



Developing a Shared Understanding of the 2018 MN Academic Standards & Benchmarks in Physical Education

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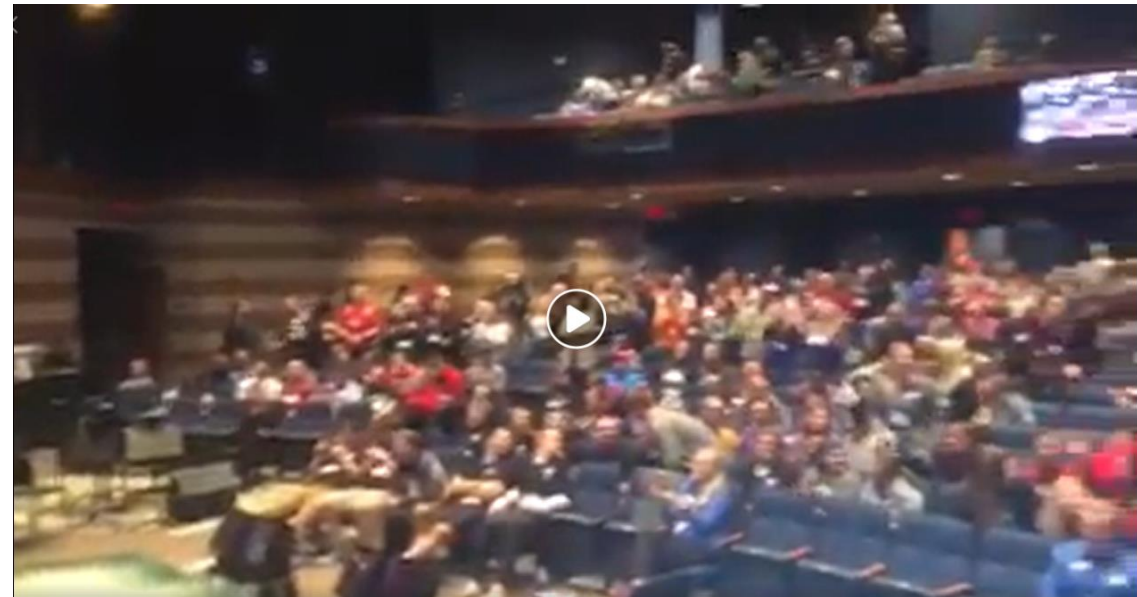
January – June, 2019

Physical Education State Stands Review Committee and Leadership Team



Great News!

- The great news is that we have new standards that have grade-level expectations that all students must know and be able to do!
- This means ALL students
 - Will have equal opportunity for great physical education
 - Will have access to age-appropriate expectations
 - Will build on previous knowledge and skills as grade levels increase



<https://www.facebook.com/megan.mccollom/videos/10102863504502812/UzpfSTEWnjM0MDkwOTg6MTAyMTYxODIxNzgwMDE1MDk/>

Resources for training found on MNSHAPE website

The screenshot shows the MNSHAPE website homepage. At the top left, the logo reads "MNSHAPE Minnesota Society of Health and Physical Educators" with the tagline "Teaching learners to think on their feet". To the right is a small map of Minnesota with the text "MNSHAPE 4-2-18" and a banner that says "Teaching learners to think on their feet". Below the logo is a navigation menu with six items: HOME (highlighted in black), FALL CONFERENCE, RECOGNITION & AWARDS, GRANTS & SCHOLARSHIPS, MEMBERSHIP INFORMATION, and RESOURCES.

The main content area features two large images. The left image is a banner for a "Virtual Race" from "BIG FEATS VIRTUAL RACE" (October 22 - December 31, 2018), sponsored by "SHAPE America" and "National Partner GOPHER". The right image shows a group of people in a gymnasium. Below the images is a row of seven small circular indicators, with the second one from the left being highlighted.

At the bottom, there are four colored boxes with text and "READ MORE >" buttons:

- Loon Lines** (yellow box): "Check out the MNSHAPE quarterly newsletter"
- PE Standards** (orange box): "Resources for the new 2018 Minnesota PE Standards"
- About Us** (red box): "MNSHAPE's vision, mission, and goals."
- Board of Directors** (grey box): "Contact information for the current governing board"

The footer contains the MNSHAPE logo, a photo of a group of people, the Twitter handle "@MNSHAPE", and buttons for "Follow @MNSHAPE" and "Tweet".

<http://www.mnshape.org/>

Changing a Culture

- Change is hard.
- The second you leave your comfort zone, you experience uncertainty, discomfort, and awkwardness.
- BUT to grow, to achieve positive change, we must cross the divide of discomfort.
- It's up to us to provide our students with the best physical education programs we can.
- As individual professionals, we need to make a commitment to work through the challenges we face by being positive self-learners and working with our colleagues to make the best things happen for our students.

Oh My Gosh!

Have you seen the new physical education standards? I teach K-5 elementary PE...

There are 238 K-5 benchmarks...

How am I going to keep them all straight?

Have you seen the new physical education standards? I teach middle school PE...

There are 57 benchmarks for each grade level 6th, 7th, and 8th grades...

How am I going to do that when I only see them for one semester each year?

Have you seen the new physical education standards? I teach high school PE...

Our required class focuses on team sports and physical fitness.

How do I have to change this so students will be able to meet all the new high school benchmarks?

Creating Community Norms

We're all coming from different places.

To help keep us on track, place all “burning questions” on a post-it you can find on your tables.

Post them on the “Bike Rack” and we'll address them as we are able.



“Developing a Shared Understanding” is...

- a goal achieved through the intentional collaboration of educators, who, as a result, can articulate key learnings in a targeted concept.
- What does that mean for us today?
 - As physical educators, we will have legitimate, accurate, intentional conversations about our new standards and benchmarks.

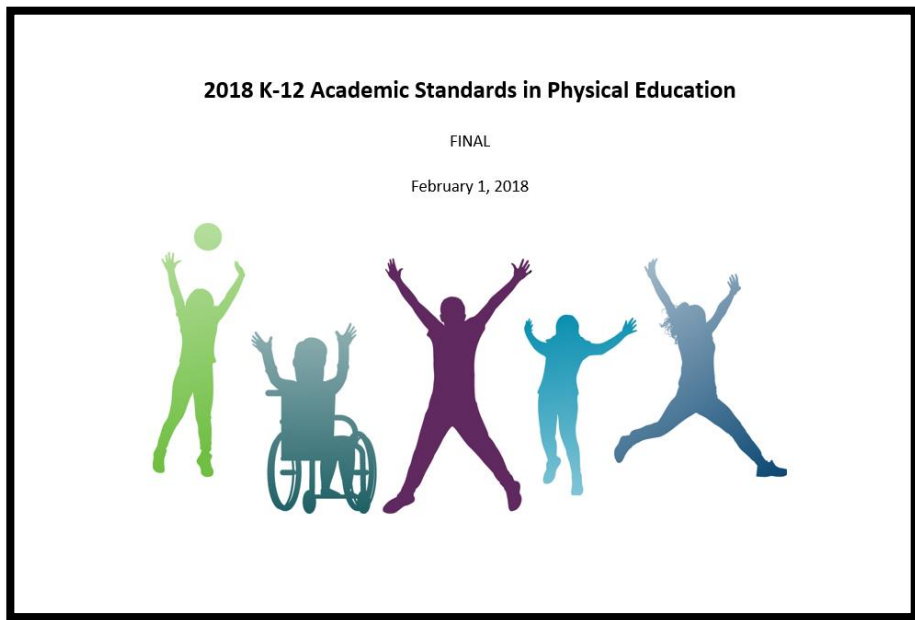


Physical Literacy



Physical Literacy

To move with **competence** and **confidence** in a **variety** of physical activities in **multiple** environments that benefit the **healthy development** of the **whole person**



The standards are to be fully implemented in all Minnesota school districts by the 2021-2022 school year.

- By the 2021-2022 school year, instruction in physical education in grades K-8 must include all the 2018 Minnesota physical education standards and grade-level benchmarks.
- Instruction at the high school level must include all the 2018 Minnesota physical education standards and grade-level benchmarks for grades 9-12 beginning with the 2021-22 freshman (9th grade) class.
- All school districts are required to develop assessments to ensure students are meeting the benchmarks.
- *see MDE transition timeline

Part I: The Standards

- By the end of this section, Participants will be able to:
 - Develop a shared understanding of:
 - The importance of a standards-based system
 - Role and purpose of standards
 - Physical education academic standards
 - Personalize the standards



MINNESOTA STANDARDS PORTAL

Guidance and resources for implementing Minnesota's academic standards



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STANDARDS

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Welcome to the Standards Portal!

The heart of standards-based education is a system that supports effective instruction and learning for all students. The Standards Portal helps teams of educators implement policies, programs and practices that systematically impact teaching, learning and assessment so that all students achieve Minnesota's K-12 academic standards. [Let's Get Started](#)

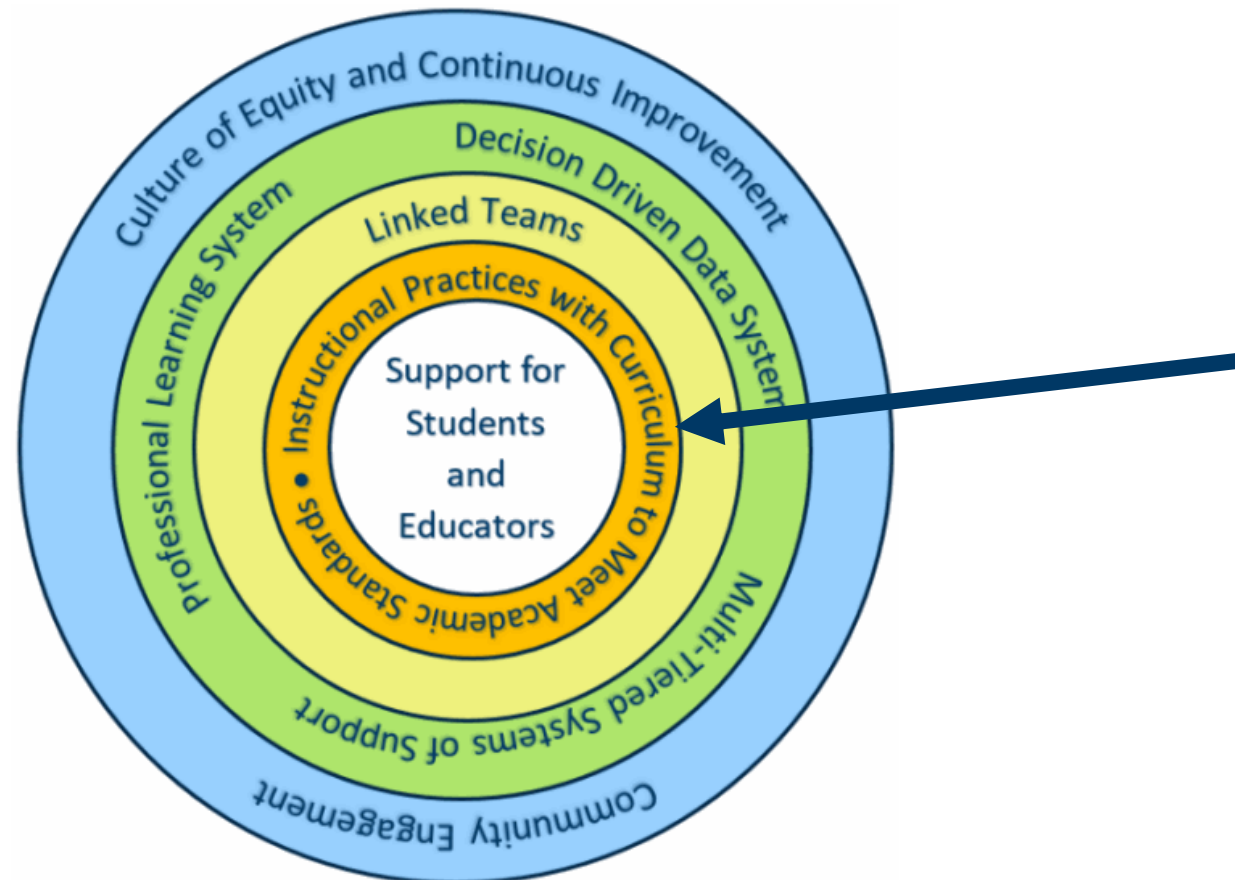


MINNESOTA STANDARDS PORTAL

Guidance and resources for implementing Minnesota's academic standards



Components of a Standards-Based Education System



What does Standards-Based Education mean?

- Consistently teaching with activities, lessons, and units specifically designed to ensure every child learns the grade-level expectations that lead to mastery of standards”.
- “Comprehensive Standards-based practices involve more than:
 - knowing state standards;
 - posting standards, learning goals or objectives in the gym;
 - “referencing” standards in lessons or units;
 - “covering” a curriculum;

The Colorado Coalition for Standards-Based Education. *Standards-Based Teaching/Learning Cycle*. 2nd ed. 2012

Is My Physical Education Program Standards-Based?

Activity-Based = determining the activity that will be played, gearing all instruction and feedback on the activity and student behaviors during the activity

Standard-Referenced = similar to activity-based, but with reference to standards somewhere in the lesson plan or curriculum

Standard-Based = determining the learning focus first; aligning all planning, instruction and assessment to the learning focus; using an activity that fosters success with the learning focus.

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Academic Standards

Develop shared understanding of academic standards

What is shared understanding of the standards and benchmarks?

Shared understanding of the standards and benchmarks is a goal achieved through the intentional collaboration of educators. Understanding is considered to be shared when all staff can articulate:

- What students need to know and be able to do.
- What proficient grade-level performance looks like or sounds like.
- Learning progressions within and across grade levels.
- Opportunities for integration across different content areas.

[Read more about shared understanding of the standards and benchmarks](#)



MINNESOTA STANDARDS PORTAL

Guidance and resources for implementing Minnesota's academic standards



What is the Role and Purpose of Standards?

- Standards are the means to assure that all students have **equal opportunity** to learn the knowledge and skills that are foundational for later learning, ensure readiness for post secondary or career pathways, and are essential for a productive life in the world.
- Standards provide a focus for teaching and learning by **identifying essential outcomes** for all students to achieve by the end of a grade level or course.
- **Educators** align assessment, curriculum, and instruction to the knowledge and skills outlined in the standards through achievable benchmarks that provide a pathway from EK – HS.

Minnesota Standard Legislation definitions

- **Academic Standard** (Minn. Stat. §120B.018): A summary description of student learning in a content area
- **Benchmark**
 - Specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band (Minn. Stat. §120B.018)
 - Schools must offer and students must achieve all benchmarks for a standard to satisfactorily complete that state standard. (Minn. Stat. §120B.023, subd. 1(a))
 - Used to inform and guide parents, teachers, school districts and others and for use in developing college and career ready assessments (Minn. Stat. §120B.023, subd. 1(b))

MN Physical Education Requirements

- **Compulsory Education Law (MS 120A.22)**

- Physical Education and Health instruction must be provided for all students ages 7 – 16 and K.
- Instruction must be delivered by teachers who are certified, licensed or endorsed by state of MN.

- **Academic Standards (MS12B.021)**

- The following subjects are required for statewide accountability: (5) physical education.
 - Local districts develop grade-level benchmarks, curriculum and assessments (through 2020-21 school year)
 - Implement the 2018 Academic Standards in Physical Education and Grade-Level Benchmarks (by the 2021-22 school year). Local districts are required to develop curriculum and assessments to meet them.

- **Precedence**

- Physical Education must be taught at all grade levels at the elementary and middle/junior high levels and at least once in high school.

Who's Responsible for Ensuring Students Meet the Standards?

- Teachers...the importance of teams
- Administrators...
- Ultimately, local school boards are the local authority responsible to ensure all students in their district are meeting all required standards and benchmarks for all content areas.



Happy Dance



<https://www.youtube.com/watch?v=L3HQMbQAWRc>

2018 K-12 Academic Standards in Physical Education

FINAL

February 1, 2018



MINNESOTA STANDARDS PORTAL

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POWER OR PRIORITY STANDARDS

Minnesota 2018 Physical Education Standards

A physically literate person:

- Demonstrates competency in a variety of motor skills and movement patterns. (Standard 1)
- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)
- Exhibits responsible personal and social behavior that respects self and others. (Standard 4)
- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Standard 5)

Standard 1

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



Fundamental Movement Skills

Locomotor Skills	Non-Locomotor Skills	Manipulative Skills
Gallop - 1st grade Hop - 1st grade Jump - 3rd grade Leap - 3rd grade Run - 2nd grade Skip - 2nd grade Slide - 1st grade	Balance Transfer of weight Bend Curl Extend Swing Sway Push Pull Twist	Underhand throw & roll - 2nd grade Overhand throw for force - 5th grade Catch - 4th grade Dribble with hands - 2nd grade Dribble with feet - 2nd grade Kick for force - 3rd grade Volley - 4th grade Strike - 4th grade

Movement Skills

Specialized Movement Skills	Activity Categories
<p>Activity-specific skills used to accomplish an activity-specific movement goal</p> <p>Combination of fundamental movement skills</p> <p>Application of skills</p> <p>When skills are used to accomplish an activity-specific task</p> <p>Goal: perform the skills to <i>get the job done</i>; maturing pattern is not the goal</p> <p><u>For example:</u></p> <p>Roll & underhand throw with accuracy in target game practice tasks</p> <p>Combining and sequencing locomotor skills in educational dance</p> <p>Combining balance & transfer of weight skills in educational gymnastic</p> <p>Combining locomotor & manipulative skills in a practice task</p>	<ul style="list-style-type: none">• Aquatics• Dance & Rhythmic Activities• Fielding/Striking Games• Fitness Activities• Individual Performance Activities• Invasion Games• Lifetime Activities• Net and Wall Games• Outdoor Pursuits• Target Games

Movement Skills

Elementary	Secondary
<p data-bbox="168 401 1136 501">Hop, gallop, slide, skip, and run while maintaining balance.</p> <p data-bbox="168 561 1187 715">Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.</p> <p data-bbox="168 789 1174 889">Dribble with the preferred or non-preferred hand in small-sided games.</p> <p data-bbox="168 963 1187 1063">Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern</p>	<p data-bbox="1276 401 2219 501">Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.</p> <p data-bbox="1276 572 2303 729">Demonstrate forehand and backhand strokes using a long-handled implement in small-sided net and wall games, For example, badminton, tennis.</p> <p data-bbox="1276 801 2303 958">Execute a underhand legal serve with control in net and wall game practice tasks. For example pickleball, volleyball. Badminton.</p> <p data-bbox="1276 1029 2303 1243">Reduce an open space, in an invasion game practice task, by not allowing a catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.</p>

What do the standards say to you?

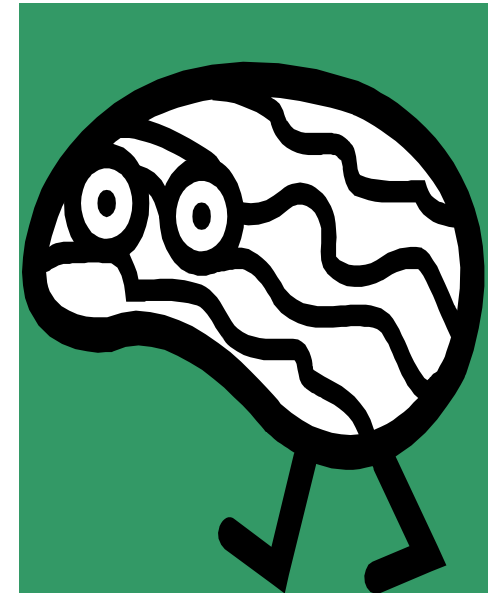
Standard 1

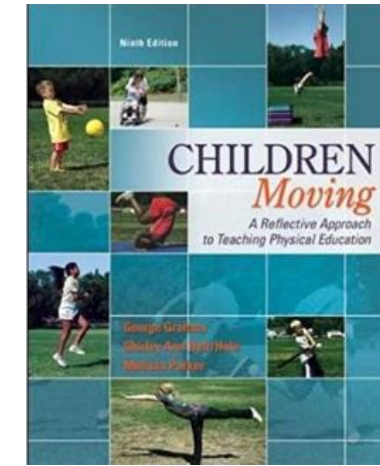
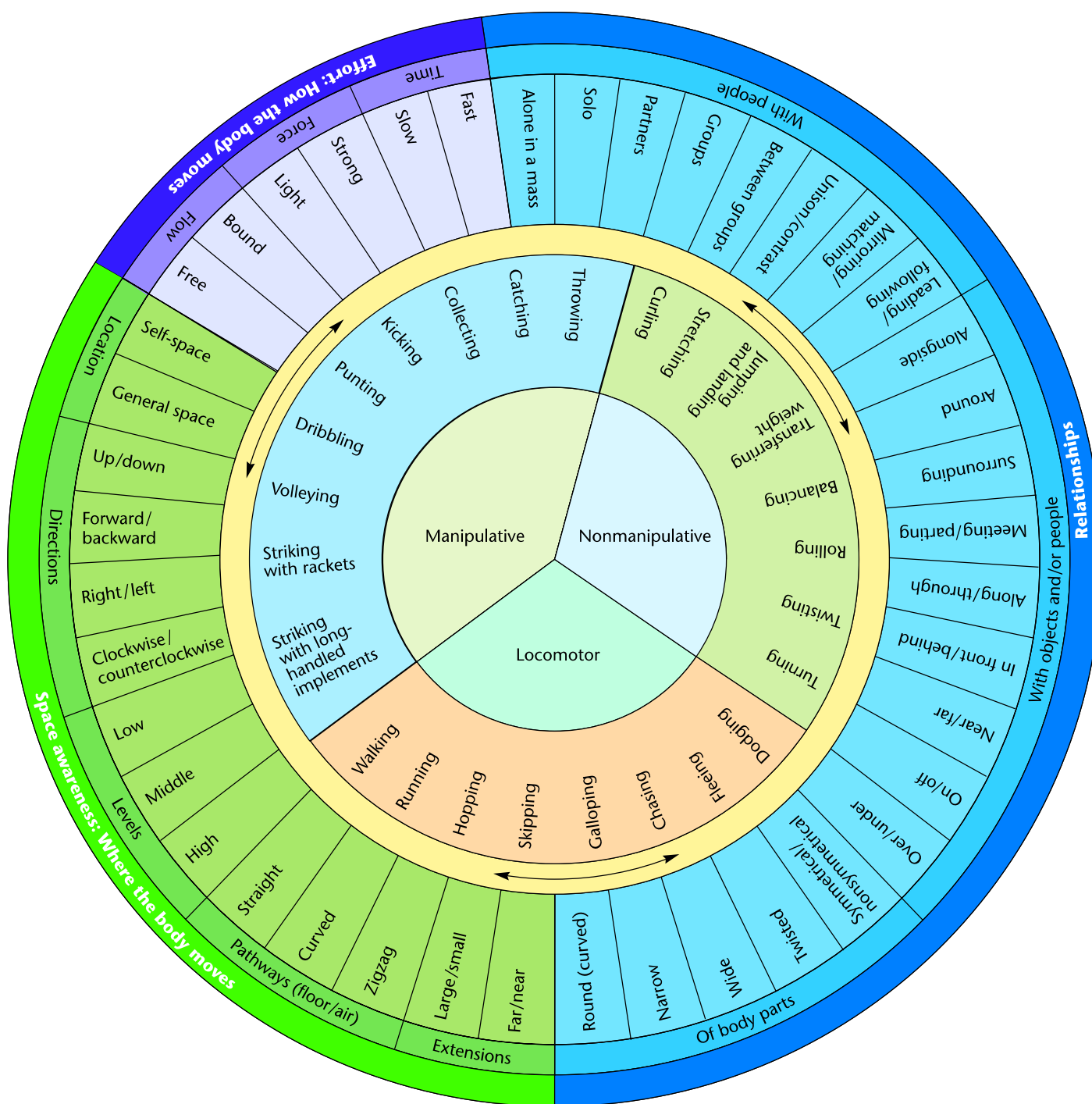
Demonstrate competency in a variety of motor skills and movement.

- Find someone you don't know
- **Introduce yourselves**
 - **Share your name**
 - **Identify your district and school**
 - **Grade levels you are responsible for**
- Answer this question:
 - In the level you teach, what does competency look like?

Standard 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.





Body: What the body does

Effort: How the body moves

Space awareness: where the body moves

Relationships: with body part and people

Movement Concepts

- **Space Awareness:** personal and general space, pathways, levels, directions, extensions (other concepts: size and shape)
- **Effort Awareness:** speed, force, flow
- **Relationship Awareness:** positional relationship to others and objects (e.g., near/far, next to, around, under, over, on/off)
- Movement Concepts are **applied to performance of the fundamental movement skills**
- Movement concepts are *pre-cursors* to movement tactics

“Movement concepts allow the learner to modify and add depth and richness to movement.”

Movement Tactics

- Offensive and defensive tactics used in invasion games, net and wall games, & fielding and striking games
- Distance, force and direction tactics used in target games, net and wall games
- Applications to Individual performance activities, outdoor pursuits

“Running in different pathways lead into offensive skills such as running a route in invasion games”.

Movement Concepts, Principles and Knowledge

Elementary	Secondary
<p>Travel using slow and fast speeds.</p> <p>Travel at different levels differentiating between movement in personal space (self-space) and general space (For example, low high, middle).</p> <p>Manipulate and control equipment in different relationships to others and objects (for example: alone, with partners, in groups, leading or following)</p> <p>Identify distance and direction tactics used in target games.(for example bocce ball, bags)</p>	<p>Execute at least one of the following offensive tactics in invasion game practice tasks: move to open space without the ball; use a variety of passes, pivots and fakes; and give and go).</p> <p>Reduce open space on defense in an invasion game practice task, by staying close to the opponent as he or she nears the goal.</p> <p>Select an offensive shot based on the opponents location in net and wall game practice tasks (for example; hit where the opponent is not).</p> <p>Analyze the correct defensive play based on the situation in fielding and striking practice tasks (for example: the number of outs, position of runners).</p>

What do the standards say to you?

Standard 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement concepts

- Directions (up, down back, forth, right, left...)
- Pathways (straight, curved, far, near, zig-zag..)
- Levels (low, middle, high...)
- Time (fast, slow...)
- Force (strong, light...)

Movement tactics examples...

- Offensive and defensive tactics used in invasion games, net and wall games, & fielding and striking games
- Distance, force and direction tactics used in target games, net and wall games

- Find someone you don't know
- **Introduce yourselves**
 - Share your name
 - Identify your district and school
 - Grade levels you are responsible for
- Answer this question:
 - Pick 2 movement concepts and link it to a tactic in anything you teach.

Standard 3

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



Physical Activity Knowledge

Elementary	Secondary
<p>Benefits of being physically active</p> <p>Physical activity recommendations</p> <p>Personal participation on physical activity</p> <p>Ways to be physically active outside of PE class – indoors and outdoors</p>	<p>Identify barriers/solutions related to maintaining a physically active lifestyle</p> <p>Benefits of physically active lifestyle related to college/career</p> <p>Analyze validity of commercial product/programs pertaining to a physically active lifestyle</p> <p>Use of technology/social media to support a physically active lifestyle</p> <p>Evaluate safety/risk factors impacting activity (weather, etc.)</p> <p>Determine activities opportunities in community</p>

Engages in Physical Activity

- Active participation with and without teacher prompting.
- Participation in a variety of aerobic-fitness activities (for example: cardio-kick, step aerobics or aerobic dance).
- Participation in a variety of strength and endurance fitness activities using technology or media (for example: body-weight training and light free-weight training).
- Participate in a variety of self-selected aerobic fitness activities using technology
- for example: walking, jogging, biking, skating, dancing and swimming).
- Participate in moderate to vigorous aerobic or muscle-and-bone strengthening activities several times per week.

Physical Fitness Knowledge

Elementary	Secondary
<p data-bbox="191 425 1070 525">Basic heart fitness ... Application of the F.I.T.T. principle to cardiorespiratory fitness</p> <p data-bbox="191 592 1210 749">Basic muscular fitness ... Application of the F.I.T.T. principle to muscular endurance, muscular strength, and flexibility</p> <p data-bbox="191 821 675 863">Warm up and cool down</p>	<p data-bbox="1286 425 1821 464">Basics of skill-related fitness</p> <p data-bbox="1286 535 2127 578">Stretching – dynamic and static; application</p> <p data-bbox="1286 649 2305 692">Training principles (overload, specificity); application</p> <p data-bbox="1286 763 2000 806">Warm up and cool down; application</p> <p data-bbox="1286 878 2102 921">Heart rate: zones, monitoring; application</p> <p data-bbox="1286 992 2280 1092">Muscular system: identify muscles, how they work; application</p>

Assessment & Program Planning

Elementary	Secondary
<p>Starts in 3rd grade</p> <p>Health-related fitness components (cardio-respiratory endurance, muscular endurance, muscular strength, flexibility)</p> <p>Analyze pre and post fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.</p>	<p>Use of SMART goals to develop activity program; application</p> <p>Maintain activity & nutrition log; reflect on outcomes</p> <p>Behavior modification plan; application</p> <p>Design fitness program appropriate for college-career setting</p>

Elementary	Secondary
<p data-bbox="191 425 690 468">Food as an energy source</p> <p data-bbox="191 592 1049 686">Foods to eat often, some of the time, and in moderation</p> <p data-bbox="191 815 1021 858">Foods for before and after physical activity</p> <p data-bbox="191 986 384 1029">Hydration</p> <p data-bbox="191 1153 1233 1248">Food choices relative to physical activity and personal health</p>	<p data-bbox="1276 425 2160 468">Food group examples, serving & portion sizes</p> <p data-bbox="1276 535 2295 578">Strategies for balancing food, snacks, & water intake</p> <p data-bbox="1276 645 2303 688">Relationship of poor nutrition and health risk factors</p> <p data-bbox="1276 755 2285 858">Design nutrition plan appropriate for college-career setting</p>

Stress Management

- Starts in Grade 6
- Determine potential causes and negative effects of stress on health
- Strategies for dealing with stress; application
- Link of stress management strategies to health

Standard 3 Examples

Elementary	Secondary
<p>Describe what it feels like to work one's heart.</p>	<p>Identify and explain heart rate zones. For example, resting heart rate, moderate heart rate, vigorous heart rate and maximum heart rate.</p>
<p>Actively participate in physical activities without teacher prompting.</p>	<p>Differentiate between dynamic and static stretches.</p>
<p>Explain the importance of hydration and hydration choices relative to physical activity participation.</p>	<p>Predict and modify activities which influence the target heart rate to meet desired goals and outcomes.</p>
<p>Define the concepts of muscular strength, muscular endurance and flexibility and provide examples of physical activities that enhance these concepts.</p>	<p>Design and implement a program to improve one's physical activity levels and nutrition.</p>

What do the standards say to you?

Standard 3

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

- Physical Activity Knowledge
- Engages in Physical Activity
- Fitness Knowledge
- Assessment and Planning
- Nutrition
- Stress Management

- Find someone you don't know
- Introduce yourselves
 - Share your name
 - Identify your district and school
 - Grade levels you are responsible for
- Answer this question:
 - Reflect on your current curriculum. Identify a focus area you are doing really well, and one you could improve based on the new benchmarks.

Standard 4

Exhibit responsible personal and social behavior that respects self and others.



Standard 4 Focus Areas

- **Personal Responsibility** – taking care of me, my space and my stuff
- **Feedback** – *behaviors associated with:* using feedback, accepting corrective feedback, implementing feedback, giving and receiving
- **Working with Others** – sharing my space and my stuff; cooperation
- **Rules & Etiquette** – specific to various physical activities and situations [starts in 3rd grade]
- **Safety** – moving; using equipment; during various physical activity situations

What is Standard 4 all about?

- Be respectful
 - Be responsible
 - Be safe
- ...in a physical activity setting*
- Equipment
 - Space
 - Others
 - Self

Beyond *'behaving & trying & complying'*

- Teaching students the skills and knowledge needed to be safe, respectful and responsibility
- Teaching personal and social behaviors that lead to ... safe, responsible, and respectful outcomes
- *Taught, not Caught*
- [https://casel.org/;](https://casel.org/)
- <http://www.gtcenter.org/sel-school>

“Just like it’s our responsibility to teach students motor skills, we need to teach them social-emotional skills and help them learn to monitor self behaviors.”

MDE Social Emotional Learning Competencies

- **Relationship Skills** – Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. EXAMPLE: Communicating clearly, actively listening, resisting inappropriate social pressure, negotiating conflict constructively in group activities.
- **Self-Awareness** – Ability to accurately recognize one's emotions and thoughts and their influence on behavior. EXAMPLE: recognizing how emotions influence attitudes during game play.
- **Social-Awareness** – Ability to take the perspective of and empathize with others; understand social and ethical norms for behavior. EXAMPLE: Cooperate and problem-solve with classmates during team play.
- **Self-Management** – Ability to regulate ones' emotions, thoughts, behaviors in different situations. EXAMPLE: Managing stress, controlling impulses, motivating oneself during activity.
- **Responsible Decision-Making** – Ability to make constructive and respectful choices about personal behavior and social interactions. EXAMPLE: consideration of ethical standards, safety concerns, social norms, and well-being of self and others.

Standard 4 Examples

Elementary	Secondary
<p data-bbox="191 425 1217 525">Identify the role of rules and etiquette in a variety of physical activities.</p> <p data-bbox="191 648 1187 748">Move safely using equipment in general space with minimal reminders.</p> <p data-bbox="191 871 1172 971">Follow the class rules and protocols related to self, space and equipment.</p> <p data-bbox="191 1093 1212 1193">Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.</p>	<p data-bbox="1276 425 2262 525">Cooperate with a small group of classmates during game play or team-building activities.</p> <p data-bbox="1276 591 2321 748">Use equipment and facilities appropriately and safely, with teacher's guidance. For example: fitness equipment, pedometers, sports equipment.</p> <p data-bbox="1276 813 2285 913">Analyze a physical activity and make adjustments to ensure safety of self and others.</p> <p data-bbox="1276 979 2198 1079">Develop safety protocols for 2 or more outdoor activities.</p>

What do the standards say to you?

Standard 4

Exhibit responsible personal and social behavior that respects self and others.

- Personal responsibility
- Feedback
- Working with others
- Rules and Etiquette
- Safety

- Find someone you don't know
- **Introduce yourselves**
 - **Share your name**
 - **Identify your district and school**
 - **Grade levels you are responsible for**

- Answer this question:

How do you teach your students about responsible personal and social and behaviors?

Standard 5

Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



What is Standard 5 all about?

Focus Areas

- Challenge
- Health
- Enjoyment
- Self-Expression
- Social Interaction

Why do I engage in physical activity?

What makes physical activity important to me?

“Standard 5 is very different from Standards 1-4. Standard 5 is the OUTCOME of standards 1-4”.

Standard 5 = Ultimate Goal of Physical Education

- *Relies on* students' movement skill competency & knowledge
- *Is impacted by* students' fitness levels, which relies on students' physical activity engagement
- *Which brings us back to* movement skill competency and knowledge



Standard 5 Examples

Elementary	Secondary
<p data-bbox="191 425 1149 519">Identify physical activities that can enhance good health.</p> <p data-bbox="191 648 1118 742">List physical activities that bring confidence and challenge</p> <p data-bbox="191 871 1217 965">Describe the characteristics of physical activities that make them personally enjoyable</p> <p data-bbox="191 1093 1202 1253">Describe and provide examples of how participation in personally enjoyable activities allow for self-expression and social interaction.</p>	<p data-bbox="1276 425 2193 519">Describe the impact of screen time on levels of health.</p> <p data-bbox="1276 591 2331 685">Identify the relationship between physical activity and stress reduction.</p> <p data-bbox="1276 756 2283 859">Describe how self-selected physical activities create enjoyment.</p> <p data-bbox="1276 931 2198 1025">Develop safety protocols for 2 or more outdoor activities.</p>

What do the standards say to you?

Standard 5

Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Knowledgeable, competent and confident movers...

- Find someone you don't know
- **Introduce yourselves**
 - Share your name
 - Identify your district and school
 - Grade levels you are responsible for
- Answer this question:
 - What does valuing physical education look like in your students?

Summary of Part 1

- The importance of a standards-based system
- Role and purpose of Standards
- Physical Education Academic Standards
 - Physical Literacy
 - Personalizing the Standards
 - Implementation Timeline
- Thoughts about sharing any of the content in Part 1 with other Physical Educators at your school or district? Or administration? Or students? Or parents?

Happy Dance

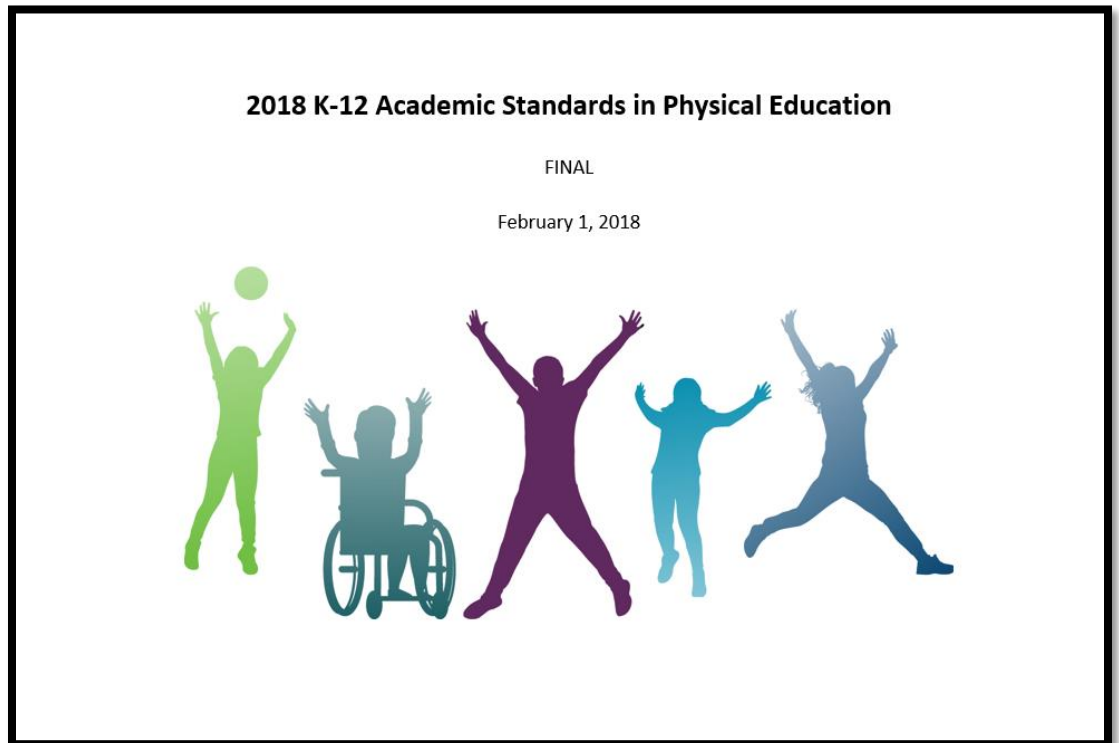
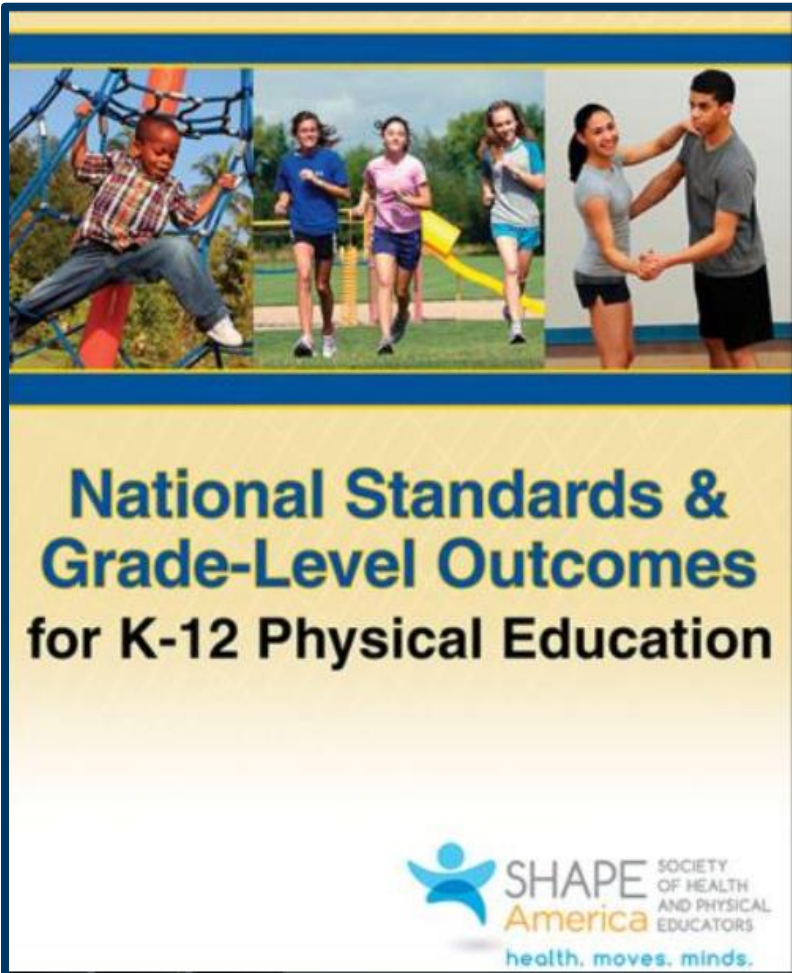


<https://www.youtube.com/watch?v=C7dPqrmDWxs>

Part 2: The knowledge, skills and rigor represented in the benchmarks

- By the end of this section, Participants will be able to:
 - Develop a shared understanding of:
 - The Minnesota physical education standards coding system
 - The shifts in physical education standards
 - The academic language in physical education standards
 - The learning progressions in physical education standards
 - The resources available during the standards transition process

Critical Standards Documents



SHAPE Progression Chart

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E6 Locomotor <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Applies skill.
S1.E7 Nonlocomotor* (stability) <i>Balance</i>	Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
S1.E8 Nonlocomotor (stability) <i>Weight transfer</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel.* (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel). ¹ (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
S1.E9 Nonlocomotor (stability) <i>Weight transfer, rolling</i>	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)	Applies skill.	Applies skill.	Applies skill.

Minnesota Coding System

- This document utilizes an “**anchor standard**” approach. Five standards establish the overall goals for student learning and these standards are repeated from kindergarten through grade 12.
- Each standard and benchmark begins with the phrase, “**The student will...**”
- Each standard is comprised of one or more benchmarks that are unique to that grade level. The benchmarks are organized into “**focus areas**”. For example, the benchmarks for standard 1 at the elementary level are organized into 3 focus areas: locomotor, non-locomotor, and manipulative.

Minnesota 2018 K-12 Academic Standards in Physical Education

Grades K-5 Standards Progressions

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.	1.1.1.1 Hop, gallop, and slide using a maturing pattern.	2.1.1.1 Skip and run using a maturing pattern.	3.1.1.1 Leap using a maturing pattern.	4.1.1.1 Use various locomotor skills in educational games, educational dance, and educational gymnastics.	5.1.1.1 Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.2 Jump and land in the horizontal plane while maintaining balance.	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.	2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.	3.1.1.2 Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.	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.	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.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.3 Jump and land in the vertical plane while maintaining balance.	1.1.1.3 Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.	2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.	3.1.1.3 Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.	4.1.1.3 Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.	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.

How to Read the Standard Document

The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.17**—

- The 0 refers to grade *Kindergarten*; the 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*; the 3 refers to the third focus area, *Manipulative*; the 17 refers to the 17th benchmark for focus area three, *Jump a long rope with teacher-assisted turning*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.17 Jump a long rope with teacher-assisted turning.	1.1.3.1 Consecutively jump a long rope with teacher-assisted turning.	2.1.3.17 Enter a long rope with teacher-assisted turning.	3.1.3.17 Exit a long rope with teacher-assisted turning.	4.1.2.17 Enter, jump continuously, and exit a long rope with teacher-assisted turning.	<i>Skill met in Grade 4.</i>

New Coding System Continued

- Examples provided in this document are intended to clarify the meaning of the benchmark and are optional.
 - For example 6th grade benchmark 6.1.4.2: Strike with an overhand pattern in small sided net and wall game practice tasks (for example: badminton, handball, tennis). **These examples are there only to provide guidance – other net and wall games can meet this criteria as well, such as squash or racquetball.**
- There are some K-5 benchmark progressions that ~~emerge after kindergarten~~ because skills in the benchmark progression are **not developmentally appropriate** in earlier grade levels.
 - For example, the skill of overhand throwing does not initiate until the 2nd grade. Therefore the kindergarten and 1st grade benchmarks are indicated by the statement “*Developmental and emerging benchmarks first appear in grade 2...*”

Progression “Not Appropriate”

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.9 Kick while maintaining balance.	1.1.3.9 Kick a stationary ball demonstrating two of the five critical elements of a maturing pattern.	2.1.3.9 Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.	3.1.3.9 Kick a stationary ball demonstrating a maturing pattern.	4.1.3.9 Kick a moving ball along the ground and in the air demonstrating in practice tasks.	5.1.3.9 Kick a moving ball along the ground and in the air in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.10 Punt while maintaining balance.	4.1.3.10 Punt contacting the ball with shoelaces or top of the foot.	5.1.3.10 Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.11 Volley individually using various body parts, attempting a second hit.	1.1.3.11 Volley individually using various body parts making multiple contacts, while maintaining balance.	2.1.3.11 Volley with a partner using hands only while maintaining balance.	3.1.3.11 Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.	4.1.3.11 Volley underhand in practice tasks.	5.1.3.11 Volley underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.12 Volley using a two-hand overhead pattern with a partner making multiple contacts while maintaining balance.	4.1.3.12 Volley using a two-hand overhead pattern in practice tasks.	5.1.3.12 Volley using a two-hand overhead pattern in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.13 Strike using a body part, while maintaining balance.	1.1.3.13 Strike using a short-handled implement, while maintaining balance.	2.1.3.13 Strike using a short-handled implement, while controlling direction.	3.1.3.13 Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.13 Strike using a short-handled implement in practice tasks.	5.1.3.13 Strike using a short-handled implement in small-sided games.

“For Example”

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.4 Perform locomotor skills in educational dance while maintaining balance	1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	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.	5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	0.1.2.1 Maintain momentary stillness on different bases of support with different body shapes.	1.1.2.1 Maintain balance on different bases of support with different body shapes.	2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.	3.1.2.1 Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	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.	5.1.2.1 Combine balance and weight transfer in an educational dance and educational gymnastics sequence with a partner.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 1.</i>	1.1.2.2 Transfer weight from one body part to another in personal space (self-space).	2.1.2.2 Transfer weight from feet to different body parts or bases of support for balance or travel.	3.1.2.2 Transfer weight from feet to hands then to different body parts and bases of support for balance and travel.	4.1.2.2 Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, <u>cartwheel.</u>	5.1.2.2 Combine balance and weight transfer in an educational dance and educational gymnastics sequence.

- A Glossary of terms referenced in the standards;
- A description of Activity Categories referenced in the standards;
- A description of Critical Elements referenced in the standards.



SHIFTS

- What is a “Shift” in educational standard language?
 - Revising educational standards to reflect recent findings and recommendations from research and other factors.
- What are some factors that cause shifts in standards and inform instruction?
 - Changes in understanding of how students learn
 - Changes in society (values, technologies, etc.)
 - Changes in workplace or higher education requirements
 - Changes to address inequity
 - Changes in state or federal legislation
 - Changes to address new research in effective instructional practices
- What are some outcomes of addressing shifts in teaching and learning?
 - Changes in performance tasks and expectations provided to learners
 - Preparation for new and emerging career and college pathways
 - Revised alignment of curriculum and instruction to better ensure that students’ rigorous education leads to career and college readiness

Shift: Research Guiding the Standard Development

- The standards and benchmarks will be grounded in the current research identified in the SHAPE America literature review. These include the following concepts:
 - Student engagement is enhanced by a mastery climate.
 - Intrinsic motivation is increased if students have perceived competency (mastery), autonomy (choose the activity) and participate in supportive environment (relatedness).
 - Motor skill development.
 - Student participation is enhanced by a balanced curriculum.
 - The focus of physical education is on health-promoting physical activity practices and a curriculum that teaches lifelong activities.

- Critical elements are emphasized in motor skills (key components that can be observed in movement efficiency).
- The focus is on categories of games (invasion, net and wall, target, fielding and striking).
- Competition in each area is de-emphasized and gaining personal competence is stressed.
- Practice tasks and small-sided games are emphasized.
- Lifelong utilization stage. Specialized skill development influenced by: competency, perceived competency, personal interest, and the availability of opportunities.



Shifts in Teaching and Learning: Physical Education

The [National Standards and Grade-Level Outcomes for K-12 Physical Education](#) (SHAPE America, 2014) provide the guidance for the teaching and learning process in physical education. The underlying premise is that student learning is the essence of high-quality physical education. The standards and outcomes cannot be attained without student learning, and student learning cannot occur without effective lessons, learning experiences, and assessments. In the development of the national standards and grade-level outcomes in K-12 physical education, the SHAPE America Curriculum Framework Task Force identified several areas of guiding research as critical to the direction and development of the grade-level outcomes, resulting in the shifts of the new Minnesota standards and grade-level benchmarks. These include:

- physical literacy
- student motor skill competency
- perceived competency
- student engagement and intrinsic motivation
- development of a mastery instructional climate with considerations given to student skill level, impact of competition and gender differences
- physical fitness and lifetime physical activity approach
- motor development

Key shifts called for by Minnesota's Physical Education Standards:

Physical literacy

Physical Education has gone through a transformation in rigor and focus over the past two decades towards "physical literacy." Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (SHAPE America, 2014). It supports the holistic development of students by encompassing all three domains of physical education (psychomotor, cognitive and affective), parallels terminology used in other content areas, such as health literacy and math literacy, and puts physical education in step with other subjects common core state standards. It includes not only physical competence and knowledge, but also the attitudes, motivation and social and psychological skills needed for participation. Without instruction and learning, physical education diverges from the core mission of schools and is too easily marginalized. Many factors influence student learning and the subsequent development of physical literacy. Understanding how this shift towards physical literacy differs from previous standards is important because it provides the foundation for all essential components of physical education.

MINNESOTA STANDARDS PORTAL

Guidance and resources for implementing Minnesota's academic standards



Academic Language

- What is academic language - Academic Language refers to the vocabulary used within a discipline. Effective teachers use this vocabulary regularly when introducing new content and throughout the learning time.
- In the context of physical education, think of it as the language that our students must speak and navigate in order to become physically active and healthy for a lifetime. This language includes PE-specific vocabulary as well as the understanding of activity-specific symbols and signals.

Physical Education Academic Language for teachers in Benchmarks

Critical Elements = parts of the body & specific movement processes used to perform the Fundamental Movement Skills

Maturing Pattern = description of the desired critical elements & movement processes; indicates the student has reached the desired developmental pattern for the Fundamental Movement Skill

Educational Game, Dance, Gymnastics = self-testing & self-challenging, developmentally appropriate tasks or activities, which allow high repetition in varied situations to foster the maturing pattern for the fundamental movement skills.

Physical Education Academic Language for teachers in Benchmarks

Practice Task = tasks/activities fostering the refinement of Specialized Movement Skills within progressively more complex, challenging situations where students learn to modify and adapt skill performance to the demands of the task/activity (often as related to tactical situations)

Small-Sided Game = similar to practice tasks, but within a competitive context such as 2 v 1, 3 v 2, or 2 v 2, where task characteristics are modified (equipment, spatial organization, rules) to highlight the performance of the specialized movement skills (and movement tactic).

Tactics = purposeful movement choices based on an analysis of the situation

Competency - Sufficient ability, skill and knowledge to meet the demands of a specific task or activity. For these standards, competency is defined as the ability of individuals to participate at the recreational level with skill and ability in self-selected activities.

Common Academic Language in PE

- **FITT** – The acronym FITT outlines the key components of an effective exercise program and is applied to the health-related fitness components. The acronym stands for frequency (how often), intensity (how hard or challenging), time (how long), and type (what kind).
- **Health-related Fitness Components** – Include muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition.
- **Jab Step** - An offensive skill executed by stepping sharply with one foot toward an opponent to cause the opponent to hesitate or go backward, thereby creating space for the offensive player.
- **Overload Principle** - Progressively places greater stress or demands on the body to cause the body to adapt (become more fit). The overload principle is accomplished by manipulating the frequency, intensity, time (duration) and type of activity.

Academic Language Resources



Academic Language

Teaching Personal & Social Behavior

A Quick Toolkit for
Enhancing Academic
Language in Physical
Education

Academic Language?



Phoebe Constantinou & Deborah A. Wuest, Ithaca College

pconstantinou@ithaca.edu

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https://openphysed.org/open_blog/an-intro-to-academic-language-in-pe

- http://www.pelinks4u.org/articles/Toolkit%20for%20Academic%20Language%20in%20PhysicalEducation_Subm-1-19-14.pdf

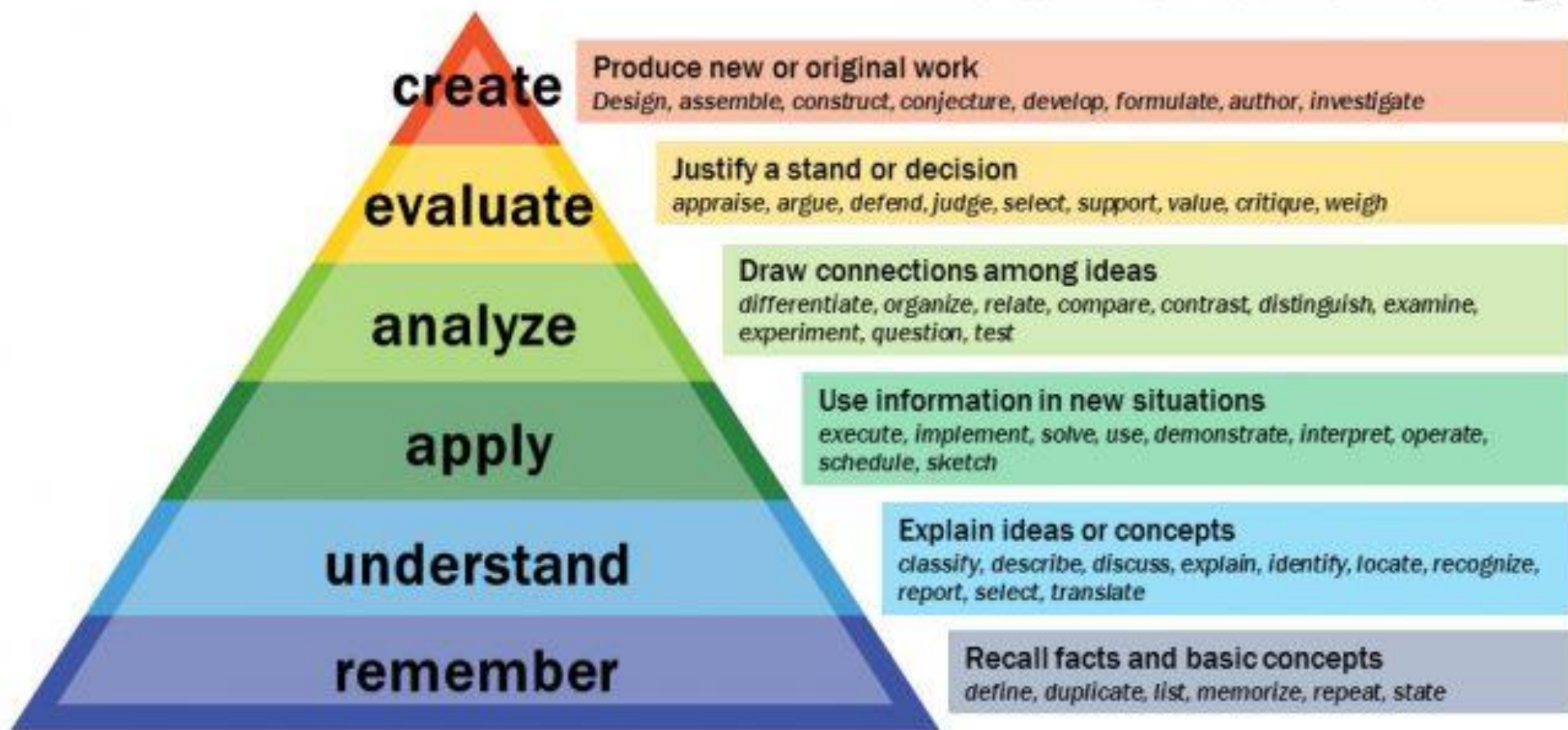


Learning Progressions

Describe an increasing sophistication of knowledge and skills over time.

- Benefits of learning progressions
 - Educators can explore:
 - the way aspects of a big idea are presented and integrated over time.
 - the building blocks of knowledge and performance over time.
 - Educators consider criteria for creating or adjusting the educational opportunities presented through the curriculum to ensure appropriate levels of rigor and performance.
 - Educators consider and plan for scaffolds available to assist students in their development.

Bloom's Taxonomy



- Levels of Bloom's are not synonymous with grade levels. Any new skills or teaching takes us back to "Understand" and "Recall".
- Bloom's is not the only way to address depth of knowledge. Complexity of content can be simple to integrate. Kindergarteners can "create" as long as content is simple.

Learning Progression Activity

Physical Education Benchmark Learning Progressions

Examples across Grade Levels

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.4 Perform locomotor skills in educational dance while maintaining balance.	1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	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.	5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.1 Roll and throw underhand with opposite foot forward.	1.1.3.1 Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.	2.1.3.1 Roll and throw underhand using a maturing pattern.	3.1.3.1 Roll and throw underhand using a maturing pattern to a stationary partner or target.	4.1.3.1 Roll and throw underhand with accuracy in practice tasks.	5.1.3.1 Roll and throw underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.2 Throw overhand while maintaining balance.	1.1.3.2 Throw overhand with opposite foot forward.	2.1.3.2 Throw overhand with side facing target and opposite foot forward.	3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	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.	5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.

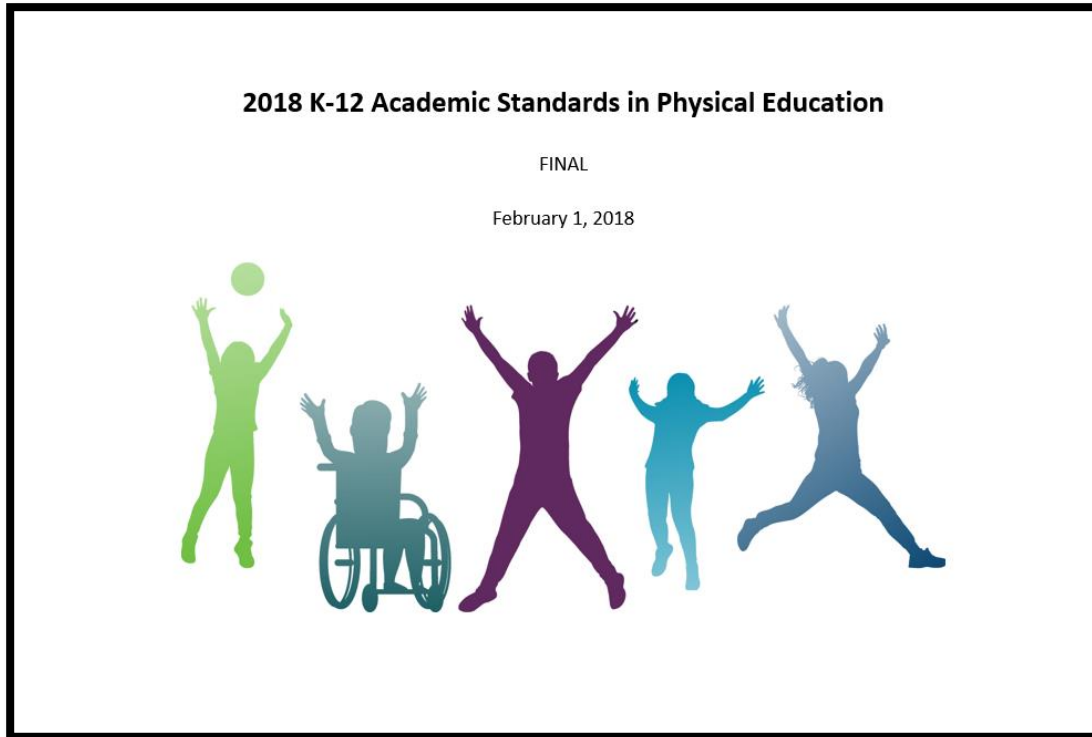
Learning Progressions Across Building Levels

Elementary to Middle School

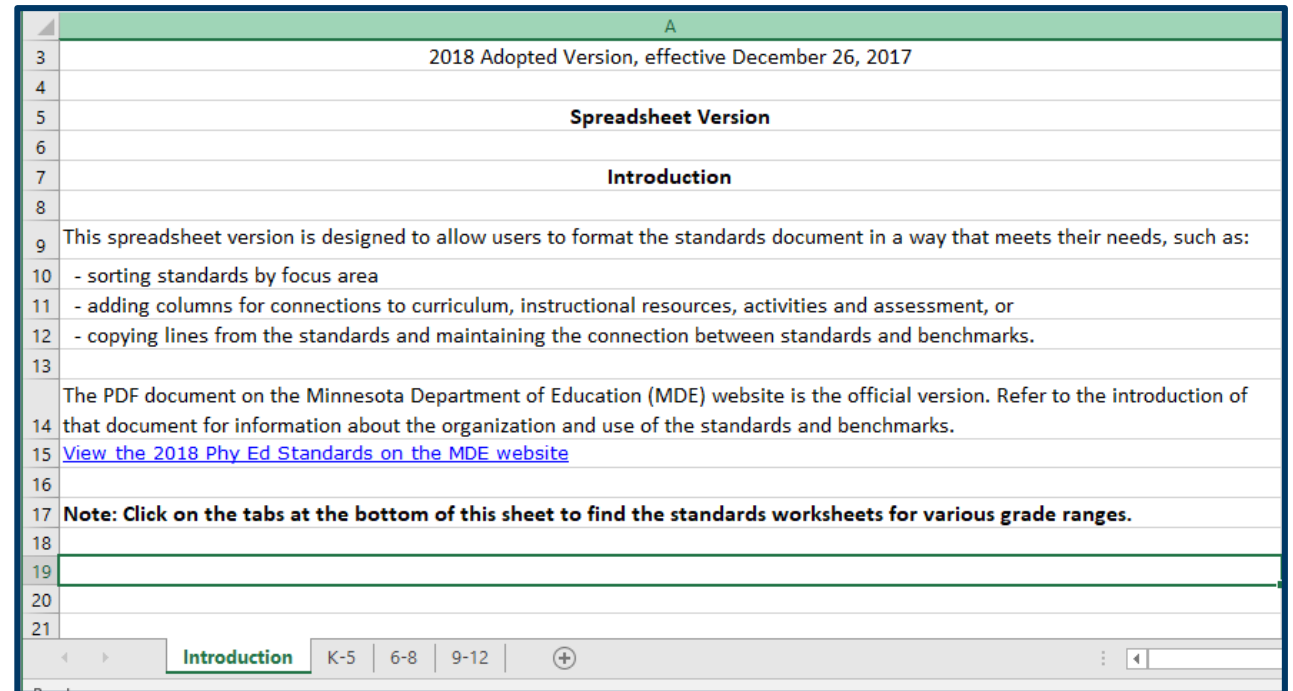
Manipulative	2.1.3.13 Strike using a short-handled implement, while controlling direction.	3.1.3.13 Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.13 Strike using a short-handled implement in practice tasks.	5.1.3.13 Strike using a short-handled implement in small-sided games.
Net and Wall Games	6.1.4.4 Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	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.	
4 Manipulative	3.1.3.3 Throw overhand with accuracy to a stationary target.	4.1.3.3 Throw overhand with accuracy to a moving target.	5.1.3.3 Throw overhand with accuracy in small-sided games.	
4 Invasion Games	6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.	7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.	8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.	

Physical Education Standards Resources: MNSHAPE website

- MN standards doc



- Excel standards doc



Physical Education Standards Resources

Minnesota K-12 Academic Standards Physical Education 2018

Standard 1: Motor Skills & Movement Patterns	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Hop	E	M	→	→	A	→	→	→	→	→
Gallop	E	M	→	→	A	→	→	→	→	→
Slide	E	M	→	→	A	→	→	→	→	→
Skip	E	→	M	→	A	→	→	→	→	→
Run	E	→	M	→	A	→	→	→	→	→
Leap				M	A	→	→	→	→	→
Jump/land-horizontal plane	E	→	→	M	A	→	→	→	→	→
Jump/land-vertical plane	E	→	→	M	A	→	→	→	→	→
Static balance	E	→	→	→	→	A	→	→	→	→
Weight transfer		E	→	→	→	A	→	→	→	→
Rolling	E	→	→	→	A	→	→	→	→	→
Non-locomotor skills	E	→	→	→	→	A	→	→	→	→
Underhand roll	E	→	M	→	A	→	→	→	→	→
Throw-underhand	E	→	M	→	A	→	→	→	→	→
Throw-overhand	E	→	→	→	→	M/A	→	→	→	→
Catch	E	→	→	→	A	→	→	→	→	→
Catching w/ implement									A	→
Dribble-hand	E	→	M	→	A	→	→	→	→	→
Dribble-foot	E	→	→	→	A	→	→	→	→	→
Dribble w/ implement						A	→	→	→	→
Kick	E	→	→	M	A	→	→	→	→	→
Punt				E	→	A	→	→	→	→
Volley	E	→	→	→	A	→	→	→	→	→
Volley-two-hand overhead				E	A	→	→	→	→	→
Volley-two hand underhand							A	→	→	→
Strike-underhand serve							A	→	→	→
Strike-overhand pattern							A	→	→	→
Strike w/ short-handled implement		E	→	→	A	→	→	→	→	→
Strike-forehand/backhand stroke							A	→	→	→
Strike w/ long-handled implement			E	→	A	→	→	→	→	→
Short jump rope	E	→	→	→	A	→	→	→	→	→
Long jump rope	E	→	→	→	A	→	→	→	→	→
Combine balances, non-locomotor & locomotor			A	→	→	→	→	→	→	→

Minnesota Scope and Sequence

Physical Education Standards Resources

Grade level Standards Documents

**Minnesota K-12 Academic Standards
Physical Education
2018**

Grade 2 Standards and Benchmarks

Students in grade two advance their progression in skills, with few reaching the maturing pattern. They continue combining locomotor and non-locomotor skills with an emphasis on rhythm and balance. They demonstrate some of the critical elements of manipulative skills such as throwing, catching, dribbling and volleying. They continue to add on the use of various movement concepts to the performance of the fundamental skills, including skills requiring the manipulation and control of equipment. They work respectively in small or large groups and identify the positive outcomes physical activity has on their health.

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

Focus Area 1: Locomotor

- 2.1.1.1 Skip and run using a maturing pattern.
- 2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.
- 2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.
- 2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.

Focus Area 2: Non Locomotor

- 2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.
- 2.1.2.2 Transfer weight from feet to different body parts or bases of support for balance or travel.
- 2.1.2.3 Roll in different directions with either a narrow or curled body shape.
- 2.1.2.4 Perform non-locomotor skills with the body in a variety of stationary positions, while maintaining balance.
- 2.1.2.5 Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.

Focus Area 3: Manipulative

- 2.1.3.1 Roll and throw underhand using a maturing pattern.
- 2.1.3.2 Throw overhand with side facing target and opposite foot forward.
- 2.1.3.4 Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.
- 2.1.3.5 Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.
- 2.1.3.6 Dribble with the feet while traveling through general space.
- 2.1.3.7 Receive a partner-pass with the feet, while maintaining control of the object and the body.
- 2.1.3.9 Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.
- 2.1.3.11 Volley with a partner using hands only while maintaining balance.
- 2.1.3.13 Strike using a short-handled implement, while controlling direction.
- 2.1.3.14 Strike using a long-handled implement while controlling direction.
- 2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.
- 2.1.3.17 Enter a long rope with teacher-assisted turning.




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

Focus Area 1: Movement concepts, principles and knowledge.

- 2.2.1.1 Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.
- 2.2.1.2 Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.
- 2.2.1.3* Travel using varying speeds and forces with gradual increases and decreases in both speed and force.

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

*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level
** Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.








Benchmarks by the numbers

Minnesota Physical Education Standards/ Benchmarks/Focus Areas by the Numbers

Elementary (K-5)

Standard/Focus Area	Kindergarten Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks	Standards by all Benchmarks in each Focus Area
Standard 1	18	19	21	24	26	25	133
Locomotor	4	4	4	4	4	4	24
Non-Locomotor	3	4	5	5	5	5	27
Manipulative	11	11	12	15	17	16	82
Standard 2	3	3	3	6	6	6	27
Movement, Concepts, Principles, Strategies	3	3	3	6	6	6	27
Standard 3	5	5	5	6	6	6	33
Physical Activity Knowledge	1	1	1	1	1	1	6
Engages in Physical Activity	1	1	1	1	1	1	6
Fitness Knowledge	2	2	2	2	2	2	12
Assessment and Planning	0	0	0	1	1	1	3
Nutrition	1	1	1	1	1	1	6
Standard 4	4	4	4	5	5	5	27
Personal Responsibility	1	1	1	1	1	1	6
Accepting Feedback	1	1	1	1	1	1	6
Working With Others	1	1	1	1	1	1	6
Rules and Etiquette	0	0	0	1	1	1	3
Safety	1	1	1	1	1	1	6
Standard 5	3	3	3	3	3	3	18
Health	1	1	1	1	1	1	6
Challenge	1	1	1	1	1	1	6
Self-Expression and Enjoyment	1	1	1	1	1	1	6
TOTAL BENCHMARKS	33	34	36	44	46	45	238

Physical Education Standards Resources

Minnesota Benchmarks

SHAPE Outcomes



Grade 4

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

Minnesota Benchmarks

SHAPE Outcomes

Locomotor		Locomotor	
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.
		S1.E2.4	Runs for distance using a mature pattern.
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.
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.		
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.
Non-locomotor		Non-locomotor	
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.E7.3	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Minnesota
Benchmarks
Transfer to
National
Outcomes

Summary of Part 2

- The Minnesota physical education standards coding system
- The shifts in physical education standards
- The academic language in physical education standards
- The learning progressions in physical education standards
- The resources available during the standards transition process

How can you go back and apply what we've talked about with your colleagues, administration, students or parents?

Happy Dance



<https://www.youtube.com/watch?v=iPUmE-tne5U>

Part 3: Initiating curriculum design

- By the end of this section, Participants will be able to:
- Develop a shared understanding of
 - Deconstructing a benchmark
 - Bundling/Synthesizing benchmarks

- Deconstructing = making sense of the benchmark; identifying the defining parts of the benchmark that will help teachers understand the key components of the benchmark.
 - What does the benchmark mean? What would the benchmark look like?
- Bundling/Synthesizing = Grouping elements or concepts from benchmarks that students can develop and use together to build toward proficiency on a set of benchmarks in a coherent manner.
 - What do all these benchmarks have in common?
- Unpacking = identifying the content that must be taught in order for students to reach the benchmark
 - In order to accomplish the benchmarks, students must first learn ...

Why are we doing this?

- Deconstructing = making sense of the benchmark; identifying the defining parts of the benchmark that will help teachers understand the key components of the benchmark.
 - **Must all Agree to the intent of the benchmark**
 - 9.1.3.1 Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.
 - **Read the ENTIRE benchmark**
 - 7.1.3.4 Dribble with the preferred or non-preferred hand using a change of speed and direction in a variety of invasion game practice tasks.

How to Deconstruct a Benchmark

1. Look for the **content or 'what' (verb)** students will be doing and learning
 2. Look for anything that might indicate the level of desired learning = **criteria**
 3. Look for anything that might help you determine the context in which the content and criteria must occur = **condition**
 4. Look for vocabulary that helps explain the benchmark
- *Remember:** benchmarks are NOT the same as lesson or unit objectives; they indicate what students must be able to do by the END of a grade-level

4.1.3.3: throw overhand with accuracy to a moving target

Content: throw overhand

Criteria: with accuracy

Condition: to a moving target

8.1.1.1: demonstrate a movement sequence using correct rhythm and timing as an individual or in a group

Content: demonstrate movement sequence

Criteria: use correct rhythm and timing

Condition: as an individual OR in a group

9.2.1.1 apply terminology associated with exercise and participation in selected individual performance activities

Content: apply exercise & participation terminology

Criteria: successful application

Condition: in individual performance activities (e.g., track & field, in-line skating, self-defense)

6.3.3.3 describe the overload training principle and how it affects fitness

Content: describe 1) overload principle; 2) fitness affect

Criteria: correct description of principle and affect of principle on fitness

Condition: not identified in benchmark

[example: exit slip; verbal response]

9.4.4.1 apply best practices for safe participation in physical activity, exercise or dance

Content: apply safe movement best practices

Criteria: appropriate application

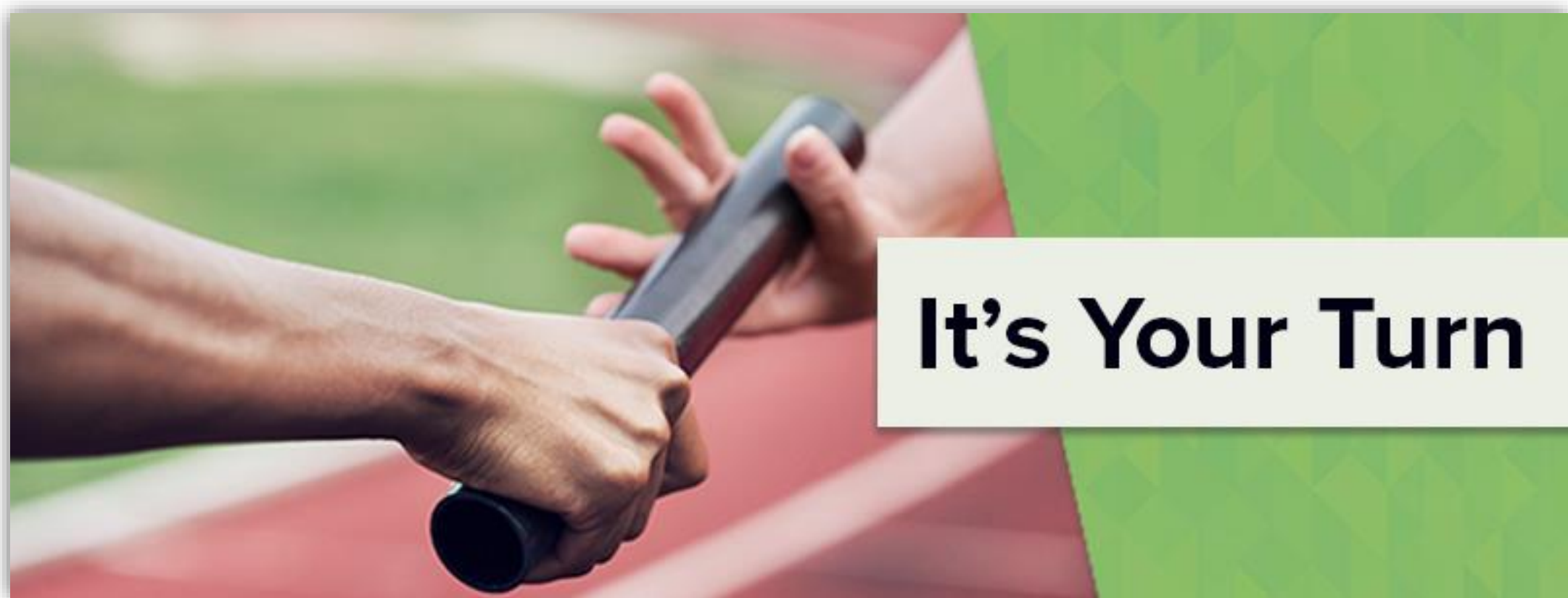
Condition: application in physical activities, exercise or dance

9.5.1.1 analyze the health benefits of a self-selected physical activity

Content: analyze health benefits of self-selected physical activity

Criteria: correct analysis

Condition: not identified in benchmark; analysis will be specific to the activity the student selected



It's Your Turn

Deconstructing Worksheets

Deconstructing Worksheet
MDE Trainings 2019

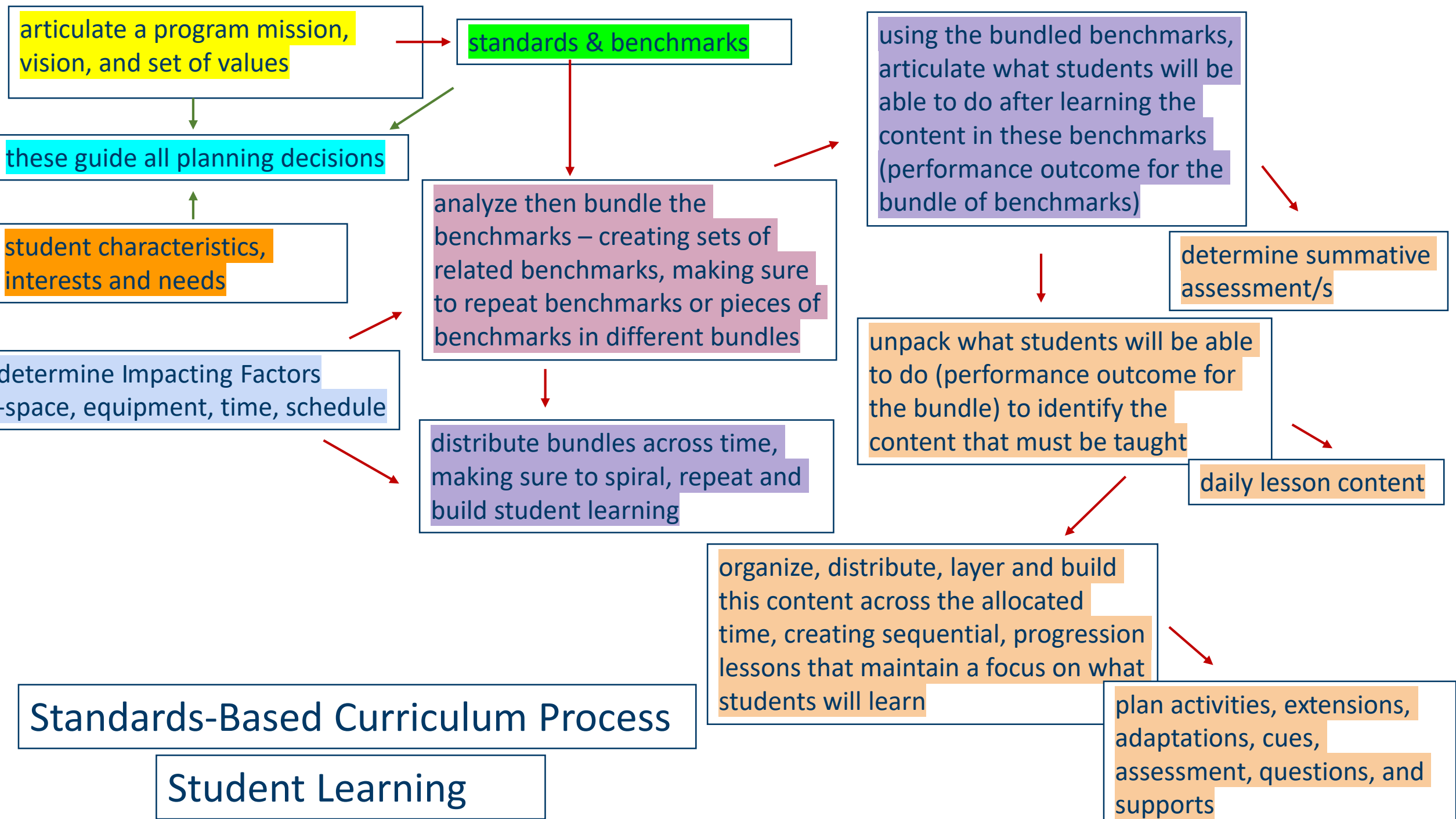
Benchmark	5.1.3.4: catch a thrown ball, above the head, at chest or waist level, and below the waist in small-sided games
Content	
Criteria	
Condition	
Notes	

Benchmark	4.2.1.5: apply offensive and defensive tactics in net and wall game practice tasks.
Content	
Criteria	
Condition	
Notes	

Benchmark	3.3.4.1: define cardiorespiratory fitness and provide examples of physical activities that enhanced cardiorespiratory fitness.
Content	
Criteria	
Condition	
Notes	

How to Deconstruct a Benchmark

1. Look for the **content or 'what' (verb)** students will be doing and learning
 2. Look for anything that might indicate the level of desired learning = **criteria**
 3. Look for anything that might help you determine the context in which the content and criteria must occur = **condition**
 4. Look for vocabulary that helps explain the benchmark
- *Remember:** benchmarks are NOT the same as lesson or unit objectives; they indicate what students must be able to do by the END of a grade-level



What is your favorite salad?



There many ways to make a salad!

Bundling Benchmarks = building salads

- 3.1.3.16: perform a variety of jump rope skills =



- 3.2.1.3: apply effort awareness concepts of speed & force =



- 3.3.3.1: define cardiorespiratory fitness and provide examples =



- 3.4.1.1: work independently, exhibit responsibility =



- 3.4.5.1: move safely =



- 3.5.2.1: challenge & enjoyment =



Another Salad Example

- 6.1.7.1: demonstrate correct technique for basic skills in an outdoor activity
- 6.2.6.1: describe the basic skills & tactics needed for participation in an outdoor activity
- 6.3.1.1: identify barriers related to maintaining a physically active lifestyle
- 6.4.5.1: use equipment & facilities appropriately & safely, with the teacher's guidance, in a physical activity setting
- 6.4.5.2: make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or abilities to ensure the safety of self and others
- 6.5.1.2: identify the relationship between participation in physical activity and stress reduction

High School Salad Example

9.1.3.1

9.2.1.2; 9.2.1.3

9.3.1.1, 9.3.1.5

9.4.2.1

9.5.1.1; 9.5.2.1

Dressing for our salad: YOGA

Is not only one way to create a good salad!

✓ Many ways to bundle benchmarks!

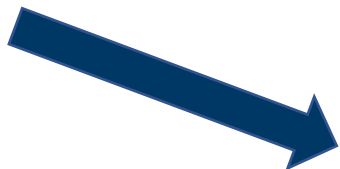
✓ But ... don't start with the dressing



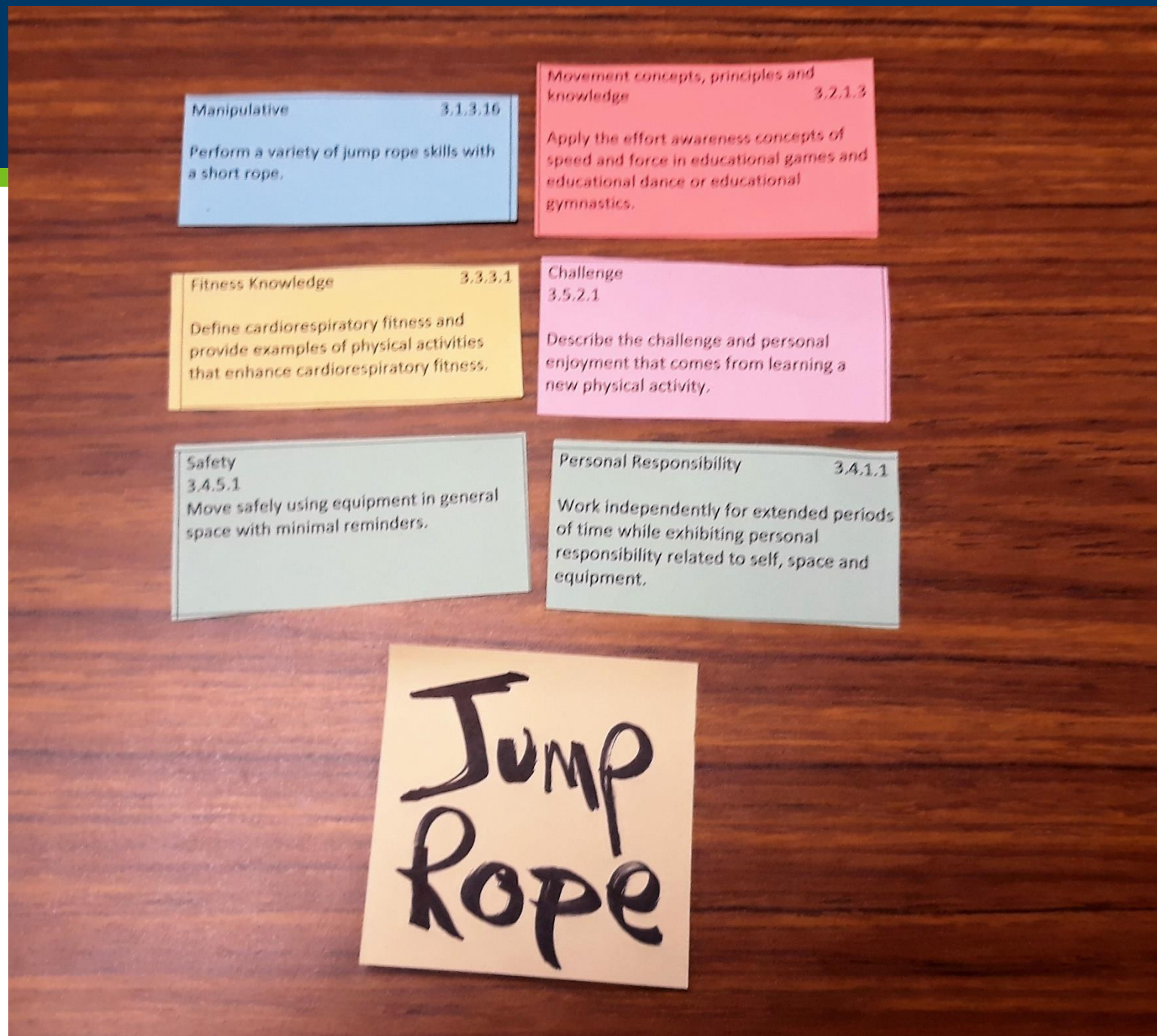
✓ And ... don't start your planning with the activity or piece of equipment ... ***start with 'what do I/we want students to LEARN?'***

Salad Dressing = Physical Activities & Equipment

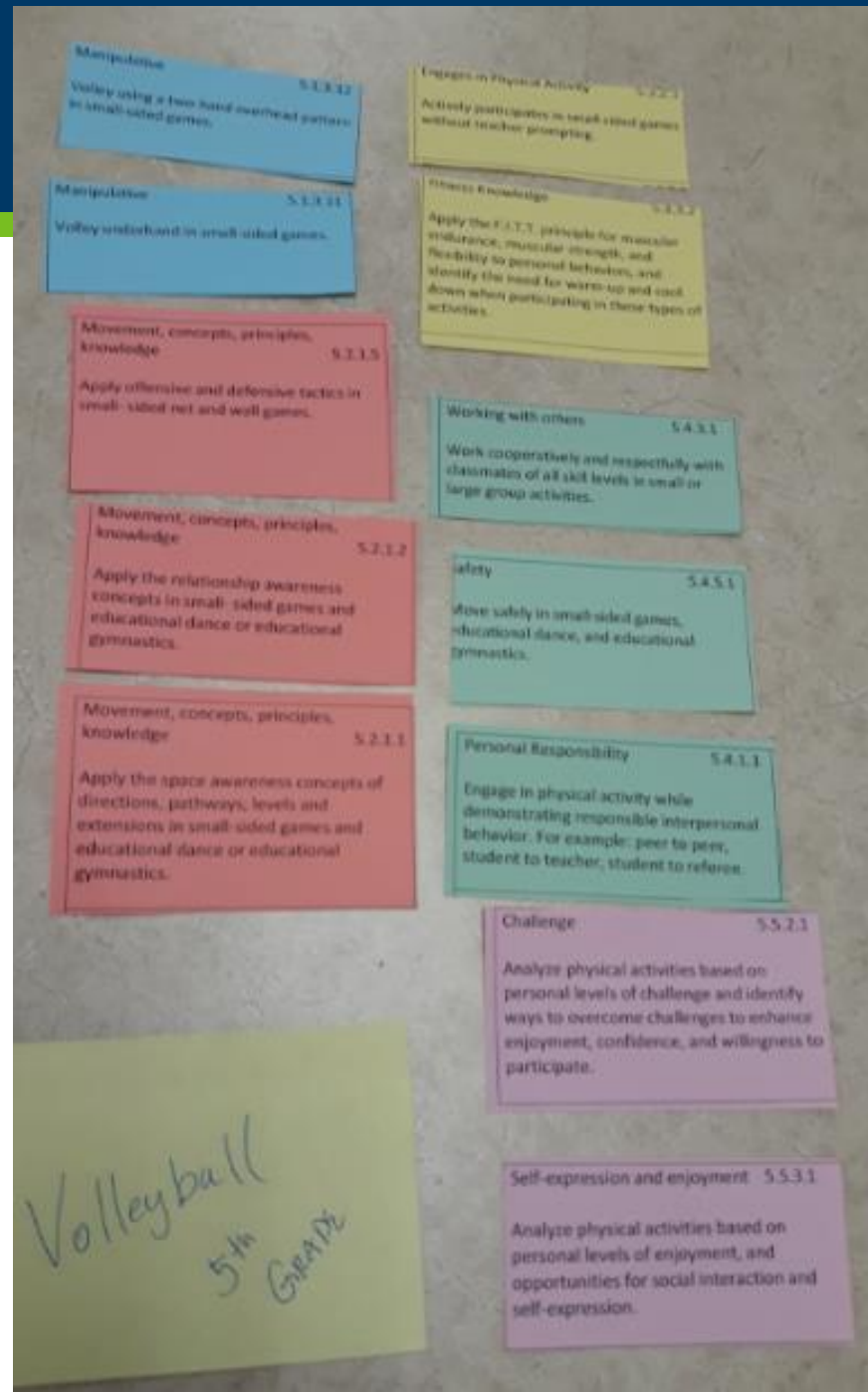
- The salad dressing makes the same salad appear and taste different
- Just like the physical activity or equipment changes the appearance and experience of the bundle of benchmarks, the benchmarks can be bundled & re-bundled in lots of different combinations to make a variety of salads



- Bundle Activity



- Bundle Activity



Bundling Directions

- In your small group, start with standard 1 benchmark/s
- Add benchmarks from standards 2-5 that you 'go together' to 'learn' common bundle concepts
- Use blank paper to explain 'what' your students will be 'learning' from your bundle
- When finished, walk to the next group's bundle and look at their work (take a photo, ask questions)

Bundling Benchmarks = building salads

- 3.1.3.16: perform a variety of jump rope skills =



- 3.2.1.3: apply effort awareness concepts of speed & force =



- 3.3.3.1: define cardiorespiratory fitness and provide examples =



- 3.4.1.1: work independently, exhibit responsibility =



- 3.4.5.1: move safely =



- 3.5.2.1: challenge & enjoyment =



Performance Outcomes for Bundles

Students will use correct force and speed to perform 10 different jump rope tricks chosen from a set of 20 options (including jumps of varying levels of difficulty); they will use these experiences to create their own definition of cardiorespiratory fitness and recognize the effects consecutive jumping has on the heart and lungs; they will demonstrate respectful behaviors by remaining on task and following the safety protocols, and they will reflect on their personal experiences with challenge and enjoyment.

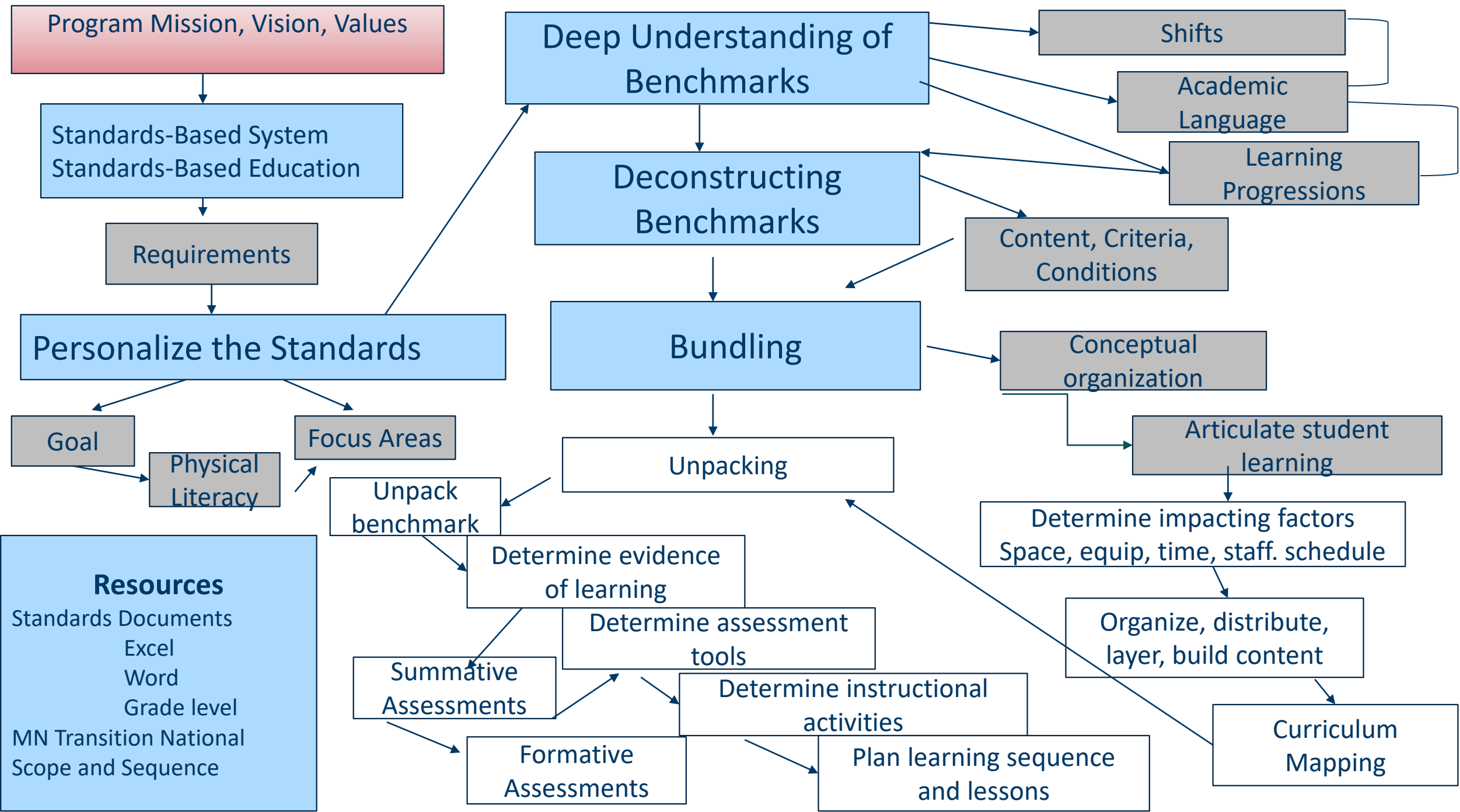
Happy Dance



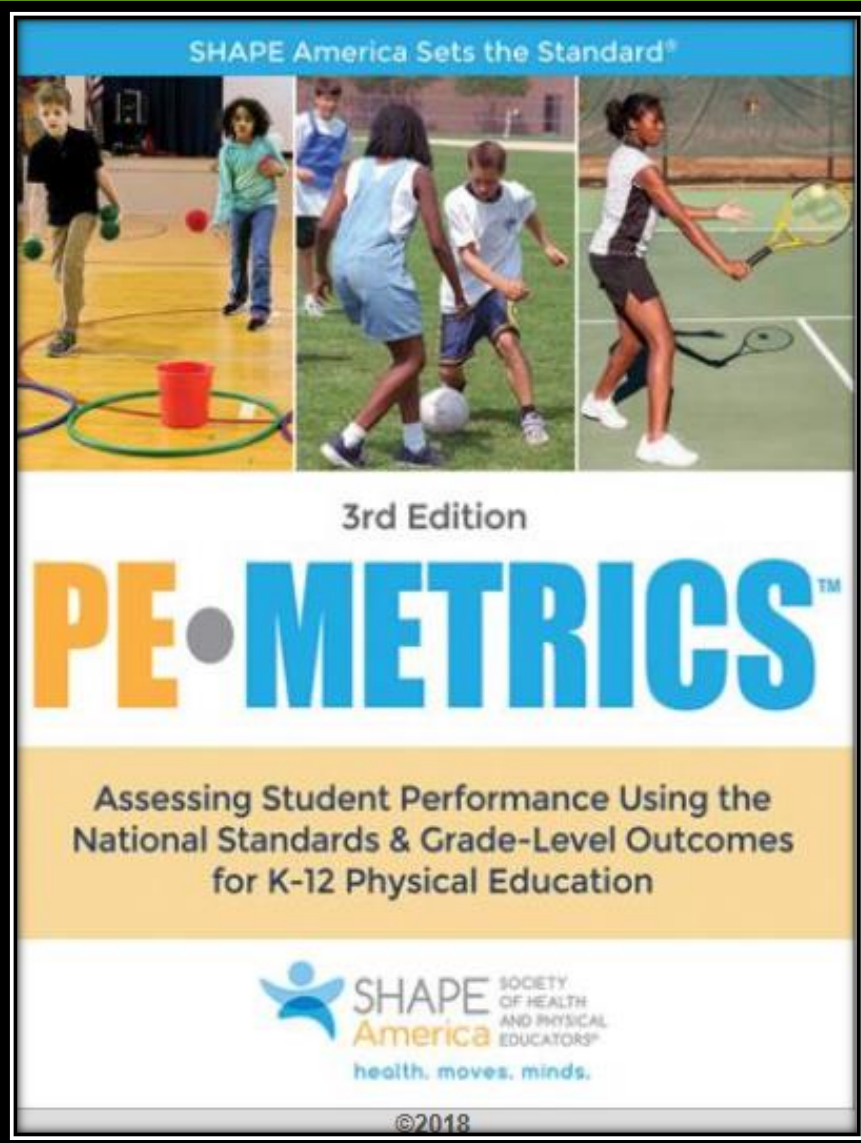
https://www.youtube.com/watch?v=cB3SjE3_NA8

Part 4: Planning for Future Actions

- What we did – where we are going.
- Sample Assessments
- MDE Year 2 trainings
- Action Planning
- Evaluation



Sample Assessments



Sample Assessments for Minnesota Academic Standards and Grade-Level Benchmarks in Physical Education Elementary (Grades K-5)

Minnesota Statute 120B.021

The Minnesota Department of Education must make available sample assessments, which schools may use as an alternative to local assessments, to assess students' mastery of the [2018 Minnesota Academic Standards in Physical Education and Grade-Level Benchmarks](#).

Sample Physical Education Assessments

This document provides sample assessments for measuring student performance aligned with the [2018 Minnesota Academic Standards in Physical Education and Grade-Level Benchmarks](#). These user-friendly sample assessments allow teachers to measure performance and knowledge across all five state physical education standards. Teachers can use samples as they are, modify them to fit a curriculum, or use them to create an original assessment that is more appropriate for the school teaching environment and needs.

Assessment Tools

There are many tools available for gathering data on student knowledge and performance. Selecting the appropriate tool depends on the tool's ability to provide evidence specific to the benchmark and performance criteria. The sample assessment tools provided in this document include checklists, tally sheets, exit slips, short answer, performance, self-assessments, rubrics, student logs and essays. These assessments should all be part of a cohesive assessment plan, which ties learning and teaching together.

How to Use the Sample Assessments

When viewing the sample assessments, teachers should remember the context of their teaching environment (e.g., space, number of students, availability of equipment). Select, modify or create assessments that fit the program and provide the most robust information on what students know and are able to do.

MDE Trainings Year 2

- Create and plan curriculum
 - Assess Opportunity To Learn Standards
 - Apply Essential Components
 - Conduct Curriculum mapping
 - Identify Scope and sequence
 - Unpacking
- Identify evidence of student learning through assessments
 - Define Assessment Essentials
 - Define purpose
 - Identify categories of assessments
 - Identify assessment tools
 - Review sample assessments
 - Identify guidelines for developing assessments
- Create a master climate for Instruction/student learning
 - Teach for content and skill mastery
 - Implement deliberate practice tasks guidelines
 - Maximize the number of practice opportunities
- Update long term action plans

Action Plan



Action Plan: Next Steps

Identify your action steps to continue you on your curriculum development journey.

Action Step	Person(s) Responsible	Time Allocated	Completed By When	Notes or Progress

Minnesota Department of Education Physical Standards Training 2019
Action Plan Template

Once action steps are complete,
Write one on a stickie note and place on wall poster paper.





Creating a Shared Understanding of the 2018 Academic Standards in Physical Education Workshop, 2019 Evaluation

Utilize the scale below to rate your knowledge levels of the content covered in this workshop. Place an "X" in the corresponding number that identifies where you think you were at the beginning of the workshop; and place an "O" in the corresponding number that relates to where you believe you are after completing the workshop. You can put the "X" and "O" in the same box if it applies.

Before/After Knowledge

Workshop Content	Rating Scale 1 Not familiar	Rating Scale 3 Somewhat Familiar	Rating Scale 4 Moderately familiar	Rating Scale 5 Extremely familiar	Rating Scale 6 Extremely familiar, but my knowledge was confirmed.	Rating Scale 7 Extremely familiar, but I did learn something new.
Importance of a standards-based system						
Role and purpose of standards						
2018 MN Physical Education Standards						
Shifts in PE standards						
Academic language in PE standards.						
Learning progressions in PE standards						
Resources available for PE standards						
Deconstructing Benchmarks Process						
Bundling Benchmarks Process						

Please add any additional comments regarding the workshop today.

Please complete your evaluations!
Response to this informs our workshop planning!

Thank you!

Mary Thissen-Milder

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