

North Dakota Physical Education Content and Achievement Standards

Grades K–12

August 2008

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 2: Movement Concepts

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
MOVEMENT CONCEPTS				
K.2.1 Respond to visual, verbal/auditory cues (i.e., starting and stopping on a signal)	Students respond to visual, verbal/auditory cues with few, if any, lapses.	Students consistently respond to visual verbal/auditory cues.	Students inconsistently respond to visual verbal/auditory cues.	Students rarely respond to visual verbal/auditory cues.
K.2.2 Identify body parts (e.g., head, shoulders, chest, elbows, hands, knees, feet)	Students identify body parts with few, if any errors.	Students identify body parts with no significant errors.	Students identify body parts with limited significant errors.	Students identify body parts with many significant errors.
IMPROVING PERFORMANCE <i>No benchmark expectations at this level</i>				
Grade 1				
MOVEMENT CONCEPTS				
1.2.1 Demonstrate the patterns of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment. (e.g., mini hurdles, cones and hoop stands)	Students demonstrate with ease the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with minimal difficulty the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with difficulty the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with little or no success the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.
1.2.2 Identify basic body planes (e.g., front, back, side)	Students identify basic body planes with few, if any, errors.	Students identify basic body planes with no significant errors.	Students identify basic body planes with limited significant errors.	Students identify basic body planes with many significant errors.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>IMPROVING PERFORMANCE</p> <p>1.2.3 Explain why practice is important in learning motor skills and improving performance</p>	Students explain why practice is important in learning motor skills and improving performance with substantial detail.	Students explain why practice is important in learning motor skills and improving performance with sufficient detail.	Students explain why practice is important in learning motor skills and improving performance with sketchy detail.	Students explain why practice is important in learning motor skills and improving performance with little or no detail.
Grade 2				
<p>MOVEMENT CONCEPTS</p> <p>2.2.1 Demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues (e.g., "Weave through cones")</p> <p>2.2.2 Demonstrate the basic sequence (e.g., standing in ready position, arm/leg preparation, making a target with your hands and stepping in opposition, and follow through) for kicking, throwing, and catching skills</p>	Students demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues with ease.	Students demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues with minimal difficulty.	Students demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues with some difficulty.	Students demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues with great difficulty.
<p>IMPROVING PERFORMANCE</p> <p>2.2.3 Explain why feedback (from teacher and self) and practice are important in learning motor skills and improving performance</p>	Students explain why feedback and practice are important in learning motor skills and improving performance with substantial detail.	Students explain why feedback and practice are important in learning motor skills and improving performance with sufficient detail.	Students explain why feedback and practice are important in learning motor skills and improving performance with sketchy detail.	Students explain why feedback and practice are important in learning motor skills and improving performance with little or no detail.
Grade 3				
MOVEMENT CONCEPTS				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>3.2.1 Demonstrate basic movement concepts and strategies (e.g., force on surface or object, balance and twist, mimic/mirror)</p> <p>IMPROVING PERFORMANCE</p> <p>3.2.2 Describe the importance of practice and conditioning (e.g., practice throwing to increase accuracy) in improving the performance of motor skills</p>	<p>Students demonstrate basic movement concepts and strategies with ease.</p> <p>Students describe the importance of practice and conditioning in improving the performance of motor skills with substantial detail.</p>	<p>Students demonstrate basic movement concepts and strategies with minimal difficulty.</p> <p>Students describe the importance of practice and conditioning in improving the performance of motor skills with sufficient detail.</p>	<p>Students demonstrate basic movement concepts and strategies with difficulty.</p> <p>Students describe the importance of practice and conditioning in improving the performance of motor skills with sketchy detail.</p>	<p>Students demonstrate basic movement concepts and strategies with little or no success.</p> <p>Students describe the importance of practice and conditioning in improving the performance of motor skills with little or no detail.</p>
Grade 4				
MOVEMENT CONCEPTS				
<p>4.2.1 Apply basic offensive/defensive strategies (e.g., marking and guarding, keep away) in pairs and small groups</p> <p>IMPROVING PERFORMANCE</p> <p>4.2.2 Demonstrate movement concepts (e.g., longer throw, weight transfer concepts) to refine movement skills</p> <p>4.2.3 Apply self assessment to improve motor performance</p>	<p>Students apply basic offensive/defensive strategies in pairs and small groups with few, if any, errors.</p> <p>Students demonstrate movement concepts to refine movement skills with ease.</p> <p>Students apply self assessment to improve motor performance with few, if any, lapses.</p>	<p>Students consistently apply basic offensive/defensive strategies in pairs and small groups.</p> <p>Students demonstrate movement concepts to refine movement skills with minimal difficulty.</p> <p>Students consistently apply self assessment to improve motor performance.</p>	<p>Students inconsistently apply basic offensive/defensive strategies in pairs and small groups.</p> <p>Students demonstrate movement concepts to refine movement skills with difficulty.</p> <p>Students inconsistently apply self assessment to improve motor performance.</p>	<p>Students rarely apply basic offensive/defensive strategies in pairs and small groups.</p> <p>Students demonstrate movement concepts to refine movement skills with little or no success.</p> <p>Students rarely apply self assessment to improve motor performance.</p>
Grade 5				
MOVEMENT CONCEPTS				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>5.2.1 Apply basic offensive/defensive strategies (e.g., screening, movement away from the ball) in physical activities and games in small and large groups</p> <p>IMPROVING PERFORMANCE</p>	Students apply basic offensive/defensive strategies in physical activities and games in large groups with few, if any, errors.	Students consistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students inconsistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students rarely apply basic offensive/defensive strategies in physical activities and games in large groups.
<p>5.2.2 Apply concepts (e.g., appropriate practice improves performance) that impact quality of movement</p>	Students apply concepts that impact the quality of movement with few, if any, errors.	Students consistently apply concepts that impact the quality of movement.	Students inconsistently apply concepts that impact the quality of movement.	Students rarely apply concepts that impact the quality of movement.
<p>5.2.3 Apply teacher and peer feedback to improve motor performance</p>	Students apply teacher and peer feedback to improve motor performance with few, if any, errors.	Students consistently apply teacher and peer feedback to improve motor performance.	Students inconsistently apply teacher and peer feedback to improve motor performance.	Students rarely apply teacher and peer feedback to improve motor performance.
Grade 6				
<p>MOVEMENT CONCEPTS <i>No benchmark expectations at this level</i></p>				
<p>IMPROVING PERFORMANCE</p>				
<p>6.2.1 Provide feedback (e.g., verbal, nonverbal, and constructive) to others on a variety of motor skills to improve motor performance</p>	Students provide insightful feedback to others on a variety of motor skills to improve motor performance.	Students provide relevant feedback to others on a variety of motor skills to improve motor performance.	Students provide superficial feedback to others on a variety of motor skills to improve motor performance.	Students provide irrelevant feedback to others on a variety of motor skills to improve motor performance.
Grade 7				
<p>MOVEMENT CONCEPTS</p>				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<i>No benchmark expectations at this level</i>				
IMPROVING PERFORMANCE				
7.2.1 Apply the principles of training and conditioning (e.g., using target heart rate zone to monitor intensity, warm up and cool down) to various activities	Students apply the principles of training and conditioning to various activities with few, if any, lapses.	Students consistently apply the principles of training and conditioning to various activities.	Students inconsistently apply the principles of training and conditioning to various activities.	Students rarely apply the principles of training and conditioning to various activities.
7.2.2 Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time)	Students identify the components of skill-related fitness with few, if any, errors.	Students identify the components of skill-related fitness with no significant errors.	Students identify the components of skill-related fitness with limited significant errors.	Students identify the components of skill-related fitness with many significant errors.
Grade 8				
MOVEMENT CONCEPTS				
8.2.1 Apply offensive and defensive strategies (e.g., home base, ready position, strategies for singles vs. doubles) in a variety of modified team and individual sports	Students apply offensive and defensive strategies in a variety of modified team and individual sports with few, if any, errors.	Students consistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students inconsistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students rarely apply offensive and defensive strategies in a variety of modified team and individual sports.
8.2.2 Identify biomechanical concepts (e.g., range of motion, angle of contact, leverage, force, speed, center of gravity) that govern different types of movement	Students identify an extensive variety of biomechanical concepts that govern different types of movement.	Students identify a representative variety of biomechanical concepts that govern different types of movement.	Students identify a limited variety of biomechanical concepts that govern different types of movement.	Students identify an insufficient variety of biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
<i>No benchmark expectations at this level</i>				
Grade 9				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
MOVEMENT CONCEPTS				
9.2.1 Explain intermediate biomechanical concepts that govern different types of movement (e.g., how friction of different surfaces affects movement, how angle of launch affects trajectory and distance of a throw)	Students explain with substantial detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sufficient detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sketchy detail intermediate biomechanical concepts that govern different types of movement.	Students explain with minimal detail-intermediate biomechanical concepts that govern different types of movement.
9.2.2 Apply intermediate biomechanical concepts that govern different types of movement (e.g., running on various surfaces, releasing a thrown object at different angles)	Students apply intermediate biomechanical concepts that govern different types of movement with few, if any, errors.	Students consistently apply intermediate biomechanical concepts that govern different types of movement.	Students inconsistently apply intermediate biomechanical concepts that govern different types of movement.	Students rarely apply intermediate biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
9.2.3 Explain the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with little or no detail.
9.2.4 Explain the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain detail the psychological principles that govern achievement, maintenance, and improvement of motor skills with little or no detail.
Grade 10				
MOVEMENT CONCEPTS				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
10.2.1 Explain advanced biomechanical concepts that govern different types of movement (e.g., how friction of different footwear and surfaces affects movement, how wind affects trajectory and distance of a thrown object)	Students explain with substantial detail advanced biomechanical concepts that govern different types of movement.	Students explain with sufficient detail advanced biomechanical concepts that govern different types of movement.	Students explain with sketchy detail advanced biomechanical concepts that govern different types of movement.	Students explain with minimal detail advanced biomechanical concepts that govern different types of movement.
10.2.2 Apply advanced biomechanical concepts that govern different types of movement (e.g., running with different footwear on various surfaces, releasing a thrown object into and with the wind at different angles)	Students apply advanced biomechanical concepts that govern different types of movement with few, if any, errors.	Students consistently apply advanced biomechanical concepts that govern different types of movement.	Students inconsistently apply advanced biomechanical concepts that govern different types of movement.	Students rarely apply advanced biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
10.2.3 Apply the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills	Students apply the skill-related components that govern achievement, maintenance, and improvement of motor skills with few, if any, lapses.	Students consistently apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.	Students inconsistently apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.	Students rarely apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.
10.2.4 Analyze movement patterns (e.g., golf swing, basketball free throw, dance) to improve performance	Students analyze an extensive variety of movement patterns to improve performance.	Students analyze a representative variety of movement patterns to improve performance.	Students analyze a limited variety of movement patterns to improve performance.	Students analyze an insufficient variety of movement patterns to improve performance.
10.2.5 Apply the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills	Students apply the psychological principles that govern achievement, maintenance, and improvement of motor skills with few, if any, lapses.	Students consistently apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.	Students inconsistently apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.	Students rarely apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.
Grades 11–12				
MOVEMENT CONCEPTS				

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
11–12.2.1	Explain how complex biomechanical concepts govern different types of movement (e.g., factors that affect the distance of a thrown object)	Students explain with substantial detail how complex biomechanical concepts govern different types of movement.	Students explain with sufficient detail how complex biomechanical concepts govern different types of movement.	Students explain with sketchy detail how complex biomechanical concepts govern different types of movement.	Students explain with minimal detail how complex biomechanical concepts govern different types of movement.
11–12.2.2	Apply complex biomechanical concepts that govern different types of movement (e.g., throwing an object while running to avoid an obstacle)	Students apply complex biomechanical concepts that govern different types of movement with ease.	Students apply complex biomechanical concepts that govern different types of movement with minimal difficulty.	Students apply complex biomechanical concepts that govern different types of movement with difficulty.	Students apply complex biomechanical concepts that govern different types of movement with little or no success.
IMPROVING PERFORMANCE					
11–12.2.3	Analyze the psychological principles (e.g., stress, anger, visualization, self image) that affect physical activities	Students analyze psychological principles that affect physical activities with substantial detail.	Students analyze psychological principles that affect physical activities with sufficient detail.	Students analyze psychological principles that affect physical activities with sketchy detail.	Students analyze psychological principles that affect physical activities with little or no-detail.