

## Minnesota Benchmarks



## SHAPE Outcomes

### Grade 7

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

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		Dance and Rhythms		Dance and Rhythms
Dance	7.1.1.1	Demonstrate correct rhythm and pattern for two of the following dance forms: folk, social, creative, line or world dance.	S1.M1.7	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.
		Invasion and Field Games		Invasion and Field Games
Throwing	7.1.2.1	Throw for distance and accuracy appropriate to the invasion or fielding and striking game practice tasks	S1.M2.7	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
Catching	7.1.2.2	Catch from a variety of trajectories using different objects in invasion or fielding and striking small sided games.	S1.M3.7	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.
		Invasion Games		Invasion Games
Pass and receive	7.1.3.1	Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: soccer or speedball.	S1.M4.7	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.
Throwing invasion	7.1.3.2	Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.	S1.M5.7	Throws, while moving, a leading pass to a moving receiver.

Offensive skills	7.1.3.3	Execute at least one of the following skills designed to create open space during small-sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.	S1.M6.7 S1.M7.7	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. Performs the following offensive skills with defensive pressure: pivot, give & go, fakes.
Dribble with hands	7.1.3.4	Dribble with preferred and non-preferred hands using a change of speed and direction in a variety of invasion game practice tasks.	S1.M8.7	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
Dribble with control	7.1.3.5	Foot-dribble or dribble using an implement combined with passing in a variety of invasion game practice tasks.	S1.M9.7	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
Shot on goal	7.1.3.6	Shoot on goal with accuracy in small-sided invasion games.	S1.M10.7	Shoots on goal with power and accuracy in small-sided game play.
Defensive skills	7.1.3.7	Slide in all directions while on defense without crossing feet in invasion game practice tasks.	S1.M11.7	Slides in all directions while on defense without crossing feet.
		Net and Wall Games		Net and Wall Games
Serving underhand	7.1.4.1	Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.	S1.M12.7	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.
Striking overhand	7.1.4.2	Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.	S1.M13.7	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as badminton, volleyball or pickleball.
Forehand and backhand short-handed	7.1.4.3	Demonstrate forehand and backhand strokes using a long-handled implement in small- sided net and wall games. For example: badminton, tennis.	S1.M14.7 S1.M15.7	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.
Forehand volley	7.1.4.4	Forehand and backhand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	S1.M16.7	Forehand and backhand volleys with a mature form and control using a short-handled implement.

Two handed volley	7.1.4.5	Two-hand volley (underhand and overhand) with control in a small-sided net and wall game.	S1.M17.7	Two-hand volleys with control in a dynamic environment.
		Target Games		Target Games
Underhand roll	7.1.5.1	Execute an underhand roll or toss in a target game. For example: bowling, bocce, horseshoes.	S1.M18.7	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.
Striking for accuracy	7.1.5.2	Strike, using an implement and a stationary object for accuracy and distance in a target game. For example: croquet, shuffleboard, golf.	S1.M19.7	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.
		Fielding and striking		Fielding and striking
Striking pitched ball	7.1.6.1	Strike a pitched ball, using an implement, to open space in a variety of fielding and striking game practice tasks.	S1.M20.7	Strikes a pitched ball with an implement to open space in a variety of practice tasks.
Catching different trajectories	7.1.6.2	Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games.	S1.M21.7	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.
		Outdoor Pursuits		Outdoor Pursuits
Outdoor skills	7.1.7.1	Demonstrate correct technique for a variety of skills in an outdoor activity.	S1.M22.7	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.
		Individual Pursuits		Individual Pursuits
Individual performance skills	7.1.8.1	Demonstrate correct technique for a variety of skills in one individual-performance activity.	S1.M24.7	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance.

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

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		Invasion Games		Invasion Games
Offensive tactics	7.2.1.1	Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.  (Combined outcomes. No "a" or "b" in MN)	S2.M1.7  S2.M2.7 S2.M3.7	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing the size and shape of body) in combination with movement concepts (e.g., reducing the angle of the space, reducing distance between player and goal).  Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.  Creates open space by staying spread on offense, and cutting and passing quickly.
Reducing space	7.2.1.2	Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.	S2.M1.7  S2.M4.7	Reduces open space by using locomotor movements (e.g. walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal)  Reduces open space on defense by staying close to the opponent as he/she nears the goal.
Denial	7.2.1.3	Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	S2.M5.7	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.
Transition	7.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.	S2.M5.7	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

		Net and Wall Games		Net and Wall Games
Create space through variation	7.2.2.1	Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.	S2.M7.7	Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving an opponent from side to side.
Using tactics and shots	7.2.2.2	Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.	S2.M8.7	Selects offensive shot based on opponent's location (hit where opponent is not).
		Target Games		Target Games
Shot selection	7.2.3.1	Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games.	S2.M9.7	Varies the speed and/or trajectory of the shot based on the location of the object in relation to the target.
		Fielding and Striking		Fielding and Striking
Offensive strategies	7.2.4.1	Use a variety of shots to hit into open space in fielding and striking game practice tasks. For example: bunt, line drive, high arc.	S2.M10.7	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.
Reducing space	7.2.4.2	Analyze the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, position of runners.	S2.M11.7	Selects the correct defensive play based on the situation (e.g., number of outs).
		Individual performance		Individual performance
Movement concepts	7.2.5.1	Identifies and applies Newton's laws of motion to various dance or movement activities.	S2.M12.7	Identifies and applies Newton's laws of motion to various dance or movement activities.
		Outdoor Pursuits		Outdoor Pursuits
Movement concepts	7.2.6.1	Describe advanced skills and tactics needed for participation in an outdoor activity.		<b>New MN Benchmark</b>
		Covered in 7.4.5.2	S2.M13.7	Analyzes the situation and makes adjustments to ensure the safety of self and others.

### 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
7.3.1.1	Describe solutions for reducing barriers related to maintaining a physically active lifestyle.	S3.M1.7	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.
	Engages in physical activity		Engages in physical activity
7.3.2.1	Participate in a variety of strength- and endurance-fitness activities using technology or media. For example: Pilates, resistance training, body-weight training and light free-weight training.	S3.M2.7 S3.M3.7	Participates in a physical activity twice a week outside of physical education class. Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training).
7.3.2.2	Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	S3.M4.7 S3.M6.7	Participates in a variety of strength- and endurance- fitness activities such as weight or resistance training. Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.
	Covered in 6.1.7.1	S3.M5.7	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.
	Fitness Knowledge		Fitness Knowledge
7.3.3.1	Define the components of skill-related fitness.	S3.M7.7	Distinguishes between health-related and skill-related fitness.
	Aligns with 7.3.4.1	S3.M8.7	Adjusts physical activity based on a quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
7.3.3.2	Differentiate between dynamic and static stretches.	S3.M9.7	Describes and demonstrates the difference between dynamic and static stretches.
	No MN Benchmark	S3.M10.7	Describes the role of exercise and nutrition in weight management.

7.3.3.3	Describe the specificity principle and how it affects fitness.	S3.M11.7	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.
7.3.3.4	Design a warm-up and cool-down regimen for a self-selected physical activity.	S3.M12.7	Designs a warm-up/cool down regimen for a self-selected physical activity.
7.3.3.5	Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.	S3.M13.7	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.
7.3.3.6	Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.	S3.M14.7	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.
Assessment and Planning			Assessment and Planning
7.3.4.1	Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for two health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.	S3.M15.7	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.
7.3.4.2	Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.	S3.M16.7	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.
Nutrition			Nutrition
7.3.5.1	Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	S3.M17.7	Develops strategies to balancing healthy food, snacks and water intake, along with daily physical activity.
Stress management			Stress management
7.3.6.1	Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.	S3.M18.7	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

### 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
7.4.1.1	Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.	S4.M1.7	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
7.4.1.2	Demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	S4.M2.7	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
	Accepting feedback		Accepting feedback
7.4.2.1	Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.	S4.M4.7	Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.
	Working with others		Working with others
		S4.M4.7	Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.
7.4.3.1	Problem-solve with a small group of classmates during small group initiatives or game play.	S4.M5.7	Problem solves with a small group of classmates during adventure activities, small group initiatives, or game play.
	Rules and etiquette		Rules and etiquette
7.4.4.1	Apply rules and etiquette while self-monitoring personal behavior during physical activities.	S4.M6.7	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
	Safety		Safety
7.4.5.1	Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors.	S4.M7.7	Independently uses physical activity and exercise equipment appropriately and safely.
7.4.5.2	Analyze a physical activity situation and make adjustments to ensure safety of self and others.		<b>New MN Benchmark</b>



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

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Health		Health	
7.5.1.1	Chart and analyze personal screen time behaviors.		<b>New MN Benchmark</b>
	<b>Covered in MN 0.5.5.1 through 5.5.5.1 progression</b>	S5.M1.7	Identifies different types of physical activities and describes how each exerts a positive impact on health.
7.5.1.2	Explain the positive impact participation in physical activity has on one's physical, emotional, social and mental health.	S5.M2.7	Identifies positive mental and emotional aspects of participating in a variety of physical activities.
Challenge		Challenge	
7.5.2.1	Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	S5.M3.7	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.
Self-expression and enjoyment		Self-expression and enjoyment	
7.5.3.1	Describe how self-selected physical activities create enjoyment.	S5.M4.7	Identifies why self-selected physical activities create enjoyment.
7.5.3.2	Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.	S5.M5.7	Explains the relationship between self-expression and lifelong enjoyment through physical activity.
		Social Interaction	
	<b>Covered in MN 7.4.1.1 and 7.4.5.2</b>	S5.M6.7	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.