

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 5: Behavior in Physical Activity

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
PROCEDURES AND PERSONAL RESPONSIBILITY				
K.5.1 Apply rules and procedures, (e.g., safety, equipment, directions) with teacher reinforcement, during physical activities	Students apply rules and procedures, with teacher reinforcement, during physical activities with few, if any, errors.	Students consistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students inconsistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students rarely apply rules and procedures, with teacher reinforcement, during physical activities.
WORKING WITH OTHERS				
K.5.2 Identify examples of respect for self and others (e.g., sharing space and equipment) during physical activities	Students identify an extensive variety of examples of respect for self and others during physical activities.	Students identify a representative variety of examples of respect for self and others during physical activities.	Students identify a limited variety of examples of respect for self and others during physical activities.	Students identify an insufficient variety of examples of respect for self and others during physical activities.
Grade 1				
PROCEDURES AND PERSONAL RESPONSIBILITY				
1.5.1 Apply rules and procedures during physical activities (e.g., safety, equipment, directions)	Students apply rules and procedures during physical activities with few, if any, errors.	Students consistently apply rules and procedures during physical activities.	Students inconsistently apply rules and procedures during physical activities.	Students rarely apply rules and procedures during physical activities.
WORKING WITH OTHERS				
1.5.2 Demonstrate respect for self and others (e.g., share space and equipment with others, show good sportsmanship)	Students demonstrate respect for self and others with few, if any, lapses.	Students consistently demonstrate respect for self and others.	Students inconsistently demonstrate respect for self and others.	Students rarely demonstrate respect for self and others.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
PROCEDURES AND PERSONAL RESPONSIBILITY				
2.5.1 Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)	Students identify an extensive variety of reasons for rules and procedures during physical activities.	Students identify a variety of reasons for rules and procedures during physical activities.	Students identify a limited variety of reasons for rules and procedures during physical activities.	Students identify an insufficient variety of reasons for rules and procedures during physical activities.
WORKING WITH OTHERS				
2.5.2 Demonstrate respect for self and others (e.g., taking turns, sportsmanship, cooperation) during physical activities	Students demonstrate respect for self and others during physical activities with few, if any, lapses.	Students consistently demonstrate respect for self and others during physical activities.	Students inconsistently demonstrate respect for self and others during physical activities.	Students rarely demonstrate respect for self and others during physical activities.
Grade 3				
PROCEDURES AND PERSONAL RESPONSIBILITY				
3.5.1 Demonstrate responsibility for their safe use of shared space (i.e., spatial awareness)	Students demonstrate responsibility for their safe use of shared space with few, if any, lapses.	Students consistently demonstrate responsibility for their safe use of shared space.	Students inconsistently demonstrate responsibility for their safe use of shared space.	Students rarely demonstrate responsibility for their safe use of shared space.
WORKING WITH OTHERS				
3.5.2 Demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.
3.5.3 Identify appropriate communication skills (e.g., high five, compliment, non-threatening tone of voice) during physical education class	Students identify an extensive variety of appropriate communication skills during physical education class.	Students identify a representative variety of appropriate communication skills during physical education class.	Students identify a limited variety of appropriate communication skills in physical education class.	Students identify an insufficient variety of appropriate communication skills during physical education class.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
PROCEDURES AND PERSONAL RESPONSIBILITY				
4.5.1 Accept responsibility for their actions during physical activities	Students accept responsibility for their actions during physical activities with few, if any, lapses.	Students consistently accept responsibility for their actions during physical activities.	Students inconsistently accept responsibility for their actions during physical activities.	Students rarely accept responsibility for their actions during physical activities.
4.5.2 Respect self, others, and equipment	Students respect self, others, and equipment with few, if any, lapses.	Students consistently respect self, others, and equipment.	Students inconsistently respect self, others, and equipment.	Students rarely respect self, others, and equipment.
WORKING WITH OTHERS				
4.5.3 Demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.
4.5.4 Demonstrate appropriate communication skills, in pairs, during physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills, in pairs, during physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills, in pairs, during physical activities.	Students inconsistently demonstrate appropriate communication skills, in pairs, during physical activities.	Students rarely demonstrate appropriate communication skills, in pairs, during physical activities.
Grade 5				
PROCEDURES AND PERSONAL RESPONSIBILITY				
5.5.1 Accept responsibility for their actions during physical activities without displaying negative reactions toward others	Students accept responsibility for their actions during physical activities without displaying negative reactions toward others with few, if any, lapses.	Students consistently accept responsibility for their actions during physical activities without displaying negative reactions toward others.	Students inconsistently accept responsibility for their actions during physical activities without displaying negative reactions toward others.	Students rarely accept responsibility for their actions during physical activities without displaying negative reactions toward others.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.5.2 Demonstrate the ability to work independently on task until completed	Students demonstrate the ability to work independently on task until completed with few, if any, lapses.	Students consistently demonstrate the ability to work independently on task until completed.	Students inconsistently demonstrate the ability to work independently on task until completed.	Students rarely demonstrate the ability to work independently on task until completed.
WORKING WITH OTHERS				
5.5.3 Demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.
5.5.4 Demonstrate appropriate communication skills during small group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills during small group physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills during small group physical activities.	Students inconsistently demonstrate appropriate communication skills during small group physical activities.	Students rarely demonstrate appropriate communication skills during small group physical activities.
Grade 6				
PROCEDURES AND PERSONAL RESPONSIBILITY				
6.5.1 Use safety precautions and procedures (e.g., safety gear, appropriate use of equipment, spotting techniques) in physical activity settings	Students use safety precautions and procedures in physical activity settings with few, if any, lapses.	Students consistently use safety precautions and procedures in physical activity settings.	Students inconsistently use safety precautions and procedures in physical activity settings.	Students rarely use safety precautions and procedures in physical activity settings.
6.5.2 Explain the importance of rules, procedures, and etiquette in physical activities (e.g., safety, fairness, organization, inclusion)	Students explain the importance of rules, procedures, and etiquette in physical activities with substantial detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sufficient detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sketchy detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with little or no detail.
WORKING WITH OTHERS				

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<p>6.5.3 Demonstrate appropriate communication skills during large group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)</p>	<p>Students demonstrate appropriate communication skills during large group physical activities with few, if any, lapses.</p>	<p>Students consistently demonstrate appropriate communication skills during large group physical activities.</p>	<p>Students inconsistently demonstrate appropriate communication skills during large group physical activities.</p>	<p>Students rarely demonstrate respect for others during large group physical activities.</p>
Grade 7				
PROCEDURES AND PERSONAL RESPONSIBILITY				
<p>7.5.1 Demonstrate self-control (e.g., positive attitude, sportsmanship, etiquette) during physical activities</p>	<p>Students demonstrate self-control during physical activities with few, if any, lapses.</p>	<p>Students consistently demonstrate self-control during physical activities.</p>	<p>Students inconsistently demonstrate self-control during physical activities.</p>	<p>Students rarely demonstrate self-control during physical activities.</p>
WORKING WITH OTHERS				
<p>7.5.2 Demonstrate appropriate conflict resolution skills (e.g., using "I" messages, allowing the right to agree and disagree)</p>	<p>Students demonstrate appropriate conflict resolution skills with few, if any, lapses.</p>	<p>Students consistently demonstrate appropriate conflict resolution skills.</p>	<p>Students inconsistently demonstrate appropriate conflict resolution skills.</p>	<p>Students rarely demonstrate appropriate conflict resolution skills.</p>
Grade 8				
PROCEDURES AND PERSONAL RESPONSIBILITY				
<p>8.5.1 Identify potentially dangerous consequences of participation in physical activities (e.g., physical injury, dehydration, overheating, overuse)</p>	<p>Students identify an extensive variety of potentially dangerous consequences of participation in physical activities.</p>	<p>Students identify a representative variety of potentially dangerous consequences of participation in physical activities.</p>	<p>Students identify a limited variety of potentially dangerous consequences of participation in physical activities.</p>	<p>Students identify an insufficient variety of potentially dangerous consequences of participation in physical activities.</p>
WORKING WITH OTHERS				
<p>8.5.2 Demonstrate respect for others (regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status) during physical activities</p>	<p>Students demonstrate respect for others during physical activity with few, if any, lapses.</p>	<p>Students consistently demonstrate respect for others during physical activity.</p>	<p>Students inconsistently demonstrate respect for others during physical activity.</p>	<p>Students rarely demonstrate respect for others during physical activity.</p>
Grade 9				
PROCEDURES AND PERSONAL RESPONSIBILITY				

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9.5.1 Explain the potential for physical injury (e.g., potential dangers of high sticking) and property/equipment damage (e.g., misuse of equipment) while participating in physical activities or sports	Students explain an extensive variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a representative variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a limited variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain an insufficient variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.
9.5.2 Identify ethical decision-making, both independently and with others, in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	Students identify an extensive variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a representative variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a limited variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify an insufficient variety of ethical decision-making, both independently and with others, in physical activity settings.
WORKING WITH OTHERS				
9.5.3 Explain appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	Students explain an extensive variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a representative variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a limited variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain an insufficient variety of appropriate behaviors while participating in group settings to achieve a common goal.
Grade 10				
PROCEDURES AND PERSONAL RESPONSIBILITY				
10.5.1 Explain procedures and safe practices for physical activity settings	Students explain procedures and safe practices for physical activity settings with substantial detail.	Students explain procedures and safe practices for physical activity settings with sufficient detail.	Students explain procedures and safe practices for physical activity settings with sketchy detail.	Students explain procedures and safe practices for physical activity settings with little or no detail.
10.5.2 Demonstrate ethical decision-making independently and with others in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	Students demonstrate ethical decision-making independently and with others in physical activity settings with few, if any, lapses.	Students consistently demonstrate ethical decision-making independently and with others in physical activity settings.	Students inconsistently demonstrate ethical decision-making independently and with others in physical activity settings.	Students rarely demonstrate ethical decision-making independently and with others in physical activity settings.
WORKING WITH OTHERS				

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Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
10.5.3 Apply appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	Students apply an extensive variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students apply a representative variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students apply a limited variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students apply an insufficient variety of appropriate behaviors while participating in group settings to achieve a common goal.
Grades 11–12				
PROCEDURES AND PERSONAL RESPONSIBILITY				
11–12.5.1 Demonstrate procedures and safe practices in all physical activity settings	Students demonstrate procedures and safe practices in all physical activity settings with few, if any, lapses.	Students consistently demonstrate procedures and safe practices in all physical activity settings.	Students inconsistently demonstrate procedures and safe practices in all physical activity settings.	Students rarely demonstrate procedures and safe practices in all physical activity settings.
11–12.5.2 Explain the impact of unethical decision making in physical activity settings (e.g., altercations, changing rules to level the playing field, suspensions)	Students explain the impact of unethical decision making in physical activity settings with substantial detail.	Students explain the impact of unethical decision making in physical activity settings with sufficient detail.	Students explain the impact of unethical decision making in physical activity settings with sketchy detail.	Students explain the impact of unethical decision making in physical activity settings with little or no detail.
WORKING WITH OTHERS				
11–12.5.3 Apply roles (e.g., leader and follower) to accomplish group goals in self-directed physical activities	Students apply roles to accomplish group goals in self-directed physical activities with few, if any, lapses.	Students consistently apply roles to accomplish group goals in self-directed physical activities.	Students inconsistently apply roles to accomplish group goals in self-directed physical activities.	Students rarely apply roles to accomplish group goals in self-directed physical activities.