

**KINDERGARTEN** – Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Example
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills.</p>	<p>Practices walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities. Practices bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities. Demonstrate starting and stopping in response to a teacher initiated signal.</p>
	<p>2. Students will demonstrate progress toward the functional form of manipulative skills</p>	<p>Tossing a variety of objects and catching it by self. Receives a rolled ball. Striking a slow object (e.g., balloon) with body parts. Practice bouncing and catching a large ball.</p>
	<p>3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative)</p>	<p>Responds to a rhythmic beat (e.g., drum) with locomotor or nonlocomotor movement. Performs a simple pattern to music. Interprets music with creative movements.</p>
	<p>4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts</p>	<p>Performs a variety of animal walks Discover balance by using varies body parts Practices balance by executing different shapes and poses.</p>
<p><b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b></p>	<p>1. Students will identify fundamental movement patterns</p>	<p>Recognizes and can name basic locomotor patterns Recognizes the difference between dribbling with hands versus feet. Recognizes the difference between fleeing and chasing Knows how to tag safely.</p>
	<p>2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds, Light/heavy weights, balance, twist)</p>	<p>Knows the signals for stop and start Responds to a slow versus medium versus fast pace Knows how to form a circle with appropriate spacing Knows that a good static balance requires a still body</p>

Standard	Benchmarks	Activity/Example
	3. Students will apply appropriate concept to performance (e.g., change direction while running).	Knows the concepts of placing self in front of, behind, and to the side of an object. Knows and responds to concepts of moving forward, backwards, and sideways. Knows the concepts of traveling over, under, inside, and outside an object.
	4. Students will identify various body parts and their location	Knows where to locate parts of the head (e.g., eyes, eyebrows, nose, mouth, ears, chin, cheeks) Knows where to locate parts of the body (e.g., arms, legs, ankles, feet, knees, wrists, hands). Knows top versus bottom and front versus back. (e.g., top and bottom of foot).
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will engage in moderate to vigorous physical activity.	Performs a variety of locomotor movements for 3–5 minutes Participates in Simple Games that provide continuous movement (e.g., Wild Horse Round Up, Tag) Jumps a turned rope
	2. Students will participate in activities that require some physical exertion.	Participates in a continuous obstacle course Participates in stations Jogs or moves continuously for 3–5 minutes
	3. Students will participate in physical activity that is good for one’s health.	Climbs various pieces of equipment Participates in tumbling skills Stretches before vigorous activity
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will sustain moderate to vigorous physical activity for short periods of time.	Hop on 1 foot for 10 seconds Gallop with music Participate in beginning tag activities
	2. Students will identify how the body feels during different kinds of physical activity.	Relate different items to heart rhythms (e.g., drum beat) Explains why sweating occurs during exercise. Explains what happens to breathing during exercise.
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.	Plays fairly during simple games Verbalizes rules and procedures Moves safely during exploratory activities

Standard	Benchmarks	Activity/Example
	2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.	Uses equipment appropriately during skill practice Uses kind words with classmates during simple games Shares equipment with classmates
<b>6. Values physical activity for health, enjoyment, challenge, self- expression, and social interaction. (Intrinsic Value)</b>	1. Students will try new movement and activity skills.	Creates a variety of animal movements. Walks heel to toe on a line for extended length Properly tags and accepts tags from others.
	2. Students will participate in a variety of physical activities.	Participates in lead up games Participate in continuous relay activities.
	3. Students will associate positive feelings with participation in physical activity.	Smiles during physical activity Shows verbal and nonverbal indicators of enjoyment Shows a thumbs up during an activity when prompted by teacher for feedback
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	Students willingly participate in activities without hesitation Student pairs with other students in class for activity (e.g., bridge building) Student consistently chooses different people for partner activities

**GRADE 1** – Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Example
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate functional form of locomotor and nonlocomotor skills.</p>	<p>Refines walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities. Refines bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities. Uses locomotor skills by playing follow the leader activities with partner. Mirror a partner using nonlocomotor skills.</p>
	<p>2. Students will travel and change directions quickly in response to a signal.</p>	<p>Play tag safely by changing directions, stopping and starting when appropriate Responds to various rhythmic signals with associated locomotor skills Responds to a variety of rhythmic signals during movement exploratory activities.</p>
	<p>3. Students will demonstrate functional form of manipulative skills.</p>	<p>Tosses and catches a variety of objects with a partner. Bounces and catches a ball to self. Strikes an object with a variety of implements. Kicks a stationary ball</p>
	<p>4. Students will travel in relationship to objects (e.g., over, under, behind, and through).</p>	<p>Travel through a simple obstacle course. Creates a variety of shapes and forms with a partner; then moves through them. Moves through general space in a variety of ways avoiding people and objects.</p>
	<p>5. Students will perform simple rhythmical patterns (e.g., scattered, circle, partner)</p>	<p>Responds to simple square dance calls. Performs a simple folk dance to music. Interprets music with creative movements.</p>
<p><b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b></p>	<p>1. Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels–high, medium, low).</p>	<p>Recognizes curved, straight, and zigzag pathways. Recognizes high, medium, and low levels. Knows various speeds (e.g., slow = walk, medium = jog, and fast = run) Repeats cue words associated with movement skills (e.g., skip = step hop)</p>

Standard	Benchmarks	Activity/Example
	2. Students will identify the basic functions of bones and muscles.	<p>Knows that muscles in the legs help motor movements (e.g., kicking and running)</p> <p>Knows that muscles in the upper body (chest and arms) help moto skills (e.g., throwing, pushing, climbing)</p> <p>Knows that bones are the “framework” of the body</p>
	3. Students will apply appropriate movement concept to performance.	<p>Recognizes that focal points help in the balance process.</p> <p>Recognizes that heavier objects require more effort to move.</p> <p>Recognizes locomotor skills that require light versus strong force concepts (e.g., tip toe versus stomping)</p>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate in regularly scheduled physical activities in a variety of settings.	<p>Jogs/walks continuously for 5 – 10 minutes Participates in low organized games</p> <p>Participates in activities that use various pieces of equipment (e.g., ropes, balls, paddles)</p>
	2. Students will practice the components of health-related fitness.	<p>Stretches before vigorous activity</p> <p>Practices age-appropriate fitness test skills \</p> <p>Practices arm support activities / Participates in aerobic activities</p>
	3. Students will engage in moderate to vigorous physical activity.	<p>Participates in continuously moving simple games (e.g., tag)</p> <p>Participates in rope jumping activities</p> <p>Participates in continuous relay-type activities</p>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will identify how the body feels during different kinds of physical activity.	<p>Explains why breathing faster provides more oxygen during exercise</p> <p>Explains why blood flows faster through the body when we work harder</p> <p>Explains why sweat occurs during exercise.</p>
	2. Students will sustain moderate to vigorous physical activity for short periods of time.	<p>Participate in short relays across the gym</p> <p>Run/Jog/speed walks 1/4 of a mile</p> <p>Participates in “never ending” tag games</p>
	3. Students will recognize the components of health-related fitness.	<p>Knows that stretching helps flexibility</p> <p>Knows that Jogging/Running helps to increase cardio respiratory endurance.</p> <p>Knows that eating from healthy food groups helps maintain good body composition.</p> <p>Knows that participating in specific exercises (e.g., modified pull ups,</p>

Standard	Benchmarks	Activity/Example
		push-ups and curl ups) helps make muscles strong (muscular strength and endurance)
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.	Plays fairly during simple games Verbalizes rules and procedures Moves safely during exploratory activities
	2. Students will share space and equipment with others.	Uses general space safely while moving during exploratory activities Shares equipment during partner activities Uses equipment in designated space without interfering with others
	3. Students will use equipment safely and responsibly.	Follows teacher's directions regarding appropriate equipment use during skill practice Jumps rope safely in general space Chooses an area with enough space to throw and catch with a partner
	4. Students will stop activity immediately at the signal to do so.	Returns equipment to appropriate place on teacher's signal Freezes body on teacher's signal Stops play during simple games on a signal
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will interact positively with others regardless of personal differences.	Involves other people in activities Pairs with other students on a frequent basis Offer a positive reinforcement (e.g., smile) towards other students
	2. Students will recognize opportunities to be physically active at school, home, or in the community.	Participates in extracurricular activities and shares with the class Encourages others in the class. Participates with full effort in and out of class.
	3. Students will associate positive feelings with participation in physical activity.	Participates and does not give up on the first attempt of an activity. Uses verbal and nonverbal emotions to show outward feelings (e.g., smile and words of encouragement) Ready to participate and engage at the beginning of class. Demonstrates persistence in practicing skills.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability)	Engages in a variety of activities with different partners. Participates in creative dance with different people Shows active involvement in everyday activities.

**GRADE 2** – Sample Minnesota Benchmarks

<b>Standard</b>	<b>Benchmarks</b>	<b>Activity/Example</b>
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations.	Plays a variety of tag games (midnight, crows and cranes, dragon’s tail) Travels through space avoiding people and objects during movement exploration activities.
	2. Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings.	Performs smooth and continuous locomotor skills as directed by teacher for skill check Responds to musical selection requesting specific locomotor responses (e.g., “Listen and Move” by Greg and Steve. Demonstrates locomotor skills in relay or game format with partners
	3. Students will demonstrate progress toward a mature form in manipulative skills.	Strikes a ball from a tee Dribbles a ball alternating hands Catch a ball bounced by a partner Jump a self-turned rope a variety of ways Kicks a rolled ball.
	4. Students will demonstrate a variety of rhythmical patterns.	Performs appropriate folk dances (e.g., Children’s German Polka) Use lummi sticks to repeat simple rhythmical patterns Performs appropriate contemporary dances (e.g., Bunny Hop) Keeps specific tempo while performing simple dance steps.
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will demonstrate motor patterns in simple combinations.	Performs a routine, using a locomotor skill in combination with levels, pathways, direction, and/or speed. (e.g., skipping at a medium level in a zigzag pattern backwards) Pass and catch a ball with a partner using a variety of levels. Performs a simple tumbling routine by combining a roll, turn, and balance.
	2. Students will apply movement concepts to a variety of basic skills.	Recognize appropriate safety practices in general space (throwing or kicking in a safe area) Twist trunk when throwing an object overhand. Be able to explain that the harder you kick an object the further it will travel. (e.g., concept of force) Absorb force when landing by bending your knees.

Standard	Benchmarks	Activity/Example
	3. Students will follow cues to improve performance.	Keep eyes focused on an object when striking or receiving. Keep elbow above your shoulder when performing an overhand throw. Use wrists to continue moving a self-turned rope
	4. Students will use feedback to improve performance.	Corrects movement errors in response to teacher feedback. (e.g., bat above shoulder when striking a ball) Corrects movement errors in response to peer feedback. (e.g., moves closer to allow partner to receive an accurate throw) Corrects movement errors in response to self-feedback (e.g., adjust distance to provide a more accurate kick towards a target)
	5. Students will identify at least one activity related to the components of health-related fitness.	List an activity that is associated with flexibility List an activity that is associated with muscular strength and endurance List an activity that is associated with cardio-respiratory endurance List an activity that affects body composition
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will experience and express pleasure from participation in physical activity.	Enjoys Low-organized games Expresses satisfaction after learning various ways of jumping rope and other new skills Enjoys rhythmic activities
	2. Students will engage in moderate to vigorous physical activity.	Jogs/speed walks continuously from 5 – 12 minutes Continuously jumps a long rope Engages in activity provided by a continuous obstacle course
	3. Students will identify and participate in at least one activity related to the components of health-related fitness.	Practices age-appropriate fitness tests Engages in arm strength and endurance activities. ( e.g., modified pushups) Engages in abdominal strength and endurance activities. ( e.g., modified curl ups) Participates in continuous aerobic activities. ( e.g., jogging, jumping rope) Participates in stretching activities
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing.	Run/Jog/Speedwalk 1/2 mile Engages in continuous activity during physical education class. Uses jogging as a means of a warm-up activity

Standard	Benchmarks	Activity/Example
	2. Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).	Relates sweating to everyday activities Knows that one's heart beat is directly related to the amount of one's effort Knows that breathing controls oxygen input
	3. Students will progress in their ability to participate in moderate physical activities.	Increases continuous jogging time Increases number of modified arm strength exercise. Climbs higher or further as arm strength increases
	4. Students will participate in physical activities that reflect the components of health-related fitness.	Participates in beginning rope climbing Move hand over hand along a horizontal ladder (e.g., monkey bars) Support one's body on a balance beam Swim 1 length of the pool Participate in a variety of games that increase breathing and heart rate. Stretch muscles before physical activity.
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply rules, procedures and safe practices with few reminders.	Tags with appropriate force during Tag games Follows rules in simple games Moves randomly through general space safely during movement exploratory activities Uses equipment and space safely and properly.
	2. Students will work cooperatively with a partner or small group to complete a task.	Cooperatively practices tossing and catching with a partner Cooperatively works at a station with a partner or small group Completes a cooperative motor task with a small group Honestly reports results of work.
	3. Students will practice conflict resolution skills.	Talks out simple solutions regarding minor conflict with partner Peers talk through conflict, with teacher assistance, and choose an appropriate solution for resolution. Takes turns fairly within a small group
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will gain competence to provide enjoyment of movement.	Dribbles a ball fluently. Walks, jogs, and runs without colliding into another student. Participates in folk or ethnic dance with positive attitude

Standard	Benchmarks	Activity/Example
	2. Students will try new skills and games for challenge.	Experiments with different strokes such as the front and back crawl Understands and participates in a modified bowling game Participates in different partner balance stunts. Tries simple juggling skills
	3. Students will enjoy interaction with friends through physical activity.	Positively discusses with other students the outcomes of an activity. Able to accept a tag from a classmate. Offers words of encouragement to students throughout the class.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	Participates in partner style games without hesitation (e.g., catch with a ball) Gives examples of cooperation and sharing Students gain new friendships during activities from the different interaction.

**Grade 3** – Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Examples
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate mature form in all locomotor and nonlocomotor skills.	Combine three locomotor skills (e.g., hop, skip, and jump) to develop a sequence. Plays leap frog with a partner. Uses body to act out a dramatic story.
	2. Students will demonstrate an understanding the elements of dance.	Creates a dance sequence Performs the Patty Cake Polka Performs a mixer dance. Performs rhythmic activities with different tempos.
	3. Students will demonstrate dynamic and static balance in a variety of activities.	Demonstrates a counterbalance with a partner. Balances in an inverted position. Walks the length of the balance beam. Walks forward on stilts.
	4. Students will develop manipulative skills in game situations.	Plays “Keep It Up” with a partner. Plays “Expansion Ball” with a partner. Participates in “Dribble Tag.”
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will learn to focus on important cues and adjust movement to specific situations.	Aligns body in the pathway of the ball when receiving a pass Focuses on the rope striking the floor when entering the front door of a long rope Focuses on the beat of the music, when performing a simple dance.
	2. Students will use feedback to improve performance.	Keeps elbow up when shooting a free throw Follows through upon completion of skill (e.g., tennis racquet follow through, softball pitch follow through) Increases force to increase speed (e.g., throwing a runner out at a base) Uses checklists to assess a skill
	3. Students will identify major bones and muscles.	Identifies major bones of arms and legs (e.g., femur, tibia, fibula, radius, ulna, humerus) Identifies major bones of head and trunk (e.g., cranium, mandible, ribs, sternum, clavicle, spine)

Standard	Benchmarks	Activity/Examples
		<p>Identifies major muscles of arms and legs (e.g., biceps, triceps, hamstrings, quadriceps, Gastrocnemius/calf)</p> <p>Identifies major muscles of trunk (e.g., gluteus maximums, hip flexors, abdominals, pectorals, latissimus dorsi)</p>
	4. Students will recognize the fitness components.	<p>Identifies flexibility as a component of health related fitness.</p> <p>Identifies muscular endurance as a component of health related fitness.</p> <p>Identifies muscular strength as a component of health related fitness</p> <p>Identifies body composition as a component of health related fitness</p> <p>Identifies cardio-respiratory endurance as a component of health related fitness.</p>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will identify opportunities to be physically active outside of the school setting.	<p>Participates in swimming</p> <p>Participates in riding bicycle</p> <p>Participates in an organized team sport</p> <p>Participates on a gymnastic or dance team</p>
	2. Students will experience and express pleasure from daily participation in physical activity.	<p>Enjoys playing simple games</p> <p>Enjoys jumping rope with a partner</p> <p>Enjoys aerobic activities to music</p> <p>Describes pleasure from physical activity</p>
	3. Students will engage in moderate to vigorous activity.	<p>Participates in continuous tag games</p> <p>Participates in continuous “relay” type activities</p> <p>Participates in circuit stations</p>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous physical activity.	<p>Moves continuously in water for 5-10 minutes.</p> <p>Participates in a continuous team lead-up game without stopping</p> <p>Plays tag games that involve strategy</p> <p>Skates continuously for 10-15 minutes.</p>
	2. Students will identify the physiological indicators that accompany moderate to vigorous activity.	<p>Recognizes that some people sweat more than others</p> <p>Recognizes that muscles grow in comparison to work</p> <p>Recognizes that lung capacity increases with a variety of aerobic activities</p>
	3. Students will identify personal (fitness-component) strengths and weaknesses using a National Fitness Test.	<p>Runs 1/2 or 1 mile and compares own score with nationally recommended score.</p> <p>Identifies own Sit and Reach test score with nationally recommended score</p>

Standard	Benchmarks	Activity/Examples
		<p>Compares number of personal pull ups with national score recommendation</p> <p>Compares number of curl ups or pushups with national score recommendation</p> <p>Compare BMI with national score recommendations.</p>
<p><b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b></p>	<p>1. Students will apply rules, procedures, etiquette, and safe practices with little or no reinforcement.</p>	<p>While bowling, shows good etiquette regarding lane use</p> <p>Wears appropriate safety equipment during floor hockey play</p> <p>Follows procedures for buddy system during aquatics unit</p>
	<p>2. Students will work cooperatively with a partner or small group.</p>	<p>Cooperatively works with small group to complete assigned task</p> <p>Partners cooperatively check off each other's skills</p> <p>Turns a long rope appropriately for skill level of jumper</p> <p>Cooperates and treats others with respect during physical activities</p>
	<p>3. Students will apply conflict resolution skills with little or no reinforcement.</p>	<p>Responds appropriately to peer when questioned about rule infraction</p> <p>Quickly corrects inappropriate actions on first reminder by teacher</p> <p>Compromises with peers</p> <p>Describes positive ways to solve problems</p>
<p><b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b></p>	<p>1. Students will experience enjoyment while participating in physical activity.</p>	<p>Smiles during activity</p> <p>Participates in activities without hesitation</p> <p>Maintains a high level of participation during the class period.</p>
	<p>2. Students will accept the feelings resulting from challenges, successes, and failures in physical activity.</p>	<p>Acknowledge other students for their achievements in physical education class.</p> <p>Keeps participating no matter the outcome of a particular activity (e.g., relay games)</p> <p>Does not exploit success in front of the class or others</p> <p>Accepts winning and losing graciously.</p>
	<p>3. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).</p>	<p>Participate in a modern dance with everyone in class</p> <p>Participate in lead up activities (e.g., around the world in basketball) with everyone.</p> <p>Demonstrates patience by letting all the people in class participate.</p> <p>Recognizes that people have different preferences and abilities in physical activities.</p>

Standard	Benchmarks	Activity/Examples
	4. Students will interact appropriately with peers while participating in group activities.	<p>Knows the rules to the activity or game and follows them to the best of their ability.</p> <p>Recognizes the differences in the group and gives everyone an opportunity to participate.</p> <p>Capitalizes on the strengths of the other students in the group during activities.</p> <p>Interacts with others by helping with their physical activity challenges</p>

**GRADE 4** – Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Examples
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and nonlocomotor skills.	Enters into and jump a long rope. Throws a variety of objects to a target using correct form. Plays Keep Away with a ball and scoops.
	2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.	Dribbles a ball while guarded by a defender. Receives an object while guarded by a defender. Plays versions of “Capture the Flag.”
	3. Students will acquire beginning skills of a few specialized movement forms (e.g., lead-up skills).	Participates in Frisbee activities. Demonstrates a variety of soccer-related skills. Participates in small-sided games (e.g., 2 on 2 basketball)
	4. Students will combine movement skills in applied settings.	Play “Pepper” to practice softball skills Develops a tumbling sequence. Participates in 4-on-4 “Keep Away” with a ball
	5. Students will create a dance sequence and refine it into a repeatable pattern.	Creates a line dance Creates a tinkling or jump band routine. Creates an interpretive dance to a musical selection.
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will apply critical elements to improve personal performance in fundamental and selected specialized motorized motor skills.	Performs a long jump with vs. without arm lift and examines the difference Examines the results using various points of release when throwing a ball overhand Examines the difference between being “on the balls of feet” vs. flat footed when applying the concept of “ready position”
	2. Students will use critical elements of fundamental and specialized movement skills to provide feedback to others.	Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward. Explains the importance of keeping “eyes on the ball” when batting
	3. Students will identify the fitness components. (e.g. health related and skill related)	List the five component of health related fitness Participates in warm up exercises, and identifies the component

Standard	Benchmarks	Activity/Examples
		associated with each exercise List the six components of skill related fitness Identifies examples of skill related fitness components in associated sport skills.
	4. Students will understand that appropriate practice improves performance.	Identifies that sprinting will improve short distance running Identifies that striking, throwing and catching all improve eye-hand coordination Identifies that stretching improves flexibility. Maintains a volley, with a partner, keeping object within court boundaries
	5. Students will recognize strategies that improve movement performance (e.g., angle of throw, spin).	Examines the results of a basketball contacting a backboard at various angles Examines the results of a ball thrown at a wall using various angles Examines the results of a bounce pass applying top and back spin
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	Participates in lead up games for team sports Jogs/speed walks continuously for 5 – 15 minutes Participates in lead up games for individual and dual sports
	2. Students will identify the benefits derived from physical activity.	Identifies that continuous aerobic activity strengthens heart & lungs Identifies specific exercises that strengthen specific muscle groups Identifies specific stretches assist specific muscle groups in becoming more flexible.
	3. Students will identify and participate in several moderate to vigorous activities that provide personal pleasure.	Participates in small sided games (soccer, football, basketball) Jump rope continuously for 3 to 5 minutes Participates in aerobic dance routines to music
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will identify and participate in several activities related to each component of physical fitness.	Jumps rope to improve cardiovascular system Participates in long toss to improve arm strength Understands that plyometric increases muscle endurance and strength in the legs. Participates in stretching activities to increase flexibility Knows that physical activity levels and eating habits affect body composition

Standard	Benchmarks	Activity/Examples
	2. Students will associate results of fitness testing to personal health status and ability to perform various activities	Recognizes that flexibility tested by sit and reach is associated with improved performance and reduction of injury. Recognizes that running improves cardiovascular endurance. Recognizes that continuously shooting baskets improves the muscular endurance of the arms and shoulders needed in game play.
	3. Students will meet the health-related fitness standards as defined by a National Fitness Test.	Successfully participates in the Fitnessgram Fitness Test Successfully participates in the President's Challenge Fitness Test
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will follow, with few reminders, activity specific rules, procedures and etiquette.	Plays modified games. Correctly uses specified boundaries Shows good sportsmanship qualities during game play.
	2. Students will utilize safety principles in activity situations.	Keeps hockey stick below knee level during skill work and game play Climbs to heights appropriate to strength and comfort level of self, as well as, guidelines set by teacher Throws and catches with a partner utilizing safe spacing
	3. Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.	Plays small sided soccer game cooperatively Encourages team. Successfully participates in simple partner skill challenges Accepts individual responsibility for completing specific tasks in a group activity.
	4. Students will work independently and on-task for short periods of time.	Uses video to independently practice a skill Successfully completes one step in juggling before moving onto the next progression Completes skill work independently
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will experience enjoyment while participating in physical activity.	Demonstrates eagerness to try new skills and activities. Shares fun experiences in physical activity Shows outward verbal and nonverbal signs of a positive experience (e.g., constant movement, smiling, effort)
	2. Students will practice activities to increase skill competence.	Participate in bowling to increase balance, hand/eye coordination, and accuracy. Participates in lead-up activities, such as lightening in basketball, to achieve competence in shooting. Participates in "Give and Go" drills to increase passing skills

Standard	Benchmarks	Activity/Examples
	3. Students will interact appropriately with peers while participating in group activities.	Uses positive comments and refrains from using “put downs” during physical activity Sets group goals based on teamwork and sportsmanship. Takes responsibility for playing position in group activities
	4. Students will use physical activity as a means of self-expression.	Create a gymnastics routine Designs a new game Creates and performs a line or square dance sequence.
	5. Students will demonstrate the acceptance of other skills and abilities.	Participates in wheel chair basketball Creates and executes an activity that involves an impairment (e.g., hearing or vision impairment) Invites all students regardless of ability to participate in physical activities.

**Grade 5** – Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Examples
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will manipulate objects with accuracy and speed.	Effectively serves a ball. Effectively shoots at a goal. Pitches a horseshoe. Throws a runner out at base.
	2. Students will develop specialized movement skills (e.g., juggling, jump rope).	Juggles three scarves. Jumps a self-turned rope in a variety of different ways. Develops balance skills (e.g., stilts, unicycles, pogo sticks)
	3. Students will demonstrate beginning strategies for games and activities.	Moves to an open space to receive a pass. Passes to an open teammate. Directs a shot to an undefended area.
	4. Students will perform sequences of rhythmic movement with a beginning, middle, and end.	Performs a rhythmic ball routine. Performs a jump rope routine Performs a dance routine.
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will use fundamental strategies in modified sports-related games.	Fakes a hand off in football to deceive opponents Uses a lob shot to an opponent who is charging the net Bunts a pitched ball to advance a runner Moves away from a defensive player to receive a pass Uses offensive and defensive strategies for small sided, keep away games
	2. Students will identify and apply the functions of bone and muscles to performance.	Identifies that the skill of throwing involves the shoulder area and associated muscles Uses appropriate technique when lifting heavy objects (bent knees, lift with legs and back straight) Uses appropriate technique when putting a lightweight shot (shot under chin to start, push upward and forward with arm and shoulder, transfer weight using trunk and legs) Identifies that full extension of the leg on impact provides for a longer lever producing greater force when kicking
	3. Students will describe the fitness components.	Define the five components of health-related fitness Define the six components of skill-related fitness

Standard	Benchmarks	Activity/Examples
		<p>Give an example of an exercise or activity that improves each of the five components of health-related fitness</p> <p>Give an example of an activity that demonstrates each of the six skill-related fitness components</p>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<p>Plays small-sided, modified team sport games (e.g., 3 on 3 basketball)</p> <p>Plays “keep it up” with partner/s using a paddle or racquet</p> <p>Plays continuous tag games while manipulating equipment</p>
	2. Students will identify the benefits derived from physical activity.	<p>Understands that engaging in physical activities that increase the heart rate, strengthens the heart</p> <p>Understands that stretching before vigorous physical activity decreases the chance of pulling muscles during play</p> <p>Understands that using the arms and shoulders in climbing activities, increases upper body strength</p>
	3. Students will participate in moderate to vigorous physical activity.	<p>Participates in fitness circuit stations</p> <p>Participates in continuous jog /walk for 5 – 15 minutes</p> <p>Continuously jumps a self-turn rope from 5 to 15 minutes</p>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will assess personal fitness based on valid, reliable fitness test.	<p>Uses own fitness scores to assess areas for improvement</p> <p>Participates in Fitnessgram or President’s Challenge and analyzes results</p> <p>Analyzes strengths and weakness of personal fitness level based on fitness test results</p>
	2. Students will set goals to improve or maintain personal fitness.	<p>Chooses a component of fitness to improve on based on fitness test results and sets a personal goal accordingly</p> <p>Selects area/s of fitness to maintain based on fitness test results and sets personal goal/s accordingly.</p> <p>Sets personal, nutritional goal/s based on fitness test results</p>
	3. Students will identify and choose activities and work to improve personal fitness level.	<p>Uses a log to record activities performed to improve selected fitness goals</p> <p>Selects various activities from a “ prescribed menu” to perform to improve selected fitness goals</p> <p>Brainstorms, within a small group of peers, various physical activities to participate in to improve selected fitness goals</p>

Standard	Benchmarks	Activity/Examples
	4. Students will participate in moderate to vigorous activity in a variety of settings.	Participates in physical activity in the school setting Participates in physical activity with family members Participates in physical activity in an after school, extra-curricular setting (e.g., intramurals, recreation centers) Participates in physical activity with peers outside of school.
	5. Students will meet the health-related fitness standards as defined by a national fitness test.	Participates in Fitnessgram or President's Challenge fitness tests successfully.
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will remain on-task in a group activity without close teacher monitoring.	Uses video to independently practice a skill Successfully completes one step in juggling before moving onto the next progression Passes puck back and forth within group for specified period of time.
	2. Students will complete teacher-directed attempts at skill work independently.	Successfully completes number of lay-up attempts as directed by teacher Throws at target continuously until teacher directs change in activity. Independently works to successfully complete skill check list
	3. Students will utilize safety principles in activity situations.	Swings racket only when enough space is allowed to accommodate a safe stroke Checks area around self before turning rope to jump safely. Throws with appropriate speed and power for situation/partner ability
	4. Students will choose a partner that he or she can work with productively.	Chooses productive partner over best friend to practice skill work on volleyball forearm pass Willingly accepts partner/team configurations assigned by teacher Willingly chooses a partner based on same ability level. Willingly chooses a partner based on different skill level.
	5. Students will uses time wisely when given the opportunity to practice and improve performance.	Warms up independently after initial teacher instructions Completes skill specific practice independently before game play. Accepts individual responsibility for practicing skill to competency.
	6. Students will identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.	Records results accurately. Accepts official's call regarding rule infractions. Serves behind designated line Accepts individual responsibility for completing a specific task within directed time frame.

Standard	Benchmarks	Activity/Examples
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will identify opportunities to be physically active at home, school, and in the community.	Participates in extra curricular events outside the classroom. Recognize healthy fitness choices (e.g., walking or biking to an area rather than driving) Interacts with family members community
	2. Students will celebrate personal and or peer successes and achievements.	Maintains a student portfolio to compile one's accomplishment/s Students set goals and choose celebration to acknowledge successful completion of goal/s Congratulates other students upon successful outcome/s Expresses feelings positively verbally and non-verbally ("Way to go!" High Fives)
	3. Students will design games, gymnastics, and dance sequences that are personally interesting.	Involves rhythmic activities in dance that are creative and modern Creates and performs a line or square dance sequence to current musical selection Creates a gymnastics routine that integrates individual uniqueness and skills
	4. Students will demonstrate the acceptance of others skills and abilities.	List similarities and differences in games and activities of today versus games and activities of the past. Demonstrates ways to adapt various physical activities to include students of varying ability levels Creates a game where one student has a visual impairment and the other must assist that person
	5. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	Students share ideas regarding favorite activities. Students express their appreciation of success with peers and class. Students participate in cooperative games and icebreaker activities. Students express positive sense of accomplishment after completing a team building challenge during a class closure activity Students use positive, encouraging statements while completing a group goal-oriented task. ("You can do it." "Way to go." "We did it.")