New Mexico Physical Education

Grades 7, 8

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

1: Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:

1. 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.); and
2. Using basic individual activity 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, putt determined by lay of the ball; wall climbing: "on belay," 3-point contact, climb with legs, stabilize with arms, etc.).

2: Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:

1. 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; and
2. 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.

Applies movement concepts and principles to the learning and development of motor skills. Students will:

1: Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement:

1. Describe how spatial relationships 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.).

2: Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:

1. Detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities; and
2. Analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome.

3: Demonstrate competency in the use of critical elements of fundamental and specialized movement skills:

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

Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

1: Be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:

1. Analyze and interpret personal fitness data in order to establish personal fitness/activity goals;
2. Maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.); and
3. 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: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).

2: Determine long-term benefits that may result from regular participation in physical activity:

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

Achieves and maintains a health-enhancing level of physical fitness. Students will:

1: Participate in physical activities that address each health-related physical fitness component:

1. Engage in appropriate physical activity that results in the development of cardiovascular endurance;
2. Select appropriate fitness activities that require muscular strength and muscular endurance;
3. Comprehend the benefits of flexibility; and
4. Explain the benefits of a healthy body composition.
1. Analyze appropriate physical activities that result in the development of cardiovascular endurances;
2. Demonstrate and identify fitness activities that require muscular strength and muscular endurance;
3. Select appropriate flexibility activities; and
4. Identify the benefits of a healthy body composition versus the risks of an unhealthy body composition.

2: Assess personal fitness status within each health-related physical fitness component:

1. Analyze personal fitness data and evaluate individual strengths and weaknesses.

3: Interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:

1. Analyze personal fitness data and evaluate individual strengths and weaknesses; and
2. Generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses.

4: Evaluate the effectiveness of exercise and other factors to obtain personal fitness goals:

1. Analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).

Demonstrates responsible personal and social behavior in physical activity settings. Students will:

1: Select and utilize safety principles in physical activity settings; grades 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 teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.); and
3. Follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.).

2: Exhibit appropriate personal and group conduct while engaging in physical activity:

1. Identify a bullying situation and respond appropriately (i.e., refer to specific district "bully proofing" programs/parameters, go to a safe adult when in an unsafe situation, etc.);
2. Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.); and
3. Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.).

3: Recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:

1. Identify/make 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., identify bullying behaviors, identify 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's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.); and
6. Demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.).

4: Work cooperatively with a group to achieve group goals:

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 and listening skills, etc.);
6. Explain what it means to be a good team player; and
7. Analyze cause and effect during physical activities.

Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

1: Identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:

1. Describe why certain sports/dances/activities are more prevalent in specific countries/cultures;
2. Describe why "I" (student) participate in certain sports/dance/activities based on my culture; and
3. Research and present an unfamiliar game or dance from another country.

2: Acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:

1. Understand the need for game modifications 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.); and
4. Describe the social dynamics that occur when peers participate with partners in cooperative activities.

3: Analyze how the media, particularly advertising, influences the perception of ideal body types:

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; and
4. Produce a media advertisement that promotes the benefits of an active and healthy lifestyle.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

1: Participate in physical activity:

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 one's lifetime (i.e., discussion, lists, outline, role playing, etc.); and
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).

2: Participate in new and challenging physical activities:

1. Develop a matrix of available school and community physical activity resources; and
2. 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.).

3: Identify the social benefits of participation in physical activity; grades 5-8 performance standards:

1. Identify 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.); and

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, class discussions, etc.).

4: Practice and demonstrate physical activity as a vehicle for self expression:

1. Identify and use a variety of physical activities and movements 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 discussions, etc.); and
4. Exhibit appropriate protocol during dance, fine arts or other physical activity events.