

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 29 STANDARDS FOR EXCELLENCE
PART 9 PHYSICAL EDUCATION

6.29.9.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
[6.29.9.1 NMAC - N, 6-30-2009]

6.29.9.2 SCOPE: All public schools, state educational institutions and educational programs conducted in state institutions other than New Mexico military institute.
[6.29.9.2 NMAC - N, 6-30-2009]

6.29.9.3 STATUTORY AUTHORITY:

A. Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than New Mexico military institute.

B. Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.
[6.29.9.3 NMAC - N, 6-30-2009]

6.29.9.4 DURATION: Permanent.
[6.29.9.4 NMAC - N, 6-30-2009]

6.29.9.5 EFFECTIVE DATE: June 30, 2009, unless a later date is cited at the end of a section.
[6.29.9.5 NMAC - N, 6-30-2009]

6.29.9.6 OBJECTIVE: New Mexico content standards with benchmarks and performance standards for physical education are mandated for students in grades K-12. The New Mexico content standards with benchmarks for physical education were adopted in March 1997 as part of 6 NMAC 3.2; the benchmarks and performance standards were revised in June 2007.
[6.29.9.6 NMAC - N, 6-30-2009]

6.29.9.7 DEFINITIONS: [Reserved]

6.29.9.8 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION, Grades K-4:

A. Content standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

(1) grades K-4 benchmark 1: demonstrate competency in selected motor skills;

(a) grades K-2 performance standards:

(i) travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;

(ii) demonstrate skills of chasing, fleeing and dodging to avoid others;

(iii) demonstrate smooth transitions between sequential motor skills (i.e., running into a jump);

(b) grades 3- performance standards:

(i) demonstrate mature form in all locomotor patterns;

(ii) while traveling, avoid or catch an object or individual;

(iii) develop patterns and combinations of movements into repeatable sequences;

(2) grades K-4 benchmark 2: demonstrate competency in selected non-motor patterns;

(a) grades K-2 performance standards:

(i) roll sideways and forwards without hesitating or stopping using control;

(ii) balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts;

(iii) form round, narrow, wide and twisted body shapes alone and with a partner;

(b) grades 3-4 performance standards:

- (i) transfer weight from feet to hands using controlled movement;
 - (ii) balance with control on a variety of objects;
 - (iii) develop and refine a gymnastics sequence demonstrating smooth transitions;
 - (3) grades K-4 benchmark 3: demonstrate competency in selected skills utilizing age- appropriate equipment;
 - (a) grades K-2 performance standards:
 - (i) repeatedly jump a self-turned rope and a rope turned by others;
 - (ii) continuously dribble a ball, using hands or feet, without losing control;
 - (iii) receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.);
 - (b) grades 3-4 performance standards:
 - (i) travel into and out of a rope turned by others;
 - (ii) hand-dribble and foot-dribble a ball and maintain control while traveling within a group;
 - (iii) throw, catch and kick using mature motor patterns;
 - (iv) strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.
- B. Content standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:
 - (1) grades K-4 benchmark 1: demonstrate concepts of body, effort, space and relationships in movement;
 - (a) grades K-2 performance standards:
 - (i) 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.);
 - (ii) place a variety of body parts into high, medium and low levels;
 - (b) grades 3-4 performance standards:
 - (i) design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.);
 - (ii) consistently receive and send an object in an intended direction and height;
 - (2) grades K-4 benchmark 2: demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations;
 - (a) grades K-2 performance standards:
 - (i) 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;
 - (ii) recognize similar movement concepts in a variety of skills;
 - (b) grades 3-4 performance standards:
 - (i) adapt motor skills to the demands of a dynamic and unpredictable environment;
 - (ii) identify ways movement concepts can be used to refine movement skills;
 - (iii) explain how appropriate practice improves performance;
 - (3) grades K-4 benchmark 3: demonstrate critical elements of fundamental and specialized movement skills; grades K-4 performance standards:
 - (a) repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
 - (b) refine movement errors in response to positive information and corrective information feedback;
 - (c) demonstrate the application of critical cues in selected motor skills;
 - (d) accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
- C. Content standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:
 - (1) grades K-4 benchmark 1: select and participate regularly in health-related physical activities for enjoyment;
 - (a) grades K-2 performance standards:
 - (i) engage in moderate to vigorous physical activity most days of the week;
 - (ii) 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.);
 - (b) Grades 3-4 performance standards:

(i) participate in moderate to vigorous physical activity outside of physical education most days of the week;
(ii) use information from a variety of sources, internal and external, to regulate their activity participation;

(2) grades K-4 benchmark 2: identify the benefits gained from regular physical activity;
(a) grades K-2 performance standard: experience and recognize different types of physical activities and their healthful benefits;
(b) grades 3-4 performance standard: describe how participation in physical activity affects health.

D. Content standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:

(1) grades K-4 benchmark 1: match different types of physical activities with health-related physical fitness components;

(a) grades K-2 performance standards:
(i) recognize that health-related physical fitness consists of several components;
(ii) identify activities designed to improve health-related fitness components;
(b) grades 3-4 performance standard: select activities designed to improve and maintain levels of fitness in each component of health-related fitness;

(2) grades K-4 benchmark 2: participate in moderate to vigorous physical activities in a variety of settings;
(a) grades K-2 performance standards:
(i) participate in a variety of games and activities that increase respiration and heart rate;
(ii) demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands;
(iii) sustain activity for increasingly longer periods of time;

(b) grades 3-4 performance standard: participate in a variety of physical activities in order to improve each component of health-related fitness;

(3) grades K-4 benchmark 3: begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness;

(a) grades K-2 performance standards:
(i) recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity;
(ii) recognize personal strengths and weaknesses based on participation in various physical activities;

(b) grades 3-4 performance standards:
(i) explain the relationship of body weight, body composition and participation in regular physical activity;
(ii) develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.

E. Content standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

(1) grades K-4 benchmark 1: utilize safety principles in physical activity settings;
(a) grades K-2 performance standards:
(i) use space and equipment safely and properly;
(ii) recognize that personal space and emotional safety will be protected;
(b) grades 3-4 performance standards:
(i) recognize importance of equipment placement and usage during physical education class;

(ii) initiate the appropriate use of space in game and activity settings;
(2) grades K-4 benchmark 2: work cooperatively and productively with a partner or small group;
(a) grades K-2 performance standards:
(i) invite a peer to take his turn at a piece of apparatus before repeating turn;
(ii) assist partner by sharing observations about skill performance during practice;
(b) grades 3-4 performance standards:
(i) work productively with a partner to improve selected motor skills by using the critical elements of the process;

- (ii) demonstrate the ability to teach an activity or skill to a group of classmates;
- (3) grades K-4 benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict;
 - (a) grades K-2 performance standards:
 - (i) demonstrate the elements of socially acceptable conflict resolution;
 - (ii) demonstrate effective communication skills;
 - (b) grades 3-4 performance standard: identify and avoid the negative influence of peers;
- (4) grades K-4 benchmark 4: work independently and on-task for short periods of time;
 - (a) grades K-2 performance standard: demonstrate independent work habits during short-term activity;
 - (b) grades 3-4 performance standard: honestly report the results of independent work;
- (5) grades K-4 benchmark 5: recognize classroom and activity rules; grades K-4 performance standards:
 - (a) consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - (b) distinguish between compliance and non-compliance with game rules and fair play;
 - (c) accept consequences of personal choices.

F. Content standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

- (1) grades K-4 benchmark 1: explore cultural/ethnic self-awareness through participation in physical activity; grades K-4 performance standard: articulate cultural/ethnic self awareness through written, oral or physical expression;
- (2) grades K-4 benchmark 2: recognize the talents that individuals with differences can bring to group activities;
 - (a) grades K-2 performance standard: work productively with a variety of partners;
 - (b) grades 3-4 performance standard: recognize and value the role of each individual in a small group;
- (3) grades K-4 benchmark 3: experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins;
 - (a) grades K-2 performance standard: accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.);
 - (b) grades 3-4 performance standard: demonstrate the ability to successfully work in a variety of cultural or ethnic activities;
- (4) grades K-4 benchmark 4: recognize how the media, particularly advertising, influences the perception of ideal body types;
 - (a) grades K-2 performance standard: identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type;
 - (b) grades 3-4 performance standards:
 - (i) differentiate between body type presented in the media and own healthy body type;
 - (ii) identify lifestyle factors that can be controlled and their impact on health and wellness.

G. Content standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

- (1) grades K-4 benchmark 1: identify physical activities that are enjoyable;
 - (a) grades K-2 performance standard: identify several individual and dual physical activities that they find personally enjoyable;
 - (b) grades 3-4 performance standard: explain the enjoyable characteristics of small group physical activities;
- (2) grades K-4 benchmark 2: practice physical activities to increase skills;
 - (a) grades K-2 performance standards:
 - (i) willingly try new activities;
 - (ii) continue to participate when not successful on the first attempt;
 - (b) grades 3-4 performance standards:
 - (i) willingly try new activities;
 - (ii) voluntarily initiate skill practice to improve performance;

- (3) grades K-4 benchmark 3: demonstrate interaction with others while participating in physical activities;
 - (a) grades K-2 performance standards:
 - (i) celebrate personal successes and achievements and those of others;
 - (ii) cooperate and share with partners in physical activities;
 - (b) grades 3-4 performance standards:
 - (i) celebrate personal successes and achievements and those of others;
 - (ii) interact with others by helping them successfully complete their small- group physical activity challenges;
 - (4) grades K-4 benchmark 4: use physical activity as a measure of self-expression;
 - (a) grades K-2 performance standard: create movement sequences that are personally interesting and satisfying;
 - (b) grades 3-4 performance standard: design a movement sequence/game that includes all members of the group in the success of the activity.
- [6.29.9.8 NMAC - Rp, 6.30.2.20 NMAC, 6-30-2009]

6.29.9.9 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION, Grades 5-8:

A. Content standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

(1) grades 5-8 benchmark 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;

- (a) grades 5-6 performance standards:
 - (i) 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.);
 - (ii) 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.);

- (b) grades 7-8 performance standards:
 - (i) 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.);
 - (ii) 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) grades 5-8 benchmark 2: demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport;

- (a) grades 5-6 performance standards:
 - (i) 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 open space;

- (ii) 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 projectile and court position in relation to partner;

- (b) grades 7-8 performance standards:
 - (i) 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;
 - (ii) 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.

B. Content standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:

- (1) grades 5-8 benchmark 1: demonstrate competency in the use of the concepts of body, effort, space and relationships in movement;
 - (a) grades 5-6 performance standard: 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 distance run versus sprint, etc.);
 - (b) grades 7-8 performance standard: 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) grades 5-8 benchmark 2: demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations;
 - (a) grades 5-6 performance standard: use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.);
 - (b) grades 7-8 performance standards:
 - (i) detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities;
 - (ii) analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome;
- (3) grades 5-8 benchmark 3: demonstrate competency in the use of critical elements of fundamental and specialized movement skills; grades 5-8 performance standards:
 - (a) apply knowledge of results to correct and improve future performance;
 - (b) demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).

C. Content standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

- (1) grades 5-8 benchmark 1: be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise;
 - (a) grades 5-6 performance standards:
 - (i) list and describe the benefits of setting personal fitness goals;
 - (ii) maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.);
 - (iii) choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: 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.);
 - (b) grades 7-8 performance standards:
 - (i) analyze and interpret personal fitness data in order to establish personal fitness/activity goals;
 - (ii) maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.);
 - (iii) 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) grades 5-8 benchmark 2: determine long-term benefits that may result from regular participation in physical activity;
 - (a) grades 5-6 performance standards:
 - (i) comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.);
 - (ii) recognize the difference between anaerobic and aerobic fitness activities;
 - (b) grades 7-8 performance standards:
 - (i) analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles;

- (ii) outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.);
- (iii) compare and contrast the difference between aerobic and anaerobic fitness activities.

D. Content standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- (1) grades 5-8 benchmark 1: participate in physical activities that address each health-related physical fitness component;
 - (a) grades 5-6 performance standards:
 - (i) engage in appropriate physical activity that results in the development of cardiovascular endurance;
 - (ii) select appropriate fitness activities that require muscular strength and muscular endurance;
 - (iii) comprehend the benefits of flexibility;
 - (iv) explain the benefits of a healthy body composition;
 - (b) grades 7-8 performance standards:
 - (i) analyze appropriate physical activities that result in the development of cardiovascular endurance;
 - (ii) demonstrate and identify fitness activities that require muscular strength and muscular endurance;
 - (iii) select appropriate flexibility activities;
 - (iv) identify the benefits of a healthy body composition versus the risks of an unhealthy body composition;
- (2) grades 5-8 benchmark 2: assess personal fitness status within each health-related physical fitness component;
 - (a) grades 5-6 performance standard: comprehend personal fitness data and recognize individual strengths and weaknesses;
 - (b) grades 7-8 performance standard: analyze personal fitness data and evaluate individual strengths and weaknesses;
- (3) grades 5-8 benchmark 3: interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher;
 - (a) grades 5-6 performance standards:
 - (i) comprehend personal fitness data and recognize individual strengths and weaknesses;
 - (ii) choose appropriate physical activities to maintain and or improve strengths and weaknesses;
 - (b) grades 7-8 performance standards:
 - (i) analyze personal fitness data and evaluate individual strengths and weaknesses;
 - (ii) generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses;
- (4) grades 5-8 benchmark 4: evaluate the effectiveness of exercise and other factors to obtain personal fitness goals;
 - (a) grades 5-6 performance standard: identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.);
 - (b) grades 7-8 performance standard: 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.).

E. Content standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

- (1) grades 5-8 benchmark 1: select and utilize safety principles in physical activity settings; grades 5-8 performance standards:
 - (a) use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);
 - (b) 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.);

(c) 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) grades 5-8 benchmark 2: exhibit appropriate personal and group conduct while engaging in physical activity; grades 5-8 performance standards:

(a) 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.);

(b) 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.);

(c) 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) grades 5-8 benchmark 3: recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict; grades 5-8 performance standards:

(a) 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.);

(b) recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);

(c) list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);

(d) when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);

(e) 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.);

(f) demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.);

(4) grades 5-8 benchmark 4: work cooperatively with a group to achieve group goals; grades 5-8 performance standards:

(a) explain aspects of cooperative activities;

(b) participate positively in team building/cooperative activities;

(c) apply listening skills;

(d) explain different styles of leadership skills;

(e) demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);

(f) explain what it means to be a good team player;

(g) analyze cause and effect during physical activities.

F. Content standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

(1) grades 5-8 benchmark 1: identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers;

(a) grades 5-6 performance standards:

(i) identify/explain the role of games, sports and dance in getting to know and understand various cultures;

(ii) distinguish the differences between varying cultures and their “native” sports/activities;

(b) grades 7-8 performance standards:

(i) describe why certain sports/dances/activities are more prevalent in specific countries/cultures;

(ii) describe why “I” (student) participate in certain sports/dance/activities based on my culture;

(iii) research and present an unfamiliar game or dance from another country;

(2) grades 5-8 benchmark 2: acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences; grades 5-8 performance standards:

(a) understand the need for game modifications to allow persons with special needs to participate;

- (b) recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;
 - (c) participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.);
 - (d) describe the social dynamics that occur when peers participate with partners in cooperative activities;
- (3) grades 5-8 benchmark 3: analyze how the media, particularly advertising, influences the perception of ideal body types; grades 5-8 performance standards:
- (a) initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);
 - (b) explain/describe how media influences our consumer choices and personal/physical self-concept;
 - (c) describe differences between healthy bodies and media-generated bodies;
 - (d) produce a media advertisement that promotes the benefits of an active and healthy lifestyle.
- G. Content standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
- (1) grades 5-8 benchmark 1: participate in physical activity; grades 5-8 performance standards:
- (a) identify a variety of physical activities that will provide satisfaction and lead to continued participation;
 - (b) 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.);
 - (c) identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.);
 - (d) 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) grades 5-8 benchmark 2: participate in new and challenging physical activities;
- (a) grades 5-6 performance standards:
 - (i) identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc);
 - (ii) actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.);
 - (b) grades 7-8 performance standards:
 - (i) develop a matrix of available school and community physical activity resources;
 - (ii) 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) grades 5-8 benchmark 3: identify the social benefits of participation in physical activity; grades 5-8 performance standards:
- (a) identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);
 - (b) 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.);
 - (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, class discussions, etc.);
- (4) grades 5-8 benchmark 4: practice and demonstrate physical activity as a vehicle for self-expression; grades 5-8 performance standards:
- (a) identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);
 - (b) demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);
 - (c) identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.);
 - (d) exhibit appropriate protocol during dance, fine arts or other physical activity events.

[6.29.9.9 NMAC - Rp, 6.30.2.20 NMAC, 6-30-2009]

6.29.9.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION, Grades 9-12:

A. Content standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will: grades 9-12 benchmark: demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports; grades 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.

B. Content standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will: grades 9-12 benchmark: apply scientific principles to learn and improve skills; grades 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.

C. Content standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

- (1) grades 9-12 benchmark 1: participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness; grades 9-12 performance standards:
 - (a) identify realistic personal fitness goals based on a pre-assessment;
 - (b) maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
- (2) grades 9-12 benchmark 2: monitor exercise, eating and other behaviors related to a healthy lifestyle; grades 9-12 performance standard: demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);
- (3) grades 9-12 benchmark 3: understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes; grades 9-12 performance standards:
 - (a) identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;
 - (b) 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;
- (4) grades 9-12 benchmark 4: use scientific knowledge to analyze personal characteristics that relate to participation in physical activities; grades 9-12 performance standards:
 - (a) 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.);
 - (b) 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.).

D. Content standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- (1) grades 9-12 benchmark 1: recognize the importance of participation in physical activity on a regular basis; grades 9-12 performance standard: maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
- (2) grades 9-12 benchmark 2: demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals; grades 9-12 performance standard: demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone,

muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);

(3) grades 9-12 benchmark 3: design personal fitness programs that encompass all health-related physical fitness components; grades 9-12 performance standards:

- (a) provide rationale for the use of scientific concepts in the development of one's fitness program;
- (b) provide rationale for the principles of frequency, intensity, time and type;
- (c) demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);
- (d) create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

E. Content standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

(1) grades 9-12 benchmark 1: identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle; grades 9-12 performance standards:

(a) adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;

(b) apply appropriate etiquette in all activities;

(2) grades 9-12 benchmark 2: initiate independent and responsible personal behavior in physical activity settings; grades 9-12 performance standard: follow general classroom and specific activity rules to insure physical and emotional safety;

(3) grades 9-12 benchmark 3: recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution; grades 9-12 performance standards:

(a) demonstrate the ability to make responsible decisions regardless of peer pressure;

(b) accept consequences of personal choices;

(c) openly discuss conflicts with the teacher and others involved while using conflict resolution skills;

(4) grades 9-12 benchmark 4: accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals; grades 9-12 performance standard: distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.

F. Content standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

(1) grades 9-12 benchmark 1: identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation; grades 9-12 performance standards:

(a) discuss why social differences and other aspects keep young adults from participating in an active lifestyle;

(b) acknowledge the attributes that individuals with differences bring to a group;

(2) grades 9-12 benchmark 2: develop strategies for including persons of diverse backgrounds and abilities in physical activity; grades 9-12 performance standards:

(a) recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;

(b) display a sensitive attitude and a willingness to participate with others in physical activities;

(3) grades 9-12 benchmark 3: evaluate how the media, particularly advertising, influence the perception of the ideal body types; grades 9-12 performance standards:

(a) recognize that media messages are trying to sell products;

(b) know that billboards, magazines and television will show idealistic body types;

(c) critically analyze advertising messages; create print ads endorsing healthy lifestyles.

G. Content standards 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

(1) grades 9-12 benchmark 1: Maintain and improve physical fitness, motor skills and knowledge about physical activity; grades 9-12 performance standards:

(a) select activities that are enjoyable and promote fitness;

(b) identify activities that best fit their individual needs;

(c) choose activities outside of school that provide challenges and social interaction;

(d) recognize intrinsic value of physical activity;

- (2) grades 9-12 benchmark 2: evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle; grades 9-12 performance standards:
- (a) identify key reasons to develop and maintain physical activity and healthy eating habits;
 - (b) recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;
- (3) grades 9-12 benchmark 3: analyze time, cost and accessibility factors related to regular participation in physical activities; grades 9-12 performance standards:
- (a) identify barriers and enablers to regular physical activity specific to his or her situation;
 - (b) create a time management plan to facilitate regular physical activity participation;
- (4) grades 9-12 benchmark 4: recognize the feelings that result from physical activity participation; grades 9-12 performance standards:
- (a) reflect on reasons for choosing to participate in selected physical activity;
 - (b) create self rewards for achieving personal fitness goals;
 - (c) experience the feeling of satisfaction about personal fitness accomplishments;
 - (d) evaluate the physical, social and psychological benefits of a healthy and active lifestyle.
- [6.29.9.10 NMAC - Rp, 6.30.2.20 NMAC, 6-30-2009]

HISTORY OF 6.29.9 NMAC:

Pre-NMAC HISTORY: The material in this part is derived from that previously filed with the State Records Center:

SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.

SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.

SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.

SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.

SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.

SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.

SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.

SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.

SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.

SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.

SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.

SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.

SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.

SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.

SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.

History of Repealed Material:

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.

NMAC History:

6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.

6.30.2 NMAC, Standards for Excellence, November 2, 2000, replaced by 6.29.1 NMAC, General Provisions; 6.29.2 NMAC, Arts Education; 6.29.3 NMAC, Career and Technical Education; 6.29.4 NMAC, English Language Arts; 6.29.5 NMAC, English Language Development; 6.29.6 NMAC, Health Education; 6.29.7 NMAC, Mathematics; 6.29.8 NMAC, Modern, Classical and Native Languages; 6.29.9 NMAC, Physical Education; 6.29.10 NMAC, Science; 6.29.11 NMAC, Social Studies; effective June 30, 2009.