

North Dakota Physical Education Content and Achievement Standards

Grades K–12

August 2008

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



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
Kindergarten				
MOVEMENT SKILLS				
K.1.1 Demonstrate walking as a basic locomotor skill (i.e., in a straight line with correct body alignment)	Students demonstrate walking as a basic locomotor skill with ease.	Students demonstrate walking as a basic locomotor skill with minimal difficulty.	Students demonstrate walking as a basic locomotor skill with difficulty.	Students demonstrate walking as a basic locomotor skill with little or no success.
K.1.2 Demonstrate the underhand ball roll as a basic object control skill (i.e., back swing and follow through, lower body, opposition)	Students demonstrate the underhand ball roll as a basic object control skill with ease.	Students demonstrate the underhand ball roll as a basic object control skill with minimal difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with little or no success.
K.1.3 Demonstrate a variety of basic non-locomotor skills (e.g., bending, twisting, turning, lifting, body shapes)	Students demonstrate a variety of basic non-locomotor skills with ease.	Students demonstrate a variety of basic non-locomotor skills with minimal difficulty.	Students demonstrate a variety of basic non-locomotor skills with difficulty.	Students demonstrate a variety of basic non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
K.1.4 Use proper body control while moving through personal and general space	Students use proper body control while moving through personal and general space with ease.	Students use proper body control while moving through personal and general space with minimal difficulty.	Students use proper body control while moving through personal and general space with difficulty.	Students use proper body control while moving through personal and general space 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
Kindergarten				
MOVEMENT CONCEPTS				
K.2.1 Respond to visual, verbal/auditory cues (i.e., starting and stopping on a signal)	Students respond to visual, verbal/auditory cues with few, if any, lapses.	Students consistently respond to visual verbal/auditory cues.	Students inconsistently respond to visual verbal/auditory cues.	Students rarely respond to visual verbal/auditory cues.
K.2.2 Identify body parts (e.g., head, shoulders, chest, elbows, hands, knees, feet)	Students identify body parts with few, if any errors.	Students identify body parts with no significant errors.	Students identify body parts with limited significant errors.	Students identify body parts with many significant errors.
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
Kindergarten				
BENEFITS OF PHYSICAL ACTIVITY				
K.3.1 Identify the basic health benefits of regular physical activity (e.g., feel better, have more energy, get stronger, live longer)	Students identify an extensive variety of basic health benefits of regular physical activity.	Students identify a representative variety of basic health benefits of regular physical activity.	Students identify a limited variety of basic health benefits of regular physical activity.	Students identify an insufficient variety of basic health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY				
K.3.2 Participate in moderate to vigorous physical activity (e.g., playing hard, running) before and after school, during recess, and during the school day	Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.

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
Kindergarten				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY K.4.1 Identify the body's response to physical activity (e.g., red face, sweating, increased thirst, increased breathing)	Students identify an extensive variety of the body's responses to physical activity.	Students identify a representative variety of the body's responses to physical activity.	Students identify a limited variety of the body's responses to physical activity.	Students identify an insufficient variety of the body's responses to physical activity.

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
Kindergarten				
PROCEDURES AND PERSONAL RESPONSIBILITY				
K.5.1 Apply rules and procedures, (e.g., safety, equipment, directions) with teacher reinforcement, during physical activities	Students apply rules and procedures, with teacher reinforcement, during physical activities with few, if any, errors.	Students consistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students inconsistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students rarely apply rules and procedures, with teacher reinforcement, during physical activities.
WORKING WITH OTHERS				
K.5.2 Identify examples of respect for self and others (e.g., sharing space and equipment) during physical activities	Students identify an extensive variety of examples of respect for self and others during physical activities.	Students identify a representative variety of examples of respect for self and others during physical activities.	Students identify a limited variety of examples of respect for self and others during physical activities.	Students identify an insufficient variety of examples of respect for self and others during physical activities.