

Minnesota Benchmarks



SHAPE Outcomes

Grade 5

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

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Minnesota Benchmarks			SHAPE Outcomes	
		Locomotor		Locomotor
Hop, leap, gallop, slide, run			S1.E1.5a	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
	5.1.1.1	Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	S1.E1.5b S1.E1.5c	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball.)
		No MN Benchmark	S1.E2.5	Uses appropriate pacing for a variety of running distances.
Jump horizontal	5.1.1.2	Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	S1.E3.5	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments.
Jump vertical	5.1.1.3	Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.	S1.E3.5	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments.
Dance	5.1.1.4	Combine and sequence locomotor and non-locomotor skills, transitioning from one skill to another smoothly without	S1.E5.5	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.

		hesitation, while maintaining rhythm in culturally relevant and creative dances.		
		Non-locomotor		Non-locomotor
Balance	5.1.2.1	Combine balance and weight transfer in an educational dance and educational gymnastics sequence with a partner.	S1.E7.5	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
Weight transfer	5.1.2.2	Combine balance and weight transfer in an educational dance and educational gymnastics sequence.	S1.E8.5	Transfers weight in gymnastics and dance environments.
Weight transfer rolling	5.1.2.3	Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluidity and balanced transition from one skill to the next.		SHAPE: Applies skill.
Curling, stretching, twisting, bending	5.1.2.4	Perform non-locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence.	S1.E10.5	Performs curling, twisting & stretching actions with correct application in dance, gymnastics and small-sided practice tasks/game environments.
Combination	5.1.2.5	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 gymnastics sequence with a group. (Combined outcomes. No "a" or "b" in MN)	S1.E11.5 S1.E12.5	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus
		Manipulative		Manipulative
Roll and throw underhand	5.1.3.1	Roll and throw underhand in small-sided games. (Combined outcomes. No "a" or "b" in MN)	S1.E13.5a S1.E13.5b	Throws underhand using a mature pattern in nondynamic environments (closed skills) with different sizes and types of objects. Throws underhand to a large target with accuracy.
Throw overhand	5.1.3.2	Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.	S1.E14.5a	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls.
Throw overhand to a target	5.1.3.3	Throw overhand with accuracy in small-sided games. (Combined outcomes. No "a" or "b" in MN)	S1.E14.5b S1.E15.5a S1.E15.5b	Throws overhand to a large target with accuracy Throws with accuracy, both partners moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.

Catching	5.1.3.4	Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games. (Combined outcomes. No "a" or "b" in MN)	S1.E16.5a S1.E16.5b S1.E16.5c	Catches a batted ball, above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills) Catches with accuracy, both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
Dribble with hands	5.1.3.5 5.1.3.6	Dribble with the preferred or non-preferred hand in small-sided games.	S1.E17.5	Combines hand dribbling with other skills during 1 v 1 practice tasks.
Dribble with feet	5.1.3.6	Dribble with the feet in small-sided games.	S1.E18.5	Combines foot dribbling with other skills in 1 v 1 practice tasks.
Combination dribble	5.1.3.8	Dribble with hands or feet in combination with other skills, while controlling the ball and the body, in small-sided games.	S1.E20.5	Dribbles with hands or feet in mature patterns in a variety of small-sided game forms.
Passing and receiving	5.1.3.7	Pass and receive a ball with the feet in small-sided games. (Combined outcomes. No "a" or "b" in MN)	S1.E19.5a S1.E19.5b	Passes with the feet using a mature pattern, as both partners travel. Receives a pass with the feet using a mature pattern as both partners travel.
Kicking and punting	5.1.3.9 5.1.3.10	Kick a moving ball along the ground and in the air, in small-sided games. Punt, contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.	S1.E21.5	Demonstrates mature patterns in kicking and punting in small-sided practice tasks environments.
Volleying	5.1.3.11	Volley underhand in small-sided games.		SHAPE: Applies skill
Volleying two-handed	5.1.3.12	Volley using a two-hand overhead pattern in small-sided games.	S1.E23.5	Volleys a ball using a two-handed pattern, sending it upward to a target.
Striking, short handled	5.1.3.13	Strike using a short-handled implement in small-sided games.	S1.E24.5	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

Striking long handled	5.1.3.14	Strike using a long-handled implement in small-sided games.	S1.E25.5a	Strikes a pitched ball with a bat using mature pattern.
Combination	5.1.3.15	Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games. (Combined outcomes. No "a" or "b" in MN)	S1.E25.5b S1.E26.5	Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game. Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball.)
Jump rope short or long	5.1.3.16	Combine jump rope skills to perform a routine using either a long or short rope, with a partner.	S1.E27.5	Creates a jump rope routine with a partner, using either a short or long rope.

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	5.2.1.1	Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics. Combined	S2.E1.5 S2.E3.5c	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, or game environments. Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions.) in small-sided practice tasks in game environments, dance, or gymnastics.
		Aligns with 5.1.2.5	S2.E2.5	Combines movement concepts with skills in small-sided practice tasks in games environment, gymnastics, or dance with self-direction.
Relationships	5.2.1.2	Apply the relationship awareness concepts in small-sided games and educational dance or educational gymnastics.		New MN Benchmark
		Aligns with 5.1.2.3	S2.E3.5b	Applies the concepts of direction and force to strike an object with a long-handled implement.
Movement concepts	5.2.1.3	Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.	S2.E3.5a	Applies movement concepts to strategy in game situations.
Tactics invasion	5.2.1.4	Apply offensive and defensive tactics in small-sided invasion games.	S2.E5.5a	Applies basic offensive and defensive strategies & tactics in invasion small-sided practice tasks.
Tactics net and wall	5.2.1.5	Apply offensive and defensive tactics in small-sided net and wall games.	S2.E5.5b	Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.
Tactics target	5.2.1.6	Apply distance and direction tactics in target games.		New MN benchmark
		No Mn benchmark	S2.E5.5c	Recognizes the type of throw, volley or striking action needed for different games & sports situations.

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	
5.3.1.1	Chart and analyze personal participation in physical activity outside of physical education class for health benefits.	S3.E1.5	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.	
Engages in physical activity			Engages in physical activity	
5.3.2.1	Actively participates in small-sided games without teacher prompting.	S3.E2.5	Actively engages in all the activities of physical education.	
Fitness knowledge			Fitness knowledge	
		S3.E3.5	Differentiates between skill-related and health-related fitness.	
5.3.3.1	Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool-down when participating in these types of activities.	S3.E4.5	Identifies the need for warm-up & cool-down relative to various physical activities. SHAPE covers F.I.T.T in S3.M11 6-8 MN covers warm up cool down 6.3.3.1, 7.3.3.1, 8.3.3.1	
5.3.3.2	Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool-down when participating in these types of activities.		SHAPE covers F.I.T.T in S3.M11 6-8 MN covers warm up cool down 6.3.3.1, 7.3.3.1, 8.3.3.1	
Assessment and planning			Assessment and planning	
5.3.4.1	Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.	S3.E5.5a	Analyzes results of fitness assessment (pre- & post-), comparing results with fitness components for good health.	
		S3.E5.5b	Designs a fitness plan to address ways to use physical activity to enhance fitness.	
Nutrition			Nutrition	
5.3.5.1	Analyze the impact of food choices relative to physical activity and personal health.	S3.E6.5	Analyzes the impact of food choices relative to physical activity, youth sports & personal health.	

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
5.4.1.1	Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee. MN combine all these	S S4.E2.5a S4.E2.5b S4.E1.5	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.
	Feedback		Feedback
5.4.2.1	Give and receive corrective feedback respectfully to and from peers.	S4.E3.5	Gives corrective feedback respectfully to peers.
	Working with others		Working with others
5.4.3.1	Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.	S4.E4.5	Accepts, recognizes, and actively involves others, with both higher and lower skill abilities into physical activities and group projects.
	Rules and etiquette		Rules and etiquette
5.4.4.1	Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics.	S4.E5.5	Critiques the etiquette involved in rules of various game activities.
	Safety		Safety
5.4.5.1	Move safely in small-sided games, educational dance, and educational gymnastics.	S4.E6.5	Applies safety principles with age-appropriate physical activities.

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

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Health		Health	
5.5.1.1	Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health.	S5.E1.5	Compares the health benefits of participating in selected physical activities.
Challenge		Challenge	
5.5.2.1	Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.	S5.E2.5	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participation in a favorite physical activity.
Self-expression and enjoyment		Self-expression and enjoyment	
5.5.3.1	Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression.	S5.E3.5	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
		S5.E4.5	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).