Alabama Physical Education

Grade 3

Anchor Standard 1: Motor Skills and Movement Patterns: _The physically literate individual demonstrates competency in a variety of motor skills and movement patterns._ PE19.3.1

A 1.1 Locomotor Skills: _Hopping, galloping, jogging, running, sliding, skipping, jumping, leaping_ PE19.3.1.A

1 Demonstrate correct form for leaping. PE19.3.1.1

APE ___APE accommodation suggestions:__ Sliding, galloping, jogging, and running_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.3.1.1.APE

B 1.2 Locomotor Skills: _Jogging, running_ PE19.3.1.B

2 Travel showing differentiation in pacing when jogging and running. PE19.3.1.2

APE ___APE accommodation suggestions:__ Sliding, galloping, jogging, and running_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.3.1.2.APE

C 1.3 Locomotor Skills: _Jumping and landing_ PE19.3.1.C

3 Use correct form for jumping and landing. PE19.3.1.3

APE ___APE accommodation suggestions:__ Hopping, jumping, and leaping_ - Hand over hand to assist with balance. _Examples: mini trampoline, rope on floor, peer assistance_ PE19.3.1.3.APE

D 1.4 Locomotor Skills: _Dance/ Rhythmic Activities_ PE19.3.1.D

4 Perform teacher-selected and developmentally appropriate dance steps, movement patterns, and rhythmic activities. PE19.3.1.4

APE ___APE accommodation suggestions:___ Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts for additional review/practice, peer assistance PE19.3.1.4.APE

E 1.5 Non-locomotor Skills* (stability): _Balance_ PE19.3.1.E

5 Balance on different bases of support, demonstrating muscular tension and extensions of body parts. PE19.3.1.5

APE ___APE accommodation suggestions:___ Hand over hand assistance, peer assistance, modeling, doing activities on the floor instead of on equipment PE19.3.1.5.APE

Skip to main content

.6 Non-locomotor Skills* (stability): _Curling and stretching; twisting and bending_ PE19.3.1.F

6 Move into and out of curling, twisting, and stretching positions. PE19.3.1.6

APE ___APE accommodation suggestions:___ Hand over hand assistance and modeling PE19.3.1.6.APE

G 1.7 Non-locomotor Skills (stability): _Weight transfer, rolling_ PE19.3.1.G

7 Transfer weight from feet to hands for momentary weight support both individually and in various partner stunts and counter balance. PE19.3.1.7

APE ___APE accommodation suggestions:___ Rolling - hand over hand assistance; peer assistance and modeling PE19.3.1.7.APE

H 1.8 Manipulative Skills: _Underhand and overhand throw_ PE19.3.1.H

8 Throw underhand and overhand to a partner or target with accuracy. PE19.3.1.8

APE ___APE accommodation suggestions:___ Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; use ball launchers PE19.3.1.8.APE

I 1.9 Manipulative Skills: _Catching_ PE19.3.1.I

9 Catch a ball thrown by a partner, demonstrating correct form. PE19.3.1.9

APE ___APE accommodation suggestions:___ Decrease distance ball is tossed, rolled, or bounced; provide students the opportunity to catch an object using a bucket or basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball, balloon (be aware of latex allergies) PE19.3.1.9.APE

J 1.10 Manipulative Skills: _Dribbling and/or ball control with hands_ PE19.3.1.J

10 Dribble and travel continuously in general space at varying speeds, demonstrating control of ball and body. PE19.3.1.10

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.3.1.10.APE

K 1.11 Manipulative Skills: _Dribbling/ ball control with feet_ PE19.3.1.K

11 Dribble with alternating feet, demonstrating control of ball and body at varying speeds. PE19.3.1.11

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.3.1.11.APE

L 1.12 Manipulative Skills: _Passing and receiving with feet_ PE19.3.1.L

12 Pass and receive a ball with a stationary partner, using the outsides and insides of the feet to and absorbing force on reception before returning the pass. PE19.3.1.12

APE ___APE accommodation suggestions:___ Use larger ball, larger targets PE19.3.1.12.APE

Skip to main content

1.13 Manipulative Skills: _Kicking, punting_ PE19.3.1.M

13 Demonstrate a continuous running approach to kick a ball along the ground and in the air. PE19.3.1.13

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.3.1.13.APE

N 1.14 Manipulative Skills: _Volleying, overhead and underhand_ PE19.3.1.N

14 Demonstrate volleying a ball with an underhand and overhand technique with a partner. PE19.3.1.14

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.3.1.14.APE

O 1.15 Manipulative Skills: _Striking, short implement_ PE19.3.1.O

15 Demonstrate striking a lightweight object with a short-handled implement, sending it forward over a low net or to a wall while demonstrating correct form. PE19.3.1.15

APE ___APE accommodation suggestions:___ Use longer or shorter implements for student success in controlling the implement; hand over hand assistance PE19.3.1.15.APE

P 1.16 Manipulative Skills: _Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)_ PE19.3.1.P

16 Strike a moving object with a long-handled implement, sending it forward, while using correct form. PE19.3.1.16

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.3.1.16.APE

Q 1.17 Manipulative Skills: _Jumping rope_ PE19.3.1.Q

17 Jump rope using intermediate skills for both long and short ropes. PE19.3.1.17

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.3.1.17.APE

Anchor Standard 2: Movement and performance: _The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance._ PE19.3.2

A 2.1 Movement Concepts: _Space_ PE19.3.2.A

1 Demonstrate the concept of spatial awareness in a dynamic environment. PE19.3.2.1

APE ___APE accommodation suggestions:___ Verbal prompting, redirection and/or modeling; use directional poly spots. PE19.3.2.1.APE

Skip to main content

B 2.2 Movement Concepts: _Pathways, shapes, levels_ PE19.3.2.B

2 Demonstrate shapes, levels, and pathways specific to a wide variety of physical activities. PE19.3.2.2

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.3.2.2.APE

C 2.3 Movement Concepts: _Speed, direction, force_ PE19.3.2.C

3 Demonstrate the concepts of speed, direction, and force with skills applicable to a wide variety of physical activities. PE19.3.2.3

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.3.2.3.APE

D 2.4 Movement Concepts: _Strategies & tactics_ PE19.3.2.D

4 Demonstrate simple strategies and tactics in chasing and fleeing activities. PE19.3.2.4

Anchor Standard 3: Physical Activity and Fitness: _The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness._ PE19.3.3

A 3.1 Physical activity knowledge PE19.3.3.A

1 List physical activity opportunities outside physical education class. PE19.3.3.1

APE ___APE accommodation suggestions:___ Verbal prompting and peer assistance to model correct physical education participation. PE19.3.3.1.APE

B 3.2 Engagement in physical activity PE19.3.3.B

2 Actively engage in physical education class with little or no teacher redirection. PE19.3.3.2

C 3.3 Fitness knowledge PE19.3.3.C

3 Describe the components of health-related fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance). PE19.3.3.3

Anchor Standard 4: Personal and Social Behavior: _The physically literate individual exhibits responsible personal and social behavior that respects self and others._ PE19.3.4

A 4.1 Personal responsibility PE19.3.4.A

1 Display ability to work safely and independently for extended periods of time. PE19.3.4.1

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.3.4.1.APE

B 4.2 Accepting and giving feedback PE19.3.4.B

2 Listen respectfully to receive feedback from peers and adults. PE19.3.4.2

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.3.4.2.APE

Skip to main content

C 4.3 Working with others PE19.3.4.C

3 Acknowledge others' success in movement performance and praise their efforts. PE19.3.4.3

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.3.4.3.APE

D 4.4 Conflict Resolution PE19.3.4.D

4 Use a decision-making and problem-solving model. PE19.3.4.4

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.3.4.4.APE

Anchor Standard 5: Values Physical Activity: _The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction._ PE19.3.5

A 5.1 Health PE19.3.5.A

1 Verbalize the value of being balanced in social, emotional, physical, mental, and environmental health. PE19.3.5.1

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.3.5.1.APE

B 5.2 Challenge PE19.3.5.B

2 Explain the challenge that comes from learning a new physical activity. PE19.3.5.2

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.3.5.2.APE

C 5.3 Self-expression and enjoyment PE19.3.5.C

3 Share the reasons for enjoying various physical activities. PE19.3.5.3

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.3.5.3.APE

D 5.4 Social interaction PE19.3.5.D

4 Identify and compare the positive social interactions when engaging in partner, small-group, and large-group physical activities. PE19.3.5.4

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.3.5.4.APE