

Minnesota Benchmarks



SHAPE Outcomes

Grade 3

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

Minnesota Benchmarks

SHAPE Outcomes

		Locomotor		Locomotor
Hop, leap, gallop, slide, run	3.1.1.1	Leap using a maturing pattern.	S1.E1.3	Leaps using a mature pattern.
		NO MN Benchmarks in this Grade 2 – 5 progression.	S1.E2.3	Travels showing differentiation between sprinting and running.
Jump horizontal	3.1.1.2	Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.	S1.E3.3	Jumps and lands in the horizontal plane using a mature pattern.
Jump vertical	3.1.1.3	Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.	S1.E4.3	Jumps and lands in the vertical plane using a mature pattern.
Dance	3.1.1.4	Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	S1.E5.3 S1.E6.3	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
		Non-locomotor		Non-locomotor
Balance	3.1.2.1	Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	S1.E7.3	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Weight transfer	3.1.2.2	Transfer weight from feet to hands then to different body parts and bases of support for balance and travel.	S1.E8.3	Transfers weight from feet to hands for momentary weight support.
Weight transfer rolling	3.1.2.3	Move into and out of a roll while maintaining balance and body control.		
Curling, stretching, twisting, bending	3.1.2.4	Perform non-locomotor skills as the body moves into and out of balances.	S1.E10.3	Moves into and out of gymnastic balances with curling, twisting, and stretching actions.
Combination	3.1.2.5	Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.	S1.E11.3 S1.E12.3	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. Combines balance and weight transfers with movement to create and perform a dance.
		Manipulative		Manipulative
Roll and throw underhand	3.1.3.1	Roll and throw underhand using a maturing pattern to a stationary partner or target.	S1.E13.3	Throws underhand to a partner or target with reasonable accuracy.
Throw overhand	3.1.3.2	Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	S1.E14.3	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in non-dynamic environments (closed skills) for distance and/or force
Throw overhand to a target	3.1.3.3	Throw overhand with accuracy to a stationary target.		SHAPE starts overhand throw with accuracy in Grade 4
Catching	3.1.3.4	Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.	S1.E16.3	Catches a gently tossed hand-sized ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
Dribble with hands	3.1.3.5	Dribble with preferred hand, traveling through general space.	S1.E17.3	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.

Dribble with feet	3.1.3.6	Dribble with the feet while traveling through general space with control of ball and body.	S1.E18.3	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
Passing and receiving with feet	3.1.3.7	Pass and receive a ball with the feet, “giving” on reception before returning the pass.	S1.E19.3	Passes and receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.
Kicking	3.1.3.9	Kick a stationary ball demonstrating a maturing pattern. <i>(Combined outcomes. No “a” or “b” in MN)</i>	S1.E21.3a S1.E21.3b	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy.
Punting	3.1.3.10	Punt while maintaining balance.		SHAPE starts punting in Grade 4
Volleying	3.1.3.11	Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.	S1.E22.3	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 4 of the 5 critical elements of a mature pattern.
Striking, short-handled	3.1.3.12	Volley using a two-hand overhead pattern with a partner, making multiple contacts while maintaining balance.		SHAPE two handed volley starts in Grade 4
Striking, long-handled	3.1.3.13	Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	S1.E24.3a S1.E24.3b	Strikes an object with a short-handled implement, sending it forward over a low net or to the wall. Strikes an object with a short-handled implement, while demonstrating 3 of the 5 critical elements of a mature pattern.
Jump rope short	3.1.3.14	Strike using a long-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	S1.E25.3	Strikes a ball with a long-handled implement (e.g. hockey stick, bat or golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.

Jump rope long	3.1.3.16 3.1.3.17	Perform a variety of jump rope skills with a short rope. Exit a long rope with teacher-assisted turning	S1.E27.3	Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes.
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Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

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		Movement concepts, principles and knowledge		Movement concepts, principles and knowledge
		Aligns best with 3.2.1.4 and 3.2.1.5	S2.E1.3	Recognizes the concept of open spaces in a movement context.
Space	3.2.1.1 3.2.1.3	Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far. Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics.	S2.E3.3	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
Relationships	3.2.1.2	Travel within different relationships with others while manipulating and controlling equipment. For example: alone, partners, groups, leading, following, mirroring, unison.		New MN Benchmark
		No MN Benchmark.	S2.E2.3	Recognizes locomotor skills specific to a wide variety of physical activities.
		NO MN Benchmark.	S2.E4.3a S2.E4.3b	Employs the concept of alignment in gymnastics and/or dance. Employs the concept of muscular tension with balance in gymnastics and dance.
Strategies and tactics chasing and fleeing	3.2.1.4	Identify offensive and defensive tactics used in chasing and fleeing games. (Combined outcomes. No "a" or "b" in MN)	S2.E5.3a S2.E5.3b	Applies simple strategies & tactics in chasing activities. Applies simple strategies in fleeing activities.
Strategies and tactics net and wall	3.2.1.5	Identify offensive and defensive tactics used in net and wall games.		SHAPE starts tactics in Grade 4.
Strategies and tactics target	3.2.1.6	Identify distance and direction tactics used in target games.		New MN Benchmark.

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
3.3.1.1	Identify personal participation in physical activity outside of physical education class and compare it to physical activity recommendations. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S3.E1.3a S3.E1.3b	Charts participation in physical activities outside of physical education class. Identifies physical activity benefits as a way to become healthier.
Engages in physical activity			Engages in physical activity
3.3.2.1	Actively participates in practice tasks with minimal teacher prompting.	S3.E2.3	Engages in the activities of physical education class without teacher prompting.
Fitness knowledge			Fitness knowledge
3.3.3.1 3.3.3.2	Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness. Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.	S3.E3.3	Describes the concept of fitness and provides examples of physical activities to enhance fitness.
	<i>Warm up and cool down covered in 6.3.3.4</i>	S3.E4.3	Recognizes the importance of warm-up and cool down relative to vigorous physical activity.
Assessment and program planning			Assessment and program planning
3.3.4.1	Define the health-related fitness components, and match them to the fitness assessment tool being used.	S3.E5.3	Demonstrates, with teacher direction, the health-related fitness components.
Nutrition			Nutrition
3.3.5.1	Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.	S3.E6.3	Identifies foods that are beneficial for before and after 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
3.4.1.1	Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment. <i>Combined outcomes.</i>	S4.E1.3 S4.E2.3 S4.E6.3	Exhibits personal responsibility in teacher-directed activities. Works independently for extended periods of time. Works independently and safely in physical activity settings.
	Feedback		Feedback
3.4.2.1	Accept and implement corrective feedback from the teacher.	S4.E3.3	Accepts and implements specific corrective feedback from teacher.
	Working with others		Working with others
3.4.3.1	Work cooperatively and respectfully with classmates in small or large group activities. <i>Combined outcomes.</i>	S4.E4.3a S4.E4.3b	Works cooperatively with others. Praises others for their success in movement performance.
	Rules and etiquette		Rules and etiquette
3.4.4.1	Identify the role of rules and etiquette used in a variety of physical activities.	S4.E5.3	Recognizes the role of rules and etiquette in physical activity with peers.
	Safety		Safety
3.4.5.1	Move safely using equipment in general space with minimal reminders.	S4.E6.3	Works independently and safely in physical activity settings.

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

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Health		Health	
3.5.1.1	Recognize how the body and mind respond during and after physical activity participation.	S5.E1.3	Discusses the relationship between physical activity and good health.
Challenge		Challenge	
3.5.2.1	Describe the challenge and personal enjoyment that comes from learning a new physical activity.	S5.E2.3	Discusses the challenge that comes from learning a new physical activity.
Self-expression and enjoyment		Self-expression and enjoyment	
3.5.3.1	Describe characteristics of physical activities that make them personally enjoyable. <i>Combined outcomes.</i>	S5.E3.3 S5.E4.3	Reflects on the reasons for enjoying selected physical activities. Describes the positive social interactions that come when engaged with others in physical activity.