

Minnesota Benchmarks



SHAPE Outcomes

Grade 6

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

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		Dance and Rhythms			Dance and Rhythms
Dance	6.1.1.1	Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.	S1.M1.6		Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance.
		Invasion and Field Games			Invasion and Field Games
Throwing	6.1.2.1	Throw for distance appropriate to the invasion or fielding and striking game practice tasks. For example: outfield to home plate; outfield to 3 rd base.	S1.M2.6		Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).
Catching	6.1.2.2	Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks.	S1.M3.6		Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
		Invasion Games			Invasion Games
Pass and receive	6.1.3.1	Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.	S1.M4.6		Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.
Throwing invasion	6.1.3.2	Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.	S1.M5.6		Throws, while stationary, a leading pass to a moving receiver.
Offensive skills	6.1.3.3	Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.	S1.M6.6 S1.M7.6		Performs pivots, fakes and jab steps designed to create open space during practice tasks. Performs



				the following offensive skills without defensive pressure: pivot, give & go, and fakes.
Dribble with hands	6.1.3.4	Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.	S1.M8.6	Dribbles, with dominant hand using a change of speed and direction in a variety of practice tasks
Dribble with control	6.1.3.5	Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion game practice tasks.	S1.M9.6	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
Shot on goal	6.1.3.6	Shoot on goal with accuracy in invasion game practice tasks.	S1.M10.6	Shoots on goal with power in a dynamic environment as appropriate to the activity.
Defensive skills	6.1.3.7	Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.	S1.M11.6	Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on mid-section of the body of the offensive player.
Net and Wall Games			Net and Wall Games	
Serving underhand	6.1.4.1	Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.	S1.M12.6	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.
Striking overhand	6.1.4.2	Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis.	S1.M13.6	Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis.
Forehand and backhand short-handled	6.1.4.3	Demonstrate the forehand and backhand strokes using a short-handled implement in small-sided net and wall practice tasks. For example: paddleball, pickleball, short-handled racket tennis.	S1.M14.6 S1.M15.6	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. Transfers weight with correct timing for the striking pattern.
Forehand volley	6.1.4.4	Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	S1.M16.6	Forehand volleys with a mature form and control using a short-handled implement.

Two handed volley	6.1.4.5	Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks.	S1.M17.6	Two-hand volleys with control in a variety of practice tasks.
		Target Games		Target Games
Underhand roll	6.1.5.1	Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes.	S1.M18.6	Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce or horseshoes.
Striking for accuracy	6.1.5.2	Strike, using an implement and a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf.	S1.M19.6	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.
		Fielding and striking		Fielding and striking
Striking pitched ball	6.1.6.1	Strike a pitched ball, using an implement, in a variety of fielding and striking game practice tasks.	S1.M20.6	Strikes a pitched ball with an implement with force in a variety of practice tasks.
Catching different trajectories	6.1.6.2	Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.	S1.M21.6	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.
		Outdoor Pursuits		Outdoor Pursuits
Outdoor skills	6.1.7.1	Demonstrate correct technique-for basic skills in an outdoor activity	S1.M22.6	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.
		Individual Pursuits		Individual Pursuits
Individual performance skills	6.1.8.1	Demonstrate correct technique for basic skills in one individual-performance activity.	S1.M24.6	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.

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

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Offensive tactics	6.2.1.1	Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go. (Combined outcomes. No "a" or "b" in MN)	S2.M1.6 S2.M2.6 S2.M3.6	Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and, fakes; give & go. Creates open space by using the width and length of the field/court on offense.	
Reducing space	6.2.1.2	Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.	S2.M4.6	Reduces open space on defense by making the body larger and reducing passing angles.	
Denial	6.2.1.3	Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.	S2.M5.6	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass	
Transition	6.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly	S2.M6.6	Transitions from offense to defense or defense to offense by recovering quickly.	
		Net and Wall Games		Net and Wall Games	

Create space through variation	6.2.2.1	Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction.	S2.M7.6	Creates open space in net/wall games with a short-handled implement by varying force and direction.
Using tactics and shots	6.2.2.2	Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.	S2.M8.6	Reduces offensive options for opponents by returning to midcourt position.
		Target Games		Target Games
Shot selection	6.2.3.1	Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.	S2.M9.6	Selects appropriate shot and/or club based on the location of the object in relation to the target.
		Fielding and Striking		Fielding and Striking
Offensive strategies	6.2.4.1	Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.	S2.M10.6	Identifies open spaces and attempts to strike object into that space.
Reducing space	6.2.4.2	Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners.	S2.M11.6	Identifies the correct defensive play based on the situation (e.g., number of outs).
		Individual Performance activities, dance and rhythms		
Movement concepts	6.2.5.1	Vary the application of force during individual performance activities.	S2.M12.6	Varies application of force during dance or gymnastics activities
		Outdoor Pursuits		Outdoor Pursuits
Movement concepts		Weather covered in 6.4.5.2	S2.M13.6	Makes appropriate decisions based on the weather, level of difficulty due to the conditions or ability to ensure safety of self and others.
Individual performance techniques	6.2.6.1	Describe the basic skills and tactics needed for participation in an outdoor activity.		

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

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Physical activity knowledge		Physical activity knowledge	
6.3.1.1	Identify Barriers related to maintaining a physically active lifestyle.		New MN Benchmark
	Covered in 5.3.1.1	S3.M1.6	Describes how being physically active leads to a healthy body.
Engages in Physical Activity		Engages in physical activity	
	Covered in 0.3.1.1 through 5.3.1.1 progression	S3.M2.6	Participates in self-selected physical activity outside of physical education class.
6.3.2.1	Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance.	S3.M3.4 S3.M4.6	Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics and aerobic dance. Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fitness).
6.3.2.2	Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day	S3.M6.6	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day.
Fitness Knowledge		Fitness Knowledge	
	Covered in 6.1.6.1	S3.M5.6	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
6.3.3.1	Identify the components of skill-related fitness.	S3.M7.6	Identifies the components of skill-related fitness.
	Aligns with 6.3.4.1	S3.M8.6	Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.
6.3.3.2	Identify correct techniques and methods of stretching	S3.M9.6	Employs correct techniques and methods of stretching.

	No MN Benchmark		S3.M10.6	Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.
6.3.3.3	Describe the overload training principle and how it affects fitness		S3.M11.6	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness, and flexibility)
6.3.3.4	Describe the role of warm-ups and cool-downs before and after physical activity.		S3.M12.6	Describes the role of warm-ups and cool-downs before and after physical activity.
6.3.3.5	Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.		S3.M13.6	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale.
6.3.3.6	Identify major muscles and bones used in selected physical activities.		S3.M14.6	Identifies major muscles using in selected physical activities.
Assessment and Planning			Assessment and Planning	
6.3.4.1	Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.		S3.M15.6	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.
6.3.4.2	Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.		S3.M16.6	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.
Nutrition			Nutrition	
6.3.5.1	Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels.		S3.M17.6	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
Stress Management			Stress Management	
6.3.6.1	Identify possible causes of stress and the negative effects of stress on health.		S3.M18.6	Identifies positive and negative results of stress and appropriate ways to deal with each.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

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Personal and social Responsibility			Personal and social Responsibility
6.4.1.1	Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.	S4.M1.6	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
6.4.1.2	Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	S4.M2.6	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
Accepting feedback			Accepting feedback
6.4.2.1	Implement specific corrective feedback to improve performance.	S4.M3.6	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
Working with others			Working with others
6.4.1.1	Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.	S4.M4.6	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
6.4.3.1	Cooperate with a small group of classmates during game play, or team-building activities.	S4.M5.6	Cooperates with a small group of classmates during adventure activities, game play, or team building activities.
Rules and etiquette			Rules and etiquette
6.4.4.1	Follow the rules and etiquette for physical activities.	S4.M6.6	Identifies the rules and etiquette for physical activities, games and dance activities.
Safety			Safety
6.4.5.1	Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment	S4.M7.6	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
6.4.5.2	Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.		Was in SHAPE S2.M13.6

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

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Health		Health	
6.5.1.1	Describe the impact of screen time on levels of health.		New Minnesota benchmark
	Minnesota benchmark 0.5.1.1 through 5.5.1.1 progression	S5.M1.6	Describes how being physically active leads to a healthy body.
6.5.1.2	Identify the relationship between participation in physical activity and stress reduction.	S5.M2.6	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction
Challenge		Challenge	
6.5.2.1	Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.	S5.M3.6	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks.
Self-expression and enjoyment		Self-expression and enjoyment	
6.5.3.1	Describe how moving competently in a physical activity setting creates enjoyment.	S5.M4.6	Describes how moving competently in a physical activity setting creates enjoyment.
6.5.3.2	Describe how physical activity provides opportunities for self-expression.	S5.M5.6	Identifies how self-expression and physical activity are related.
Social Interaction		Social Interaction	
	Minnesota benchmark 6.4.1.1 through 6.4.5.2 progression	S5.M6.6	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.