

Minnesota Benchmarks



SHAPE Outcomes

Grade 8

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

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		Dance and Rhythms			Dance and Rhythms
Dance	8.1.1.1	Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.	S1.M1.8	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	
		Invasion and Field Games			Invasion and Field Games
Throwing	8.1.2.1	Throw for distance, accuracy and speed appropriate to the activity, during invasion or fielding and striking small-sided games.	S1.M2.8	Throws with a mature pattern for distance or power appropriate to the activity during small-sided gameplay.	
Catching	8.1.2.2	Catch, using an implement, during invasion or fielding and striking small-sided games.	S1.M3.8	Catches using an implement in a dynamic environment or modified gameplay.	
		Invasion Games			Invasion Games
Pass and receive	8.1.3.1	Pass and receive with competency using an implement, in combination with locomotor patterns of running and change of direction and speed, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).	S1.M4.8	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice).	
Throwing invasion	8.1.3.2	Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.	S1.M5.8	Throws a lead pass to a moving partner off a dribble or pass.	
Offensive skills	8.1.3.3	Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.	S1.M6.8 S1.M7.8	Executes at least 2 of the following to create open space during modified gameplay: pivots, fakes, jab steps, screens.	

				Executes the following offensive skills during small-sided game play: pivot, give & go, fakes.
Dribble with hands	8.1.3.4	Dribble with preferred and non-preferred hands using a change of speed and direction in small-sided invasion games.	S1.M8.8	Dribbles with dominant hand and non-dominant hands using a change of speed and direction in small-sided game play.
Dribble with control	8.1.3.5	Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games.	S1.M9.8	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
Shot on goal	8.1.3.6	Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).	S1.M10.8	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field or ice) or lacrosse.
Defensive skills	8.1.3.7	Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.	S1.M11.8	Drop-steps in the direction of the pass during player-to-player defense.
		Net and Wall Games		Net and Wall Games
Serving underhand	7.1.4.1	Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.	8.1.4.1	Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.
Striking overhand	7.1.4.2	Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.	8.1.4.2	Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.
Forehand and backhand short-handled	7.1.4.3	Demonstrate forehand and backhand strokes using a long-handled implement in small-sided net and wall games. For example: badminton, tennis.	8.1.4.3	Demonstrate forehand and backhand strokes using a short- or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.
Forehand volley	7.1.4.4	Forehand and backhand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	8.1.4.4	Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.
Two handed volley	7.1.4.5	Two-hand volley (underhand and overhand) with control in a small-sided net and wall game.	8.1.4.5	Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.

		Target Games		Target Games
Underhand roll	8.1.5.1	Execute consistently an underhand roll or toss with control in a target game. For example: bowling, bocce.	S1.M18.8	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce.
Striking for accuracy	8.1.5.2	Strike, using an implement and a stationary object for accuracy and distance in a variety of target games. For example: croquet, shuffleboard, golf.	S1.M19.8	Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf.
		Fielding and Striking		Fielding and Striking
Striking pitched ball	8.1.6.1	Strike a pitched ball, using an implement, to open space in a variety of small-sided fielding and striking games.	S1.M20.8	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
Catching different trajectories	8.1.6.2	Catch from different trajectories, maintaining balance while transitioning to the next skill, in small-sided fielding and striking games.	S1.M21.8	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified gameplay.
		Outdoor Pursuits		Outdoor Pursuits
Outdoor skills	8.1.7.1	Demonstrate correct technique for basic skills in at least two outdoor activities.	S1.M22.8	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.
		Individual Pursuits		Individual Pursuits
Individual performance skills	8.1.8.1	Demonstrate correct technique for basic skills in at least two individual-performance activities.	S1.M24.8	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.

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

Minnesota Benchmarks

SHAPE Outcomes

		Invasion Games		Invasion Games	
Offensive tactics	8.2.1.1	Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.	S2.M1.8 2.M2.8 S2.M3.8	<p>Opens and closes space during small-sided gameplay by combining locomotor movements with movement concepts.</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go.</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>	
Reducing space	8.2.1.2	Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).	S2.M4.8	<p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (3rd party perspective).</p>	
Denial	8.2.1.3	Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.	S2.M5.8	<p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>	
Transition	8.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.	S2.M6.8	<p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.</p>	
		Net and Wall Games		Net and Wall Games	
Create space through variation	8.2.2.1	Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.	S2.M7.8	<p>Creates open space in net/wall games using either a long- or short- handled implement by varying force or direction or by moving opponent side to side and/or forward and back.</p>	

Using tactics and shots	8.2.2.2	Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.	S2.M8.8	Varies placement, force and timing of return to prevent anticipation by opponent.
		Target Games		Target Games
Shot selection	8.2.3.1	Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games.	S2.M9.8	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
		Fielding and Striking		Fielding and Striking
Offensive strategies	8.2.4.1	Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.	S2.M10.8	Identifies sacrifice situations and attempts to advance a teammate.
Reducing space	8.2.4.2	Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games.	S2.M11.8	Reduces open spaces in the field by working with teammates to maximize coverage.
		Individual Performance activities, dance, rhythms		Individual Performance activities, dance, rhythms
Movement concepts	8.2.5.1	Describe and apply mechanical advantage(s) for a variety of individual-performance activities.	S2.M12.8	Describes and applies mechanical advantage(s) for a variety of movement patterns.
		Outdoor Pursuits		Outdoor Pursuits
Movement concepts	8.2.6.1	Describe basic and advanced skills and tactics needed for participation in two outdoor activities.		New MN Benchmark
		Covered in 8.4.5.2	S2.M13.8	Implements safe protocols in an outdoor activity, activity selected from available school options.

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
8.3.1.1	Analyze the impact a physically active lifestyle has on physical and mental health.	S3.M1.8	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health.
Engages in physical activity			Engages in physical activity
8.3.2.1	Participate in a variety of self-selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.	S3.M2.8 S3.M3.8	Participates in a physical activity 3 times a week outside of physical education class. Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.
	Covered in 8.3.4.1	S3.M4.8	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.
8.3.2.2	Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least sixty minutes per day at least five days a week.		New MN Benchmark
	Covered in 6.1.8.1	S3.M5.8	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
Fitness knowledge			Fitness knowledge
8.3.3.1	Analyze a physical activity by identifying its skill-related components.		New MN Benchmark
	Covered in 9.3.2.1	S3.M6.8	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week.
	Covered in 8.3.4.1	S3.M7.8	Compares and contrasts health-related fitness components.

		S3.M8.8	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
8.3.3.2	Apply appropriate stretching techniques for all major muscle groups. NO MN Benchmark	S3.M9.8	Employs a variety of appropriate static-stretching techniques for all major muscle groups.
8.3.3.3	Apply the overload and specificity principles in preparing a personal workout.	S3.M10.8	Describes the role of flexibility in injury prevention.
8.3.3.4	Design and implement a warm-up and cool-down regimen for a self-selected physical activity.	S3.M11.8	Uses the overload principle (FITT formula) in preparing a personal workout.
8.3.3.5	Design and implement a warm-up and cool-down regimen for a self-selected physical activity.	S3.M12.8	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.
8.3.3.5	Predict and modify activities that influence the target heart rate to meet desired goal and outcomes.	S3.M13.8	Defines how the RPE scale can be used to adjust workout intensity during physical activity.
8.3.3.6	Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.	S3.M14.8	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
	Assessment and planning		Assessment and planning
8.3.4.1	Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.	S3.M15.8	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.
8.3.4.2	Design and implement a program to improve one's physical activity levels and nutrition	S3.M16.8	Designs and implements a program to improve levels of health-related fitness and nutrition.
	Nutrition		Nutrition
8.3.5.1	Describe the relationship between poor nutrition and health risk factors.	S3.M17.8	Describes the relationship between poor nutrition and health risk factors.
	Stress management		Stress management
8.3.6.1	Demonstrate several strategies for dealing with stress.	S3.M18.8	Demonstrates basic movements used in other stress reducing activities, such as yoga and tai chi.

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
8.4.1.1	Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.	S4.M1.8	Accepts responsibility for improving one's own levels of physical activity and fitness.
8.4.1.2	Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.	S4.M2.8	Utilizes effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
	Accepting feedback		Accepting feedback
8.4.2.1	Provide encouragement and constructive feedback to peers without prompting from the teacher.	S4.M3.8	Provides encouragement and feedback to peers without prompting from the teacher.
	Working with others		Working with others
8.4.3.1	Cooperate and problem-solve with classmates in large-group initiatives or gameplay.	S4.M4.8 S4.M5.8	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflict. Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.
	Rules and etiquette		Rules and etiquette
8.4.4.1	Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.	S4.M6.8	Applies rules and etiquette by acting as an official for modified physical education activities and games and creating dance routines within a given set of parameters.
	Safety		Safety
8.4.5.1	Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.	S4.M7.8	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.
8.4.5.2	Develop safety protocols for two or more outdoor activities.		New MN Benchmark

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

Minnesota Benchmarks

SHAPE Outcomes

Health			Health
8.5.1.1	Explain how the overuse of technology impacts health		New MN Benchmark
8.5.1.2	Analyze participation in physical activity and determine the personal impact it has on one’s physical, emotional, social and mental health	S5.M1.8 S5.M2.8	Identifies 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health. Analyzes the empowering consequences of being physical active.
Challenge			Challenge
8.5.2.1	Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.	S5.M3.8	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge
Self-expression and enjoyment			Self-expression and enjoyment
8.5.3.1	Analyze how enjoyment could be increased in self-selected physical activities.	S5.M4.8	Discusses how enjoyment could be increased in self-selected physical activities.
8.5.3.2	Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.	S5.M5.8	Identifies and participates in an enjoyable activity that prompts individual self-expression.
Social interaction			Social interaction
	Covered in MN 8.4.1.1 and 8.4.5.2	S5.M6.8	Demonstrates respect for self by asking for help and helping others in various physical activities.