

Minnesota Benchmarks



SHAPE Outcomes

Grade 4

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

Minnesota Benchmarks

SHAPE Outcomes

		Locomotor		Locomotor
Hop, leap, gallop, slide, run	4.1.1.1	Use various locomotor skills in educational games, educational dance, and educational gymnastics.	S1.E1.4	Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.
		No MN Benchmark	S1.E2.4	Runs for distance using a mature pattern.
Jump horizontal	4.1.1.2	Jump and land in the horizontal plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.	S1.E3.4	Uses spring-and-step take-offs and landings specific to gymnastics.
Jump vertical	4.1.1.3	Jump and land in the vertical plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.	S1.E3.4	Uses spring-and-step take-offs and landings specific to gymnastics.
Dance	4.1.1.4	Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.	S1.E5.4	Combines locomotor movement patterns and dance steps to create and perform an original dance.
Combinations		No MN Benchmark.	S1.E6.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks.
		Non-locomotor		Non-locomotor

Balance	4.1.2.1	Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.	S1.E7.4	Balances on different bases of support on apparatus, demonstrating levels and shapes.
Weight transfer	4.1.2.2	Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.	S1.E8.4	Transfers weight from feet to hands, varying in speed and using large extensions (e.g., mule kick, handstand, cartwheel).
Weight transfer rolling	4.1.2.3	Perform rolling as part of an educational gymnastic sequence, with fluidity and balanced transition into and out of rolls.		SHAPE: Applies skill
Curling, stretching, twisting, bending	4.1.2.4	Perform non-locomotor skills as the body moves into and out of balances on apparatus.	S1.E10.4	Moves into and out of balances on apparatus with curling, twisting, & stretching actions.
Combination	4.1.2.5	Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastic sequence with a partner.	S1.E11.4	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
Combination balance and weight transfer	4.1.2.1	Maintain balance on different basis of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.	S1.E12.4	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
	4.1.2.2	Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.		
		Manipulative		Manipulative
Roll and throw underhand	4.1.3.1	Roll and throw underhand with accuracy in practice tasks.		SHAPE: Applies skill
Throw overhand	4.1.3.2	Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.	S1.E14.4a	Throws overhand using a mature pattern in non-dynamic environments (closed skills).

Throw overhand to a target	4.1.3.3	Throw overhand with accuracy to a moving target. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S1.E14.4b S1.E15.4	Throws overhand to a partner or at a target with accuracy at a reasonable distance. Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).
Catching	4.1.3.4	Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.	S1.E16.4	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).
Dribble with hands	4.1.3.5	Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed in practice tasks. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S1.E17.4a S1.E17.4b	Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.
Dribble with feet	4.1.3.6	Dribble with the feet while traveling through general space, increasing and decreasing speed in practice tasks.	S1.E18.4	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
Passing and receiving with feet	4.1.3.7	Pass and receive a ball with the feet in practice tasks. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S1.E19.4a S1.E19.4b	Passes & receives ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.
Dribble combination	4.1.3.8	Dribble with hands or feet in combination with other skills, while controlling the ball and the body, in practice tasks. For example: passing, receiving, shooting.	S1.E20.4	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting.)
Kicking	4.1.3.9	Kick a moving ball along the ground and in the air, demonstrating in practice tasks.	S1.E21.4	Kicks along the ground and in the air, and punts using mature patterns.
Punting	4.1.3.10	Punt, contacting the ball with shoelaces or top of the foot.		

Volleying	4.1.3.11	Volley underhand in practice tasks.	S1.E22.4	Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball.)
Volleying two handed overhead	4.1.3.12	Volley using a two-hand overhead pattern in practice tasks.	S1.E23.4	Volleys a ball with a two-hand overhead pattern sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
Striking, short-handled	4.1.3.13	Strike using a short-handled implement in practice tasks.	S1.E24.4a S1.E24.4b	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against the wall.
Striking, long-handled	4.1.3.14	Strike using a long-handled implement in practice tasks.	S1.E25.4	Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis/ badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, follow-through.)
Combinations	4.1.3.15	Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.	S1.E26.4	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or student- designed small-sided practice-task environments.
Jump rope short or long	4.1.3.16 4.1.3.17	Combine jump rope skills to perform a routine using either a short or long rope. Enter, jump continuously, and exit a long rope with teacher-assisted turning.	S1.E27.4	Creates a jump rope routine with either a short or long rope.

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

Minnesota Benchmarks

SHAPE Outcomes

		Movement concepts, principles and knowledge		Movement concepts, principles and knowledge
Space	4.2.1.1	Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational dance or educational gymnastics	S2.E1.4a S2.E1.4b	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). Applies the concept of closing spaces in small-side practice tasks.
		Aligns to 4.1.3.8	S2.E1.4c	Dribbles in general space with changes in direction and speed.
Relationships	4.2.1.2	Apply the relationship awareness concepts in practice tasks and educational dance or educational gymnastics.		New MN Benchmark
		Aligns to 4.1.2.5	S2.E2.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics, or dance environments.
		No MN Benchmark	S2.E3.4a	Applies the movement concepts of speed, endurance, and pacing for running.
	4.2.1.3	Travel using varying degrees of flow. For example, bound, free.		New MN benchmark
		Covered in 5.2.1.3	S2.E3.4b	Applies the concepts of direction and force when striking an object with a short-handled implement sending it toward a designated target.
Tactics in chasing and fleeing	4.2.1.4	Apply offensive and defensive tactics in chasing and fleeing practice tasks (Combined outcomes. No "a" or "b" in MN)	S2.E5.4a S2.E5.4b	Applies simple offensive strategies & tactics in chasing and fleeing activities. Applies simple defensive strategies & tactics in chasing and fleeing activities.
		No MN Benchmark	S2.E5.4c	Recognizes the type of kicks needed for different games & sports situations.
Tactics in net and wall	4.2.1.5	Apply offensive and defensive tactics in net and wall game practice tasks.		New MN Benchmark
Tactics in target	4.2.1.6	Apply distance and direction tactics in target game practice tasks.		New MN Benchmark

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

Minnesota Benchmarks

SHAPE Outcomes

Physical activity knowledge			Physical activity knowledge
4.3.1.1	Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.	S3.E1.4	Analyze opportunities for participating in physical activity outside physical education class.
Engages in physical activity			Engages in physical activity
4.3.2.1	Actively participates in practice tasks without teacher prompting.	S3.E2.4	Actively engages in the activities of physical education class, both teacher-directed and independent.
Fitness knowledge			Fitness knowledge
	Covered in 3.3.4.1	S3.E3.4	Identifies the components of health-related fitness.
4.3.3.1	Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.		SHAPE S3.M11.6-8
4.3.3.2	Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.		SHAPE S3.M11.6-8
	Covered in 6.3.3.4, 7.3.3.4, 8.3.3.4	S3.E4.4	Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment.
Assessment and planning			Assessment and planning
4.3.4.1	Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health. (Combined outcomes. No "a" or "b" in MN)	S3.E5.4a S3.E5.4b	Completes fitness assessments (pre and post). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.
Nutrition			Nutrition
4.3.5.1	Explain the importance of hydration and hydration choices relative to physical activity participation.	S3.E6.4	Discusses the importance of hydration and hydration choices relative to physical activities.

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

Minnesota Benchmarks

SHAPE Outcomes

Personal and social responsibility		Personal and social responsibility	
4.4.1.1	Reflect on personal behaviors in physical activity and identify impact on self and others.	S4.E1.4 S4.E2.4	Exhibits responsible behavior in independent group situations. Reflects on personal social behavior in physical activity.
Feedback		Feedback	
4.4.2.1	Give and receive feedback respectfully to and from peers.	S4.E3.4	Listens respectfully to corrective feedback from others, (e.g., peers, adults.)
Working with others		Working with others	
		S4.E4.4a S4.E4.4b	Praises the movement performance of others both more- and less-skilled. Accepts players of all skill levels into the physical activity.
4.4.3.1	Reflect on personal behaviors within group physical activities and identify the impact on others.	S4.E1.4	Exhibits responsible behavior in independent group situations.
Rules and etiquette		Rules and etiquette	
4.4.4.1	Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.	S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.
Safety		Safety	
4.4.5.1	Move safely in practice tasks, educational dance, and educational gymnastics.	S4.E6.4	Works safely with peers and equipment in physical activity settings.

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

Minnesota Benchmarks

SHAPE Outcomes

Health		Health	
4.5.1.1	Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.	S5.E1.4	Examines the health benefits of participating in physical activity.
Challenge		Challenge	
4.5.2.1	Rate various physical activities according to personal levels of challenge.	S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.
Self-expression and enjoyment		Self-expression and enjoyment	
4.5.3.1	Describe and provide examples of how participation in personally enjoyable physical activities allows for self-expression and social interaction. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S5.E3.4 S5.E4.4	Ranks the enjoyment of participating in different physical activities. Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.