

AKS	Indicators of Achievement
A - Fitness	
participate in health-enhancing fitness activities (GPS) (4PE_A2009-1)	1a - count a resting and exercising heart rate 1b - demonstrate pacing skills to keep the heart rate in the target heart zone 1c - describe the purpose of each health-related fitness assessment component 1d - identify physical activities related to each component of physical fitness
demonstrate progress toward meeting health-related fitness standards as defined by research (GPS) (4PE_A2009-2)	2a - perform each test using the correct technique to assess current levels of health related fitness 2b - interpret health related fitness test results
B - Motor Skills and Movement Patterns	
exhibit combinations of locomotor patterns (GPS) (4PE_B2009-3)	3a - demonstrate the ability to combine locomotor movements such as walk, hop, jump or leap, hop, jump and skip
demonstrate static and dynamic balances incorporating directional changes and various movement levels (GPS) (4PE_B2009-4)	4a - demonstrate traveling on a beam forward, backward, and sideways 4b - demonstrate static balances at low, medium, and high levels 4c - demonstrate a balance while traveling and changing directions and levels on low or medium level equipment
demonstrate a combination of throwing and catching skills (GPS) (4PE_B2009-5)	5a - follow the four step process for throwing (side to target, reach back, stepping with opposite foot, follow through) 5b - catch a ball tossed by self or others, at low and medium levels 5c - move to catch an object in a small group (2-on1) keep-away situation
C - Movement Concepts and Principles	
create and demonstrate movement sequences to a rhythm (GPS) (4PE_C2009-6)	6a - create a locomotor movement sequences such as walk, jump, hop, hop, and be able to repeat it four times (16 counts)
design and perform sequences involving rolling and weight transfer (GPS) (4PE_C2009-7)	7a - transfer weight in various ways off low equipment or apparatus (beam, bench, or box), starting with hands on the floor 7b - use balances to move smoothly into and out of different transfers of weight 7c - travel into a spring takeoff and then transfer weight from the feet-to-hands onto low to medium level equipment or apparatus 7d - transfer weight onto low to medium level equipment or apparatus by placing the hands on equipment and springing off from two feet (land on hands and feet) 7e - transfer weight in a jumping and landing sequence with or without equipment
D - Personal and Social Behavior	
demonstrate progress and accuracy striking with body parts and implements (GPS) (4PE_D2009-8)	8a - dribble and change from one speed to another at the signal 8b - dribble and change the pathway at the signal

	<p>8c - dribble while keeping the ball away from stationary opponents 8d - dribble in a group in a boundaried area without losing control of the ball or colliding with others using hands then feet 8e - dribble and then kick the ball to a large target area from a distance of choice using the inside of the foot 8f - continuously volley a lightweight ball with a partner 10-15 times 8g - strike a small object with a forehand motion to a wall or partner 5-10 times consecutively 8h - bounce and then strike a small object using a backhand motion with a lightweight paddle or racket 8i - strike a wiffle-type ball along the ground to a stationary partner using a hockey stick 8j - volley a lightweight ball, bump pass</p>
<p>create relationships by understanding self, space, and equipment (GPS) (4PE_D2009-9)</p>	<p>9a - demonstrate body shape in the air 9b - create sequences using over, under, around, in front of, and behind concepts 9b1 - create a sequence on a low apparatus 9b2 - create a sequence with streamers 9b3 - create an obstacle course 9c - create shapes with a partner; match, contrast, mirror, and move over, under, and around partner's shapes 9d - create movement sequences with a partner or in small groups that demonstrates: meeting and parting; unison and contrast; leading and following; and matching and mirroring</p>
<p>demonstrate and identify the purposes for activities while following rules to games and using game-play etiquette (GPS) (4PE_D2009-10)</p>	<p>10a - demonstrate and identify proper safety equipment for various recreational activities 10b - demonstrate sportsmanship and cooperative skills in all activities 10c - value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>