



Minnesota Physical Education (PE) Standards and Benchmarks

In-School Activity Examples

August, 2020

The following tables provide examples of the [2018 Minnesota K-12 Academic Standards and Grade-Level Benchmarks](#) accompanied by sample activity ideas for implementation when students are in-school. 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.

Physical educators should continue to address all state standards at all grade levels, prioritizing the need for physical distancing, masks when possible, and limited or no use of shared equipment by students. Physical educators should keep in mind physical distancing and all other considerations identified in the physical education [Considerations for In-School Instruction](#) 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. Some activities will require modification to meet physical distancing guidelines.

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Grades K-2 Minnesota Standards and Benchmarks In-School Activity Examples

MN Physical Education Standards	MN Physical Education Focus Areas and Benchmarks	MN Physical Education Benchmarks Student Sample Activities
1. Motor skills and movement patterns	<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 - Dance: 0.1.1.4- 2.1.1.4 ▪ Balance: 0.1.2.1-2.1.2.1 ▪ Manipulative - Roll and throw underhand: 0.1.3.1-2.1.3.1 ▪ Manipulative - Roll Catch: 0.1.3.4-2.1.3.4 ▪ Manipulative - Dribble with hands: 0.1.3.5-2.1.3.5 ▪ Manipulative - Dribble with feet: 0.1.3.6-2.1.3.6 	<ul style="list-style-type: none"> ▪ Move in general space using different locomotor skills to music. ▪ Jump back and forth over a line on two feet. ▪ Act out movement stories read by the teacher. ▪ Balance on idifferent bases of support between two lines or objects. ▪ Roll and throw underhand in target activities. ▪ Catch a self-tossed ball. ▪ Dribble with hands around objects. ▪ Dribble with feet around object.
2. Movement concepts, principles, strategies and tactics	<ul style="list-style-type: none"> ▪ Space: 0.2.1.1-2.2.1.1 ▪ Relationships: 0.2.1.2-2.2.1.2 ▪ Speed, force, direction: 0.2.1.3-2.2.1.3 	<ul style="list-style-type: none"> ▪ Participate in personal and general space traveling activities. ▪ Create an obstacle course (avoid students touching objects). ▪ Travel in general space, changing speeds to rhythmic activities.
3. Health-enhancing physical activity and fitness (it is not developmentally appropriate to have students engage in fitness testing at this level)	<ul style="list-style-type: none"> ▪ Engages in physical activity: 0.3.2.1-2.3.2.1 ▪ 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 teacher-led physical activities during class. ▪ Identify physiological changes in heart rate or sweating in their body before, during and after activity. ▪ Describe the need for good nutrition and connections to physical activity.
4. Responsible personal and social behavior	<ul style="list-style-type: none"> ▪ Personal responsibility: 0.4.1.1-2.4.1.1 ▪ Safety: 0.4.5.1-2.4.5.1 	<ul style="list-style-type: none"> ▪ Explain the importance of new routines and rules during COVID-19. ▪ Utilize physical distancing, move safely with equipment in personal space.
5. Value of physical activity	<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"> ▪ Share perceived enjoyment and difficulties experienced during physical activities. ▪ Identify any differences in personal feelings participating in physical activities alone or with others.

Adapted from SHAPE America School Reentry Considerations: K-12 Physical Education In-School Instruction With Physical Distancing Supplement. June 2020. This chart represents sample 2018 Minnesota Physical Education Standards and Grade-Level Benchmarks. It identifies focus areas across the grade-band 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.

Grades 3-5 Minnesota Standards and Benchmarks In-School 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 • Non-locomotor - Balance: 3.2.1-5.1.2.1 • Manipulative - Throw overhand: 3.1.3.1-5.1.3.1 • Manipulative - Catching: 3.1.3.4-5.1.3.4 • Manipulative - Dribble with hands: 3.1.3.5-5.1.3.5 • Manipulative - Dribble with feet: 3.1.3.6-5.1.3.6 	<ul style="list-style-type: none"> • Move in open space changing locomotor movements on teacher command. • Approach a line on the floor and long jump landing on two feet. • Sequence four different movement skills to music and repeat. • Balance on a variety of bases of support. • Throw underhand in target activities. • Throw a ball to a wall and catch at varying levels. • Dribble with hands in open space varying speeds. • Dribble with feet in open space 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"> • Watch an invasion game video and identify when a team switches from offensive to defensive. • Watch a net and wall game video and identify two specific offensive tactics. • Roll or throw a ball to a target and apply distance and directional tactics.
<p>3. Health-enhancing physical activity and fitness</p>	<ul style="list-style-type: none"> • 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"> • Actively participate in a small-sided game with no teacher prompting. • 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 • Safety: 3.4.5.1-5.4.5.1 	<ul style="list-style-type: none"> • Reflect on personal behavior during activity and identify examples of appropriate etiquette. • Utilize physical distancing, move safely with equipment in general space.
<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"> • 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 In-School 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 • Net and wall games: 6.1.4.1-8.1.4.1 • 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 • Dribble with feet combined with passing during a soccer practice task. • Legally serve into a predetermined target during a badminton practice task. • Execute an underhand roll or toss with control in a bocce ball practice task.
2. Movement concepts, principles, strategies and tactics	<ul style="list-style-type: none"> • Invasion games: 6.2.1.1-8.2.1.1 • Target games: 6.2.3.1- 8.2.3.1 • 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"> • Move to an open space without the ball and receive a foot pass from a partner in a soccer practice task. • Vary the speed, force and trajectory during a bowling practice task. • Identify offensive situations to advance a teammate in a softball game. • 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"> • Participate in a variety of self-selected aerobic activities using technology. • Describe the overload training principle and how it affects fitness. • Maintain physical activity and nutrition logs and reflect on activity levels. • 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"> • Identify two or more strategies that self-reinforce positive physical activity behaviors. • Identify weather conditions that stop a golf game.
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. • Identify 3 positive coping strategies that assist in physical activity challenges. • Identify a favorite physical activities and identify 3 ways it provides for self-expression or enjoyment.

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Grades 9-12 Minnesota Standards and Benchmarks In-School 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"> • Demonstrate competency and activity-specific movements for kayaking. • Demonstrate competency and activity-specific movements for individual swimming skills in aquatics • Demonstrate 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"> • Use movement concepts to analyze and improve performance in Yoga or Pilates. • Design 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"> • Evaluate the validity of claims for three different activity trackers pertaining to fitness and a healthy, active lifestyle. • Document participation several times per week in physical activities outside the school day. • Calculate and track target heart rate during a personal fitness plan. • Identify three stress management strategies that can be implemented during physical activity that can reduce and effect 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 their communication skills during small group physical activity during class. • Identify best practices for safe participation weight lifting with free weights.
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"> • Analyze health benefits of participating in Yoga or Pilates. • Provide a self-reflection of a physical activity challenge and how it was overcome. • Provide a self-reflection how participation in hip hop allows for self-expression or enjoyment.

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