

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 9				
MOVEMENT SKILLS				
9.1.1 Apply intermediate skills in physical activities (e.g., arm strokes in swimming, balance in dance, arm swing in serving)	Students apply intermediate skills in physical activities with few, if any, errors.	Students consistently apply intermediate skills in physical activities.	Students inconsistently apply intermediate skills in physical activities.	Students rarely apply intermediate skills in physical 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 9				
MOVEMENT CONCEPTS				
9.2.1 Explain intermediate biomechanical concepts that govern different types of movement (e.g., how friction of different surfaces affects movement, how angle of launch affects trajectory and distance of a throw)	Students explain with substantial detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sufficient detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sketchy detail intermediate biomechanical concepts that govern different types of movement.	Students explain with minimal detail-intermediate biomechanical concepts that govern different types of movement.
9.2.2 Apply intermediate biomechanical concepts that govern different types of movement (e.g., running on various surfaces, releasing a thrown object at different angles)	Students apply intermediate biomechanical concepts that govern different types of movement with few, if any, errors.	Students consistently apply intermediate biomechanical concepts that govern different types of movement.	Students inconsistently apply intermediate biomechanical concepts that govern different types of movement.	Students rarely apply intermediate biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
9.2.3 Explain the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with little or no detail.
9.2.4 Explain the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain detail the psychological principles that govern achievement, maintenance, and improvement of motor skills with little or no detail.

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 9				
BENEFITS OF PHYSICAL ACTIVITY				
9.3.1 Explain the long-term psychological (e.g., healthy self-image, improved confidence, stress reduction) benefits of physical activity	Students explain the long-term psychological benefits of physical activity with substantial detail.	Students explain the long-term psychological benefits of physical activity with sufficient detail.	Students explain the long-term psychological benefits of physical activity with sketchy detail.	Students explain the long-term psychological benefits of physical activity with little or no detail.
PARTICIPATES IN PHYSICAL ACTIVITY				
9.3.2 Participate in moderate to vigorous physical activity (e.g., during the school day, before and after school, organized outside school activity)	Students almost 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.
9.3.3 Evaluate personal participation in physical activity in and out of school using various methods of documentation (e.g., physical activity log, pedometer steps)	Students provide a substantive evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a relevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a superficial evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide an irrelevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.
OPPORTUNITIES FOR PHYSICAL ACTIVITY				
9.3.4 Explain a variety of factors (e.g., cost of activity, available facilities, required equipment, required time, physical limitations) that impact participation in physical activity.	Students explain an extensive variety of factors that impact participation in physical activity.	Students explain a representative variety of factors that impact participation in physical activity.	Students explain a limited variety of factors that impact participation in physical activity.	Students explain an insufficient variety of factors that impact participation in 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 9				
FITNESS-RELATED COMPONENTS AND GOALS				
9.4.1 Explain the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of health-related fitness goals	Students explain with substantial detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with sufficient detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with sketchy detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with minimal detail the physiological principles that govern achievement and maintenance of health-related goals.
ASSESSMENT OF PHYSICAL FITNESS				
9.4.2 Interpret recorded health-related physical fitness data for maintaining or improving levels of fitness	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with few, if any, errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with no significant errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with limited significant errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with many significant errors.
LIFE-LONG HEALTH				
9.4.3 Describe a physically active lifestyle across a lifespan (e.g., active lifestyle timeline, survey a relative about activity habits)	Students describe a physically active lifestyle across a lifespan with substantial detail.	Students describe a physically active lifestyle across a lifespan with sufficient detail.	Students describe a physically active lifestyle across a lifespan with sketchy detail.	Students describe a physically active lifestyle across a lifespan with little or no detail.
ACHIEVING PHYSICAL FITNESS				
9.4.4 Compare physical fitness activities for their health enhancing potential and benefits	Students compare physical fitness activities for their health enhancing potential and benefits with substantial detail.	Students compare physical fitness activities for their health enhancing potential and benefits with sufficient detail.	Students compare physical fitness activities for their health enhancing potential and benefits with sketchy detail.	Students compare physical fitness activities for their health enhancing potential and benefits with little or no detail.
MAINTENANCE OF PHYSICAL FITNESS				
9.4.5 Adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate)	Students adjust activity levels to meet personal fitness needs with few, if any, errors.	Students consistently adjust activity levels to meet personal fitness needs.	Students inconsistently adjust activity levels to meet personal fitness needs.	Students rarely adjust activity levels to meet personal fitness needs.

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 9				
PROCEDURES AND PERSONAL RESPONSIBILITY				
9.5.1 Explain the potential for physical injury (e.g., potential dangers of high sticking) and property/equipment damage (e.g., misuse of equipment) while participating in physical activities or sports	Students explain an extensive variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a representative variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a limited variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain an insufficient variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.
9.5.2 Identify ethical decision-making, both independently and with others, in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	Students identify an extensive variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a representative variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a limited variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify an insufficient variety of ethical decision-making, both independently and with others, in physical activity settings.
WORKING WITH OTHERS				
9.5.3 Explain appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	Students explain an extensive variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a representative variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a limited variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain an insufficient variety of appropriate behaviors while participating in group settings to achieve a common goal.