

Minnesota Benchmarks SHAPE America Outcomes

Grade 1

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

Minnesota Benchmarks

SHAPE Outcomes

		Locomotor		Locomotor
Hop, leap gallop, slide, skip, run	1.1.1.1	Hop, gallop, and slide using a maturing pattern.	S1.E1.1	Hops, gallops, jogs and slides using a mature pattern.
Jump horizontal	1.1.1.2	Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.	S1.E3.1	Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings.
Jump vertical	1.1.1.3	Jump and land in the vertical plane demonstrating two of the five critical elements, while taking off and landing with two feet.	S1.E4.1	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using two-foot take-offs and landings.
Dance	1.1.1.4	Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	S1.E5.1	Combines locomotor and non-locomotor skills in a teacher- designed dance.
		Non-locomotor		Non-locomotor
Balance	1.1.2.1	Maintain balance on different bases of support with different body shapes.	S1.E7.1	Maintains stillness on different bases of support with different body shapes.
Weight transfer	1.1.2.2	Transfer weight from one body part to another in personal space (self-space).	S1.E8.1	Transfers weight from one body part to another in self-space in dance and gymnastic environments.

Weight transfer rolling	1.1.2.3	Roll forward or backward with a curled body shape. For example: rocker, egg roll.	S1.E9.1	Rolls with either a narrow or curled body shape.
Curling, stretching, twisting, bending	1.1.2.4	Perform non-locomotor skills with the body in a variety of stationary positions. For example: different levels, shapes, sizes.	S1.E10.1	Demonstrates twisting, curling, bending and stretching actions.
		Manipulatives		Manipulatives
Roll and throw underhand	1.1.3.1	Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.	S1.E13.1	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
Throw overhand	1.1.3.2	Throw overhand with opposite foot forward.		SHAPE starts overhand throw in Grade 2.
Catching	1.1.3.4	Catch a self-tossed ball adjusting hands and arms to the location of the ball. (Combined outcomes. No "a" or "b" in MN)	S1.E16.1a S1.E16.1b	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed or tossed by a skilled thrower.
Dribble with hands	1.1.3.5	Dribble with preferred hand while remaining in personal space (self-space).	S1.E17.1	Dribbles continuously in self-space using the preferred hand.
Dribble with feet	1.1.3.6	Dribble with inside of the foot while remaining in personal space (self-space).	S1.E18.1	Taps or dribbles a ball using the inside of the foot while walking in general space.
Passing with feet	1.1.3.7	Pass with the feet to a stationary target, while maintaining balance.		SHAPE starts pass with feet in Grade 3.
Kicking	1.1.3.9	Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.	S1.E21.1	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
Volleying	1.1.3.11	Volley individually using various body parts making multiple contacts, while maintaining balance.	S1. E22.1	Volley an object with an open palm, sending it upward.

Striking, short-handled	1.1.3.13	Strike using a short-handled implement, while maintaining balance.	S1.E24.1	Strikes a ball with a short-handled implement, sending it upward.
Jump rope short	1.1.3.16	Consecutively jump forward or backward using a self-turned rope.	S1.E27.1a	Jumps forward or backward consecutively using a self-turned rope.
Jump rope long	1.1.3.17	Consecutively jump a long rope with teacher-assisted turning.	S1.E27.1b	Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

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	
Space	1.2.1.1	Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.		S2.E1.1	Moves in self-space and general space in response to designated beats/rhythms.
Relationships	1.2.1.2	Travel in different relationships to others and objects. For example: over, under, through, around, behind.		S2.E2.1a S2.E2.1b	Travels demonstrating low, middle and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
		Met in 0.2.1.3		S2.E3.1a	Differentiates between fast and slow speeds.
Speed, direction and force	1.2.1.3	Travel using strong and light forces.		S2.E3.1b	Differentiates between strong and light force.

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	
1.3.1.1	Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.	S3.E1.1	Discusses the benefits of being active and exercising and/or playing.
Engages in Physical Activity		Engages in Physical Activity	
1.3.2.1	Actively participates in physical activities with minimal teacher prompting.	S3.E2.1	Actively engages actively in physical education class
Fitness Knowledge		Fitness Knowledge	
1.3.3.1	Identify the heart as a muscle that grows stronger with exercise, play and physical activity.	S3.E3.1	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
1.3.3.2	Describe the connection between muscles and one's ability to move.		New MN Benchmark
Nutrition		Nutrition	
1.3.5.1	Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.	S3.E6.1	Differentiates between healthy and unhealthy foods.

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

Minnesota Benchmarks

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Personal and social responsibility			Personal and social responsibility
1.4.1.1	Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.	S4.E1.1 S4.E2.1 S4.E5. 1 S4.E6.1	Accepts personal responsibility by using equipment and space appropriately. Follows the rules & parameters of the learning environment Exhibits the established protocols for class activities. Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
Feedback			Feedback
1.4.2.1	Consistently use feedback from the teacher.	S4.E3.1	Responds appropriately to general feedback given by the teacher.
Working with others			Working with others
1.4.3.1	Work respectfully with a partner while sharing equipment and space.	S4.E4.1	Works independently with others in a variety of class environments (e.g., small & large groups.)
Rules and etiquette			Rules and etiquette
Safety			Safety
1.4.5.1	Move safely in general space with minimal reminders.	S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

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

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Health		Health	
1.5.1.1	Identify physical activities that can enhance good health.	S5.E1.1	Identifies physical activity as a component of good health.
Challenge		Challenge	
1.5.2.1	Recognize that learning something new can be challenging, but practice and effort can lead to success.	S5.E2.1	Recognizes that challenge in physical activities can lead to success.
Self-expression and enjoyment		Self-expression and enjoyment	
1.5.3.1	Identify physical activities that can be played alone and with others that are personally enjoyable. <i>(Combined outcomes. No "a" or "b" in MN)</i>	S5.E3.1a S5.E3.1b	Describes positive feelings that result from participating in physical activities. Discusses personal reasons (i.e., the "why") for enjoying physical activities.