



Minnesota Physical Education (PE) Standards and Benchmarks

Distance Learning Activity Examples

August, 2020

The following tables provide examples of the [2018 Minnesota K-12 Academic Standards and Grade-Level Benchmarks](#) along with sample activity ideas and strategies for implementation for distance learning activities. The charts are divided into grade-bands of K-2, 3-5, 6-8, and 9-12. They identify the focus area across the grade-bands represented in the chart, followed by sample activity ideas teachers may use working toward an individual grade-level benchmark. They are not to be interpreted as an activity that meets a benchmark.

It is important to note that during the 2020-21 school year, some activity categories may be difficult to do during a distance learning model. Physical educators are encouraged to utilize their professional judgement to determine feasibility of implementation.

During distance learning, physical educators should continue to address all state standards and select activities that require little to no shared equipment by students. If equipment is needed, it should be provided by the school, or utilize common household items. Physical educators should keep in mind all considerations identified in the Physical Education Considerations for Distance Learning section of this document.

The emphasis of standards at each grade level remains the same. There is a strong emphasis for grades K-5 in standard 1 in the development of motor skills and movement patterns in the locomotor, non-locomotor and manipulative focus areas. Grades 6-8 also focus heavily on standard 1, with emphasis on specializing the fundamental motor skills and movement patterns to game categories, with an additional strong emphasis on standards 2 and 3 that focus on movement concepts, principles, strategies and tactics as well as health-enhancing physical activity and fitness. The emphasis for grades 9-12 is on standard 3 with focus areas of physical activity and fitness knowledge, engagement in physical activity, assessment and program knowledge, nutrition, and stress management.

The charts are not meant to be an exhaustive list, but to provide a catalyst for physical educators to generate additional ideas.

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Grades K-2 Minnesota Standards and Benchmarks Distance Learning Activity Examples

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Student Sample Activities
<p>1. Motor skills and movement patterns</p>	<ul style="list-style-type: none"> • Locomotor - hop, gallop, slide, skip, run: 0.1.1.1-2.1.1.1 • Locomotor – horizontal jump: 0.1.1.2-2.1.1.2 • Locomotor - vertical jump: 0.1.1.3-2.1.1.3 • Locomotor – dance: 0.1.1.4- 2.1.1.4 • Non-locomotor – Balance: 0.1.2.1-2.1.2.1 • Manipulative - Roll and throw underhand: 0.1.3.1-2.1.3.1 • Manipulative – catch: 0.1.3.4-2.1.3.4 • Manipulative - dribble with feet: 0.1.3.6-2.1.3.6 	<ul style="list-style-type: none"> • Hop or gallop around a room. • Jump back and forth over an imaginary line on two feet. • Jump as high as you can 10 times. • Using household items such as spoons, create a rhythm and march in place. • Balance on different bases of support between two lines or objects. • Using a ball formed by regular household items, such as a sock ball, roll and throw underhand toward a target such as a chair. • Catch a self-tossed ball, such as a sock ball. • Utilizing a ball made of regular household items (sock ball), dribble with the feet around household objects.
<p>2. Movement concepts, principles, strategies and tactics</p>	<ul style="list-style-type: none"> • Space: 0.2.1.1-2.2.1.1 • Speed, force, direction: 0.2.1.3- 2.2.1.3 	<ul style="list-style-type: none"> • Create an obstacle course at home, or with sidewalk chalk, take pictures and share with the teacher. • Travel slowly around a household object (e.g., table, couch) slowly, then repeat increasing speed.
<p>3. Health-enhancing physical activity and fitness (it is not developmentally appropriate to have students engage in fitness testing at this level)</p>	<ul style="list-style-type: none"> • Engages in physical activity: 0.3.2.1-2.3.2l.1 • Fitness knowledge: 0.3.3.1-2.3.3.1; 0.3.3.2-2.3.3.2 • Nutrition: 0.3.5.1-2.3.5.1 	<ul style="list-style-type: none"> • Participate in physical activities at home identified by a teacher-developed physical activity daily calendar, and when completed, place a check mark on the calendar. • Through discussion with a teacher or worksheet provided, identify activities that make the heart beat faster. • Through discussion with a teacher or worksheet provided, identify activities that make the heart healthy, identify foods that are healthy.
<p>4. Responsible personal and social behavior</p>	<ul style="list-style-type: none"> • Personal responsibility: 0.4.1.1-2.4.1.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, identify behaviors outside the home that are important to stay safe and healthy during COVID-19.
<p>5. Value of physical activity</p>	<ul style="list-style-type: none"> • Challenge: 0.5.2.1-2.5.2.1 • Self-expression and enjoyment: 0.5.3.1-2.5.3.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, identify activities that <ul style="list-style-type: none"> ○ are hard to do ○ are easy ○ are fun

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Grades 3-5 Minnesota Standards and Benchmarks Distance Learning Activity Examples

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmark Sample Activities
<p>1. Motor skills and movement patterns</p>	<ul style="list-style-type: none"> • Locomotor - hop, gallop, slide, skip, run: 3.1.1.1-5.1.1.1 • Locomotor - horizontal Jump: 3.1.1.5-2.1.1.2 • Locomotor – dance: 3.1.1.4- 5.1.1.4 • Balance 3.2.1-5.1.2.1 • Manipulative - throw overhand: 3.1.3.1-5.1.3.1 • Manipulative – catch: 3.1.3.4-5.1.3.4 • Manipulative – dribble with feet: 3.1.3.6-5.1.3.6 	<ul style="list-style-type: none"> • Move around a household object (e.g., table or couch) changing from one locomotor skill to another (e.g., hop, skip, run). • Approach an imaginary line on the floor and long jump landing on two feet. • Skip around a household object (e.g., table, couch) following the beat in any music. • Balance on a variety of bases of support. • Using a ball formed by regular household items, such as a sock ball. • Throw overhand toward a target such as a chair. • Catch a self-tossed ball. • Dribble with the feet around a household object varying speeds.
<p>2. Movement concepts, principles, strategies and tactics</p>	<ul style="list-style-type: none"> • Strategies and tactics: 3.2.1.4-5.2.1.4; 3.2.1.5-5.2.1.5; 3.2.1.6-5.2.1.6 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, identify game situations that are offensive or defensive in: <ul style="list-style-type: none"> ○ invasion games examples ○ net and wall games examples • Through discussion with a teacher or worksheet provided, identify situations in a target game when you would throw a ball hard or soft.
<p>3. Health-enhancing physical activity and fitness</p>	<ul style="list-style-type: none"> • Physical activity knowledge: 3.3.1.1-5.3.1.1 • Engages in physical activity: 3.3.2.1-5.3.2.1 • Fitness knowledge: 3.3.3.1-5.3.3.1 • Nutrition: 3.3.5.1-5.3.5.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheets provided, <ul style="list-style-type: none"> ○ Identify physical activity participation outside class over the past week ○ Identify the time spent in those physical activities and compare the time to daily physical activity guidelines. ○ Identify the components of the F.I.T.T. principle. ○ Explain the importance of drinking water during physical activity.
<p>4. Responsible personal and social behavior</p>	<ul style="list-style-type: none"> • Rules and etiquette: 3.4.4.1-5.4.4.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, identify appropriate etiquette in physical activity scenarios.
<p>5. Value of physical activity</p>	<ul style="list-style-type: none"> • Challenge: 3.5.2.1-5.5.2.1 • Self-expression and enjoyment: 3.5.3.1-5.5.3.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, <ul style="list-style-type: none"> ○ Rate various physical activities according to personal levels of challenge. ○ Identify characteristics of physical activities that are enjoyable.

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Grades 6-8 Minnesota Standards and Benchmarks Activity Distance Learning Activity Examples

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Sample Activities
1. Motor skills and movement patterns	<ul style="list-style-type: none"> • Dance and rhythms: 6.1.1.1-8.1.1.1 • Invasion games: 6.1.3.5-8.1.3.5 • Target games: 6.1.5.1-8.1.5.1 	<ul style="list-style-type: none"> • Create a dance using the correct rhythm and pattern for a student-selected dance form. Make a video or live stream with the teacher. • Utilizing a ball made of regular household items (sock ball), dribble with feet combined with passing to an identified target in the home or outside during a soccer-like practice task. Make a video or live stream with the teacher • Utilizing regular household items, set up objects similar to a bowling alley and execute an underhand roll or toss with control toward the target. Make a video or live stream with the teacher
2. Movement concepts, principles, strategies and tactics	<ul style="list-style-type: none"> • Invasion games: 6.2.1.1-8.2.1.1 • Fielding and striking: 6.2.4.1-8.2.4.1 • Outdoor pursuits: 6.2.6.1-8.2.6.1 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, <ul style="list-style-type: none"> ○ identify an open space a player would move to without the ball to receive it during an invasion game such as ice hockey. ○ identify offensive situations to advance a teammate in a fielding and striking game such as softball. ○ Describe the basic skills and tactics necessary for canoeing.
3. Health-enhancing physical activity and fitness	<ul style="list-style-type: none"> • Engages in physical activity: 6.3.2.1-8.3.2.1 • Fitness knowledge: 6.3.3.3-8.3.3.3 • Assessment and planning: 6.3.4.2-8.3.4.2 • Stress management: 6.3.6.1-8.3.6.1 	<ul style="list-style-type: none"> • Keep a log of participation in self-selected aerobic activities using technology and submit to the teacher. • Through discussion with a teacher or worksheet provided, describe the overload training principle and how it affects fitness. • Maintain physical activity and nutrition logs and reflect on activity levels and submit to the teacher. • Through discussion with a teacher or worksheet provided, identify several strategies for dealing with stress.
4. Responsible personal and social behavior	<ul style="list-style-type: none"> • Personal responsibility: 6.4.1.2-8.4.1.2 • Safety: 6.4.5.2-8.4.5.2 	<ul style="list-style-type: none"> • Through discussion with a teacher or worksheet provided, <ul style="list-style-type: none"> ○ identify positive personal physical activity behaviors that portray sportsmanship. ○ Identify weather conditions that stop a golf game.

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Sample Activities
5. Value of physical activity	<ul style="list-style-type: none"> • Health: 6.5.1.1-8.5.1.1 • Challenge: 6.5.2.1-8.5.2.1 • Self-expression and enjoyment: 6.5.3.1-8.5.3.1 	<ul style="list-style-type: none"> • Chart and analyze personal screen time and describe how it may impact health and submit to the teacher. • Through discussion with a teacher or worksheet provided, <ul style="list-style-type: none"> ○ Identify 3 positive coping strategies that assist in physical activity challenges. ○ Identify a favorite physical activity and identify 3 ways it provides for self-expression or enjoyment.

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Grades 9-12 Minnesota Standards and Benchmarks Distance Learning Activity Examples

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Sample Activities
1. Motor skills and movement patterns	<ul style="list-style-type: none"> • Lifetime activities: 9.1.1.1 • Lifetime activities: 9.1.1.2 • Dance and rhythms: 9.1.2.1 	<ul style="list-style-type: none"> • Make a video or live stream with the teacher demonstrating competency and activity-specific movements for kayaking. • Make a video or live stream with the teacher demonstrating competency and activity-specific movements for individual swimming skills in aquatics. • Make a video or live stream with the teacher demonstrating competency in line dancing.
2. Movement concepts, principles, strategies and tactics	<ul style="list-style-type: none"> • Movement concepts, principles and knowledge: 9.2.1.2 • Movement concepts, principles and knowledge: 9.2.1.3 	<ul style="list-style-type: none"> • Through discussions with the teacher or on a worksheet provided, use movement concepts to analyze and improve performance in Yoga or Pilates. • Design and submit to the teacher a practice plan to improve figure skating and describe how the plan addresses areas of need.
3. Health-enhancing physical activity and fitness	<ul style="list-style-type: none"> • Physical activity knowledge: 9.3.1.2 • Engages in physical activity: 9.3.2.1 • Fitness knowledge: 9.3.3.4 • Stress management: 9.3.6.1 	<ul style="list-style-type: none"> • Through discussions with the teacher or on a worksheet provided, evaluate the validity of claims for three different activity trackers pertaining to fitness and a healthy, active lifestyle. • Document and submit a log validating participation several times per week in physical activities outside the school day. • Calculate and track target heart rate during a personal fitness plan. Write results and submit to teacher. • Through discussions with the teacher or on a worksheet provided, identify three stress management strategies that can be implemented during physical activity that can reduce and affect health.
4. Responsible personal and social behavior	<ul style="list-style-type: none"> • Working with others: 9.4.3.1 • Safety: 9.4.4.1 	<ul style="list-style-type: none"> • Complete a self-reflection regarding self-communication skills expressed during small group physical activity during class. • Through discussions with the teacher or on a worksheet provided, identify best practices for safe participation weight lifting with free weights.

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Sample Activities
5. Value of physical activity	<ul style="list-style-type: none"> • Health: 9.5.1.1 • Challenge: 9.5.2.1 • Self-expression and enjoyment: 9.5.3.1 	<ul style="list-style-type: none"> • Through discussions with the teacher or on a worksheet provided, analyze health benefits of participating in Yoga or Pilates. • Through discussions with the teacher or on a worksheet provided, communicate a self-reflection of a physical activity challenge and how it was overcome. • Through discussions with the teacher or on a worksheet provided, provide a self-reflection how participation in hip hop allows for self-expression or enjoyment.

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