

NORTH DAKOTA PHYSICAL EDUCATION CONTENT STANDARDS

By Grade Spans K–5, 6–8, 9–12

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Based on the Society of Health and Physical Educators of America (SHAPE)
National Standards and Grade Level Outcomes for K–12 Physical Education



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FOREWORD

**By Kirsten Baesler
State Superintendent**

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 Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

Our State's Standards Ensure Educational Excellence for All Students

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 15.1-02-24.4) places responsibility with the State Superintendent for the writing of state academic content standards and for the supervision of state assessments that are based on these state standards. To this end, the Department of Public Instruction has worked closely with the educators statewide, 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.

Our state’s various academic content standards offer instructional 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, our state’s academic content standards are (1) based on academic standards developed by other states and various professional education associations, (2) validated by our state’s best educators based on classroom experience and local community expectations, and (3) supported by state and national education policymakers.

While our state’s academic standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the state’s content standards as guides in the development of local, customized curriculum in the core content areas. Standards-based education requires that we, as a wider education community, agree upon what skills and abilities students should have to be college or career ready.

The Department of Public Instruction seeks to engage educators and community representatives in the development 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 educators statewide and experts, has established a highly interactive process to develop the state’s content standards and assessments that will ensure a high quality education for all students.

State's Accountability for Every Students

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 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 the standards. A school's curriculum encompasses collections 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.

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 excels and graduates from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

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

Gratitude to a Dedicated Profession

The work of developing and implementing the state's academic content standards finds its origins in many past efforts. The contributions of countless educators have led us to where we are today.

I wish to recognize each individual team member and the many evaluators who contributed to the writing of this important document. Extensive research, analysis, and deliberations have been invested in this document. Our entire state is grateful for their many contributions.

Now, the work rests with us as a community, and I am fully confident that we can meet this challenge.

Kirsten Baesler

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Introduction

“Exercise is the single most powerful tool to optimize your brain function.” John Ratey

The *North Dakota Physical Education Content Standards* provide physical education teachers and school districts a guide for quality physical education programs. Physical education and wellness are evolving to provide a more comprehensive lifestyle management approach, thus encouraging physical activity and fitness, 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 2014. This team consisted of physical education professionals from across the state which represented all grade levels, elementary through university. This brought diversity of expertise to the development of the North Dakota physical education standards. The work was guided by current disciplinary knowledge and research in physical education, standards from other states, and the standards developed by the professional organization of the Society for Health and Physical Education (SHAPE) *America National Standards and Grade-Level Outcomes for K–12 Physical Education* published in 2014 (SHAPE was formally known as AAHPERD—American Alliance for Health Physical Education Recreation and Dance).

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. A consistent and regularly offered high-quality physical education program is essential for all students, providing 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.

State Standards and Local Curriculum Development

The standards in this document provide clear and concise expectations in physical education for all students. They provide a framework for what teachers need to teach and what students need to know and be able to do by the end of each grade level. 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 reflects a comprehensive approach to combatting inactivity, obesity, and a lack of physical fitness of children in schools and local communities. The document can be a useful resource for school districts as they align their physical education curriculum to the state standards and outcomes.

State content standards broadly define what a student should know and be able to do; and the standards become the basis upon which local school districts define their local curriculum. School districts choose instructional materials and practices that will ensure

a rich physical education curriculum for all students. Clear content standards define all that will be introduced and/or assessed at a grade level. 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 the use of technology.

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.

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 differentiated instruction may be needed to meet individual student needs.

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 website for additional information concerning the development of individualized education programs: http://www.dpi.state.nd.us/speced1/guide/iep/IEP_Guide.pdf.

Defining Physical Education and Physical Activity

In order to develop life-long physical literacy, individuals need opportunities to learn and apply skills. This is achieved through quality, standards-based physical education that promotes increased self-efficacy and competence with identified skills. These foundational skills increase the likelihood of participation in the four other Comprehensive School Physical Activity Program (CSPAP) components. The components are identified in the diagram below. Physically literate individuals are those that have the knowledge, skill and confidence to enjoy a lifetime of physical activity (SHAPE America, 2014, p.4). For additional information on this topic please reference the SHAPE America guidance document titled “The Essential Components of Physical Education.”

Integrating Physical Education Standards Across the Curriculum and Outside of School

Physical education should be integrated across the curriculum to develop **physically literate individuals**. Physical education constitutes foundational skills, knowledge and 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, optimizing their learning whenever direct connections are made within the wider curriculum.

The ND DPI encourages all schools and districts to implement a Comprehensive School Physical Activity Program, a multi-component approach designed to utilize all opportunities throughout each day to incorporate physical activity. 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.



Let's Move! Active Schools. (n.d.). *Roadmap for developing an active school*. Retrieved from http://static1.squarespace.com/static/53b1a843e4b0dcbabf4b4b85/t/552559abe4b007c5fd37f2a9/1428511147136/15-LMASFramework_updated.pdf

CSPAP is designed around five components: quality physical education as the foundation, physical activity before/during/after school, staff involvement, and family and community engagement. Using a comprehensive approach, students can accumulate the recommended 60 minutes of physical activity.

Physical Activity Improves Academic Achievement

The plethora of research concerning the relationship between exercise/physical activity and academic achievement/learning is a key factor in the development of standards in physical education. There is no question that exercise and physical activity have a powerful role in learning.

Jon Medina's (2008) work, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*, provides research-based evidence that "exercise boosts brain power." Medina contends one of the primary findings supporting the exercise-brain connection is that exercise increases oxygen flow to the brain. The increase in oxygen is always accompanied by an uptick in mental sharpness. *Brain Rules* serves as an excellent resource to explain the important research connecting exercise and brain function.

In addition, Ratey and Hagerman (2008) cite a number of programs and studies that support exercise's role in both fitness and academic improvements in their exciting book *SPARK—The Revolutionary New Science of Exercise and the Brain*. This book cites several research articles including the 2001 California study in which there is a positive correlation between student fitness levels and academic performance. Another study referenced by Ratey and Hagerman is the Naperville, Illinois physical education program where only 3% of the student body was categorized as obese as opposed to the national average of nearly 30%. Ratey further references a 2004 review of over 850 different studies of the effects of physical activity in school children that found exercise also has a positive influence on memory, concentration and classroom behavior.

Document Components

The grade-level outcomes have several organizing features to help readers locate the information they want. The outcomes are grouped by elementary (K–5), middle (6–8), and high (9–12) school levels. Each outcome has been assigned a number, although the numbers do not reflect any particular priority. The number of the outcome is also affiliated with –

- A standard: S1, S2, S3, S4 or S5.
- A school level: elementary (E), middle (M), or high (H) school.
- An outcome: number following the school level.
- A grade level: K, 1, 2, 3, 4, 5, 6, 7, 8, or high school level 1 (L1) or level 2 (L2).

Example: S1,E10.1 means Standard 1, Elementary outcome 10, Grade 1.

At the middle and high school levels, activities have been grouped by type or category, with which the reader will need to be familiar while reviewing the outcomes.

Use of i.e. and e.g.

- **i.e.:** means in other words; is another way of describing the required elements of the standards.
- **e.g.:** means such as; provided as examples for teachers; not inclusive of the whole; some of those available.

North Dakota Clarifications

A column, labeled North Dakota Clarifications, can be found within the K–12 standards document that was created by the ND Physical Education Standards Writing Committee to highlight modifications to the SHAPE America standards document. Also included in this column are resources for instruction and assessment. This grade band view does not include those clarifications.

Bolded terms

Bolded terms indicate first appearance of vocabulary words and phrases within a grade level. For operational definitions and examples of activity types, see Glossary.

National Standards for K–12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education | Kindergarten through Grade 5

The North Dakota Physical Education Standards were written to provide physical education teachers and school districts with a guide for re-thinking and re-defining physical education for the future. This new view of physical education places a greater emphasis on encouraging students to regularly engage in physical activity. Quality physical education programs consistent with this view are evolving to provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and dietary habits, and providing assessment through the use of the latest technology (NASPE, 2004; Mandigo et al, 2012).

The North Dakota Physical Education Standards are organized into three grade-span levels; elementary, middle school, and high school. This section, on elementary grade-span level, covers kindergarten through Grade 5. By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in rhythmic activity/dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

To maximize learning and enhance outcomes, the physical education teachers and classroom teachers should collaborate to align curricula whenever possible.

Bolded terms indicate first appearance of vocabulary words and phrases within a grade level. For operational definitions and examples of activity types, see Glossary.

The recommendation for Elementary PE is 150 minutes/week by SHAPE America.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor						
S1.E1 Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (walking, hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K*) Walking is included for K only.	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance/rhythmic movements and educational gymnastics experiences. (S1.E1.4')	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance/rhythmic movements. (S1.E1.5a')
						Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.E1.5b)
						Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
S1.E2 Jogging, running			Runs with a mature pattern. (S1.E2.2a)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
			Travels showing differentiation between jogging and sprinting. (S1.E2.2b)			
S1.E3 Jumping & landing, horizontal	Performs jumping and landing actions with balance. (S1.E3.K)	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal plane using a mature pattern. (S1.E3.3)	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)	Combines jumping and landing patterns with locomotor and manipulative skills in dance/rhythmic movements, gymnastics and small-sided practice tasks in game environments. (S1.E3.5')

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.							S1
Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
S1.E4 Jumping & landing, vertical	Performs jumping & landing actions with balance. (S1.E4.K)	Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates four of the five critical elements for jumping and landing in a vertical plane. (S1.E4.2)	Jumps and lands in the vertical plane using a mature pattern. (S1.E4.3)	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E4.4)	Combines jumping and landing patterns with locomotor and manipulative skills in dance/rhythmic movement, gymnastics and small-sided practice tasks in game environments. (S1.E4.5*)	
S1.E5 Rhythmic activities/dance	Performs locomotor skills in response to teacher-led creative rhythms. (S1.E5.K')	Combines locomotor and nonlocomotor skills in a teacher-led rhythmic pattern. (S1.E5.1')	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2*)	Performs teacher-selected and developmentally appropriate rhythmic activities/dance steps and movement patterns. (S1.E5.3*)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4*)	Combines locomotor skills in cultural as well as creative rhythmic activities/dances (self and group) with correct rhythm and pattern. (S1.E5.5*)	
S1.E6 Combinations				Performs a sequence of locomotor skills , transitioning from one skill to another smoothly and without hesitation (e.g., hop, skip, jump forward/backward). (S1.E6.3*)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks. (S1.E6.4)	Applied skills. (S1.E6.5)	
Nonlocomotor (Stability)							
S1.E7 Balance	Maintains momentary stillness on different bases of support (e.g., one body part, combinations of body parts, wide base, narrow base). (S1.E7.Ka*)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus (e.g., balance beam, bench, BOSU ball), demonstrating levels and shapes. (S1.E7.4')	Combines balance and transferring weight in a gymnastics sequence or rhythmic activities/dance with a partner. (S1.E7.5')	
	Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)		Balances in an inverted position with stillness and supportive base. (S1.E7.2b)				

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Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.							S1
Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
S1.E8 Weight transfer		Transfers weight from one body part to another in self-space in rhythmic movement and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balances and/or travel. (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	Transfers weight in gymnastics or rhythmic activities/dance environments. (S1.E8.5)	
S1.E9 Weight transfer, rolling	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)	Applies skill. (S1.E9.3)	Applies skill (S1.E9.4)	Applies skill. (S1.E9.5)	
S1.E10 Curling & stretching; twisting & bending	Contrasts the actions of curling and stretching. (S1.E10.K)	Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)	Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in rhythmic activities/dance, gymnastics and small-sided practice tasks in game environments. (S1.E10.5)	
S1.E11 Combinations			Combines balances and transfers into a three-part sequence (i.e., rhythmic movement, gymnastics). (S1.E11.2)	Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform dance/rhythmic movement. (S1.E11.3*)	Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement with a partner. (S1.E11.4*)	Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a rhythmic activities/dance with a group. (S1.E11.5)	
S1.E12 Balance & weight transfers				Combines balance and weight transfers with movement concepts to create and perform dance/rhythmic movement. (S1.E12.3*)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)	Combines actions, balance and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)	

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Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Manipulative						
S1.E13 Underhand throw	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies skill. (S1.E13.4)	Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5 a) Throws underhand to a large target with accuracy. (S1.E13.5b)
S1.E14 Overhand throw			Throws overhand demonstrating two of the five critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in a nondynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E14.5a) Throws overhand to large target with accuracy. (S1.E14.5b)
S1.E15 Passing with hands					Throws to a moving partner with reasonable accuracy in a nondynamic environments (closed skills). (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E16 Catching	Drops a ball and catches it before it bounces twice. (S1.E16.Ka)	Catches a soft object from a self-toss before it bounces. (S1.E16.1a)	Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)	Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4)	Catches a batted ball above the head, at chest or waist level and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a)
	Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)				Catches with accuracy, both partners moving. (S1.E16.5b)
S1.E17 Dribbling/ball control with hands	Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using the dominant hand. (S1.E17.1*)	Dribbles in self-space with dominant hand demonstrating a mature pattern. (S1.E17.2a*)	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. (S1.E17.4a)	Combines hand dribbling with other skills during one-on-one practice tasks. (S1.E17.5*)
			Dribbles using the dominant hand while walking in general space. (S1.E17.2b*)			
S1.E18 Dribbling/ball control with feet	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5*)

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Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.							S1
Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
S1.E19 Passing & receiving with feet				Passes and receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environments (closed skills). (S1.E19.4a)	Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)	
					Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)	Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)	
S1.E20 Dribbling in combination					Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)	
S1.E21 Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of mature pattern. (S1.E21.2)	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)	Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns of kicking and punting in small-sided practice task environments. (S1.E21.5)	
				Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)			

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E22 Volley, underhand	Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating four of the five critical elements of a mature pattern. (S1.E22.3)	Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	Applies skill.
S1.E23 Volley, overhead					Strikes/volleys with a two-hand over-head pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4*)	Volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5*)
S1.E24 Striking, short implement	Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)	Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)	Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)

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Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.							S1
Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
S1.E25 Striking, long implement			Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation. (S1.E25.2)	Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (e.g., grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)	Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) <hr/> Combines striking with a long implement with receiving and traveling skills in a small-sided game. (S1.E25.5b)	
S1.E26 In combination with locomotor					Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed, small-sided, practice-task environments. (S1.E26.4)	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)	
S1.E27 Jumping rope	Executes a single jump with self-turned rope. (S1.E27.Ka) <hr/> Jumps a long rope with teacher-assisted turning. (S1.E27.Kb')	Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a) <hr/> Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)	Jumps a self-turned rope consecutively forward and backward, with a mature pattern. (S1.E27.2a) <hr/> Jumps a long rope five times consecutively with skilled turners. (S1.E27.2b')	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)	Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)	

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Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Movement concepts						
S2.E1 Space	Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)	Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)	Combines locomotor skills in general space to a rhythm. (S2.E1.2)	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a)	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, rhythmic activities dance/rhythmic activities or game environments. (S2.E1.5)
	Moves in personal space to a rhythm. (S2.E1.Kb)				Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)	
					Dribbles in general space with changes in direction and speed. (S2.E1.4c)	
S2.E2 Pathways, shapes, levels	Travels in three different pathways (e.g., zig-zag, curved, straight). (S2.E2.K)	Travels demonstrating low, middle and high levels. (S2.E2.1a)	Combines shapes, levels and pathways into simple travel, rhythmic movement and gymnastics sequences. (S2.E2.2)	Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance/rhythmic movement environments. (S2.E2.4)	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and rhythmic activities/dance with self-direction. (S2.E2.5*)
		Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)				
S2.E3 Speed, direction, force	Travels in general space with different speeds. (S2.E3.K)	Differentiates between fast and slow speeds. (S2.E3.1a)	Varies time and force with gradual increases and decreases (e.g., teacher control of increase/decrease through use of drum, shaker, tambourine). (S2.E3.2)	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)	Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)	Applies movement concepts to strategy in game situations. (S2.E3.5a)
		Differentiates between strong and light force. (S2.E3.1b)			Applies the concepts of direction and force when striking an object with a short-handled implement, sending	Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)

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Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					it towards a designated target. (S2.E3.4b)	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task in game environments, rhythmic activities/dance and gymnastics. (S2.E3.5c*)
S2.E4 Alignment & muscular tension	Identify body parts (e.g., head, shoulders, knees, chest elbows, hands and feet). (S2.E4.K*)	Identify basic body planes (e.g., front, back side). (S2.E4.1**)		Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)	Applies skill.	Applies skill.
				Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)		
S2.E5 Strategies & tactics				Applies simple strategies and tactics in chasing activities. (S2.E5.3a)	Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
				Applies simple strategies in fleeing activities. (S2.E5.3b)	Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)	Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (S2.E5.5b)
					Recognizes the type of kicks needed for different games and sports situations. (S2.E5.4c)	Recognizes the type of throw, volley or striking action needed for different games and sports situations. (S2.E5.5c)

* National outcome was modified to meet the needs of North Dakota schools and students.

** A new outcome developed specifically for North Dakota schools and students.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E1 Physical activity knowledge	Identifies active play opportunities outside physical education class (to include indoor and outdoor recess). (S3.E1.K*)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., recess, before and after school, at home, at the park, with friends, with the family). (S3.E1.2*)	Charts participation in physical activities outside physical education class (e.g., indoor and outdoor recess). (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Analyzes opportunities for participating in physical activity outside physical education class (e.g., indoor and outdoor recess). (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
S3.E2 Engages in physical activity	Actively participates in physical education class. (S3.E2.K)	Actively engages in physical education class. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
S3.E3 Fitness knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)	Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. (S3.E3.4)	Differentiates between skill-related and health-related fitness . (S3.E3.5)
S3.E4 Fitness knowledge				Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
S3.E5 Assessment & program planning				Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- & post-) (e.g., Presidential Youth Fitness)	Analyzes results of fitness assessment (pre- and post-), comparing results with fitness

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Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					Program/FITNESSG RAM). (S3.E5.4a*) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	components for good health. (S3.E5.5a) Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
S3.E6 Assessment & program planning: Nutrition	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the importance of balancing nutrition and physical activity. (S3.E6.2*)	Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E1 Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 Personal responsibility	Acknowledges responsibility for behavior when prompted (e.g., thumbs up, fist of five, reflective listening). (S4.E2.K*)	Follows the rules and parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)

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Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E3 Accepting feedback	Follows instruction/ directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others. (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)
S4.E4 Working with others	Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g., small & large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a)	Recognizes the movement performance of others both more and less skilled. (S4.E4.4a')	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
				Recognizes others for their success/effort in movement performance. (S4.E4.3b')	Accepts players of all skill levels into the physical activity. (S4.E4.4b)	
S4.E5 Rules & etiquette	Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
S4.E6 Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment and space with minimal reminders. (S4.E6.1*)	Works independently and safely in physical education. (S4.E6.2a)	Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)
			Works safely with physical education equipment. (S4.E6.2b)			

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S5.E1 Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the relationship between physical activity and good health. (S5.E1.2')	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)

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Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5

Code	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S5.E2 Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to improvement. (S5.E2.1*)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (e.g., written essay, visual art, creative rhythmic activities/dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5*)
S5.E3 Self-expression & enjoyment	Identifies physical activities that are enjoyable. (S5.E3.Ka)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)	Identifies physical activities that provide self-expression (e.g., rhythmic activities/dance, gymnastics routines, practice tasks in game environments). (S5.E3.2*)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
	Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Discusses personal reasons for enjoying physical activities (the "why"). (S5.E3.1b)				
S5.E4 Social interaction				Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

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Physical Education | Grade 6 through Grade 8

The North Dakota Physical Education Standards were written to provide physical education teachers and school districts with a guide for re-thinking and re-defining physical education for the future. This new view of physical education places a greater emphasis on encouraging students to regularly engage in physical activity. Quality physical education programs consistent with this view are evolving to provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and dietary habits, and providing assessment through the use of the latest technology (NASPE, 2004; Mandigo et al, 2012).

The North Dakota Physical Education Standards are organized into three grade-span levels; elementary, middle school, and high school. This section, on the middle school grade-span level, covers Grade 6 through Grade 8. By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

To maximize learning and enhance outcomes, the physical education teachers and classroom teachers should collaborate to align curricula whenever possible.

Bolded term indicates first appearance of vocabulary words and phrases within a grade level. For operational definitions and examples of activity types, see Glossary.

The recommendation for Middle School PE is 225 minutes/week by SHAPE America.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.				S1
Code	Grade 6	Grade 7	Grade 8	
Rhythmic activities/dance				
S1.M1 Rhythmic activities/dance	Demonstrates correct rhythm and pattern for one of the following rhythmic activities/dance forms: folk, social, creative line or world dance. (S1.M1.6*)	Demonstrates correct rhythm and pattern for a different rhythmic activities/dance form than performed in 6th grade from folk, social, creative, line and world dance. (S1.M1.7*)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8*)	
Games & sports: Invasion & field games				
Code	Grade 6	Grade 7	Grade 8	
S1.M2 Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment . (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play . (S1.M2.8)	
S1.M3 Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (e.g., self-toss and catch, partner toss and catch, small group toss and catch). (S1.M3.6*)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play . (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)	
S1.M4 Passing & receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball or team handball). (S1.M4.6*)	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speed-ball.(S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)	
S1.M5 Passing & receiving	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)	
S1.M6 Offensive skills	Performs pivot, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play : pivots, fakes, jab steps, screens. (S1.M6.8*)	
S1.M7 Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)	
S1.M8 Dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)	

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Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.				S1
Code	Grade 6	Grade 7	Grade 8	
S1.M9 Dribbling/ball control	Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)	
S1.M10 Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity (e.g., slap shot in hockey, penalty kick in soccer). (S1.M10.6*)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey [floor, field, ice] or lacrosse. (S1.M10.8)	
S1.M11 Defensive skills	Maintains defensive ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)	
Games & sports: Net/wall games				
S1.M12 Serving	Performs an underhand serve with mature form and control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6*)	Executes consistently (at least 70% of the time) an underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7*)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)	
S1.M13 Striking	Strikes , with a mature overhand pattern, in a nondynamic environments (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes , with a mature overhand pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)	
S1.M14 Forehand & backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)	
S1.M15 Weight transfer	Transfers weight with correct timing for the striking pattern (e.g., volleyball attack approach, racquet forehand/backhand footwork). (S1.M15.6*)	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand/backhand side. (S1.M15.7*)	Transfers weight with correct timing using low-to high-striking pattern with a long-handled implement on the forehand/backhand side. (S1.M15.8*)	
S1.M16 Volley	Forehand volley with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand and backhand volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)	
S1.M17 Two-hand volley	Two-hand volleys with control in a variety of practice tasks (e.g., against a wall, with a partner). (S1.M17.6*)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)	

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.				S1
Code	Grade 6	Grade 7	Grade 8	
Games & sports: Target games				
S1.M18 Underhand throw	Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci or horseshoes). (S1.M18.6*)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8)	
S1.M19 Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf. (S1.M19.8)	
Games & sports: Fielding/striking games				
S1.M20 Striking	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)	
S1.M21 Catching	Catches with mature form, from different trajectories, using a variety of objects in varying practice tasks. (S1.M21.6*)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)	
Outdoor pursuits				
S1.M22	Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M22.8)	
Aquatics				
S1.M23	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. (S1.M23.6)	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. (S1.M23.7)	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. (S1.M23.8)	
Individual-performance activities				
S1.M24	Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least two self-selected Individual-performance activities. (S1.M24.8)	

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2

Code	Grade 6	Grade 7	Grade 8
Games & sports: Invasion games			
S2.M1 Creating & reducing space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; changes of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts . (S2.M1.8)
S2.M2 Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give & go. (S2.M2.6)	Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)
S2.M3 Creating space using width & length	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
S2.M4 Reducing space by changing size & shape	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)
S2.M5 Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 Transitions	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
Games & sports: Net/wall games			
S2.M7 Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
S2.M8 Using tactics & shots	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2

Code	Grade 6	Grade 7	Grade 8
Games & sports: Target games			
S2.M9 Shot selection	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
Games & sports: Fielding/striking games			
S2.M10 Offensive strategies	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempts to advance a teammate. (S2.M10.8)
S2.M11 Reducing space	Identifies the correct defensive play, based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
Individual-performance activities, rhythmic activities/dance			
S2.M12 Movement concepts	Varies application of weight transfer and balance during rhythmic activities/dance or gymnastic activities. (S2.M12.6*)	Identifies and applies Newton's Laws of Motion to various rhythmic activities/dance or movement activities. (S2.M12.7*)	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
Outdoor pursuits			
S2.M13 Movement concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others. (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3

Code	Grade 6	Grade 7	Grade 8
Physical activity knowledge			
S3.M1	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
Engages in physical activity			
S3.M2	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)	Participates in physical activity three times a week outside of physical education class. (S3.M2.8)
S3.M3	Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics and rhythmic activities/dance. (S3.M3.6*)	Participates in a variety of strength-and-endurance fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, rhythmic activities/dance and swimming. (S3.M4.8*)
S3.M4	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution ® or Wii Fit®. (S3.M4.6)	Identifies and participates in a variety of strength-and endurance-fitness activities such as weight or resistance training. (S3.M4.7*)	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
S3.M5	Identifies and participates in a variety of lifetime recreational team sports, outdoor pursuits or rhythmic activities/dance activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). (S3.M5.6*)	Identifies and participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). (S3.M5.7*)	Identifies and participates in a self-selected lifetime sport, rhythmic activities/dance, aquatic or outdoor activity outside of the school day (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). (S3.M5.8*)
Fitness knowledge			
S3.M6	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Identifies and participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week. (S3.M6.7*)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week. (S3.M6.8)
S3.M7	Identifies the components of skill-related fitness . (S3.M7.6)	Distinguishes between health-related and skill-related fitness . (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
S3.M8	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3

Code	Grade 6	Grade 7	Grade 8
S3.M9	Employs correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches . (S3.M9.7)	Employs a variety of appropriate static- and dynamic-stretching techniques for all major muscle groups. (S3.M9.8*)
S3.M10	Differentiates between aerobic and anaerobic capacity , and muscle strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscle fitness and flexibility).	Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)
S3.M12	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale . (S3.M13.6)	Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to determine perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)

Assessment & program planning

S3.M15	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program , and other fitness programs). (S3.M15.6*)	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program , and other fitness programs). (S3.M15.7*)	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment . (e.g., Presidential Youth Fitness Program , and other fitness programs). (S3.M15.8)
S3.M16	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

* National outcome was modified to meet the needs of North Dakota schools and students.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

Code	Grade 6	Grade 7	Grade 8
Nutrition			
S3.M17	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
Stress management			
S3.M18	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress such as deep breathing, guided visualization , and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)

Standard 4: Exhibits responsible personal and social behavior that respects self and others. S4

Code	Grade 6	Grade 7	Grade 8
Personal responsibility			
S4.M1	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
S4.M2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity inside and outside of school. (S4.M2.8)
Accepting Feedback			
S4.M3	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
Working with others			
S4.M4	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Standard 4: Exhibits responsible personal and social behavior that respects self and others. S4

S4.M5	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play. (S4.M5.8)
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Rules and etiquette

Code	Grade 6	Grade 7	Grade 8
S4.M6	Identifies the rules and etiquette for physical activities, games and rhythmic activities/dance. (S4.M6.6*)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify rhythmic activities/dance. (S4.M6.7*)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating rhythmic activities/dance routines within a given set of parameters. (S4.M6.8*)

Safety

S4.M7	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns (precautions and consequences) associated with the activity. (S4.M7.8*)
S4.M8	Demonstrates competency in performing basic hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines. (S4.M8.6**)	Demonstrates competency in performing basic hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines. (S4.M8.7**)	Demonstrates competency in performing hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines. (S4.M8.8**)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

Code	Grade 6	Grade 7	Grade 8
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Health

S5.M1	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive impact on health. (S5.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering benefits of being physical active. (S5.M2.8*)

* National outcome was modified to meet the needs of North Dakota schools and students.

** A new outcome developed specifically for North Dakota schools and students.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5

Code	Grade 6	Grade 7	Grade 8
Challenge			
S5.M3	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
Self-expression & enjoyment			
S5.M4	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
Social interaction			
S5.M6	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

Physical Education | High School Level 1 (Required) and Level 2 (Elective)

The North Dakota Physical Education Standards were written to provide physical education teachers and school districts with a guide for re-thinking and re-defining physical education for the future. This new view of physical education places a greater emphasis on encouraging students to regularly engage in physical activity. Quality physical education programs consistent with this view are evolving to provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and dietary habits, and providing assessment through the use of the latest technology (NASPE, 2004; Mandigo et al, 2012).

The North Dakota Physical Education Standards are organized into three grade-span levels; elementary, middle school, and high school. The high school grade-span level refers to Grade 9 through Grade 12. By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

To maximize learning and enhance outcomes, the physical education teachers and classroom teachers should collaborate to align curricula whenever possible.

The recommendation for high school PE is 225 minutes/week by SHAPE America.

The bold terms indicate first appearance of vocabulary words and phrases within a grade level. For operational definitions and examples of activity types, see Glossary.

Note: High school outcomes have been organized into two levels. **Level 1 (required)** indicates the minimum knowledge and skills that students **must attain to be college/career-ready**. **Level 2** (elective) allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

Note: Invasion and fielding/striking games have not been included in the high school level outcomes because they are addressed at the middle school level. These activities do not encourage moderate to vigorous physical activity for all participants and are less suited to individual lifelong fitness. However, the standard outcomes do not limit this activity from being included in the curriculum.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.			S1
Code	Level 1	Level 2	
Lifetime activities			
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities . (S1.H1.L1*)	Refines activity-specific movement skills in one or more lifetime activities . (S1.H1.L2*)	
Dance & rhythms			
Code	Level 1	Level 2	
S1.H2	Demonstrates competency in dance forms (e.g., ballet, modern, hip hop, tap) used in cultural (e.g., Scandinavian, Native American) and social occasions (e.g., weddings, celebrations). (S1.H2.L1*)	Demonstrates competence in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)	
Fitness activities			
Code	Level 1	Level 2	
S1.H3	Demonstrates competency in one or more specialized skills in fitness activities . (S1.H3.L1*)	Demonstrates competency in fitness activities . (S1.H3.L2*)	

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			S2
Code	Level 1	Level 2	
Movement concepts, principles & knowledge			
S2.H1	Applies the terminology associated exercise and participation in selected Lifetime activities, dance and rhythm, and fitness activities. (S2.H1.L1*)	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.H1.L2)	
S2.H2	Applies movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities. (S2.H2.L1*)	Explains movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities. (S2.H2.L2*)	
S2.H3	Applies a practice plan to improve performance for a self-selected skill. (S2.H3.L1*)	Applies a practice plan to improve performance for a self-selected skill, (e.g., positive self-talk, visualization, relaxation). (S2.H3.L2*)	
S2.H4	Identifies examples of social and dance forms. (e.g., ballet, modern, hip hop, tap). (S2.H4.L1*)	Compares similarities and differences in various dance forms. (S2.H4.L2)	

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Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3

Code	Level 1	Level 2
Physical activity knowledge		
S3.H1	Explain the benefits of physically active lifestyle as it relates to a healthy active lifestyle (e.g., weight management, proper nutritional practices, blood pressure regulation, healthy self-image, improved confidence, stress reduction). (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
S3.H2	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
S3.H3	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Applies rates of perceived exertion and principles of pacing during physical activity. (S3.H3.L2*)
S3.H4	Evaluates activities that can be pursued in the local environment according to the benefits, social support network and participation requirements (e.g., cost of activity, available facilities, required equipment, required time, physical limitations). (S3.H4.L1*)	Create a report that details activities that can be pursued in the local environment according to the benefits, social support network and participation requirements (e.g., cost of activity, available facilities, required equipment, required time, physical limitations). (S3.H4.L2*)
S3.H5	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (e.g., life expectancy, healthcare costs, disease prevention). (S3.H5.L1*)	Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
Engages in physical activity		
S3.H6	Participates more than 3 times a week in a self-selected lifetime activity, rhythmic activities/dance or fitness activity outside of the school day, (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking). (S3.H6.L1*)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)
Fitness knowledge		
S3.H7	Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
S3.H8	Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine (ATP-PC), anaerobic/glycolysis, aerobic). (S3.H8.L2)
S3.H9	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, Proprioceptive Neuromuscular Facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)

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Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

Code	Level 1	Level 2
S3.H10	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)
Assessment & program planning		
S3.H11	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle. (e.g., body composition-diabetes and heart disease, muscle strength-low back pain, proper nutritional practices, drug awareness). (S3.H11.L1*)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement. (S3.H11.L2*)
S3.H12	Designs a fitness program based on fitness assessment data including all components of health-related fitness (e.g., Presidential Youth Fitness Program , and other fitness programs) that enhances a healthy, active lifestyle. (S3.H12.L1*)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)
Nutrition		
S3.H13	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L2**)
Stress management		
S3.H14	Identifies stress-management strategies (e.g., mental imagery , relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Standard 4: Exhibits responsible personal and social behavior that respects self and others. S4

Code	Level 1	Level 2
Personal responsibility		
S4.H1	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)
Rules & etiquette		
S4.H2	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others,	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

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Standard 4: Exhibits responsible personal and social behavior that respects self and others.			S4
Code	Level 1	Level 2	
	knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play). (S4.H2.L1*)		
Working with others			
S4.H3	Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)	
S4.H4	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)	
Safety			
S4.H5	Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1*)	Justify best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L2*)	
S4.H6	Demonstrates competency in performing cardiopulmonary resuscitation (CPR) and associated skills (i.e., automated external defibrillator and first aid) gained through psychomotor skills practice based on current national guidelines. (S4.H6.L1**)		

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			S5
Code	Level 1	Level 2	
Health			
S5.H1	Analyzes the health benefits of a self-selected physical activity and proper nutrition. (S5.H1.L1*)	Evaluates the health benefits of a self-selected physical activity and proper nutrition. (S5.H1.L2*)	
Challenge			
S5.H2	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L1**)	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	
Self-expression & enjoyment			
S5.H3	Selects and participates in physical activities or rhythmic activities/dance that meet the need for self-expression and enjoyment. (S5.H3.L1*)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)	

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Social interaction		
S5.H4	Identifies the opportunity for social support in a self-selected physical activity or rhythmic activities/dance. (S5.H4.L1*)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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Glossary

Alignment: The condition of having parts so they are in proper relative position.

Aerobic capacity: The highest amount of oxygen consumed during maximal exercise in activities that use the large muscle groups in the legs or arms and legs combined.

Anaerobic capacity: The body's capacity to run its systems without using oxygen.

Aquatics: Includes, but is not limited to swimming, diving, synchronized swimming and water polo.

Borg Rating of Perceived Exertion (RPE) Scale: A way of measuring physical activity intensity level. 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.

Cardiorespiratory endurance: Cardiorespiratory endurance is the ability of the heart and lungs to absorb, transport, and utilize oxygen over an extended period of physical exertion.

Closing spaces: A defensive tactic used in field/court attacking type games (soccer, lacrosse, hockey) where players, often in unison and multiple places, position themselves in space to prevent the offensive team from passing successfully.

Competency: Sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. In these standards, competency is defined as the ability for individuals to participate at the recreational level with the skill and ability in self-selected activities.

Dynamic environment: Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment (Schmidt & Wrisberg, 2008, p.9). Examples include invasion games such as ultimate and soccer and net/wall games such as volleyball and tennis.

Dynamic stretching: A stretch is performed by moving through a challenging but comfortable range of motion repeatedly, usually 10 to 12 times. Dynamic stretching is controlled, smooth, and deliberate.

Extensions of free body parts: When balancing, the body parts not used as the base support.

Extrinsic motivation: Motivation that comes from outside the performer (e.g., grades, rewards).

Fitness activities: Activities with a focus on improving or maintain fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

FITT: Acronym that stands for frequency, intensity, time and type, which are variables that are manipulated to create an overload.

Fitness assessments: The condition of being fit with testing or analysis.

Games & sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Guided visualization: A relaxation technique in which words, sounds, etc., are used to evoke positive mental images, feelings, and thoughts.

Health-related fitness: Consists of those components of physical fitness that have a relationship with good health. The five components include: cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Individual performance activities: Activities in which participants perform independently. Such activities might include, but are not limited to gymnastics, figure skating, track & field, swimming, in-line skating, wrestling, self-defense and skateboarding.

Invasion games: Games in which teams “score by moving a ball or projectile into another team’s territory and either shooting into a fixed target (e.g., a basket or goal) or moving the projectile over an open ended target (a line). To prevent scoring, one team must stop another bringing the ball into its territory and attempting to score.” (Mitchell, et.al, 2006). Examples are basketball, ultimate, and soccer.

Intrinsic motivation: Motivation that comes from inside the performer.

Leaps: A leap is an extension of a run—greater force is used to produce a higher dimension than a run. A one-foot takeoff propels the body upward to a landing on the opposite foot.

Level 1 outcomes: North Dakota required high school-level outcomes reflecting the minimum knowledge and skills that students must acquire to attain by graduation to be college or career ready.

Level 2 outcomes: High school-level outcomes that build on Level 1 competencies by augmenting knowledge and skills that students must acquire to attain by graduation to be college or career ready.

Lifetime activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.

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 pattern: Executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Mechanical advantage: The advantage gained by the use of a mechanism in transmitting force; specifically the ratio of the force that performs the useful work of a machine to the force that is applied to the machine.

Modified games: Small-sided games in which the rules have been modified to emphasize the skills taught in class. An example is creating a penalty for dribbling to emphasize teaching students to pass rather than dribble.

Movement concepts: The application of knowledge and concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies, and principles related to movement efficiency and health enhancing fitness.

Muscular tension: The act of straightening or extending a flexed limb.

Net/Wall games: Games in which players score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces. Tactical Problems related to Net and Wall Games include setting up an attack and moving the opponent. Examples include, but are not limited to tennis, volleyball, squash, and badminton.

Newton's Laws of Motion: Three fundamental laws of classical physics:

Newton's First Law of Motion: Every object in a state of uniform motion tends to remain in that state of motion unless an external force is applied to it.

Newton's Second Law of Motion: The relationship between an object's mass m , its acceleration a , and the applied force F is $F = ma$. Acceleration and force are vectors (as indicated by their symbols being displayed in slant bold font); in this law the direction of the force vector is the same as the direction of the acceleration vector.

Newton's Third Law of Motion: For every action there is an equal and opposite reaction.

Nondynamic environment: Similar to a static environment. Little or no adjustment to the skill is needed due to the surrounding environment. Typically done in a non-game type situation; a "practice" environment.

Nonlocomotor skills: Movement of the body performed from a relatively stable base of support (e.g., bending, stretching, twisting, turning, leaning, swaying, swinging).

Outdoor pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, archery, orienteering/geocaching, ice skating, snow or water skiing, snowboarding, snowshoeing, bouldering/traversing/climbing, mountain

biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Overload principle: The principle of overload states that a greater than normal stress or load on the body is required for training 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.

Physically literate individual: A person who has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Practice plan: Repetition of an activity to improve a skill.

Presidential Youth Fitness Program (PYFP): The Presidential Youth Fitness Program provides a model for fitness education within a comprehensive, quality physical education program. The program provides resources and tools for physical educators to enhance their fitness education process. This includes:

- FITNESSGRAM® health-related fitness assessment
- Instructional strategies to promote student physical activity and fitness
- Communication tools to help physical educators increase awareness about their work in the classroom
- Options to recognize fitness and physical activity achievements

The Presidential Youth Fitness Program has replaced the President's Challenge Youth Fitness Test to emphasize the role of schools in promoting the health and well-being of *all* students. Retrieved from <http://www.pyfp.org/about/index.shtml>

Rhythmic activities/dance: Activities that focus on dance or rhythms that might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/fold, hip hop, Latin, line, ballroom, social and square.

Sacrifice situations: Giving up something of greater value or accepting something of lesser value to achieve a greater goal (e.g., in softball bunting to advance the runner, in basketball passing the ball and setting a screen).

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.

Small-sided games: Organized games in which the number of players involved is reduced from the conventional competitive version of the sport (e.g., 2v2 basketball, 3v3 volleyball, 6v6 lacrosse).

Spirit of the game: Intended rules as perceived in reflection to the other rules. This typically comes into play when the action in question is not governed by a defined rule. In these cases, players are bound to play by the spirit of the game.

Spring-and-step take-offs: Used for gymnastic skills and others requiring power—it is a jump for height, with the arms extended upward. Examples include: mounts on vault, rebounding in basketball (Graham et al., 2013).

Static stretching: A stretch held in a challenging but comfortable position for a period of time, usually somewhere between 10 to 30 seconds.

Strikes: “A ballistic, propulsion skill...with several forms, such as sidearm, underarm, and overarm, one-handed and two-handed” (Gallahue et al., 2012, p. 214). Common examples include batting, hitting with a racket and serving a volleyball.

Take-offs: Take off used for skills requiring slow control, such as in a cartwheel or a layup in basketball (Graham et al., 2013).

Transfers weight: Shift of weight from one body part to another.

Volley: To strike or give impetus to an object (volley-birds, foot bags, bamboo balls, volleyballs) by using a variety of body parts (e.g., hands, arms, heads, knees) (Graham et. al., 2013).

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