

# 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>Grade 3</b>				
<b>MOVEMENT SKILLS</b>				
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.
<b>CONTROL IN MOVEMENT</b>				
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.

## 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>Grade 3</b>				
<b>MOVEMENT CONCEPTS</b>				
3.2.1 Demonstrate basic movement concepts and strategies (e.g., force on surface or object, balance and twist, mimic/mirror)	Students demonstrate basic movement concepts and strategies with ease.	Students demonstrate basic movement concepts and strategies with minimal difficulty.	Students demonstrate basic movement concepts and strategies with difficulty.	Students demonstrate basic movement concepts and strategies with little or no success.
<b>IMPROVING PERFORMANCE</b>				
3.2.2 Describe the importance of practice and conditioning (e.g., practice throwing to increase accuracy) in improving the performance of motor skills	Students describe the importance of practice and conditioning in improving the performance of motor skills with substantial detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills with sufficient detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills with sketchy detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills 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>Grade 3</b>				
<b>BENEFITS OF PHYSICAL ACTIVITY</b>				
3.3.1 Compare the types of physical activities that enhance health (e.g., bowling compared to cross country skiing, aerobic compared to leisure)	Students compare an extensive variety of physical activities that enhance health.	Students compare a representative variety of physical activities that enhance health.	Students compare a limited variety of physical activities that enhance health.	Students compare an insufficient variety of physical activities that enhance health.
3.3.2 Identify the benefits of flexibility (e.g., increased range of motion)	Students identify an extensive variety of benefits of flexibility.	Students identify a representative variety of benefits of flexibility.	Students identify a limited variety of benefits of flexibility.	Students identify an insufficient variety of benefits of flexibility.
<b>PARTICIPATES IN PHYSICAL ACTIVITY</b>				
3.3.3 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.

### 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>Grade 3</b>				
<b>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</b> 3.4.1 Describe immediate physiological responses to various flexibility activities (e.g., greater range of motion, discomfort with unsafe stretches)	Students describe with substantial detail the immediate physiological responses to various flexibility activities.	Students describe with sufficient detail the immediate physiological responses to various flexibility activities.	Students describe with sketchy detail the immediate physiological responses to various flexibility activities.	Students describe with minimal detail the immediate physiological responses to various flexibility activities.

## 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>Grade 3</b>				
<b>PROCEDURES AND PERSONAL RESPONSIBILITY</b>				
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.
<b>WORKING WITH OTHERS</b>				
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.