

RRRPS District Standards: PE

Grade 9-12

10/2006

STRAND I

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

NM State Benchmarks Grade 9-12

RRPS Grade 9-12 Power Standards

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

NM State Benchmark I-A: Grade 9-12

Students will demonstrate proficiency in at least one activity from three of the six following categories: aquatics, dance, outdoor pursuits, individual activities/sports, dual activities/sports and team activities/sports

Power Standard 1 (Benchmark I-A)

Identify the critical elements contained in the preparatory, action and follow through phases of movement.

Power Standard 2 (Benchmark I-A)

Analyze the critical elements contained in the preparatory, action and follow through phases of movement.

Power Standard 3 (Benchmark I-A)

Evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics

Power Standard 4 (Benchmark I-A)

Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement

NM Grade 9-12 Performance Standards

1. Identify the critical elements contained in the preparatory, action and follow through phases of movement.
2. Analyze the critical elements contained in the preparatory, action and follow through phases of movement.
3. Evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics
4. Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

STRAND I

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

NM State Benchmarks Grade 9-12

RRPS Grade 9-12 Power Standards

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

NM State Benchmark I-A: Grade 9-12

Student will apply scientific principles to learn and improve skills.

Power Standard 5 (Benchmark I-A)

Explain and demonstrate motor learning cues to help regulate their physical performance.

Power Standard 6 (Benchmark I-A)

Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process.

Power Standard 7 (Benchmark I-A)

Apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e. leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.).

Power Standard 8 (Benchmark I-A)

Identify and utilize biomechanical, motor development, exercise physiology, and motor learning concepts to learn and improve skills.

NM Grade 9-12 Performance Standards

1. Explain and demonstrate motor learning cues to help regulate their physical performance.
2. Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process.
3. Apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e. leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.).
4. Identify and utilize biomechanical, motor development, exercise physiology, and motor learning concepts to learn and improve skills.

STRAND I

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

<p><u>NM State Benchmarks Grade 9-12</u></p>	<p>RRPS Grade 9-12 Power Standards <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark I-A: Grade 9-12</u> Students will participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness.</p>	<p><u>Power Standard 9 (Benchmark I-A)</u> Identify realistic personal fitness goals based on a pre-assessment.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Identify realistic personal fitness goals based on a pre-assessment. 2. Maintain a personal fitness program by using exercise strategies (i.e. goal statements, graphs, charts, software, log books, etc.)</p>	<p><u>Power Standard 10 (Benchmark I-A)</u> Maintain a personal fitness program by using exercise strategies (i.e. goal statements, graphs, charts, software, log books, etc.)</p>
<p><u>NM State Benchmark II-A: Grade 9-12</u> Students will monitor exercise, eating and other behaviors related to a healthy lifestyle</p>	<p><u>Power Standard 11 (Benchmark I-A)</u> Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors as they pertain to health-related fitness (i.e. smoking, alcohol consumption, drug use, etc.).</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors as they pertain to health-related fitness (i.e. smoking, alcohol consumption, drug use, etc.). 2. Track, identify and draw conclusions about personal nutrition and physical activity and how it relates to their personal health.</p>	<p><u>Power Standard 12 (Benchmark I-A)</u> Track, identify and draw conclusions about personal nutrition and physical activity and how it relates to their personal health.</p>
<p><u>NM State Benchmark III-A: Grade 9-12</u> Students will understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan. 2. Create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.</p>	
<p><u>NM State Benchmark IV-A: Grade 9-12</u> Students will use scientific knowledge to analyze personal characteristics that relate to participation in physical activities.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e. pedometers, heart rate monitors, Activity-Gram, etc.). 2. Students will analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e. cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).</p>	

STRAND I

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

<p><u>NM State Benchmarks Grade 9-12</u></p>	<p><u>RRPS Grade 9-12 Power Standards</u></p>
<p><u>NM State Benchmark I-A: Grade 9-12</u> Students will recognize the importance of participation in physical activity on a regular basis.</p>	<p><u>Power Standard 13 (Benchmark III-A)</u> Provide rationale for the use of scientific concepts in the development of their fitness program.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Maintain a personal fitness program by using exercise strategies (i.e. goal statements, graphs, charts, software, log books, etc.</p>	<p><u>Power Standard 14 (Benchmark III-A)</u> Provide rationale for the frequency, intensity, time and type (FITT) principles.</p>
<p><u>NM State Benchmark II-A: Grade 9-12</u> Students will demonstrate independence in assessing, achieving and maintaining personal health related fitness.</p>	<p><u>Power Standard 15 (Benchmark III-A)</u> Demonstrate a knowledge base on training principles (i.e. progression, overload, specificity, etc.).</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate the ability and knowledge to self-assess health-related fitness levels based upon health-related fitness criterion (i.e. resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.). 2. Develop strategies for achieving and maintaining a personal fitness program.</p>	<p><u>Power Standard 16 (Benchmark III-A)</u> Create a scientifically based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.</p>
<p><u>NM State Benchmark III-A: Grade 9-12</u> Students will design personal fitness programs that encompass all health- related physical fitness components.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Provide rationale for the use of scientific concepts in the development of their fitness program. 2. Provide rationale for the frequency, intensity, time and type (FITT) principles. 3. Demonstrate a knowledge base on training principles (i.e. progression, overload, specificity, etc.). 4. Create a scientifically based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.</p>	

STRAND I

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

<u>NM State Benchmarks Grade 9-12</u>	<u>RRPS Grade 9-12 Power Standards</u>
<p><u>NM State Benchmark V-A: Grade 9-12</u> Students will identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle.</p>	<p><u>Power Standard 17 (Benchmark I-A)</u> Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities.</p> <p><u>Power Standard 18 (Benchmark I-A)</u> Apply appropriate etiquette in all activities.</p> <p><u>Power Standard 19 (Benchmark III-A)</u> Demonstrate the ability to make responsible decisions regardless of peer pressure.</p> <p><u>Power Standard 20 (Benchmark III-A)</u> Accept consequences of personal choices.</p> <p><u>Power Standard 21 (Benchmark III-A)</u> Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.</p> <p><u>Power Standard 22 (Benchmark IV-A)</u> Distinguish between group member roles, leadership and follower-ship, and acts accordingly to accomplish group goals.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities. 2. Apply appropriate etiquette in all activities.</p>	
<p><u>NM State Benchmark II-A: Grade 9-12</u> Students will initiate independent and responsible personal behavior in physical activity settings.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Follow general classroom and specific activity rules to insure physical and emotional safety.</p>	
<p><u>NM State Benchmark III-A: Grade 9-12</u> Students will recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Demonstrate the ability to make responsible decisions regardless of peer pressure. 2. Accept consequences of personal choices. 3. Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.</p>	
<p><u>NM State Benchmark IV-A: Grade 9-12</u> Students will accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals.</p>	
<p><u>NM Grade 9-12 Performance Standards</u> 1. Distinguish between group member roles, leadership and follower-ship, and acts accordingly to accomplish group goals.</p>	

STRAND I

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

<p><u>NM State Benchmarks Grade 9-12</u></p>	<p><u>RRPS Grade 9-12 Power Standards</u></p>
<p>NM State Benchmark I-A: Grade 9-12 Students will identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation.</p>	<p><u>Power Standard 23 (Benchmark I-A)</u> Discuss why social differences and other aspects keep young adults from participating in an active lifestyle.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Discuss why social differences and other aspects keep young adults from participating in an active lifestyle. 2. Acknowledge the attributes that individuals with differences bring to a group.</p>	<p><u>Power Standard 24 (Benchmark I-A)</u> Acknowledge the attributes that individuals with differences bring to a group.</p>
<p>NM State Benchmark II-A: Grade 9-12 Students will develop strategies for including persons of diverse backgrounds and abilities in physical activity.</p>	<p><u>Power Standard 25 (Benchmark III-A)</u> Recognize that media messages are trying to sell products.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity. 2. Display a sensitive attitude and a willingness to participate with others in physical activities.</p>	<p><u>Power Standard 26 (Benchmark III-A)</u> Know that billboards, magazines and television will show idealistic body types.</p> <p><u>Power Standard 27 (Benchmark III-A)</u> Critically analyze advertising messages.</p>
<p>NM State Benchmark III-A: Grade 9-12 Students will evaluate how the media, particularly advertising, influences the perception of the ideal body types..</p>	<p><u>Power Standard 28 (Benchmark III-A)</u> Create print ads endorsing healthy lifestyles.</p>
<p><u>NM Grade 9-12 Performance Standards</u> 1. Recognize that media messages are trying to sell products. 2. Know that billboards, magazines and television will show idealistic body types. 3. Critically analyze advertising messages. 4. Create print ads endorsing healthy lifestyles.</p>	

STRAND I

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

NM State Benchmarks Grade 9-12

RRPS Grade 9-12 Power Standards

NM State Benchmark VII-A: Grade 9-12

Students will maintain and improve physical fitness, motor skills and knowledge about physical activity.

Power Standard 29 (Benchmark IV-A)

Reflect on reasons for choosing to participate in selected physical activity.

NM Grade 9-12 Performance Standards

1. Select activities that are enjoyable and promote fitness.
2. Identify activities that best fit their individual needs.
3. Choose activities outside of school that provide challenges and social interaction.
4. Recognize intrinsic value of physical activity.

Power Standard 30 (Benchmark IV-A)

Create self rewards for achieving personal fitness goals.

NM State Benchmark II-A: Grade 9-12

Students will evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle.

Power Standard 31 (Benchmark IV-A)

Experience the feeling of satisfaction about personal fitness accomplishments.

NM Grade 9-12 Performance Standards

1. Identify key reasons to develop and maintain physical activity and healthy eating habits.
2. Recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.

Power Standard 32 (Benchmark IV-A)

Evaluate the physical, social and psychological benefits of a healthy and active lifestyle.

NM State Benchmark III-A: Grade 9-12

Students will analyze time, cost and accessibility factors related to regular participation in physical activities.

NM Grade 9-12 Performance Standards

1. Identify barriers and enablers to regular physical activity specific to his or her situation.
2. Create a time management plan to facilitate regular physical activity participation.

NM State Benchmark IV-A: Grade 9-12

Students will recognize the feelings that result from physical activity participation.

NM Grade 9-12 Performance Standards

1. Reflect on reasons for choosing to participate in selected physical activity.
2. Create self rewards for achieving personal fitness goals.
3. Experience the feeling of satisfaction about personal fitness accomplishments.
4. Evaluate the physical, social and psychological benefits of a healthy and active lifestyle.