New Mexico Physical Education

Grades K, 1, 2

Adopted 2009

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

1: Demonstrate competency in selected motor skills:

1. Travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;
2. Demonstrate skills of chasing, fleeing and dodging to avoid others; and
3. Demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).

2: Demonstrate competency in selected non-motor patterns:

1. Roll sideways and forwards without hesitating or stopping using control;
2. Balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts; and
3. Form round, narrow, wide and twisted body shapes alone and with a partner.

3: Demonstrate competency in selected skills utilizing age-appropriate equipment:

1. Repeatedly jump a self-turned rope and a rope turned by others;
2. Continuously dribble a ball, using hands or feet, without losing control; and
3. Receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.).

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

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

1. Travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.); and
2. Place a variety of body parts into high, medium and low levels

2: Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:

1. Use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling; and
2. Recognize similar movement concepts in a variety of skills;

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Demonstrate critical elements of fundamental and specialized movement skills:

1. Repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
2. Refine movement errors in response to positive information and corrective information feedback;
3. Demonstrate the application of critical cues in selected motor skills; and
4. Accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.

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

1: Select and participate regularly in health-related physical activities for enjoyment:

1. Engage in moderate to vigorous physical activity most days of the week; and
2. Participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.).

2: Identify the benefits gained from regular physical activity:

1. Experience and recognize different types of physical activities and their healthful benefits;

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

1: Match different types of physical activities with health-related physical fitness components:

1. Recognize that health-related physical fitness consists of several components; and
2. Identify activities designed to improve health-related fitness components.

2: Participate in moderate to vigorous physical activities in a variety of settings:

1. Participate in a variety of games and activities that increase respiration and heart rate;
2. Demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and
3. Sustain activity for increasingly longer periods of time.

3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.

1. Recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity; and
2. Recognize personal strengths and weaknesses based on participation in various physical activities.

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Demonstrates responsible personal and social behavior in physical activity settings. Students will:	**1: Utilize safety principles in physical activity settings:** 1. Use space and equipment safely and properly; and 2. Recognize that personal space and emotional safety will be protected; **2: Work cooperatively and productively with a partner or small group:** 1. Invite a peer to take his turn at a piece of apparatus before repeating turn; and 2. Assist partner by sharing observations about skill performance during practice. **3: Recognize the influence of peer pressure and identify ways of resolving conflict:** 1. Demonstrate the elements of socially acceptable conflict resolution; and 2. Demonstrate effective communication skills. **4: Work independently and on-task for short periods of time:** 1. Demonstrate independent work habits during short-term activity. **5: Recognize classroom and activity rules; grades K-4 performance standards:** 1. Consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all; 2. Distinguish between compliance and non-compliance with game rules and fair play; and 3. Accept consequences of personal choices.
Demonstrates understanding and respect for differences among people in physical activity settings. Students will:	**1: Explore cultural/ethnic self-awareness through participation in physical activity:** 1. Articulate cultural/ethnic self awareness through written, oral or physical expression. **2: Recognize the talents that individuals with differences can bring to group activities:** 1. Work productively with a variety of partners. **3: Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:** 1. Accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.). **4: Recognize how the media, particularly advertising, influences the perception of ideal body types:** 1. Identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.

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

1: Identify physical activities that are enjoyable:

1. Identify several individual and dual physical activities that they find personally enjoyable.

2: Practice physical activities to increase skills:

1. Willingly try new activities; and
2. Continue to participate when not successful on the first attempt.

3: Demonstrate interaction with others while participating in physical activities:

1. Celebrate personal successes and achievements and those of others; and
2. Cooperate and share with partners in physical activities;

4: Use physical activity as a measure of self-expression:

1. Create movement sequences that are personally interesting and satisfying.