

North Dakota Physical Education Content and Achievement Standards

Grades K–12

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North Dakota Department of Public Instruction

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Standard 1: Movement Forms

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
MOVEMENT SKILLS				
K.1.1 Demonstrate walking as a basic locomotor skill (i.e., in a straight line with correct body alignment)	Students demonstrate walking as a basic locomotor skill with ease.	Students demonstrate walking as a basic locomotor skill with minimal difficulty.	Students demonstrate walking as a basic locomotor skill with difficulty.	Students demonstrate walking as a basic locomotor skill with little or no success.
K.1.2 Demonstrate the underhand ball roll as a basic object control skill (i.e., back swing and follow through, lower body, opposition)	Students demonstrate the underhand ball roll as a basic object control skill with ease.	Students demonstrate the underhand ball roll as a basic object control skill with minimal difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with little or no success.
K.1.3 Demonstrate a variety of basic non-locomotor skills (e.g., bending, twisting, turning, lifting, body shapes)	Students demonstrate a variety of basic non-locomotor skills with ease.	Students demonstrate a variety of basic non-locomotor skills with minimal difficulty.	Students demonstrate a variety of basic non-locomotor skills with difficulty.	Students demonstrate a variety of basic non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
K.1.4 Use proper body control while moving through personal and general space	Students use proper body control while moving through personal and general space with ease.	Students use proper body control while moving through personal and general space with minimal difficulty.	Students use proper body control while moving through personal and general space with difficulty.	Students use proper body control while moving through personal and general space with little or no success.
Grade 1				
MOVEMENT SKILLS				
1.1.1 Demonstrate galloping and hopping as basic locomotor skills (i.e., forward movement, step together step, hop on right foot, hop on left foot)	Students demonstrate galloping and hopping as basic locomotor skills with ease.	Students demonstrate galloping and hopping as basic locomotor skills with minimal difficulty.	Students demonstrate galloping and hopping as basic locomotor skills with difficulty.	Students demonstrate galloping and hopping as basic locomotor skills with little or no success.
1.1.2 Demonstrate a variety of basic non-locomotor skills (e.g., raising and lowering body parts, rocking and swaying, swinging, pushing and pulling)	Students demonstrate a variety of basic non-locomotor skills with ease.	Students demonstrate a variety of basic non-locomotor skills with minimal difficulty.	Students demonstrate a variety of basic non-locomotor skills with difficulty.	Students demonstrate a variety of basic non-locomotor skills with little or no success.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.1.3 Demonstrate the underhand throw as a basic object control skill (i.e., swing arm back, step with opposition, and follow through)	Students demonstrate the underhand throw as a basic object control skill with few, if any, errors.	Students consistently demonstrate the underhand throw as a basic object control skill.	Students inconsistently demonstrate the underhand throw as a basic object control skill.	Students rarely demonstrate the underhand throw as a basic object control skill.
CONTROL IN MOVEMENT				
1.1.4 Use control in travel activities (e.g., changes directions in a safe manner, shows an awareness of objects and other people when moving)	Students use control in travel activities with ease.	Students use control in travel activities with minimal difficulty.	Students use control in travel activities with difficulty.	Students use control in travel activities with little or no success.
Grade 2				
MOVEMENT SKILLS				
2.1.1 Demonstrate the horizontal and vertical jump as basic locomotor skills (e.g., jumps a distance using floor markings, jumps for height using mats)	Students demonstrate the horizontal and vertical jump as basic locomotor skills with ease.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with minimal difficulty.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with difficulty.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with little or no success.
2.1.2 Use basic object control skills (e.g., chest pass, bouncing a ball, tossing a bean bag)	Students use an extensive variety of basic object control skills.	Students use a representative variety of basic object control skills.	Students use a limited variety of basic object control skills.	Students use few or no basic object control skills.
CONTROL IN MOVEMENT				
2.1.3 Use control in travel activities at various speeds (e.g., shows an awareness of objects and other people when moving)	Students use control in travel activities at various speeds with ease.	Students use control in travel activities at various speeds with minimal difficulty.	Students use control in travel activities at various speeds with difficulty.	Students use control in travel activities at various speeds with little or no success.
2.1.4 Demonstrate static balance (e.g., stand on one foot, balancing on an object)	Students demonstrate static balance with ease.	Students demonstrate static balance with minimal difficulty.	Students demonstrate static balance with difficulty.	Students demonstrate static balance with little or no success.
Grade 3				
MOVEMENT SKILLS				

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Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.1.1 Demonstrate mature form in running (i.e., moment of non-support, arm alignment, opposition)	Students demonstrate mature form while running with ease.	Students demonstrate mature form while running with minimal difficulty.	Students demonstrate mature form while running with difficulty.	Students demonstrate mature form while running with little or no success.
3.1.2 Demonstrate mature form in sliding (i.e., moment of non-support, not crossing legs)	Students demonstrate mature form while sliding with ease.	Students demonstrate mature form while sliding with minimal difficulty.	Students demonstrate mature form while sliding with difficulty.	Students demonstrate mature form while sliding with little or no success.
3.1.3 Demonstrate mature form in skipping (i.e., alternating hops, opposition in upper body, rhythm)	Students demonstrate mature form while skipping with ease.	Students demonstrate mature form while skipping with minimal difficulty.	Students demonstrate mature form while skipping with difficulty.	Students demonstrate mature form while skipping with little or no success.
3.1.4 Use locomotor skills to complete a task (e.g., moving in pathways, right/left directions)	Students use locomotor skills to complete a task with ease.	Students use locomotor skills to complete a task with minimal difficulty.	Students use locomotor skills to complete a task with difficulty.	Students use locomotor skills to complete a task with little or no success.
CONTROL IN MOVEMENT				
3.1.5 Use control in static and dynamic balance activities (e.g., using balance board, walking on a balance beam)	Students use control in static and dynamic balance activities with ease.	Students use control in static and dynamic balance activities with minimal difficulty.	Students use control in static and dynamic balance activities with difficulty.	Students use control in static and dynamic balance activities with little or no success.
Grade 4				
MOVEMENT SKILLS				
4.1.1 Demonstrate mature form in leaping (i.e., momentary balance on right and left foot)	Students demonstrate a mature form in leaping with ease.	Students demonstrate a mature form in leaping with minimal difficulty.	Students demonstrate a mature form in leaping with difficulty.	Students demonstrate a mature form in leaping with little or no success.

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4.1.2 Use mature form in non-locomotor skills (e.g., strike a suspended ball, kick a stationary ball)	Students use mature form in non-locomotor skills with ease.	Students use mature form in non-locomotor skills with minimal difficulty.	Students use mature form in non-locomotor skills with difficulty.	Students use mature form in non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
4.1.3 Use space to move safely in different directions at various speeds (e.g., decreasing space as you increase speed)	Students use space to move safely in different directions at a variety of speeds with ease.	Students use space to move safely in different directions at a variety of speeds with minimal difficulty.	Students use space to move safely in different directions at a variety of speeds with difficulty.	Students use space to move safely in different directions at a variety of speeds with little or no success.
Grade 5				
MOVEMENT SKILLS				
5.1.1 Combine non-locomotor skills in a sequence (e.g., tuck and straddle, bend and squat)	Students combine non-locomotor skills in a sequence with ease.	Students combine non-locomotor skills in a sequence with minimal difficulty.	Students combine non-locomotor skills in a sequence with difficulty.	Students combine non-locomotor skills in a sequence with little or no success.
5.1.2 Demonstrate mature form in object control skills (e.g., dribbling a soccer ball)	Students demonstrate the mature form in object control skills with few, if any, lapses.	Students consistently demonstrate mature form in object control skills.	Students inconsistently demonstrate mature form in object control skills.	Students rarely demonstrate mature form in object control skills.
5.1.3 Demonstrate object control skills to complete a task (e.g., throwing, catching)	Students demonstrate object control skills to complete a task with ease.	Students demonstrate object control skills to complete a task with minimal difficulty.	Students demonstrate object control skills to complete a task with difficulty.	Students demonstrate object control skills to complete a task with little or no success.
CONTROL IN MOVEMENT				
5.1.4 Adapt a skill to the demands of the environment (e.g., stopping, passing, kicking, striking, throwing, catching, bounce or chest pass)	Students adapt a skill to the demands of the environment with few, if any, errors.	Students consistently adapt a skill to the demands of the environment.	Students inconsistently adapt a skill to the demands of the environment.	Students rarely adapt a skill to the demands of the environment.
Grade 6				
MOVEMENT SKILLS				

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>6.1.1 Demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports (e.g., trapping and dribbling in soccer)</p> <p>Grade 7</p> <p>MOVEMENT SKILLS</p> <p>7.1.1 Demonstrate a variety of rhythmic movements (e.g., square dance, line dance, folk dance, jump rope routines)</p> <p>Grade 8</p> <p>MOVEMENT SKILLS</p> <p>8.1.1 Demonstrate movement patterns (e.g., screening in basketball, move to the open space) in modified team and individual activities</p> <p>Grade 9</p> <p>MOVEMENT SKILLS</p> <p>9.1.1 Apply intermediate skills in physical activities (e.g., arm strokes in swimming, balance in dance, arm swing in serving)</p> <p>Grade 10</p> <p>MOVEMENT SKILLS</p>	<p>Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with ease.</p> <p>Students demonstrate a variety of rhythmic movements with ease.</p> <p>Students demonstrate an extensive variety of movement patterns in modified team and individual activities.</p> <p>Students apply intermediate skills in physical activities with few, if any, errors.</p>	<p>Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with minimal difficulty.</p> <p>Students demonstrate a variety of rhythmic movements with minimal difficulty.</p> <p>Students demonstrate a representative variety of movement patterns in modified team and individual activities.</p> <p>Students consistently apply intermediate skills in physical activities.</p>	<p>Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with difficulty.</p> <p>Students demonstrate a variety of rhythmic movements with difficulty.</p> <p>Students demonstrate a limited variety of movement patterns in modified team and individual activities.</p> <p>Students inconsistently apply intermediate skills in physical activities.</p>	<p>Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with little or no success.</p> <p>Students demonstrate a variety of rhythmic movements with little or no success.</p> <p>Students demonstrate an insufficient variety of movement patterns in modified team and individual activities.</p> <p>Students rarely apply intermediate skills in physical activities.</p>

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Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
10.1.1 Apply advanced skills in physical activities (e.g., arm and leg strokes in swimming, balance and change in levels in dance, arm swing and footwork in serving)	Students apply advanced skills in physical activities with few, if any, errors.	Students consistently apply advanced skills in physical activities.	Students inconsistently apply advanced skills in physical activities.	Students rarely apply advanced skills in physical activities.
Grades 11–12				
MOVEMENT SKILLS				
11–12.1.1 Apply combination movement skills (e.g., high and low movement with a turn, jump, shoot) in a variety of lifetime activities (e.g., dance, outdoor pursuits, tennis)	Students apply combination movement skills in a variety of lifetime activities with few, if any, errors.	Students consistently apply combination movement skills in a variety of lifetime activities.	Students inconsistently apply combination movement skills in a variety of lifetime activities.	Students rarely apply combination movement skills in a variety of lifetime activities.