

# 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 5</b>				
<b>MOVEMENT SKILLS</b>				
5.1.1 Combine non-locomotor skills in a sequence (e.g., tuck and straddle, bend and squat)	Students combine non-locomotor skills in a sequence with ease.	Students combine non-locomotor skills in a sequence with minimal difficulty.	Students combine non-locomotor skills in a sequence with difficulty.	Students combine non-locomotor skills in a sequence with little or no success.
5.1.2 Demonstrate mature form in object control skills (e.g., dribbling a soccer ball)	Students demonstrate the mature form in object control skills with few, if any, lapses.	Students consistently demonstrate mature form in object control skills.	Students inconsistently demonstrate mature form in object control skills.	Students rarely demonstrate mature form in object control skills.
5.1.3 Demonstrate object control skills to complete a task (e.g., throwing, catching)	Students demonstrate object control skills to complete a task with ease.	Students demonstrate object control skills to complete a task with minimal difficulty.	Students demonstrate object control skills to complete a task with difficulty.	Students demonstrate object control skills to complete a task with little or no success.
<b>CONTROL IN MOVEMENT</b>				
5.1.4 Adapt a skill to the demands of the environment (e.g., stopping, passing, kicking, striking, throwing, catching, bounce or chest pass)	Students adapt a skill to the demands of the environment with few, if any, errors.	Students consistently adapt a skill to the demands of the environment.	Students inconsistently adapt a skill to the demands of the environment.	Students rarely adapt a skill to the demands of the environment.

## 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 5</b>				
<b>MOVEMENT CONCEPTS</b>				
5.2.1 Apply basic offensive/defensive strategies (e.g., screening, movement away from the ball) in physical activities and games in small and large groups	Students apply basic offensive/defensive strategies in physical activities and games in large groups with few, if any, errors.	Students consistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students inconsistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students rarely apply basic offensive/defensive strategies in physical activities and games in large groups.
<b>IMPROVING PERFORMANCE</b>				
5.2.2 Apply concepts (e.g., appropriate practice improves performance) that impact quality of movement	Students apply concepts that impact the quality of movement with few, if any, errors.	Students consistently apply concepts that impact the quality of movement.	Students inconsistently apply concepts that impact the quality of movement.	Students rarely apply concepts that impact the quality of movement.
5.2.3 Apply teacher and peer feedback to improve motor performance	Students apply teacher and peer feedback to improve motor performance with few, if any, errors.	Students consistently apply teacher and peer feedback to improve motor performance.	Students inconsistently apply teacher and peer feedback to improve motor performance.	Students rarely apply teacher and peer feedback 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
<b>Grade 5</b>				
<b>BENEFITS OF PHYSICAL ACTIVITY</b>				
5.3.1 Identify health benefits associated with muscular strength and endurance (e.g., increase stamina, increase power)	Students identify an extensive variety of health benefits associated with muscular strength and endurance.	Students identify a representative variety of health benefits associated with muscular strength and endurance.	Students identify a limited variety of health benefits associated with muscular strength and endurance.	Students identify an insufficient variety of health benefits associated with muscular strength and endurance.
<b>PARTICIPATES IN PHYSICAL ACTIVITY</b>				
5.3.2 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
<b>Grade 5</b>				
<b>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</b>				
5.4.1 Identify immediate physiological responses to muscular strength and endurance activities (e.g., muscular fatigue, muscular discomfort)	Students identify an extensive variety of immediate physiological responses to muscular strength and endurance activities.	Students identify a representative variety of immediate physiological responses to muscular strength and endurance activities.	Students identify a limited variety of immediate physiological responses to muscular strength and endurance activities.	Students identify an insufficient variety of immediate physiological responses to muscular strength and endurance activities.
<b>FITNESS RELATED COMPONENTS AND GOALS</b>				
5.4.2 Apply fitness assessments to set a fitness goal (e.g., show improvement in one or more health related components of fitness)	Students apply fitness assessments to set a fitness goal with few, if any, errors.	Students apply fitness assessments to set a fitness goal with no significant errors.	Students apply fitness assessments to set a fitness goal with limited significant errors.	Students apply fitness assessments to set a fitness goal with many significant errors.
5.4.3 Describe the relationship between regular participation in physical activity and physical fitness (e.g., how different levels of activity can affect physical fitness, using the Fitness Education Pyramid)	Students describe the relationship between regular participation in physical activity and physical fitness with substantial detail.	Students describe the relationship between regular participation in physical activity and physical fitness with sufficient detail.	Students describe the relationship between regular participation in physical activity and physical fitness with sketchy detail.	Students describe the relationship between regular participation in physical activity and physical fitness 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>Grade 5</b>				
<b>PROCEDURES AND PERSONAL RESPONSIBILITY</b>				
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.
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.
<b>WORKING WITH OTHERS</b>				
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.