

**TAHPERD**  
**Texas Physical Education TEKS Framework**  
**4th Grade TEKS and Specificity**

Strand	Topic	Theme	TEKS	Specificity
			The student is expected to:	The student is expected to:
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.1A demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations.	participate in dynamic activities that include speed and directional changes such as basketball dribbling and soccer dribbling.
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	4.1B catch an object while traveling such as catch football pass on the run.	participate in dynamic activities that include students catching an object while moving such as fly balls in softball, Frisbees, nerf ball, basketball, volleyball, and football passes, etc.
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.1C combine shapes, levels, pathways, and locomotor patterns into repeatable sequences.	perform a repeatable sequence that includes shapes, levels, pathways and locomotor patterns such as square dance formations, dance pad routines, line dances, tumbling routines, and sport patterns.
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	4.1D jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms.	apply the key elements for jumping and landing for height and distance in activities such as standing long jump and vertical jumps.
A. Movement	II. Non Locomotor Skills	a. Balance	4.1E perform sequences that include traveling showing good body control combined with stationary balances on various body parts.	demonstrate body control through various stationary balances on various body parts such as in a rhythmic dance or gymnastics routine on floor or beam.
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	4.1F demonstrate body control in jumping and landing (land on feet, bend knees and absorb force).	execute body control in jumping and landing activities such as standing broad jump and spring board.
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.1G transfer weight along and over equipment with good body control.	demonstrate good body control as weight is transferred along and over equipment such as balance beams and vaulting equipment and step benches.
A. Movement	IV. Rhythms	a. Rhythms	4.1H create a movement sequence with a beginning, middle and end.	develop and execute a movement sequence such as a 16- or 32-count rhythmic movement pattern, locomotor/non-locomotor movement sequence.
A. Movement	IV. Rhythms	a. Rhythms	4.1I perform basic folk dance steps such as grapevine, schottische, step-together-step.	participate in simple folk, line and square dances such as Cotton-Eye Joe, Two-Step, Texas Star, Harlem Shuffle.
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	4.1J travel into and out of a rope turned by others without hesitating.	practice entering/exiting a rope turned by others such as long jump rope and double dutch.
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	4.1K demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking w/body parts, racket, or bat.	demonstrate key elements in manipulative skills such as a volleyball pass, drop kick, or badminton racquet strike.
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.2A identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.	demonstrate similar movement elements in sport skills such as underhand throwing, underhand volleyball serving, eyes on target, and weight balance including lowering center of gravity.
A. Movement	I. Movement Concepts	b. Qualities of Movement	4.2B identify ways movement concepts such as time, effort, space, relationships can be used to refine movement skills.	identify ways movement concepts can be used to refine movement skills such as time (reduce/increase speed), effort (attention to detail, repetitive practice) space (spread out, respect player position), relationships (peer assessment, player responsibility, team work).

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<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>b.</b> <b>Qualities of Movement</b>	<b>4.2C make appropriate changes in performance based on feedback.</b>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>b.</b> <b>Qualities of Movement</b>	<b>4.2D describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike and jump.</b>	<i>identify key elements in throwing patterns such as body position, weight transfer, and follow through.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f.</b> <b>Opportunities for Physical Activity</b>	<b>4.3A describe and select physical activities that provide for enjoyment and challenge.</b>	<i>promote physical activities that you would enjoy doing such as skill stations of choice and modified team games.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>a.</b> <b>Fitness Components</b>	<b>4.3B name the components of health-related fitness such as strength, endurance, and flexibility.</b>	<i>list the components of health-related fitness including cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e.</b> <b>Flexibility</b>	<b>4.3C identify and demonstrate a variety of exercises that promote flexibility.</b>	<i>perform appropriate exercise for developing flexibility such as shoulder roll (forward and backward), modified hurdle stretch, trunk twist and ankle circles.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e.</b> <b>Flexibility</b>	<b>4.3D improve flexibility in shoulders, trunk, and legs.</b>	<i>create a plan using a variety of flexibility exercises and activities such as shoulder stretch and crab walks to improve flexibility in shoulders, trunk and legs.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>d.</b> <b>Muscular Strength and Endurance</b>	<b>4.3E participate in activities that develop and maintain muscular strength and endurance.</b>	<i>identify and demonstrate activities that develop and maintain muscular strength and endurance such as soccer and jogging.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f.</b> <b>Opportunities for Physical Activity</b>	<b>4.3F identify opportunities for participation in physical activity in the community such as little league and parks and recreation.</b>	<i>describe opportunities for participation in physical activity in the community such as distribution of printed materials, announcements of upcoming events, guest speakers, personal student testimonies, involvement in Boys and Girls Clubs, little league, soccer leagues and YMCA.</i>
<b>B.</b> <b>Health Related</b>	II Anatomy and Physiology	<b>b.</b> <b>Heart Rate</b>	<b>4.4A describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.</b>	<i>compare and contrast the effects of exercise on heart rate through manual pulse checking or heart rate monitors during a series of moderate to vigorous activities such as cup stacking, walking and running.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>b.</b> <b>Moderate/ Vigorous Physical Activity</b>	<b>4.4B participate in moderate to vigorous physical activities on a daily basis.</b>	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate.</i>
<b>B.</b> <b>Health Related</b>	VIII. Health and Skill-Related Fitness Technology	<b>a.</b> <b>Technology</b>	<b>4.4C identify methods for measuring cardio-vascular endurance, muscular strength and endurance, and flexibility.</b>	<i>describe methods for measuring cardio-vascular endurance, muscular strength and endurance, and flexibility such as target heart rate zones and Fitnessgram healthy fitness zones.</i>

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B. Health Related	II Anatomy and Physiology	a. Muscular/ Skeletal Systems	4.4D identify major muscle groups and the movements they cause.	<i>list major muscle groups including upper body, lower body and core and the movements they cause.</i>
B. Health Related	VI. Nutrition	a. Nutrition	4.4E describe the relationship between food intake and physical activity such as calories consumed and calories expended.	<i>discuss that calories are burned during physical activity and how much physical activity it takes to burn off certain foods.</i>
B. Health Related	V. Healthy Lifestyles	a. Active vs. Inactive Lifestyle	4.4F explain the link between physical activity/inactivity and health such as reduce stress and burn calories.	<i>describe how physical activity is needed for a healthier body. Describe how inactivity will cause a shorter life span with the possibility of more negative health issues such as heart problems stress and obesity.</i>
B. Health Related	IV. Health and Skill-Related Fitness Benefits	g. Stress Management	4.4G explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.	<i>practice various stress-relief techniques including brisk walking and gentle stretching.</i>
B. Health Related	IV. Health and Skill-Related Fitness Benefits	c. Rest, Sleep, and Recovery Time	4.4H describe the need for rest and sleep in recovering from exercise.	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>
B. Health Related	VI. Nutrition	c. Consumerism	4.4I identify sources of information on skill improvement, fitness, and health such as books and technology.	<i>name sources of information on skill improvement, fitness and health in places such as school/local library and online.</i>
B. Health Related	I. Safety	c. Equipment Safety	4.5A use equipment safely and properly.	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>
B. Health Related	I. Safety	b. Proper Attire and Equipment	4.5B select and use proper attire that promotes participation and prevents injury.	<i>select and use proper attire that promotes participation and prevents injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing, closed toe/closed heel rubber sole shoes, shorts/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
B. Health Related	I. Safety	e. Precautions	4.5C describe and apply safety precautions when cycling and skating.	<i>apply safety precautions including walking bike across street, one rider per bike, use designated areas, use hand and arm signals and wear proper safety attire at all times.</i>
B. Health Related	I. Safety	d. Risks	4.5D identify potential risks associated with physical activities.	<i>evaluate potentially dangerous exercises and their adverse effects on the body such as bouncing while stretching (muscle pull) and straight leg sit-ups (muscle strain).</i>
C. Social	I. Safety	a. Rules, Procedures and Etiquette	4.6A distinguish between compliance and noncompliance with rules and regulations.	<i>explain the rules of compliance and the consequences of noncompliance.</i>
B. Health Related	I. Safety	a. Personal Safety	4.6B analyze potential risks associated with unsafe movement and improper use of equipment.	<i>describe potential risks associated with unsafe movement and improper use of equipment such as throwing a bat after striking or completing a forward roll without a mat.</i>

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C. Social	I. Safety	a. Rules, Procedures, and Etiquette	4.7A follow rules, procedures, and etiquette.	<i>demonstrate proper rules, procedures and etiquette such as respect yourself and others, shaking hands with opposing team.</i>
C. Social	II. Cooperation and Respect	c. Teamwork	4.7B respond to winning and losing with dignity and understanding.	<i>recognize and practice good sportsmanship traits such as losing with dignity and understanding.</i>
C. Social	III. Goal Setting	a. Skill Development	4.7C work independently and stay on task	<i>consistently uses self-monitoring skills to achieve goals</i>
C. Social	II. Cooperation and Respect	b. Sportsmanship Etiquette	4.7D demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allows others equal turns, and invite others to participate.	<i>recognize and respect individual abilities and limitations.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	4.L001 demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills while manipulating objects.	<i>perform fundamental locomotor and body control skills while participating in activities such as task stations, simple obstacle courses, dodging activities, following teacher cues, and story activities.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	4.L002 participate in appropriate drills and activities to enhance the learning of a specific skill.	<i>practice movement skills using a variety of equipment with partner and/or small group.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	4.L003 understand basic biomechanical principles such as lowering the center of gravity and widening the base of support.	<i>demonstrate lowering the center of gravity for "ready position" in preparation to perform various movement skills.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	4.L004 practice setting and attempting to meet goals in various movement skill challenges.	<i>participate in goal setting (based on previous practice) prior to movement skill challenges such as the following: "How many tennis ball pop-ups do you think you can do?" "Did you meet your goal?" "Was your goal realistic?" "Why, why not?"</i>
A. Movement	I. Movement Concepts	c. Relationships	4.L005 coordinate movements with teammates to achieve team goals.	<i>discuss the attributes of a great team; discuss why you support others to be a good team player.</i>
A. Movement	I. Movement Concepts	c. Relationships	4.L006 demonstrate the ability to work with a partner towards a shared goal.	<i>participate with a partner in activities such as tag team or partner tag and treasure hunt.</i>
A. Movement	I. Movement Concepts	d. Conditioning Fitness	4.L007 participate in an appropriate conditioning program for selected activities.	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>
I. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	4.L008 perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<i>incorporate locomotor skills in physical activities such as jump leap, run and hurdle, obstacle courses, etc.</i>
A. Movement	V. Games and Sports Skills	a. Rolling	4.L009 demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.	<i>perform rolling skills from different starting positions.</i>
A. Movement	VI. Outdoor Recreation/ Recreational Activities	a. Outdoor Recreation/ Recreational Activities	4.L010 organize and participate in outdoor activities.	<i>explore opportunities to organize friends and participate in outdoor activities, such as biking, hiking and orienteering.</i>

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<b>B. Health Related</b>	I. Safety	g. Basic First Aid	4.L011 describe basic first aid procedures.	<i>explain basic first aid procedures for cuts, bruises, abrasions, and burns and universal precautions.</i>
<b>B. Health Related</b>	I. Safety	h. Environmental	4.L012 identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.	<i>describe exercise precautions such as awareness of temperature, weather conditions, ozone levels, need for warm-up and cool-down activities, hydration, and proper clothing.</i>
<b>B. Health Related</b>	I. Safety	i. Water Safety	4.L013 explain water safety and basic rescue procedures.	<i>practice water safety and basic rescue procedures such as those established by the American Red Cross.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	4.L014 recognize the components of skill-related fitness such as, running, jumping, and throwing.	<i>describe the components of skill-related fitness such as skills in basketball, baseball, etc.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	b. Physiological Effects of Exercise	4.L015 discuss the way exercise affects your body.	<i>list the benefits of exercising on your body.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	c. FITT: Frequency, Intensity, Time and Type	4.L016 introduce intensity in their daily fitness program.	<i>discuss intensity, frequency and time as it relates to your daily fitness workout.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	d. Cardio-Respiratory System	4.L017 identify aerobic activities.	<i>list aerobic activities such as running, bicycling, dancing and jump roping.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	e. Lifelong Fitness	4.L018 discuss the importance of lifelong physical activities for families.	<i>explain the importance of participating in physical activity throughout life.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	4.L019 participate in regular physical activity outside of school activities based on individual interests and/or capabilities.	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	g. Goal Setting	4.L020 identify appropriate personal fitness goals in each of the components of health-related fitness.	<i>set a personal goal for each health-related fitness component using the state-mandated assessment tool.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	a. Benefits of Physical Activity	4.L021 explain that lifestyle choices are personal and continuous.	<i>discuss who is responsible for YOUR lifestyle choices and for how long.</i>

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<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>f. Posture</b>	<b>4.L022 identify principles of good posture and its impact on physical activity.</b>	<i>recognize the principals of good posture including alignment/balance; head up, shoulders back aligned with hips; arms hanging straight; strong core; and its impact on physical activity including increased endurance and strength and decreased back injury.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>b. Healthy Foods</b>	<b>4.L023 recognize the components of a balanced meal.</b>	<i>list the basic food groups according to the food pyramid.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>4.L024 describe the changes that occur in the cardio-respiratory system as a result of smoking and how those changes affect the ability to perform physical activity.</b>	<i>explain the effects of smoking on physical activity including the loss of lung capacity and cardiovascular endurance.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>4.L025 describe how movement and coordination are affected by alcohol and other drugs</b>	<i>discuss Dare to Drugs and alcohol consumption and the lack of control of mental awareness and coordination/balance such as slower reaction time.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>d. Conflict Resolution</b>	<b>4.L026 use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.</b>	<i>practice and demonstrate good sportsmanship skills for settling disagreements such as remaining calm and being respectful.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>a. Rules, Strategies and Officiating</b>	<b>4.L027 demonstrate the basic rules in games and physical activities.</b>	<i>implement the basic rules in self-directed games and physical activities through fair play.</i>
<b>C. Social</b>	III. Goal Setting	<b>b. Game Strategies</b>	<b>4.L028 modify games/activities to improve the game/activity</b>	<i>adjust activities to ensure maximum participation using strategies such as, verbal cues, demonstrations, practice stations and a variety of equipment</i>