

## Disciplinary Literacy in North Dakota Content Standards

Literacy and text are specialized across the disciplines. Each discipline has a unique way of using text to create, disseminate, and evaluate knowledge. Strategies employed by learners as they encounter disciplinary text come from the demands of the text and the purpose of the specific discipline.

The information below identifies some of the strategies for disciplinary literacy in various disciplines and aspects of the specific content standards within that discipline that refer to those strategies.

### Physical Education

Disciplinary Literacy in Physical Education focuses on the following:

| Reading   | Writing   | Thinking   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• “Read” live or recorded physical performances, paying attention to details (e.g., form and technique, strategy, individual errors, pivotal moments).</li> <li>• “Read” environments for safety considerations and risks.</li> <li>• Read and understand specialized vocabulary and phrases.</li> <li>• “Read” a physical performance and evaluate the strengths and weaknesses of individuals and teams.</li> <li>• Identify perspectives provided in blogs, articles, or when listening to commentary.</li> <li>• Translate symbols, diagrams, illustrations, and charts to concepts.</li> <li>• Identify themes of perseverance, overcoming obstacles, and learning from mistakes in novels, sportscasts, articles, and movies.</li> </ul> | <ul style="list-style-type: none"> <li>• Use succinct sentences or phrases to describe details.</li> <li>• Compose and defend arguments based on evidence and expert sources.</li> <li>• Communicate with data, charts, diagrams, sketches, and symbols.</li> <li>• Use precise vocabulary and technical language when describing movement.</li> <li>• Express analysis of physical movement.</li> <li>• Provide constructive feedback in movement settings.</li> <li>• Note similarities and differences between physical activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Visualize movements from verbal or written descriptions.</li> <li>• Analyze problems and propose solutions related to physical fitness, performance, or pace of progress.</li> <li>• Identify and articulate personal fitness goals.</li> <li>• Make connections between specific conditioning practices to strength and agility.</li> <li>• Communicate priorities of cooperation and selflessness in sports.</li> <li>• Identify and articulate the cause-and-effect relationship between physical activity and health, mood, self-discipline, and social interaction.</li> <li>• Evaluate written and oral feedback.</li> <li>• Interpret and analyze numerical data.</li> <li>• Interpret fitness findings gathered from technology.</li> <li>• Analyze details related to game rules and regulations.</li> </ul> |



The North Dakota Physical Education Content Standards provide opportunities to address disciplinary literacy within the following standards:

- **3-5.MM.1 Choice.** Express how personal interests influence participation in physical activity.
- **3-5.MM.2 Resilience.** List strengths and growth opportunities through movement and opportunities for practice for individual improvement.
- **3-5.MM.3 Reflection.** Reflect on physical activity experiences.
- **K-2.MM.4 Goal Setting.** Set observable short-term goals to enhance fitness development.
- **3-5.MM.4 Goal Setting.** Set observable and attainable long-term goals to enhance fitness development.
- **K-2.KM.4 Body Responses to Movement.** Identify physiological changes in the body during physical activities.
- **3-5.KM.4 Body Responses to Movement.** Describe how physical activity influences physiological changes in the body.
- **K-2.KM.5 Warm-Up/Cool-Down.** Identify how a warm-up and cool-down affect the body.
- **K-2.KM.6 Dimensions of Health.** Identify how physical activity supports each dimension of health.
- **3-5.KM.6 Dimensions of Health.** Explain how physical activity supports each dimension of health.
- **K-2.KM.5 Warm-Up/Cool-Down.** Identify how a warm-up and cool-down affect the body.
- **3-5.KM.6 Warm-Up/Cool-Down.** Describe how a warm-up and cool-down affect the body.
- **6-8.KM.10 Warm-Up/Cool-Down.** Identify and demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.
- **6.KM.6 Principles of Exercise.** Identify the principles of exercise.
- **6-8.KM.8 Target Heart Rate.** Define resting and target heart rate and describe its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.
- **6.PSS.12 Feedback.** Provide and/or accept constructive feedback.
- **6-8.MM.2 Reflection.** Reflect on physical activity experiences specifically related to personal meaning and enjoyment.
- **6.KM.9 Anatomy.** Identify the major muscles.
- **7.KM.9 Anatomy.** Identify the major muscles and give an example of exercises that utilize that muscle group.
- **8.KM.9 Anatomy.** Identify the major muscle groups and give examples of exercises that utilize that muscle group.
- **6-8.KM.10 Warm-Up/Cool-Down.** Identify and demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.
- **6-8.PSS.11 Communication.** Apply communication skills to negotiate strategies and tactics in physical activities.
- **6.MM.4 Goal Setting.** Set a goal based on an examination of individual ability in a physical activity setting.
- **7.MM.4 Goal Setting.** Set a goal and create action steps for a goal based on an examination of individual ability in a physical activity setting.
- **8.MM.4 Goal Setting.** Set a goal, create action steps, and reflect on goals based on an examination of individual ability in a physical activity setting.



- **L1.KM.1** Analyze motor performance of self and/or others in relation to movement concepts and principles
- **L1.KM.3** Use technology to analyze and improve motor performance
- **L1.KM.4** Evaluate risks and identify safety considerations for physical activities.
- **L1.KM.7** Use technology to analyze exertion and fitness levels.
- **L1.KM.8** Develop a personal fitness plan to improve one health-related fitness component
- **L1.KM.11** Identify valid resources for physical activity and fitness
- **L1.PSS.4** Analyze ethical situations in physical activity both in and outside of physical education and how choices impact self and others
- **L1.PSS.8** Encourage, support, and positively contribute when working with peers in a physical activity setting both in and outside of physical education.
- **L1.PSS.9** Understand and respond constructively to cultural values, traditions, and differences in physical activity settings both in and outside physical education.
- **L1.MM.1** Assess personal strengths, interests, and growth opportunities and how they influence the level of challenge selected in fitness and physical activities.
- **L1.MM.7** Set a fitness goal and develop a progressive action plan.

**References:**

Lent, Releah. (2017, February) *Disciplinary Literacy: A Shift that Makes Sense*. ASCD Express. ASCD.

Lent, Releah. (2019) *Disciplinary Literacy in Action*: Corwin.

North Dakota Physical Education Content Standards (2024, July).