

Minnesota Benchmarks



SHAPE Outcomes

Grade 2

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

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		Locomotor		Locomotor
Hop, leap, gallop, slide, run	2.1.1.1	Skip and run using a maturing pattern.	S1.E1.2 S1.E2.2a	Skips using a mature pattern. Runs with a mature pattern.
		NO MN Benchmarks in this Grade 2 – 5 progression.	S1.E2.2b	Travels showing differentiation between jogging and sprinting.
Jump horizontal	2.1.1.2	Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.	S1.E3.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two- foot take-offs and landings.
Jump vertical	2.1.1.3	Jump and land in the vertical plane demonstrating four of the five critical elements, while taking off and landing on two feet.	S1.E4.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
Dance	2.1.1.4	Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	S1.E5.2	Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms.
		Non-locomotor		Non-locomotor
Balance	2.1.2.1	Maintain balance on different bases of support, combining levels and shapes. (Combined outcomes. No “a” or “b” in MN)	S1.E7.2a S1.E7.2b	Balances on different bases of support, combining levels and shapes. Balances in an inverted position with stillness and supportive base.

Weight transfer	2.1.2.2	Transfer weight from feet to different body parts or bases of support for balance or travel.	S1.E8.2	Transfers weight from feet to different body parts/bases of support for balance and/or travel.
		Manipulative		Manipulative
Weight transfer rolling	2.1.2.3	Roll in different directions with either a narrow or curled body shape.	S1.E9.2	Rolls in different directions with either a narrow or curled body shape.
Curling, stretching, twisting, bending	2.1.2.4	Perform non-locomotor skills with the body in a variety of stationary positions, while maintaining balance.	S1.E10.2	Differentiates among twisting, curling, bending and stretching actions.
Combinations	2.1.2.5	Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.	S1.E11.2	Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
		Manipulative		Manipulative
Roll and throw underhand	2.1.3.1	Roll and throw underhand using a maturing pattern.	S1.E13.2	Throws underhand using a mature pattern.
Throw overhand	2.1.3.2	Throw overhand with side facing target and opposite foot forward.	S1.E14.2	Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.
Catching	2.1.3.4	Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.	S1.E16.2	Catches a self- tossed or well- thrown large ball with hands, not trapping or cradling against the body.
Dribble with hands	2.1.3.5	Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.	S1.E17.2a S1.E17.2b	Dribbles in self- space with preferred hand demonstrating a mature pattern. Dribbles using the preferred hand while walking in general space.
Dribble with feet	2.1.3.6	Dribble with the feet while traveling through general space.	S1.E18.2	Dribbles with the feet in general space with control of ball and body.
Passing and receiving with feet	2.1.3.7	Receive a partner-pass with the feet, while maintaining control of the object and the body.		SHAPE starts passing/receiving with feet Grade 3

Kicking	2.1.3.9	Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.	S1.E21.2	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
Volleying	2.1.3.11	Volley with a partner using hands only while maintaining balance.	S1.E22.2	Volleys an object upward with consecutive hits.
Striking, short-handled	2.1.3.13	Strike using a short-handled implement, while controlling direction.	S1.E24.2	Strikes an object upward with a short-handled implement, using consecutive hits.
Striking, long-handled	2.1.3.14	Strike using a long-handled implement, while controlling direction.	S1.E25.2	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.
Jump rope short	2.1.3.16	Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.	S1.E27.2a	Jumps a self-turned rope consecutively forward and backward with a mature pattern.
Jump rope long	2.1.3.17	Enter a long rope with teacher-assisted turning.	S1.E27.2b	Jumps a long rope 5 times consecutively with student turners.

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

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		Movement concepts, principles and knowledge			
Space	2.2.1.1	Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left. <i>(rhythm is in 2.1.1.4)</i>		S2.E1.2	Combines locomotor skills in general space to a rhythm.
Relationships	2.2.1.2	Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.			<i>New MN benchmark</i>
		<i>0.2.1.1 (pathways), 5.1.1.4; 5.1.2.1; 5.1.2.2-5.1.2.5 sequencing)</i>		S2.E2.2	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.
Speed, direction and force	2.2.1.3	Travel using varying speeds and forces with gradual increases and decreases in both speed and force.		S2.E3.2	Varies time and force with gradual increases and decreases.

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

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Physical activity knowledge			Physical activity knowledge
2.3.1.1	Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.	S3.E1.2	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
Engages in physical activity			Engages in physical activity
2.3.2.1	Actively participates in physical activities without teacher prompting.	S3.E2.2	Actively engages actively in physical education class in response to instruction and practice.
Fitness knowledge			Fitness knowledge
	No MN Benchmark	S3.E3.2a	Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength.
		S3.E3.2b	Identifies physical activities that contribute to fitness.
2.3.3.1	Describe what it feels like to work one’s heart.		No SHAPE Outcome
2.3.3.2	Describe what it feels like to work one’s muscles.		New MN Benchmark
Nutrition			Nutrition
2.3.5.1	Recognize the relationship between nutrition and physical activity.	S3.E6.2	Recognizes the “good health balance” of nutrition with physical activity.

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

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Personal and social responsibility		Personal and social responsibility	
	Covered in 1.4.5.1	S4.E1.2	Practices skills with minimal teacher prompting.
2.4.1.1	Follow class rules and protocols related to self, space and equipment.	S4.E2.2 S4.E6.2b	Accepts responsibility for class protocols with behavior and performance actions. Works safely with physical education equipment.
Feedback		Feedback	
2.4.2.1	Accept corrective feedback from the teacher.	S4.E3.2	Accepts specific corrective feedback from the teacher.
Working with others		Working with others	
2.4.3.1	Work respectfully in small or large group activities while sharing equipment and space.	S4.E4.2	Works independently with others in partner environments.
Rules and etiquette		Rules and etiquette	
		S4.E5.2	Recognizes the role of rules and etiquette in teacher-designed physical activities.
Safety		Safety	
2.4.5.1	Move safely using equipment in personal space with minimal reminders (Combined outcomes. No "a" or "b" in MN)	S4.E6.2a S4.E6.2b	Works independently and safely in physical education. Works safely with physical education equipment.

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

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Health		Health	
2.5.1.1	Identify the overall benefits of participation in physical activity. For example: mental-emotional health, physical health, social health, cognitive health.	S5.E1.2	Recognizes the value of “good health” balance.
Challenge		Challenge	
2.5.2.1	List physical activities that bring confidence and challenge.	S5.E2.2	Compares physical activities that bring confidence and challenge.
Self-expression and enjoyment		Self-expression and enjoyment	
2.5.3.1	Describe positive feelings associated with participation in physical activities that are done alone and with others.	S5.E3.2	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).