

North Dakota Physical Education Content and Achievement Standards

Grades K–12

August 2008

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 6				
MOVEMENT SKILLS				
6.1.1 Demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports (e.g., trapping and dribbling in soccer)	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with ease.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with minimal difficulty.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with difficulty.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports 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 6				
MOVEMENT CONCEPTS <i>No benchmark expectations at this level</i>				
IMPROVING PERFORMANCE 6.2.1 Provide feedback (e.g., verbal, nonverbal, and constructive) to others on a variety of motor skills to improve motor performance	Students provide insightful feedback to others on a variety of motor skills to improve motor performance.	Students provide relevant feedback to others on a variety of motor skills to improve motor performance.	Students provide superficial feedback to others on a variety of motor skills to improve motor performance.	Students provide irrelevant feedback to others on a variety of motor skills 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 6				
BENEFITS OF PHYSICAL ACTIVITY				
6.3.1 Identify health benefits (e.g., disease prevention) and risks (e.g., obesity) associated with the effect of physical activity on body composition	Students identify an extensive variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify a representative variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify a limited variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify an insufficient variety of health benefits and risks associated with the effect of physical activity on body composition.
PARTICIPATES IN PHYSICAL ACTIVITY				
6.3.2 Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school 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.
OPPORTUNITIES FOR PHYSICAL ACTIVITY				
6.3.3 Identify opportunities for physical activity within the school setting (e.g., intramural and interscholastic sports)	Students identify an extensive variety of opportunities for physical activity within the school setting.	Students identify a representative variety of opportunities for physical activity within the school setting.	Students identify a limited variety of opportunities for physical activity within the school setting.	Students identify an insufficient variety of opportunities for physical activity within the school setting.

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 6				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
6.4.1 Demonstrate ways to monitor the body's response to physical activity (e.g., checking pulse with fingers, using a heart rate monitor)	Students demonstrate ways to monitor the body's response to physical activity with few, if any, errors.	Students consistently demonstrate ways to monitor the body's response to physical activity.	Students inconsistently demonstrate ways to monitor the body's response to physical activity.	Students rarely demonstrate ways to monitor the body's response to physical activity.
FITNESS-RELATED COMPONENTS AND GOALS				
6.4.2 Set goals related to personal fitness assessments (e.g., use the results of fitness assessment to set specific goals, such as increasing the number of sit-ups completed in one minute)	Students set comprehensive goals related to their personal fitness.	Students set relevant goals related to their personal fitness.	Students set superficial goals related to their personal fitness.	Students set irrelevant goals related to their personal fitness.
6.4.3 Identify physical activities (e.g., swimming, jogging for cardio respiratory fitness) for the development and maintenance of each component of health-related fitness	Students identify physical activities for the development and maintenance of each component of health-related fitness with few, if any, errors.	Students identify physical activities for the development and maintenance of each component of health-related fitness with no significant errors.	Students identify physical activities for the development and maintenance of each component of health-related fitness with limited significant errors.	Students identify physical activities for the development and maintenance of each component of health-related 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 6				
PROCEDURES AND PERSONAL RESPONSIBILITY				
6.5.1 Use safety precautions and procedures (e.g., safety gear, appropriate use of equipment, spotting techniques) in physical activity settings	Students use safety precautions and procedures in physical activity settings with few, if any, lapses.	Students consistently use safety precautions and procedures in physical activity settings.	Students inconsistently use safety precautions and procedures in physical activity settings.	Students rarely use safety precautions and procedures in physical activity settings.
6.5.2 Explain the importance of rules, procedures, and etiquette in physical activities (e.g., safety, fairness, organization, inclusion)	Students explain the importance of rules, procedures, and etiquette in physical activities with substantial detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sufficient detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sketchy detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with little or no detail.
WORKING WITH OTHERS				
6.5.3 Demonstrate appropriate communication skills during large group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills during large group physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills during large group physical activities.	Students inconsistently demonstrate appropriate communication skills during large group physical activities.	Students rarely demonstrate respect for others during large group physical activities.