Alabama Physical Education

Grade 4

Anchor Standard 1: Motor Skills and Movement Patterns: _The physically literate individual demonstrates competency in a variety of motor skills and movement patterns._ PE19.4.1

A **1.1 Locomotor Skills: _Hopping, galloping, jogging, running, sliding, skipping, jumping, leaping_** PE19.4.1.A

1 Apply locomotor skills in a variety of individual, partner, and small group activities and dance/ rhythm. PE19.4.1.1

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) PE19.4.1.1.APE

B **1.2 Locomotor Skills: _Jogging, running_** PE19.4.1.B

2 Demonstrate correct pacing for distance running. PE19.4.1.2

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) PE19.4.1.2.APE

C **1.3 Locomotor Skills: _Jumping and landing_** PE19.4.1.C

3 Combine jumping and landing patterns with locomotor and manipulative skills. PE19.4.1.3

APE ___APE accommodation suggestions:__ Hopping, jumping, and leaping_ - Hand over hand to assist with balance. _Examples: mini trampoline, rope on floor, peer assistance_ PE19.4.1.3.APE

D **1.4 Locomotor Skills: _Dance/ Rhythmic Activities_** PE19.4.1.D

4 Combine locomotor movement patterns and dance steps to create and perform an original dance. PE19.4.1.4

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 PE19.4.1.4.APE

E **1.5 Non-locomotor Skills* (stability): _Balance_** PE19.4.1.E

5 Balance on different bases of support in multiple levels and shapes while utilizing a variety of equipment. PE19.4.1.5

APE ___APE accommodation suggestions:___ Hand over hand assistance, peer assistance, modeling, doing activities on the floor instead of on equipment PE19.4.1.5.APE

Skip to main content

F **1.6 Non-locomotor Skills* (stability): _Curling and stretching; twisting and bending_** PE19.4.1.F

6 Create sequences using curling, twisting, and stretching actions. PE19.4.1.6

APE ___APE accommodation suggestions:___ Hand over hand assistance and modeling PE19.4.1.6.APE

G **1.7 Non-locomotor Skills (stability): _Weight transfer, rolling_** PE19.4.1.G

7 Combine traveling with balance and weight transfers to create a sequence with or without equipment. PE19.4.1.7

APE ___APE accommodation suggestions:___ Rolling - hand over hand assistance; peer assistance and modeling PE19.4.1.7.APE

H **1.8 Manipulative Skills: _Underhand and overhand throw_** PE19.4.1.H

8 Throw underhand and overhand to a partner or target for accuracy and distance. PE19.4.1.8

APE ___APE accommodation suggestions:___ Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; use ball launchers PE19.4.1.8.APE

I **1.9 Manipulative Skills: _Catching_** PE19.4.1.I

9 Catch a ball, thrown at varying levels and distances by a partner, with correct form. PE19.4.1.9

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) PE19.4.1.9.APE

J **1.10 Manipulative Skills: _Dribbling and/or ball control with hands_** PE19.4.1.J

10 Dribble continuously with both the preferred and the non-preferred hands, using correct form. PE19.4.1.10

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.4.1.10.APE

K **1.11 Manipulative Skills: _Dribbling/ ball control with feet_** PE19.4.1.K

11 Dribble with the feet in general space with control of ball and body in a dynamic setting. PE19.4.1.11

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.4.1.11.APE

L **1.12 Manipulative Skills: _Passing and receiving with feet_** PE19.4.1.L

Skip to main content

12 Pass and receive a ball with a moving partner, using both feet and demonstrating control of ball and body at varying speeds. PE19.4.1.12

APE ___APE accommodation suggestions:___ Use larger ball, larger targets PE19.4.1.12.APE

M 1.13 Manipulative Skills: _Kicking, punting_ PE19.4.1.M

13 Demonstrate kicking skills using correct form with: - A ball at a target for accuracy from varying distances. - A dropped ball/ object, making contact with shoelaces. PE19.4.1.13

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.4.1.13.APE

N 1.14 Manipulative Skills: _Volleying, overhead and underhand_ PE19.4.1.N

14 Demonstrate volleying a ball using a two-hand overhead and underhand technique, sending it upwards toward a target. PE19.4.1.14

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.4.1.14.APE

O 1.15 Manipulative Skills: _Striking, short implement_ PE19.4.1.O

15 Demonstrate striking a lightweight object with a short-handled implement, alternating hits with a partner over a low net or against a wall. PE19.4.1.15

APE ___APE accommodation suggestions:___ Use longer or shorter implements for student success in controlling the implement; hand over hand assistance PE19.4.1.15.APE

P 1.16 Manipulative Skills: _Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)_ PE19.4.1.P

16 Strike an object toward a target with accuracy at varying distances. PE19.4.1.16

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.4.1.16.APE

Q 1.17 Manipulative Skills: _Jumping rope_ PE19.4.1.Q

17 Create and perform a jump rope sequence combining a variety of skills, using either a short or long rope. PE19.4.1.17

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.4.1.17.APE

Skip to main content

Anchor Standard 2: Movement and performance: _The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance._ PE19.4.2

A 2.1 Movement Concepts: _Space_ PE19.4.2.A

1 Understand the concepts of open and closed spaces in small group activities while moving or traveling. PE19.4.2.1

APE ___APE accommodation suggestions:___ Verbal prompting, redirection and/or modeling; use directional poly spots. PE19.4.2.1.APE

B 2.2 Movement Concepts: _Pathways, shapes, levels_ PE19.4.2.B

2 Combine movement concepts of pathways, shapes, and levels with skills in small group activities. PE19.4.2.2

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.4.2.2.APE

C 2.3 Movement Concepts: _Speed, direction, force_ PE19.4.2.C

3 Combine concepts of speed, direction, and force with skills in small group activities. PE19.4.2.3

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.4.2.3.APE

D 2.4 Movement Concepts: _Strategies & tactics_ PE19.4.2.D

4 Demonstrate simple offensive and defensive strategies and tactics in a variety of game settings. PE19.4.2.4

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._ PE19.4.3

A 3.1 Physical activity knowledge PE19.4.3.A

1 Record participation in physical activities outside physical education class. PE19.4.3.1

APE ___APE accommodation suggestions:___ Verbal prompting and peer assistance to model correct physical education participation. PE19.4.3.1.APE

B 3.2 Engagement in physical activity PE19.4.3.B

2 Actively engage in physical education class, both with teacher direction and independently. PE19.4.3.2

C 3.3 Fitness knowledge PE19.4.3.C

3 Describe the difference between skill-related and health-related fitness. PE19.4.3.3

Anchor Standard 4: Personal and Social Behavior: _The physically literate individual exhibits responsible personal and social behavior that res otl

Skip to main content

A 4.1 Personal responsibility PE19.4.4.A

1 Exhibit safe and responsible behavior in partner and small group situations. PE19.4.4.1

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.4.4.1.APE

.2 Accepting and giving feedback PE19.4.4.B

2 Give informative feedback respectfully to peers. PE19.4.4.2

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.4.4.2.APE

C 4.3 Working with others PE19.4.4.C

3 Invite players of all skill levels into the physical activity. PE19.4.4.3

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.4.4.3.APE

D 4.4 Conflict Resolution PE19.4.4.D

4 Apply conflict-resolution skills. PE19.4.4.4

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.4.4.4.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._ PE19.4.5

A 5.1 Health PE19.4.5.A

1 Compare and contrast an active lifestyle with a sedentary lifestyle. PE19.4.5.1

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. PE19.4.5.1.APE

B 5.2 Challenge PE19.4.5.B

2 Rate physical activities based on enjoyment. PE19.4.5.2

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. PE19.4.5.2.APE

C 5.3 Self-expression and enjoyment PE19.4.5.C

3 Prioritize different physical activities based on enjoyment. PE19.4.5.3

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. PE19.4.5.3.APE

D 5.4 Social interaction PE19.4.5.D

Skip to main content

4 Explain the social benefits gained from participating in physical activity at recess, in youth sports, or in other settings. PE19.4.5.4

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. PE19.4.5.4.APE