

North Dakota Physical Education Content and Achievement Standards

Grades K–12

August 2008

North Dakota Department of Public Instruction

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www.dpi.state.nd.us



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Publication Availability

An electronic version of the *North Dakota Physical Education Content and Achievement Standards* is available online at the North Dakota Department of Public Instruction website: <http://www.dpi.state.nd.us/standard/content.shtm>.

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FOREWORD

By Dr. Wayne G. Sanstead,
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There is perhaps no greater responsibility for a community than to provide for the care and education of its citizens. We stand together, committed to the advancement of quality education for all our students. It is toward this aim that I am pleased to issue this document, the *North Dakota Physical Education Content and Achievement Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

The State's Protocols for Developing Standards

As a matter of public policy, the North Dakota Department of Public Instruction believes that public education stakeholders must define "what students should know and be able to do." State law (NDCC 15.1-02-04.3) places responsibility for the writing of state academic standards with the State Superintendent. State law (NDCC 15.1-02-04.4; 15.1-21-08) also places responsibility with the State Superintendent for the supervision of State assessments that are based on the State's academic standards. To this end, the Department of Public Instruction has worked closely with the State's educators, through a clearly articulated process, to develop academic standards and aligned assessments that reflect the profession's best insights into what constitutes a quality education for every citizen.

The North Dakota State content and achievement standards offer guidance in core curriculum areas while, at the same time, they allow for, indeed *encourage*, a dynamic and living curriculum created at the local school district level. To ensure educational relevance, the North Dakota State content and

achievement standards are (1) based on academic standards developed nationally by various professional education associations, (2) periodically revised as suggested by classroom and community experiences and expectations, and (3) widely supported by state and national education policymakers.

While the North Dakota State content and achievement standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the State's content and achievement standards as guides in the development of local, customized curriculum in the core content areas. Put another way, standards-based education requires that a community agree upon what skills and abilities students should have upon leaving high school and what an appropriate K–12 educational experience should look like in the classroom.

The Department seeks to engage stakeholders in the development and performance reporting of a valid and reliable educational accountability system. To ensure that the State's accountability system engenders confidence among constituents, the Department has established a system of prescribed activities that are designed to assure procedural validity and reliability, product quality, and systemic integrity. The Department, with the assistance of professional educators from across the State, has established process and content protocols to articulate the governing rules for the development of State content and achievement standards and assessments.

I encourage all citizens to familiarize themselves with the process used to define, review, and implement the State's

challenging content and achievement standards. The *North Dakota Standards and Assessment Development Protocols* (refer to the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>) identify the procedures Department staff and statewide educator design teams follow regarding the staffing, design process, formatting, and content of all documents. These protocols ensure that quality assurance measures are observed and that the process and its resulting product are valid. The *North Dakota Physical Education Content and Achievement Standards* document has been developed with care and attention to the requirements of the State standards protocols.

State's Accountability for Every Student

Article VIII of the State's Constitution places a high-level responsibility on the State to ensure the literacy of every citizen. A high-quality education is the right of every student.

Assuring comparable educational opportunity is a primary responsibility of the State's education system. The State's challenging content and achievement standards define what students should know and be able to do. In a sense, these standards represent a state contract with our students.

I urge school districts to build their respective curricula upon these worthy standards. A school's curriculum encompasses that collection of textbooks, media, experiences, and instruction that guide a student's exposure to the standards. The standards define the "what" and the curriculum defines the "how" of education.

To hold itself accountable for the educational services it provides through its schools, the State has developed an assessment system that is designed to measure student performance in terms of these State standards within selective subjects or discipline (i.e. reading/language, arts, mathematics and science). By measuring student achievement in terms of the State's challenging standards, we are able to monitor

growth, address deficiencies, and ensure comparability of educational opportunity statewide.

The State's academic assessments are aligned to the State's challenging content and achievement standards. The State measures, through a sampling of test questions, the annual performance of students statewide. Results are analyzed based on overall student achievement and on the performance of student subgroups, i.e., students of different ethnic backgrounds, limited English proficient students, economically disadvantaged students, and students with disabilities.

The State issues annual reports on the progress students make toward overall proficiency in terms of the State's standards. I invite all educators and citizens to learn more about the State's Accountability Plan which details this annual report. (Refer to the following website: <http://www.dpi.state.nd.us/grants/NCLB.shtm>.)

I assure you that our State's accountability system exists to protect the interests of every student—every student.

Continuing Tradition of Improvement and Excellence

The legacy of the North Dakota educational system is represented by the quality of the students it graduates every year. Every student who graduates at the proficient level from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

Yet, as long as there are students who graduate from a North Dakota school scoring at levels less than proficient—or who do not graduate at all, then evidence exists of our need to improve. School improvement requires a strong network of families, communities, and schools, working together, to achieve the ultimate aim set forth within the State Constitution.

The State standards, by their very nature, define the measure of success we seek to achieve. We cannot summarily claim success as long as any of our students fall below the proficient level as defined by our achievement standards. Proficiency of every student is our mission. This is why we do what we do. Each and every student, in every subgroup, is that important.

North Dakota schools embody a long-standing tradition to build on success and improve where necessary. These standards establish our measures for success. These standards anchor us and guide us. If we, indeed, are to continue to improve as an educational system, then it is these standards that will lead us ultimately to our goal. The North Dakota content and achievement standards are that important to us all.

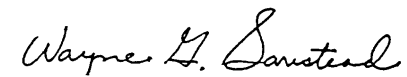
Gratitude to a Dedicated Profession

We stand on the shoulders of those educators who have preceded us. Whatever measure of success we have experienced to date rests in large measure on their efforts and dedication. Each passing generation stands as a testament to the spirit of excellence that exists within the education community. Each generation builds upon the strengths of its predecessors in order to secure a better future for those who follow.

The work of developing and implementing the state Physical Education standards finds its origins in many past efforts. The contributions of countless educators are astounding and inspiring. It is now for our generation to harvest the best of the past, to incorporate our best insights based on current research, and to restate our mission for future learners.

I wish to recognize each individual team member and the hundreds of reactors who contributed to the writing of this important document. We must be mindful of the many months and iterations of background research, discussions, drafting, reflective analysis, debating, and ultimate resolution that have been invested in this document. No words of gratitude can ever do justice to the quality of work or the commitment found within this document.

Now, the work rests with us. Our current and future students depend on us. Let us go forth and touch the future together.

A handwritten signature in cursive script that reads "Wayne G. Sanstead".

INTRODUCTION

“What we do today does not make yesterday wrong, it makes tomorrow better.” Carol Commodore

The *North Dakota Physical Education Content and Achievement Standards* were written to provide physical education teachers and school districts with a guide for quality physical education programs. Physical education and wellness are evolving to provide a more comprehensive lifestyle management approach, encouraging physical fitness and activity, sound nutritional practices, and assessment through the use of the latest technology.

The physical education standards writing team began its work in the summer of 2006. The writing team consisted of physical educators from across the state and represented all levels, elementary through university. This brought diversity of expertise to the development of the North Dakota physical education standards. The writing team’s work was guided by the physical education standards developed by the National Association for Sport and Physical Education (NASPE), as well as standards documents from other states.

A high-quality physical education program is essential for all students. It provides a foundation for intelligent and precise thinking. Physical education should also provide every student with the opportunity to choose among a full range of future career paths and to contribute to society as an informed and active citizen. To be a responsible and productive member of today’s society a student needs to have a broad, connected, and useful knowledge of physical education and wellness.

The *North Dakota Physical Education Content and Achievement Standards* document provides a framework for the skills and knowledge that students in grades K-12 are

expected to attain in physical education. Based on its predecessor, the *2000 North Dakota Physical Education Content Standards*, this document includes standards, benchmarks, and defines levels of achievement at each grade level for Kindergarten through Grade 10 and for the grade band that includes Grades 11 and 12.

The standards in this document provide clear, concise, and measurable expectations in physical education for all students. The standards set targets and expectations for what teachers need to teach and what students need to know and be able to do by the end of each grade level or grade band. Comprehensive and collaborative efforts by legislators, physical education teachers, clinicians, parents, and community members play an integral part in helping students attain these expectations. This document is a useful resource for school districts as they align their physical education curriculum to the state standards and benchmarks.

The standards focus on essential content for all students. Maintaining high expectations for all students is a component of equity in education. “All students” include those with diverse cultural backgrounds, limited English proficiency, disabilities; and those from advantaged or disadvantaged socioeconomic backgrounds. It is understood that adaptations and modifications may be needed to meet individual student needs.

This document is organized around a core of fundamental physical education standards for all students in the state of North Dakota. Grade level expectations are identified for kindergarten through senior high school. These statements reflect a comprehensive approach to combating inactivity, obesity, and a lack of physical fitness of children in schools

and local communities. In addition, this document reflects what a student should know and be able to do, as well as what should be assessed at each grade level.

Document Components

The *North Dakota Physical Education Content and Achievement Standards* contain the following organizational components:

- **Heading:** A standard is introduced by an overall page heading that identifies the standard's number within the subject and a short descriptive title (e.g., "*Standard 1: Movement Forms*").
- **Content standard:** A broad description of what students should know and be able to do within physical education.
Content Standards Description. The standard is defined succinctly in terms of students' expected knowledge or skill (e.g., "Students demonstrate in motor skills and movement patterns needed to perform a variety of physical activities.").
- **Topic:** Topics may carry across grade levels, organize benchmark expectations, and identify no specific knowledge or skill (e.g., movement skills).
- **Grade-level benchmark expectation:** A statement of what students should know and be able to do at specified grade levels.

Please Note: The fact that a skill or knowledge is benchmarked at a particular grade level does not mean that the skill or knowledge is not taught prior to the benchmark grade or practiced beyond it. It simply marks a spot where students should be assessed for achievement.

- **Numbering:** The numerical order of the content standards does not imply any particular ranking regarding their relative importance or teaching priority. Each standard conforms to the following prescribed numbering system.

Grade-level benchmark expectation. A benchmark expectation is identified uniquely by a prescribed three-digit nomenclature (e.g., "K.1.1"). The first digit refers to the grade level (e.g., *grade K*). The second digit refers to the standard's listing within the subject (e.g., *standard #1*). The third digit refers to the benchmark's listing within the standard (e.g., *the first benchmark within the first standard*).
- **Use of i.e. and e.g.:** When found within a benchmark, **i.e. means** inclusive of, only the listed items should be assessed at a particular benchmark. **E.g.** means an example of; not inclusive of the whole; some of those available.
- **Achievement descriptor:** A description of what a student knows and is able to do to demonstrate a level of achievement on a content standard. Descriptors for achievement are set at four levels and are defined as follows:
 - **Advanced Proficient:** Demonstrates exemplary understanding or skill and exceeds expected level of performance.

- o **Proficient:** Demonstrates understanding or skill and meets expected level of performance.
- o **Partially Proficient:** Demonstrates an emerging or developing level of understanding and performance.
- o **Novice:** Attempt made; however, lack of understanding and performance is evident.

State Achievement Descriptor Format

State achievement descriptors have been developed for all content standards. An achievement descriptor is a description of what a student knows and is able to do to demonstrate a level of achievement on a content standard.

Achievement descriptors guide one’s interpretation regarding “how well a student demonstrates knowledge or skill within a content standard.” As such, achievement descriptors aid in defining performance and in establishing “grading” parameters. Achievement descriptors identify four categories or levels of student achievement: (1) *advanced proficient*, (2) *proficient*, (3) *partially proficient*, and (4) *novice*. The *proficient* level represents how well a student should minimally demonstrate achievement within physical education at a particular grade level.

The State achievement descriptors express the characteristics of each of the four achievement levels for all content standards. In many instances, achievement descriptors are presented for individual benchmark expectations. In some instances, where benchmark expectations show a closer association to each other, achievement descriptors are presented for the entire topic.

To develop an achievement descriptor, the writing team first identified the focus of student performance for that benchmark. The focus of performance reflects the nature of the benchmark. A focus of performance might be related to the degree of error in the performance, the speed or fluency of the performance, the variety of examples provided, the quality of the performance, the significance of details provided, or the consistency of the performance. For example, the focus of performance for benchmarks that require students to explain a concept, principle, or generalization might be expressed through the significance of details or the degree of error. For consistency, writers used a limited set of descriptors for each focus to describe the levels of performance (i.e., advanced proficient, proficient, partially proficient, novice). For example, for the “quality” focus, descriptors for the four levels included, among others, insightful, relevant, superficial, and irrelevant, respectively.

Teachers in a school or district should come to consensus on the meaning of these terms, perhaps through professional dialogue and examination of student work. Teachers also will need to help students understand what is meant by these terms by providing examples of student work at each performance level.

State Standards and Local Curriculum Development

State content standards broadly define what a student should know and be able to do. State content standards become the basis upon which local school districts define their local curriculum. School districts choose those instructional materials and practices that will ensure a rich physical education curriculum for all students. Clear content standards define all that will be assessed at a grade level. Quality education begins with and springs from challenging content standards.

Physical education instruction should reflect what both educational research and best practices reveal about the

teaching and learning of physical education. Innovative physical education should include hands on experiences and technology.

Integrating Physical Education Standards Across the Curriculum and Outside of School

Physical education should be integrated throughout the curriculum and not be restricted to the instruction that occurs during the confines of a physical education course. Physical education constitutes foundational skills and knowledge and carries concepts that touch on a wide variety of other disciplines, in particular, health. In the development of a school's overall curriculum, attention should be given to ensure that content linkages are designed across disciplines. Students will optimize their learning whenever direct connections are made within the wider curriculum.

National recommendations state that school-aged children and youth should participate in a minimum of 60 minutes (accumulated) per day of moderate to vigorous physical activity. In addition to quality standards-based physical education classes, these sixty minutes include physical activity before, during, and after school. Assessment for participating in physical activity in Standard Three may include a calendar, journal, or log sheet for parents and/or students to complete. In grades K–3 parental assistance is essential. These are self-reported data and very valuable in the development of healthy lifestyle habits.

Organization of the Document

The standards and benchmarks in this document address the five major focus areas according to the NASPE standards for physical education.

The five major focus areas are as follows:

To pursue a lifetime of healthful physical activity, a physically educated person:

1. *has* learned skills necessary to perform a variety of physical activities;
2. *knows* the implications of and the benefits from involvement in physical activities;
3. *does* participate regularly in physical activity;
4. *is* physically fit; and
5. *values* physical activity and its contribution to a healthful lifestyle.

In addition to statements of the content standards and achievement descriptors, the document includes benchmark expectations for what students should know and be able to do in the area of physical education by the end of grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-12. Local districts may choose to write grade-specific benchmarks for grades 11 and 12.

Use of the Document

This document serves as a guide for local districts in developing standards. It is strongly recommended that a district team be convened to align and/or write curriculum from these state standards, considering local values, developmental level of students, and educational goals. Furthermore, it is recommended that school districts consider and advocate an amount of time necessary to teach the physical education curriculum utilizing these standards in grades K–12.

This document will help districts provide students with a physical education curriculum that gives them knowledge and skills for an active and healthy lifestyle now and throughout their lives.

Personalizing Education: Differentiated Instruction and Alternate Assessment

In the course of instruction, it is appropriate to personalize or differentiate instruction for students based on their individual programming. This fundamental principle ensures that every student will be offered a comparable and equitable opportunity for a quality education. Students should understand that their education is an ongoing exploration and incorporation of the standards.

When educating students with cognitive or physical disabilities, instructional strategies and modifications should be referenced within the student's individualized education program. Educators and parents are encouraged to consult the state's guidance on the development of a student's individualized education program. Refer to the following Web site for additional information concerning the development of individualized education programs:
<http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>.

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Glossary

Activity Pyramid—A framework for describing a variety of physical activities that helps people learn about physical activity groups (e.g., moderate, vigorous).

Assessment—Process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes.

Biomechanical Concepts—Application of scientific principles such as force and power in the study of human movement.

Body Composition—A comparison of the relative amounts of lean body weight and fat tissue in the body.

Cardio Respiratory Endurance—The ability of the heart, lungs, and blood vessels to deliver oxygenated blood to the muscles of the body to be used as fuel for sustained physical work.

Correct Form—The form for a skill that is generally accepted as expert—all of the components of the skill are present, and performed in a fluid, continuous motion.

Developmentally Appropriate—In physical education, practices which recognize changing capacities to move and which promote change, taking into account that developmental change is quantitative, sequential, directional, accumulative, multifactorial, and individual.

Dynamic Balance—Being balanced while moving using various locomotor skills, stopping, and starting. It also includes maintaining a balanced state while performing activities such as throwing and jumping.

E.G.—An example of; not inclusive of the whole; some of those available.

Fitness Education Pyramid—A representation of five heart rate zones for achieving or maintaining physical fitness. The description for each zone includes the percentage of heart rate maximum, the actual beats per minute for a training workout at that level, the equivalent rate of perceived exertion, the length of time needed to get the most benefit, the number of activity bouts needed per week, and the activities one can perform to get his/her heart rate to that level.

FITNESSGRAM—A health related physical fitness assessment that relies on criterion-referenced data to provide feedback to students, parents, and teachers. The five components of fitness tested are body composition, aerobic capacity, muscular strength, muscular endurance, and flexibility.

FITT—Frequency, Intensity, Time, and Type.

Flexibility—The range of motion that is possible around a joint or joints.

Health-enhancing Level—That level of physical activity that results in physiological changes that produce positive effects in an individual's health (e.g., aerobic exercise results in improved cardio respiratory capacity).

Health Related Fitness—Consists of those components of physical fitness that have a relationship with good health. The five components include: cardio respiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Heart Rate Monitor—A device that records the heart beat by means of a chest transmitter and wrist monitor.

I.E.—Inclusive of, only the listed items should be assessed at a particular benchmark.

Locomotor skills—Basic motor skills involving a change in position of the feet and/or a change of direction of the body (e.g., walk, run, skip, gallop).

Manipulative Skills—Basic motor skills involving handling an object (e.g., throw, catch, kick, trap, strike).

Mature Form—The critical elements of the skill are present, and performed in a smooth and continuous motion.

Moderate Physical Activity—Any activity or exercise that ranges in intensity from light to borderline heavy exertion. Intensity of physical activity that corresponds to 50-69% of an individual's maximal heart rate (e.g., brisk walking, slow bike riding). The body's response is typically flushed face, increased breathing rate, increased pulse, and a light sweat.

Moment of Non-support—That moment when a person has no contact with the ground or floor during motor activities, typically one component indicative of a mature pattern (e.g., run, hop, skip).

Motor Skills—Physical activity that is directed toward a specific function or goal. The term can be used to refer to one discrete skill (e.g., throwing) or a more general ability to perform physical skills competently (e.g., as in "The student has the motor skill needed to perform that sport.").

Movement concepts—Can be broken down into three basic categories: space awareness (where the body moves), effort (how the body moves), and relationships (the body's relationship to itself, others, and objects).

Movement Forms—A variety of body movements that include locomotor, non-manipulative, and manipulative skills.

Muscular Endurance—The ability of a muscle to exert sub-maximal force repeatedly over time; usually refers to a specific muscle group.

Muscular Strength—Maximum force that can be applied by a muscle during a single maximum contraction.

Non-locomotor Skills—Movement of the body performed from a relatively stable base of support (e.g., bending, stretching, twisting, turning, leaning, swaying, swinging).

Overload Principle—The principle of overload states that a greater than normal stress or load on the body is required for training adaptation to take place. The body will adapt to this stimulus.

Perceived Exertion—A method of determining physical activity intensity (Borg Rating of Perceived Exertion is an example of one scale). Perceived exertion is how hard you feel your body is working. It is based on the physical sensations a person experiences during physical activity, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical Activity—Movement of the body produced by skeletal muscles that results in energy expenditure.

Physical Fitness—Ability to perform daily tasks with strength and vigor and without experiencing undue fatigue, and with enough reserve strength, energy, and stamina to participate in recreational pursuits and to meet unforeseen emergencies.

President's Council on Physical Fitness and Sports Health Related Physical Fitness Test—A health related physical fitness test that relies on normative data (1985 School Population Fitness Survey) to provide feedback to students and teachers.

Skill Related Fitness—Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The six components include: agility, balance, coordination, power, speed, and reaction time.

Static Balance—Maintaining a desired shape while stationary, such as holding a pose in gymnastics.

Target Heart Rate Zone (THR Zone)—A range that is calculated using the Resting Heart Rate, the maximal heart rate, and two percentages between 65% and 85%. To calculate the Target Heart Rate Zone, find the maximal heart rate using the formula $MHR = 208 - (.7 \times \text{your age})$; Calculating Heart Rate using HRR (Heart Rate Reserve method) is $MHR - \text{Resting HR} \times \text{Threshold \%}$ (anywhere from 65%-85% for maximal cardio respiratory benefits); next add RHR and that is low end of THR. The ceiling end would be a repeat with higher percentage. The Target Heart Rate Zone would be those two numbers. Example would be 140-175.

Vigorous Physical Activity—Intensity of physical activity that corresponds to approximately 70% or more of an individual's maximal heart rate. Examples of vigorous physical activity include, running, aerobic dance, singles tennis, and swimming laps. The body's response is typically red face, labored breathing rate, accelerated pulse, and heavier perspiration.

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