

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 8				
MOVEMENT SKILLS				
8.1.1 Demonstrate movement patterns (e.g., screening in basketball, move to the open space) in modified team and individual activities	Students demonstrate an extensive variety of movement patterns in modified team and individual activities.	Students demonstrate a representative variety of movement patterns in modified team and individual activities.	Students demonstrate a limited variety of movement patterns in modified team and individual activities.	Students demonstrate an insufficient variety of movement patterns in modified team and individual activities.

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 8				
MOVEMENT CONCEPTS				
8.2.1 Apply offensive and defensive strategies (e.g., home base, ready position, strategies for singles vs. doubles) in a variety of modified team and individual sports	Students apply offensive and defensive strategies in a variety of modified team and individual sports with few, if any, errors.	Students consistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students inconsistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students rarely apply offensive and defensive strategies in a variety of modified team and individual sports.
8.2.2 Identify biomechanical concepts (e.g., range of motion, angle of contact, leverage, force, speed, center of gravity) that govern different types of movement	Students identify an extensive variety of biomechanical concepts that govern different types of movement.	Students identify a representative variety of biomechanical concepts that govern different types of movement.	Students identify a limited variety of biomechanical concepts that govern different types of movement.	Students identify an insufficient variety of biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE <i>No benchmark expectations at this level</i>				

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
BENEFITS OF PHYSICAL ACTIVITY 8.3.1 Explain the long-term physiological benefits (e.g., increased energy, improved health related fitness, disease prevention) of physical activity	Students explain the long-term physiological benefits of physical activity with substantial detail.	Students explain the long-term physiological benefits of physical activity with sufficient detail.	Students explain the long-term physiological benefits of physical activity with sketchy detail.	Students explain the long-term physiological benefits of physical activity with little or no detail.
PARTICIPATES IN PHYSICAL ACTIVITY 8.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside of 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 <i>No benchmark expectations at this level</i>				

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 8				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY 8.4.1 Analyze the body's physiological response to caloric consumption and expenditure	Students analyze the body's physiological response to caloric consumption and expenditure with few, if any, errors.	Students analyze the body's physiological response to caloric consumption and expenditure with no significant errors.	Students analyze the body's physiological response to caloric consumption and expenditure with limited significant errors.	Students analyze the body's physiological response to caloric consumption and expenditure with many significant errors.
FITNESS-RELATED COMPONENTS AND GOALS 8.4.2 Interpret the results of a physical fitness assessment to establish personal fitness goals	Students interpret the results of a physical fitness assessment to establish personal fitness goals with few, if any, errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals with no significant errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals with limited significant errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals 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 8				
PROCEDURES AND PERSONAL RESPONSIBILITY				
8.5.1 Identify potentially dangerous consequences of participation in physical activities (e.g., physical injury, dehydration, overheating, overuse)	Students identify an extensive variety of potentially dangerous consequences of participation in physical activities.	Students identify a representative variety of potentially dangerous consequences of participation in physical activities.	Students identify a limited variety of potentially dangerous consequences of participation in physical activities.	Students identify an insufficient variety of potentially dangerous consequences of participation in physical activities.
WORKING WITH OTHERS				
8.5.2 Demonstrate respect for others (regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status) during physical activities	Students demonstrate respect for others during physical activity with few, if any, lapses.	Students consistently demonstrate respect for others during physical activity.	Students inconsistently demonstrate respect for others during physical activity.	Students rarely demonstrate respect for others during physical activity.