

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 7				
MOVEMENT SKILLS				
7.1.1 Demonstrate a variety of rhythmic movements (e.g., square dance, line dance, folk dance, jump rope routines)	Students demonstrate a variety of rhythmic movements with ease.	Students demonstrate a variety of rhythmic movements with minimal difficulty.	Students demonstrate a variety of rhythmic movements with difficulty.	Students demonstrate a variety of rhythmic movements 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 7				
MOVEMENT CONCEPTS <i>No benchmark expectations at this level</i>				
IMPROVING PERFORMANCE 7.2.1 Apply the principles of training and conditioning (e.g., using target heart rate zone to monitor intensity, warm up and cool down) to various activities	Students apply the principles of training and conditioning to various activities with few, if any, lapses.	Students consistently apply the principles of training and conditioning to various activities.	Students inconsistently apply the principles of training and conditioning to various activities.	Students rarely apply the principles of training and conditioning to various activities.
7.2.2 Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time)	Students identify the components of skill-related fitness with few, if any, errors.	Students identify the components of skill-related fitness with no significant errors.	Students identify the components of skill-related fitness with limited significant errors.	Students identify the components of skill-related fitness with many significant errors.

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 7				
BENEFITS OF PHYSICAL ACTIVITY				
7.3.1 Identify relationships between physical activity and effects on the body (e.g., reduce stress, social interaction, increased energy)	Students identify with substantial-detail the relationships between physical activity and the effects on the body.	Students identify with sufficient detail the relationships between physical activity and the effects on the body.	Students identify with sketchy detail the relationships between physical activity and the effects on the body.	Students identify with minimal detail the relationships between physical activity and the effects on the body.
PARTICIPATES IN PHYSICAL ACTIVITY				
7.3.2 Participate 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				
7.3.3 Identify opportunities for physical activity in the community (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths)	Students identify an extensive variety of opportunities for physical activities in the community.	Students identify a representative variety of opportunities for physical activities in the community.	Students identify a limited variety of opportunities for physical activities in the community.	Students identify an insufficient variety of opportunities for physical activities in the community.

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 7				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY 7.4.1 Analyze the body's physiological response to various types of exercise or activity (e.g., maintaining target heart rate zone in a variety of activities)	Students analyze the body's physiological response to various types of exercise or activity with few, if any, errors.	Students analyze the body's physiological response to various types of exercise or activity with no significant errors.	Students analyze the body's physiological response to various types of exercise or activity with limited significant errors.	Students analyze the body's physiological response to various types of exercise or activity with many significant errors.
FITNESS-RELATED COMPONENTS AND GOALS 7.4.2 Identify physical activities that enhance each component of health-related fitness (e.g., swimming and jogging for cardio respiratory fitness)	Students identify physical activities that enhance each of the components of health-related fitness with few, if any, errors.	Students identify physical activities that enhance each of the components of health-related fitness with no significant errors.	Students identify physical activities that enhance each of the components of health-related fitness with limited significant errors.	Students identify physical activities that enhance each of the components 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 7				
PROCEDURES AND PERSONAL RESPONSIBILITY				
7.5.1 Demonstrate self-control (e.g., positive attitude, sportsmanship, etiquette) during physical activities	Students demonstrate self-control during physical activities with few, if any, lapses.	Students consistently demonstrate self-control during physical activities.	Students inconsistently demonstrate self-control during physical activities.	Students rarely demonstrate self-control during physical activities.
WORKING WITH OTHERS				
7.5.2 Demonstrate appropriate conflict resolution skills (e.g., using "I" messages, allowing the right to agree and disagree)	Students demonstrate appropriate conflict resolution skills with few, if any, lapses.	Students consistently demonstrate appropriate conflict resolution skills.	Students inconsistently demonstrate appropriate conflict resolution skills.	Students rarely demonstrate appropriate conflict resolution skills.