

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
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.

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
Grade 2				
MOVEMENT CONCEPTS				
2.2.1 Demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues (e.g., “Weave through cones”)	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.
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	Students demonstrate the basic sequence for kicking, throwing, and catching skills with few, if any, errors.	Students consistently demonstrate the basic sequence for kicking, throwing, and catching skills.	Students inconsistently demonstrate the basic sequence for kicking, throwing, and catching skills.	Students rarely demonstrate the basic sequence for kicking, throwing, and catching skills.
IMPROVING PERFORMANCE				
2.2.3 Explain why feedback (from teacher and self) and practice are important in learning motor skills and improving performance	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.

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
BENEFITS OF PHYSICAL ACTIVITY				
2.3.1 Describe the health benefits of regular physical activity (e.g., exercising muscles makes them stronger)	Students describe an extensive variety of health benefits of regular physical activity.	Students describe a representative variety of health benefits of regular physical activity.	Students describe a limited variety of health benefits of regular physical activity.	Students describe an insufficient variety of health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY				
2.3.2 Participate in moderate to vigorous physical activity (e.g., riding bike, running and playing outside) before and after school, during recess, and during school day	Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.

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
Grade 2				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
2.4.1 Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing)	Students explain an extensive variety of ways the body responds to physical activity.	Students explain a representative variety of ways the body responds to physical activity.	Students explain a limited variety of ways the body responds to physical activity.	Students explain an insufficient variety of ways the body responds to physical activity.
2.4.2 Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)	Students demonstrate activities that develop muscular strength and endurance with few, if any, errors.	Students consistently demonstrate activities that develop muscular strength and endurance.	Students inconsistently demonstrate activities that develop muscular strength and endurance.	Students rarely demonstrate activities that develop muscular strength and endurance.

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
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.