

# 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
<b>Grades 11–12</b>				
<b>MOVEMENT SKILLS</b>				
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.

## 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
<b>Grades 11–12</b>				
<b>MOVEMENT CONCEPTS</b>				
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.
<b>IMPROVING PERFORMANCE</b>				
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.

## Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 11–12</b>				
<b>BENEFITS OF PHYSICAL ACTIVITY</b>				
11–12.3.1 Evaluate lifelong outcomes (e.g., life expectancy, healthcare costs, disease prevention) of regular participation in physical activities	Students provide an insightful evaluation of lifelong outcomes of regular participation in physical activities.	Students provide a relevant evaluation of lifelong outcomes of regular participation in physical activities.	Students provide a sketchy evaluation of lifelong outcomes of regular participation in physical activities.	Students provide an irrelevant evaluation of lifelong outcomes of regular participation in physical activities.
<b>PARTICIPATES IN PHYSICAL ACTIVITY</b>				
11–12.3.2 Implement a personal physical activity program based on a personal health and physical assessment	Students implement a comprehensive personal physical activity program.	Students implement a relevant personal physical activity program.	Students implement a mediocre personal physical activity program.	Students implement an irrelevant personal physical activity program.
<b>OPPORTUNITIES FOR PHYSICAL ACTIVITY</b>				
11–12.3.3 Describe how factors (e.g., age, gender, cultural background, socioeconomic status) affect physical activity choices and physical activity patterns throughout one's life.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with substantial detail.	Students describe how factors affect physical activity choices physical activity patterns throughout one's life with sufficient detail.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with sketchy detail.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with little or no detail.

## Standard 4: Fitness Concepts

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 11–12</b>				
<b>FITNESS-RELATED COMPONENTS AND GOALS</b>				
11–12.4.1 Design a personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training (e.g., overload, progression, specificity, FITT)	Students design a comprehensive personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design a relevant personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design a mediocre personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design an irrelevant personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.
<b>ASSESSMENT OF PHYSICAL FITNESS</b>				
11–12.4.2 Evaluate personal health-related components of physical fitness (e.g., Pacer, Modified Sit & Reach, Harvard Step Test)	Students provide an insightful evaluation of personal health-related components of physical fitness.	Students provide a relevant evaluation of personal health-related components of physical fitness.	Students provide a sketchy evaluation of personal health-related components of physical fitness.	Students provide an irrelevant evaluation of personal health-related components of physical fitness.
<b>LIFE-LONG HEALTH</b>				
11–12.4.3 Describe opportunities for physical activities (e.g., fitness centers, golf courses, ski resorts, health fairs) and educational resources (e.g., dining nutritional guidelines, health brochures) available for maintaining a healthy and active lifestyle throughout adulthood	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with substantial detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with sufficient detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with minimal detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with little or no detail.

## 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
<b>Grades 11–12</b>				
<b>PROCEDURES AND PERSONAL RESPONSIBILITY</b>				
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.
<b>WORKING WITH OTHERS</b>				
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.