

Alaska 4 Physical Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	4 (Elementary)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Alaska Physical Education Standards
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Moving to a Beat

Unit 3: Dance and Rhythm · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I move in time with music?
Standards	Creating an Original Dance -> A.3-5.6 Alaska Physical Education Standards / Standard A - motor and movement skills — Design and perform a creative dance.
Learning target	"I can move in time with a beat and perform dance steps."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will match locomotor movements to a beat.
- Students will learn dance steps.

Success criteria (student-friendly)

- "I stay on the beat."
- "I perform the steps."
- "I keep going when I lose it."

Academic vocabulary

beat, rhythm, step, tempo, count

Materials and technology

- Music source
- Poly spots as position markers
- PE record sheet
- Open space
- Visual step cards

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Moves in time and performs taught steps.

Family communication

Ask your child to clap the beat of a song.

Day 41 — Finding the Beat

Week 9, Day 1 · Unit 3 · Standards: A.3-5.6

Focus	Beat awareness.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: clapping and stepping to a beat. Teach: hearing and moving to a steady beat. Practise: shared stepping. Apply: pupils move to music. Reflect: ADAPTATION from the source's own suggestions - slower music, poly spots to mark positions, extra review, peer assistance.

Check for understanding

Student moves in time with a steady beat.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Simple Steps

Week 9, Day 2 · Unit 3 · Standards: A.3-5.6

Focus	Learning steps.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: beat work. Teach: two or three steps, broken down and counted. Practise: shared practice with visual cards. Apply: pupils perform. Reflect: broken down small; no step named to a particular culture's dance, since the standard names none.

Check for understanding

Student performs a taught dance step in time.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Linking Steps

Week 9, Day 3 · Unit 3 · Standards: A.3-5.6

Focus	Combining steps.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: joining steps without stopping. Practise: shared linking. Apply: pupils link. Reflect: transitions again.

Check for understanding

Student links two dance steps in time.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — When I Lose the Beat

Week 9, Day 4 · Unit 3 · Standards: A.3-5.6

Focus	Recovery.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: how to rejoin instead of stopping. Practise: deliberate practice at rejoining. Apply: pupils recover. Reflect: reduces the fear of getting it wrong, which is what stops children dancing.

Check for understanding

Student rejoins the beat after losing it.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Steps With a Partner

Week 9, Day 5 · Unit 3 · Standards: A.3-5.6

Focus	Partner work.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: matching a partner's timing. Practise: shared practice. Apply: pupils perform in pairs. Reflect: teacher-assigned pairs.

Check for understanding

Student performs steps in time with a partner.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Alaska Department of Education and Early Development, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alaska Department of Education and Early Development, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.alaska.gov/schoolhealth/pestandards> and local school or district guidance.

Source citation

Alaska Department of Education and Early Development. Alaska Physical Education Standards. ALASKA DOES NOT PUBLISH ITS PHYSICAL EDUCATION STANDARDS AS A DOCUMENT AT ALL -- they are published as text on the department's own page, which is the source this entry is transcribed from. SIX STANDARDS, A TO F, APPLY TO EVERY GRADE, with GRADE-BAND OBJECTIVES for K-2, 3-5, 6-8 and 9-12 beneath them. THIS ENTRY REGISTERS THE GRADES 3-5 OBJECTIVES, WHICH A GRADE 4 CLASS SHARES WITH Grades 3 and 5 -- Alaska publishes no Grade 4 objectives of its own, so those rows carry the same set. The bands are printed one after another on the same page, so the band was bounded structurally at the point where the next band restarts at Standard A. NOTHING IN THIS PRODUCT IS MEDICAL ADVICE OR A FITNESS PRESCRIPTION. No child's body, weight, fitness score or physical ability is measured, recorded, displayed or compared, no fitness test is administered, and every activity has a route a child with a disability or an injury can take. ON THE MAPPING: every objective is placed on a teaching strand under ITS OWN STANDARD -- a Standard A motor objective only ever lands on a motor strand -- but the order within a standard follows the document rather than a bespoke choice. Retrieved 2026-07-27 from <https://education.alaska.gov/schoolhealth/pestandards>