

Quaver Health·PE™



Idaho PE Correlations **Grades K-5**



Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
K-2.PE.1.1.1	Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).	Track & Field: Hop and Gallop Track & Field: Slide, Skip, and Walk Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.1.1.2	Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.	PE 101: Moving My Body Track & Field: Hop and Gallop Track & Field: Slide, Skip, and Walk Track & Field: Assess - Track & Field
K-2.PE.1.1.3	Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).	Foot Dribble and Pass: Sole Roll and Tap Kick: Kick a Stationary Ball I Catch: Catch After a Bounce Throw: Underhand Throw
K-2.PE.1.1.4	Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).	Jump, Balance, Spin, and Roll: Balance and Roll PE 101: Moving My Body Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll PE 101: Sporting Behavior
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.		
K-2.PE.2.1.1	Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).	Jump, Balance, Spin, and Roll: Balance and Roll Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.2.1.2	Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).	Jump, Balance, Spin, and Roll: Jump and Spin Track & Field: Hop and Gallop Track & Field: Assess - Track & Field

Standard	Description	PE Lessons
Standard 3: Health-Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
K-2.PE.3.1.1	Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program.).	Foot Dribble and Pass: Sole Roll and Tap Kick: Kick a Stationary Ball I Catch: Catch After a Bounce Throw: Underhand Throw
K-2.PE.3.1.2	Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).	PE 101: Moving My Body Foot Dribble and Pass: Dribble With Inside of Foot Jump, Balance, Spin, and Roll: Balance and Roll Track & Field: Slide, Skip, and Walk
K-2.PE.3.1.3	Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).	PE 101: Moving My Body
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
K-2.PE.4.1.1	Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).	PE 101: Equipment and Safety PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.2	Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).	PE 101: Equipment and Safety PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.3	Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).	PE 101: Sporting Behavior Jump Rope: Swing and Jump a Long Rope
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
K-2.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III

K-5 Idaho PE Correlations • Kindergarten



Standard	Description	PE Lessons
K-2.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
K-2.PE.5.1.3	Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).	PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym III

Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
K-2.PE.1.1.1	Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).	Track & Field: Hop, Gallop, Slide, and Skip Track & Field: Walk, Run, Over, and Under Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.1.1.2	Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.	Jump, Balance, Spin, and Roll: Jump and Spin Track & Field: Hop, Gallop, Slide, and Skip Track & Field: Walk, Run, Over, and Under Track & Field: Assess - Track & Field
K-2.PE.1.1.3	Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).	Foot Dribble and Pass: Dribble While Walking I Kick: Kick a Stationary Ball Throw: Assess - Throw Volley: Volley to Self
K-2.PE.1.1.4	Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).	Jump, Balance, Spin, and Roll: Jump and Spin Jump, Balance, Spin, and Roll: Balance and Roll Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll Track & Field: Assess - Track & Field
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.		
K-2.PE.2.1.1	Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).	Kick: Approach a Stationary Ball Jump, Balance, Spin, and Roll: Balance and Roll Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.2.1.2	Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).	Foot Dribble and Pass: Dribble While Walking I Kick: Kick a Stationary Ball Catch: Catch a Self-Toss Throw: Self-Toss and Underhand Throw I

Standard	Description	PE Lessons
Standard 3: Health-Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
K-2.PE.3.1.1	Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program).	Foot Dribble and Pass: Dribble While Walking I
		Throw: Self-Toss and Underhand Throw I
		Hand Dribble and Pass: Dribble With One Hand I
		Jump, Balance, Spin, and Roll: Jump and Spin
K-2.PE.3.1.2	Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).	PE 101: Moving My Body
		Jump, Balance, Spin, and Roll: Balance and Roll
		Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll
		PE 101: Sporting Behavior
K-2.PE.3.1.3	Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).	PE 101: Moving My Body
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
K-2.PE.4.1.1	Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).	PE 101: Equipment and Safety
		PE 101: Sporting Behavior
		Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.2	Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).	PE 101: Equipment and Safety
		PE 101: Sporting Behavior
		Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.3	Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).	PE 101: Sporting Behavior
		Jump Rope: Turn and Jump a Long Rope
		Volley: Volley to a Partner

Standard	Description	PE Lessons
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
K-2.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	Volley: Assess - Volley Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
K-2.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
K-2.PE.5.1.3	Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).	PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym III

K-5 Idaho PE Correlations • Second Grade



Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
K-2.PE.1.1.1	Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).	Track & Field: Locomotor Skills Track & Field: Over and Under Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.1.1.2	Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.	PE 101: Moving My Body Foot Dribble and Pass: Dribble While Walking II Foot Dribble and Pass: Assess - Foot Dribble and Pass Volley: Volley to a Partner II
K-2.PE.1.1.3	Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).	Foot Dribble and Pass: Dribble While Walking I Throw: Overhand Throw I Volley: Volley to a Partner I Strike with Manipulative: Strike Off Ground or Elevation I
K-2.PE.1.1.4	Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).	PE 101: Moving My Body PE 101: Sporting Behavior Jump, Balance, Spin, and Roll: Tuck Jump, Balance, and Roll Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.		
K-2.PE.2.1.1	Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).	Kick: Kick a Ball Moving on the Ground Jump, Balance, Spin, and Roll: Tuck Jump, Balance, and Roll Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.2.1.2	Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).	PE 101: Moving My Body Throw: Overhand Throw I Volley: Volley to a Partner I Jump Rope: Jump a Short Rope

K-5 Idaho PE Correlations • Second Grade



Standard	Description	PE Lessons
Standard 3: Health-Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
K-2.PE.3.1.1	Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program).	Foot Dribble and Pass: Dribble While Walking I
		Kick: Kick a Ball Moving on the Ground
		Throw: Overhand Throw I
		Jump Rope: Jump a Short Rope
K-2.PE.3.1.2	Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).	PE 101: Moving My Body
		Jump, Balance, Spin, and Roll: Jump and Spin
		Beyond the Gym and Dance: Beyond the Gym I
		Jump, Balance, Spin, and Roll: Tuck Jump, Balance, and Roll
K-2.PE.3.1.3	Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).	PE 101: Moving My Body
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
K-2.PE.4.1.1	Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).	PE 101: Equipment and Safety
		PE 101: Sporting Behavior
		Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.2	Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).	PE 101: Equipment and Safety
		PE 101: Sporting Behavior
		Beyond the Gym and Dance: Beyond the Gym I
K-2.PE.4.1.3	Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).	PE 101: Sporting Behavior
		Jump Rope: Turn and Jump a Long Rope
		Volley: Volley to a Partner I
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
K-2.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll
		Beyond the Gym and Dance: Beyond the Gym I
		Beyond the Gym and Dance: Beyond the Gym II
		Beyond the Gym and Dance: Beyond the Gym III

K-5 Idaho PE Correlations • Second Grade



Standard	Description	PE Lessons
K-2.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
K-2.PE.5.1.3	Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).	PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym III

K-5 Idaho PE Correlations • Third Grade



Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
3-5.PE.1.1.1	Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).	Beyond the Gym and Dance: Beyond the Gym I
		Beyond the Gym and Dance: Beyond the Gym II
		Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.1.1.2	Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).	Foot Dribble and Pass: Dribble While Jogging I
		Foot Dribble and Pass: Dribble While Jogging II
		Foot Dribble and Pass: Assess - Foot Dribble and Pass
3-5.PE.1.1.3	Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).	Kick: Assess - Kick
		Beyond the Gym and Dance: Beyond the Gym I
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.		
3-5.PE.2.1.1	Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, 4 agility, effort, opposition, balance, follow through, self and peer checklist).	Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll
		Track & Field: Locomotor Skills
		Track & Field: Leap
		Track & Field: Assess - Track & Field
3-5.PE.2.1.2	Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,).	PE 101: Moving My Body
		Jump, Balance, Spin, and Roll: Jump and Balance
		Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll
3-5.PE.2.1.3	Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).	Throw: Overhand Throw I
		Throw: Overhand Throw II
		Throw: Assess - Throw
		PE Toolbox: Feedback Sandwich
Standard 3: Health Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
3-5.PE.3.1.1	Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).	PE 101: Moving My Body

K-5 Idaho PE Correlations • Third Grade



Standard	Description	PE Lessons
3-5.PE.3.1.2	Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/community programs).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.3.1.3	With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).	PE 101: Sporting Behavior
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
3-5.PE.4.1.1	Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).	PE 101: Equipment and Safety Throw: Overhand Throw II
3-5.PE.4.1.2	Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).	PE 101: Sporting Behavior Kick: Kick a Moving Ball I Strike with Manipulative: Assess - Strike With Manipulative Beyond the Gym and Dance: Beyond the Gym II
3-5.PE.4.1.3	Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).	Throw: Overhand Throw I Hand Dribble and Pass: Dribble While Jogging I Volley: Volley to a Partner I Jump, Balance, Spin, and Roll: Jump and Balance
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
3-5.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).	PE 101: Moving My Body Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.5.1.3	Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	PE 101: Equipment and Safety PE 101: Sporting Behavior Beyond the Gym and Dance: Beyond the Gym III PE Toolbox: Beyond the Gym

Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
3-5.PE.1.1.1	Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).	Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.1.1.2	Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).	Foot Dribble and Pass: Passing Strike with Manipulative: Strike Off Elevation With a Partner Track & Field: Locomotor Skills
3-5.PE.1.1.3	Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).	Foot Dribble and Pass: Passing Foot Dribble and Pass: Receiving Foot Dribble and Pass: Assess - Foot Dribble and Pass
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.		
3-5.PE.2.1.1	Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, 4 agility, effort, opposition, balance, follow through, self and peer checklist).	Catch: Catch in Action Hand Dribble and Pass: Passing Jump, Balance, Spin, and Roll: Assess - Jump, Balance, Spin, and Roll Beyond the Gym and Dance: Beyond the Gym I
3-5.PE.2.1.2	Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy).	Catch: Catch in Action Catch: Assess - Catch Strike with Manipulative: Strike Over a Net With a Partner Strike with Manipulative: Assess - Strike With Manipulative
3-5.PE.2.1.3	Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).	Throw: Throw While Moving I Jump, Balance, Spin, and Roll: Full Turn Jump Jump, Balance, Spin, and Roll: Balance PE Toolbox: Feedback Sandwich
Standard 3: Health Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
3-5.PE.3.1.1	Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).	PE 101: Moving My Body

Standard	Description	PE Lessons
3-5.PE.3.1.2	Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/community programs).	PE 101: Moving My Body
		Beyond the Gym and Dance: Beyond the Gym III
		PE Toolbox: Beyond the Gym
3-5.PE.3.1.3	With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).	PE 101: Moving My Body
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
3-5.PE.4.1.1	Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).	PE 101: Moving My Body
		Kick: Assess - Kick
		Catch: Catch in Various Positions
		Track & Field: Long Jump
3-5.PE.4.1.2	Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).	PE 101: Moving My Body
		PE 101: Sporting Behavior
		Jump, Balance, Spin, and Roll: Balance
		Track & Field: Long Jump
3-5.PE.4.1.3	Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).	PE 101: Sporting Behavior
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
3-5.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	Beyond the Gym and Dance: Beyond the Gym III
		PE Toolbox: Beyond the Gym
3-5.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).	Beyond the Gym and Dance: Beyond the Gym III
		PE Toolbox: Beyond the Gym
3-5.PE.5.1.3	Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	PE 101: Moving My Body
		Beyond the Gym and Dance: Beyond the Gym III
		PE Toolbox: Beyond the Gym

Standard	Description	PE Lessons
Standard 1: Skilled Movement		
Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
3-5.PE.1.1.1	Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).	Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.1.1.2	Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).	Foot Dribble and Pass: Passing and Receiving Review Foot Dribble and Pass: Foot Passing in Action
3-5.PE.1.1.3	Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).	Foot Dribble and Pass: Foot Passing in Action Foot Dribble and Pass: Assess - Foot Dribble and Pass Kick: Assess - Kick
Standard 2: Movement Knowledge		
Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.		
3-5.PE.2.1.1	Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, 4 agility, effort, opposition, balance, follow through, self and peer checklist).	PE 101: Moving My Body Foot Dribble and Pass: Passing and Receiving Review Hand Dribble and Pass: Passing Beyond the Gym and Dance: Beyond the Gym II
3-5.PE.2.1.2	Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy).	Beyond the Gym and Dance: Beyond the Gym I Beyond the Gym and Dance: Beyond the Gym II Beyond the Gym and Dance: Beyond the Gym III
3-5.PE.2.1.3	Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).	Throw: Throw While Moving I Jump, Balance, Spin, and Roll: Full Turn Jump Jump, Balance, Spin, and Roll: Balance PE Toolbox: Feedback Sandwich
Standard 3: Health Enhancing Personal Fitness		
Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.		
3-5.PE.3.1.1	Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).	PE 101: Moving My Body



Standard	Description	PE Lessons
3-5.PE.3.1.2	Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/community programs).	PE 101: Moving My Body PE 101: Sporting Behavior Kick: Kick a Moving Ball
3-5.PE.3.1.3	With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).	PE 101: Moving My Body
Standard 4: Personal and Social Responsibility		
Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
3-5.PE.4.1.1	Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).	PE 101: Equipment and Safety Catch: Catch in Various Positions Strike with Manipulative: Strike Over a Net With a Partner Strike with Manipulative: Assess - Strike With Manipulative
3-5.PE.4.1.2	Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).	Catch: Assess - Catch Volley: Volley in Action Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym II
3-5.PE.4.1.3	Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).	Catch: Assess - Catch Hand Dribble and Pass: Protecting Hand Dribble and Pass: Assess - Hand Dribble and Pass Volley: Underhand and Overhead Pass Volley: Volley in Action Volley: Assess - Volley Track & Field: Locomotor Skills Track & Field: Long Jump Track & Field: Assess - Track & Field Beyond the Gym and Dance: Beyond the Gym II



Standard	Description	PE Lessons
Standard 5: Valuing a Physically Active Lifestyle		
Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.		
3-5.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).	PE 101: Moving My Body
3-5.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).	PE 101: Moving My Body
3-5.PE.5.1.3	Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	PE 101: Moving My Body
		Beyond the Gym and Dance: Beyond the Gym III
		PE Toolbox: Beyond the Gym



**Growing Stronger
Bodies & Minds**