

## Minnesota Benchmarks



## SHAPE Outcomes

### Grades 9-12

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

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Lifetime Activities			Lifetime Activities	
9.1.1.1	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual-performance activities, outdoor pursuits.		S1.H1.L1	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
9.1.1.2	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: net and wall games, target games, aquatics.			
Dance and Rhythms			Dance and Rhythms	
9.1.2.1	Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.		S1.H2.L1	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap).
Fitness Activities			Fitness Activities	
9.1.3.1	Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.		S1.H3.L1	Demonstrates competency in 1 or more specialized skills in health-related fitness activities.

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

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	Movement concepts, principles, and knowledge		Movement concepts, principles, and knowledge
9.2.1.1	Apply terminology associated with exercise and participation in selected individual performance activities.	S2.H1.L1	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.
9.2.1.2	Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.	S2.H2.L1	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
9.2.1.3	Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern.	S2.H3.L1	Creates a practice plan to improve performance for a self-selected skill.

**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
9.3.1.1	Explain the benefits of a physically active lifestyle as it relates to college or career productivity.	S3.H1.L1	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
9.3.1.2	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	S3.H2.L1	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
9.3.1.3	Apply technology and social media as tools to support a healthy, active lifestyle.		New MN Benchmark
9.3.1.4	Identify issues associated with exercising in heat, humidity and cold, and provide strategies for addressing the issues.	S3.H3.L1	Identifies issues associated with exercising in heat, humidity, and cold.
9.3.1.5	Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.	S3.H4.L1	Evaluates according to their benefits, social support network, and participation requirements--activities that can be pursued in the local environment.
9.3.1.6	Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	S3.H5.L1	Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.
Engages in physical activity			Engages in physical activity
9.3.2.1	Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week.		SHAPE S3.M6.8
9.3.2.2	Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.	S3.H6.L1	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
Fitness knowledge			Fitness knowledge
9.3.3.1	Explain appropriate techniques for resistance training machines, free weights, or body-weight exercises.	S3.H7.L1	Demonstrates appropriate technique in resistance-training machines and free weights.

9.3.3.2	Analyze short- and long-term physiological responses to regular physical activity.	S3.H8.L1	Relates physiological responses to individual levels of fitness and nutritional balance.
9.3.3.3	Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development.	S3.H9.L1	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).
9.3.3.4	Calculate target heart rate and apply that information to a personal fitness plan.	S3.H10.L1	Calculates target heart rate and applies that information to personal fitness plan.
9.3.3.5	Adjust pacing to keep one's heart rate in the target zone using available technology to self-monitor aerobic intensity.	S3.H10.L2	Adjust pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
Assessment and planning			Assessment and planning
9.3.4.1	Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.	S3.H11.L1	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in a college or career settings.
9.3.4.2	Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner's chosen field of work.	S3.H12.L1	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.
Nutrition			Nutrition
9.3.5.1	Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the learner's chosen field of work.	S3.H13.L1	Designs and implements a nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.
Stress management			Stress management
9.3.6.1	Explain how stress-management strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.	S3.H14.L1	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

**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
9.4.1.1	Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.	S4.H1.L1	Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
	Rules and etiquette		Rules and etiquette
9.4.2.1	Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.	S4.H2.L1	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
	Working with others		Working with others
9.4.3.1	Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.	S4.H3.L1	Uses communication skills and strategies that promote team or group dynamics.
9.4.3.2	Solve problems and think critically in physical activity or dance settings both as an individual and in groups.	S4.H4.L1	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
	Safety		Safety
9.4.5.1	Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.	S4.H5.L1	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

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

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Health			Health	
9.5.1.1	Analyze the health benefits of a self-selected physical activity.		S5.H1.L1	Analyzes the health benefits of a self-selected physical activity.
Challenge			Challenge	
9.5.2.1	Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.		S5.H2.L2	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Self-expression and enjoyment			Self-expression and enjoyment	
9.5.3.1	Select and participate in physical activities that meet the need for self-expression and enjoyment.		S5.H3.L1	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
Social interaction			Social interaction	
9.5.4.1	Identify the opportunity for social support in a self-selected physical activity or dance.		S5.H4.L1	Identifies the opportunity for social support in a self-selected physical activity or dance.