

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 4				
MOVEMENT SKILLS				
4.1.1 Demonstrate mature form in leaping (i.e., momentary balance on right and left foot)	Students demonstrate a mature form in leaping with ease.	Students demonstrate a mature form in leaping with minimal difficulty.	Students demonstrate a mature form in leaping with difficulty.	Students demonstrate a mature form in leaping with little or no success.
4.1.2 Use mature form in non-locomotor skills (e.g., strike a suspended ball, kick a stationary ball)	Students use mature form in non-locomotor skills with ease.	Students use mature form in non-locomotor skills with minimal difficulty.	Students use mature form in non-locomotor skills with difficulty.	Students use mature form in non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
4.1.3 Use space to move safely in different directions at various speeds (e.g., decreasing space as you increase speed)	Students use space to move safely in different directions at a variety of speeds with ease.	Students use space to move safely in different directions at a variety of speeds with minimal difficulty.	Students use space to move safely in different directions at a variety of speeds with difficulty.	Students use space to move safely in different directions at a variety of speeds 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 4				
MOVEMENT CONCEPTS				
4.2.1 Apply basic offensive/defensive strategies (e.g., marking and guarding, keep away) in pairs and small groups	Students apply basic offensive/defensive strategies in pairs and small groups with few, if any, errors.	Students consistently apply basic offensive/defensive strategies in pairs and small groups.	Students inconsistently apply basic offensive/defensive strategies in pairs and small groups.	Students rarely apply basic offensive/defensive strategies in pairs and small groups.
IMPROVING PERFORMANCE				
4.2.2 Demonstrate movement concepts (e.g., longer throw, weight transfer concepts) to refine movement skills	Students demonstrate movement concepts to refine movement skills with ease.	Students demonstrate movement concepts to refine movement skills with minimal difficulty.	Students demonstrate movement concepts to refine movement skills with difficulty.	Students demonstrate movement concepts to refine movement skills with little or no success.
4.2.3 Apply self assessment to improve motor performance	Students apply self assessment to improve motor performance with few, if any, lapses.	Students consistently apply self assessment to improve motor performance.	Students inconsistently apply self assessment to improve motor performance.	Students rarely apply self assessment to improve motor performance.

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
BENEFITS OF PHYSICAL ACTIVITY				
4.3.1 Identify the benefits of cardio respiratory endurance (e.g., stronger heart, lower resting heart rate, quicker recovery)	Students identify an extensive variety of benefits of cardiovascular endurance.	Students identify a representative variety of benefits of cardiovascular endurance.	Students identify a limited variety of benefits of cardiovascular endurance.	Students identify an insufficient variety of benefits of cardiovascular endurance.
PARTICIPATES IN PHYSICAL ACTIVITY				
4.3.2 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
Grade 4				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
4.4.1 Identify immediate and long term physiological responses (e.g., shortness of breath, increased heart rate, burning calories) to various cardio respiratory activities	Students identify an extensive variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify a variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify a limited variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify very few immediate and long term physiological responses to cardio respiratory activities.
FITNESS RELATED COMPONENTS AND GOALS				
4.4.2 Identify strengths and areas of need based upon fitness assessments (e.g., compare criterion-reference standards to personal performance)	Students identify their strengths and areas of need based upon fitness assessments with few, if any, lapses.	Students consistently identify their strengths and areas of need based upon fitness assessments.	Students inconsistently identify their strengths and areas of need based upon fitness assessments.	Students rarely identify their strengths and areas of need based upon fitness assessments.
4.4.3 Identify the health related components of fitness (i.e., cardio respiratory endurance, flexibility, body composition, muscular strength and endurance)	Students identify the health related components of fitness with few, if any, errors.	Students identify the health related components of fitness with no significant errors.	Students identify the health related components of fitness with limited significant errors.	Students identify the health related components of fitness with many significant errors.

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 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.