receive, pivot, dribble, shoot, soccer: receive, control, dribble, pass/shoot, baseball/softball: batting, base running, sliding, etc.).
4. Using basic individual skills, students will display a combination of skills in response to a variety of activity situations, (i.e. tennis serve, center court, forehand, golf: drive, chip, pitch, put determined by lay of the ball, wall climbing: "On Belay, 3 –point contact, climb with legs, stabilize with arms, etc.)

Power Standard 2 (Benchmark I-B)

For dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of : foot work, court position, offensive and defensive strokes, placement of projective and court position in relation to partner.

NM State Benchmark I-B: Grades 5-8

Students will demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport.

NM Grade 5-8 Performance Standards

1. For team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to an open space.
2. For dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of : foot work, court position, offensive and defensive strokes, placement of projective and court position in relation to partner.
3. For team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space.
4. For dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of : foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.

STRAND I: PHYSICAL EDUCATION

NM State Content Standard II: Applies movement concepts and principles to the learning and development of motor skills.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark II-A: Grades 5-8

Students will demonstrate competency in the use of the concepts of body, effort, space and relationships movement.

Power Standard 3 (Benchmark II-A)

Describe how spatial relationship with other players affect outcomes during playing situations (i.e. badminton: up and back or side by side position, basketball: one on one or zone, soccer: outcomes of passing and receiving, etc.).

NM Grade 5-8 Performance Standards

1. Describe how changing effort affects the outcome of a sport skill, (i.e. tennis: smash versus lob; basketball: lay up versus three point shot; track: long distant run versus sprint, etc.).
2. Describe how spatial relationship with other players affect outcomes during playing situations (i.e. badminton: up and back or side by side position, basketball: one on one or zone, soccer: outcomes of passing and receiving, etc.).

Power Standard 4 (Benchmark II-B)

Use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e. progress form dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).

NM State Benchmark II-B: Grades 5-8

Students will demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations.

NM Grade 5-8 Performance Standards

1. Use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e. progress form dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).
2. Detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities.
3. Analyze a task to identify movement skills, how they are sequenced, and how they are applied to produce a desired outcome.

NM State Benchmark II-C: Grades 5-8

Students will demonstrate competency in the use of critical elements of fundamental and specialized movement skills.

NM Grade 5-8 Performance Standards

1. Apply knowledge of results to correct and improve future performance
2. Demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e. self-analysis and peer observation, etc.).

STRAND I: PHYSICAL EDUCATION

NM Content Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark III-A: Grades 5-8

Students will be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise.

NM Grade 5-8 Performance Standards

1. List and describe the benefits of setting personal fitness goals.
2. Maintain heart rate within the target heart rate zone (i.e. demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.).
3. Choose physical activities with the intent to improve and or maintain each of the following health related fitness components:
 - a. Muscular strength (i.e. push-ups, thera-bands, weights, pull-ups, tumbling, etc)
 - b. Endurance (i.e. running, aerobic activities, etc.)
 - c. Flexibility (i.e. stretching/warm-up, cool down activities, tumbling, etc.)
 - d. Cardiovascular (i.e. running, aerobic activities, etc.)
 - e. Body composition (i.e. toning activities, aerobic/anaerobic activities, weight training, etc.)
4. Analyze and interprets personal fitness data in order to establish personal fitness/activity goals.
5. Maintain heart rate within the target heart rate zone (i.e. apply personal target heart rate date into an individualized personal activity, etc.).
6. Choose and record levels of participation in physical activities with the intent to improve and/or maintain each of the following components of health-related fitness:
 - a. Muscular strength (i.e. push-ups, thera-bands, weights, pull-ups, tumbling, etc)
 - b. Endurance (i.e. running, aerobic activities, etc.)
 - c. Flexibility (i.e. stretching/warm-up, cool down activities, tumbling, etc.)
 - d. Cardiovascular (i.e. running, aerobic activities, etc)
 - e. Body composition (i.e. toning activities, aerobic/anaerobic activities, weight training, etc.)

Power Standard 5 (Benchmark III-A)

Maintain heart rate within the target heart rate zone (i.e. apply personal target heart rate date into an individualized personal activity, etc.).

Power Standard 6 (Benchmark III-A)

Choose and record levels of participation in physical activities with the intent to improve and/or maintain each of the following components of health-related fitness:

- a. Muscular strength (i.e. push-ups, thera-bands, weights, pull-ups, tumbling, etc)
- b. Endurance (i.e. running, aerobic activities, etc.)
- c. Flexibility (i.e. stretching/warm-up, cool down activities, tumbling, etc.)
- d. Cardiovascular (i.e. running, aerobic activities, etc)
- e. Body composition (i.e. toning activities, aerobic/anaerobic activities, weight training, etc.)

Power Standard 7 (Benchmark III-B)

Comprehends the benefits of physical activity (i.e. list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of an active lifestyle, etc.).

NM State Benchmark III-B: Grades 5-8

Students will determine long-term benefits that may result from regular participation in physical activity.

NM Grade 5-8 Performance Standards

1. Comprehends the benefits of physical activity (i.e. list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of an active lifestyle, etc.).
2. Recognize the difference between anaerobic and aerobic fitness activities
3. Analyze and illustrate the benefits of physical activity (i.e. differentiate inactive versus active lifestyles, outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.).
4. Compare and contrast the difference between aerobic and anaerobic fitness activities.

STRAND I: PHYSICAL EDUCATION

NM Content Standard IV: Achieves and maintains a health enhancing level of physical fitness.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark IV-A: Grades 5-8

Students will participate in physical activities that address each health-related physical fitness component.

Power Standard 8 (Benchmark IV-C)

Generates an appropriate physical fitness plan to maintain and/or improve strengths and weaknesses.

NM Grade 5-8 Performance Standards

1. Engage in appropriate physical activity that results in the development of cardiovascular endurance.
2. Selects appropriate fitness activities that require muscular strength and muscular endurance.
3. Comprehends the benefits of flexibility.
4. Explains the benefits of a healthy body composition.
5. Analyzes appropriate physical activity that results in the development of cardiovascular endurance.
6. Demonstrates and identifies fitness activities that require muscular strength and muscular endurance.
7. Selects appropriate flexibility activities.
8. Identifies the benefits of a healthy body composition versus the risks of an unhealthy body composition.

NM State Benchmark IV-B: Grades 5-8

Students will assess personal fitness status within each health-related physical fitness component.

NM Grade 5-8 Performance Standards

1. Comprehends personal fitness data and recognizes individual strengths and weaknesses.
2. Analyzes personal fitness data and evaluates individual strengths and weaknesses.

NM State Benchmark IV-C: Grades 5-8

Students will interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher.

NM Grade 5-8 Performance Standards

1. Comprehends personal fitness data and recognized individual strengths and weaknesses.
2. Choose appropriate physical activities to maintain and or improve strengths and weaknesses.
3. Analyzes personal fitness data and evaluates individual strengths and weaknesses.
4. Generates an appropriate physical fitness plan to maintain and/or improve strengths and weaknesses.

STRAND I: PHYSICAL EDUCATION

NM Content Standard IV: Achieves and maintains a health enhancing level of physical fitness.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark IV-D: Grades 5-8

Students will evaluate the effectiveness of exercise and other factors to obtain personal fitness goals.

NM Grade 5-8 Performance Standards

1. Identifies the components of a fitness program and applies them to personal fitness plans (i.e., include more aerobic activities, adjusts sets and reps in strength programs, etc.).
2. Analyzes the effectiveness of current fitness programs and revises physical fitness goals (i.e., include more aerobic activities, adjusts sets and reps in strength program, etc.).

STRAND I: PHYSICAL EDUCATION

NM Content Standard V: Demonstrates responsible personal and social behaviors in physical activity settings.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark V-A: Grades 5-8

NM Grade 5-8 Performance Standards

1. Use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)
2. Follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teacher's instruction/ comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed upon consequences when officiating, etc.).
3. Follow established emergency procedures (i.e. first aid, fire drills, etc.).
4. Wear appropriate activity attire properly (i.e. shoes/socks, clothing specific to activity, clothing specific to school/district rules, no potentially harmful accessories, etc.).

Power Standard 9 (Benchmark V-A)

Follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teacher's instruction/ comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed upon consequences when officiating, etc.).

Power Standard 10 (Benchmark V-B)

Accepts responsibility for own actions and modifies behaviors accordingly, (i.e. take self out of negative situation, go to safe adult in an unsafe situation, etc.)

NM State Benchmark V-B: Grades 5-8

Students will exhibit appropriate personal and appropriate group conduct while engaging in physical activity.

NM Grades 5-8 Performance Standards

1. Identifies a bullying situation and responds appropriately (i.e. refers to specific "bully proofing" programs/parameters, go to safe adult when in an unsafe situation, etc.).
2. Identifies a sexual harassment situation and responds appropriately (i.e. refers to specific demonstrate use of appropriate language and personal contact during physical activities, etc.).
3. Accepts responsibility for own actions and modifies behaviors accordingly, (i.e. take self out of negative situation, go to safe adult in an unsafe situation, etc.).

STRAND I: PHYSICAL EDUCATION

NM Content Standard V: Demonstrates responsible personal and social behaviors in physical activity settings.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark V-C: Grades 5-8

Students will recognize the influence of peer pressure and identify ways of resolving conflict.

NM Grade 5-8 Performance Standards

1. Identifies/makes positive choices in a variety of physical education settings (i.e. no teasing, name calling,--use positive language, follow physical safety rules, follow all game, activity rules, etc.).
2. Recognize and ignore poor behavior choices of peers (i.e. identifies bullying behaviors, identifies sexual harassment behaviors, etc.).
3. List coping skills for dealing with negative behaviors (i.e. bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.).
4. When in conflict, use appropriate problem-solving techniques, (i.e. conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.).
5. Identify and list components of sportsmanship (i.e. differentiate between positive and negative sportsmanship, fair play, respect referee decisions, understand importance of following rules, adhere to good sportsmanship concepts/ ideas, etc.).
6. Demonstrate ability to apply concepts of good sportsmanship (i.e. as participant, as spectator, as referee, as coach, etc.).

Power Standard 11 (Benchmark V-C)

Identify and list components of sportsmanship (i.e. differentiate between positive and negative sportsmanship, fair play, respect referee decisions, understand importance of following rules, adhere to good sportsmanship concepts/ ideas, etc.).

NM State Benchmark V-D: Grades 5-8

Students will work cooperatively with a group to achieve group goals.

NM State 5-8 Performance Standards

1. Explain aspects of cooperative activities.
2. Participate positively in team building/cooperative activities.
3. Apply listening skills.
4. Explain different styles of leadership skills.
5. Demonstrate importance of positive attitudes (i.e. communication, body language, listening skills, etc.).
6. Explain what it means to be a good team player.
7. Analyze cause and effect during physical activities.

STRAND I: PHYSICAL EDUCATION

NM Content Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark VI-A: Grades 5-8

Students will identify the contribution that physical activity plays in multicultural/ethnic awareness and in acceptance of all peers.

Power Standard 12 (Benchmark VI-B)

Recognize the diverse attributes of age, race, ethnicity, gender, and ability level and acknowledge how these differences can enhance group activities.

NM Grade 5-8 Performance Standards

1. Identify/explain the role of games, sports and dance in getting to know and understand various cultures.
2. Distinguish the differences between varying cultures and their “native” sports/activities.
3. Describe why certain sports/dances/ activities are more prevalent in specific countries/cultures.
4. Describe why “I” (student) participate in certain sports/dance/activities based on my culture.
5. Research and present an unfamiliar game or dance from another country.

Power Standard 13 (Benchmark VI-C)

Explain/describe how media influences our consumer choices and personal/physical self-concept.

NM State Benchmark VI-B: Grades 5-8

Students will acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences.

NM Grade 5-8 Performance Standards

1. Understand the need for game modification to allow persons with special needs to participate.
2. Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
3. Participate in games/activities in which handicapping conditions are simulated (i.e. wheelchair basketball, etc.).
4. Describe the social dynamics that occur when peers participate in cooperative activities.

NM State Benchmark VI-C: Grades 5-8

Students will analyze how the media, particularly advertising, influences the perception of ideal body types.

NM Grade 5-8 Performance Standards

1. Initiate discussion of media influences on behavior choices (i.e. print, radio, TV, etc.).
2. Explain/describe how media influences our consumer choices and personal/physical self-concept.
3. Describe differences between healthy bodies and media-generated bodies.
4. Produce a media advertisement that promotes the benefits of an active and health lifestyle.

STRAND I: PHYSICAL EDUCATION

NM Content Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark VII-A: Grades 5-8

Students will participate in physical activity.

NM Grade 5-8 Performance Standards

1. Identify a variety of physical activities that will provide satisfaction and lead to continued participation.
2. Choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e. at school during self-selection times, after school free time, teams, lessons, family recreation, etc.).
3. Identify benefits of participating in physical activities throughout lifetime (i.e. discussion, lists, outline, role playing, etc.).
4. Show a desire to improve one's own physical ability, fitness level and performance (i.e. fitness journals, activity calendars, fitness level assessments, etc.).

Power Standard 14 (Benchmark VII-A)

Identify benefits of participating in physical activities throughout lifetime (i.e. discussion, lists, outline, role playing, etc.).

Power Standard 15 (Benchmark VII-B)

Develop a matrix of available school and community physical activity resources.

Power Standard 16 (Benchmark VII-C)

Sharing feelings of satisfaction felt as a result of physical activity (i.e. improved individual self-esteem, good feelings gained from being part of a team, activity journals and class discussions, etc.).

NM State Benchmark VII-B: Grades 5-8

Students will participate in new and challenging physical activities.

NM Grade 5-8 Performance Standards

1. Identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e. community bulletin board, online searches, class discussions, etc.).
2. Actively choose and join in on new activities in and out of the school environment (i.e. recess, self-selection times, after school club, family recreation time, etc.).
3. Develop a matrix of available school and community physical activity resources.
4. Demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e. offense versus defense, guard versus forward, catcher versus pitcher, etc.).

NM State Benchmark VII-C: Grades 5-8

Students will identify the social benefits of participation in physical activity.

NM Grade 5-8 Performance Standards

1. Identifies basic ideals of fair play, acceptance of rules and group communication (i.e. give appropriate feedback to partners and teammates, etc.).
2. Appreciate the challenging aspects of competition with self and others (i.e. praise opponents, accept teammates and opponents contributions, enjoy physical activity for its own sake, etc.).
3. Sharing feelings of satisfaction felt as a result of physical activity (i.e. improved individual self-esteem, good feelings gained from being part of a team, activity journals and class discussions, etc.).

STRAND I: PHYSICAL EDUCATION

NM Content Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

NM State Benchmarks Grades 5-8

RRPS Grade 5-8 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark VII-D: Grades 5-8

Students will practice and demonstrate physical activity as a vehicle for self-expression.

NM Grade 5-8 Performance Standards

1. Identify and use a variety of physical activities and movements used to communicate ideas and feelings (i.e. dance, sports, gymnastics, intensity levels, etc.).
2. Demonstrate aesthetic appreciation of skilled movement of the body (i.e. create body silhouettes, etc.).
3. Identify and describe personal feelings resulting from participation in physical activity (i.e. journals, activity calendars, peer mentoring, class discussion, etc.).
4. Exhibit appropriate protocol during dance, fine arts or other physical activity events.