

Physical Education, Grade 4

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand

incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities;

Breakouts

- (i) demonstrate correct technique in a variety of locomotor skills during dynamic activities
- (ii) apply correct technique in a variety of locomotor skills during dynamic activities

- (B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump;

Breakouts

- (i) demonstrate correct jumping technique while performing a long jump
- (ii) demonstrate correct jumping technique while performing a full turn jump
- (iii) demonstrate correct landing technique while performing a long jump
- (iv) demonstrate correct landing technique while performing a full turn jump

- (C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition; and

Breakouts

- (i) demonstrate intermediate balancing to include equipment
- (ii) demonstrate intermediate balancing to include cross lateralization using a variety of coordination skills
- (iii) demonstrate intermediate balancing to include sequencing of four skills with repetition

- (D) spin and roll with control at different levels, speeds, and positions with manipulatives.

Breakouts

- (i) spin with control at different levels with manipulatives
- (ii) spin with control at different speeds with manipulatives
- (iii) spin with control at different positions with manipulatives
- (iv) roll with control at different levels with manipulatives
- (v) roll with control at different speeds with manipulatives
- (vi) roll with control at different positions with manipulatives

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) transfer body weight over, under, and on equipment with good control; and

Breakouts

- (i) transfer body weight over equipment with good control
- (ii) transfer body weight under equipment with good control
- (iii) transfer body weight on equipment with good control

- (B) move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

Breakouts

- (i) move into various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities
- (ii) move out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities;

Breakouts

- (i) practice the key elements of manipulative skills, including eye on target, during dynamic activities
 - (ii) practice the key elements of manipulative skills, including follow-through, during dynamic activities
 - (iii) practice the key elements of manipulative skills, including body weight transfer, during dynamic activities
 - (iv) practice the key elements of manipulative skills, including body position, during dynamic activities
- (B) practice the key elements of catching a ball at a variety of levels above and below the waist;

Breakouts

- (i) practice the key elements of catching a ball at a variety of levels above the waist
 - (ii) practice the key elements of catching a ball at a variety of levels below the waist
- (C) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction;

Breakouts

- (i) demonstrate key elements of hand dribbling with dominant hand while changing both speed and direction
 - (ii) demonstrate key elements of hand dribbling with non-dominant hand while changing both speed and direction
- (D) dribble a ball with control alternating feet while changing both speed and direction with a partner;

Breakouts

- (i) dribble a ball with control alternating feet while changing both speed and direction with a partner
- (E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through;

Breakouts

- (i) identify the key elements in kicking patterns, including body position
- (ii) identify the key elements in kicking patterns, including weight transfer
- (iii) identify the key elements in kicking patterns, including follow-through
- (iv) demonstrate the key elements in kicking patterns, including body position
- (v) demonstrate the key elements in kicking patterns, including weight transfer
- (vi) demonstrate the key elements in kicking patterns, including follow-through

(B) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner;

Breakouts

- (i) demonstrate correct technique in underhand volleying to a wall, net, or partner
- (ii) demonstrate correct technique in overhead volleying to a wall, net, or partner

(C) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner;

Breakouts

- (i) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner

(D) jump a self-turned rope using a variety of intermediate skills; and

Breakouts

- (i) jump a self-turned rope using a variety of intermediate skills

(E) demonstrate entering and exiting a turned long rope using intermediate jumping skills.

Breakouts

- (i) demonstrate entering a turned long rope using intermediate jumping skills
- (ii) demonstrate exiting a turned long rope using intermediate jumping skills

(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

(A) demonstrate the appropriate use of open space and closing space during dynamic activities;

Breakouts

(i) demonstrate the appropriate use of open space during dynamic activities

(ii) demonstrate the appropriate use of closing space during dynamic activities

(B) demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games; and

Breakouts

(i) demonstrate appropriate use of pathways during dynamic activities

(ii) demonstrate appropriate use of pathways during lead-up games

(iii) demonstrate appropriate use of levels during dynamic activities

(iv) demonstrate appropriate use of levels during lead-up games

(C) apply speed, direction, and force during dynamic activities and lead-up games.

Breakouts

(i) apply speed during dynamic activities

(ii) apply direction during dynamic activities

(iii) apply force during dynamic activities

(iv) apply speed during lead-up games

(v) apply direction during lead-up games

(vi) apply force during lead-up games

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns

individually or in a group.

- (A) demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.

Breakouts

- (i) demonstrate a rhythmic routine with appropriate steps individually or in a group
- (ii) demonstrate a rhythmic routine with appropriate movement patterns individually or in a group

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (B) explain fundamental components and strategies of dynamic activities and lead-up games;

Breakouts

- (i) explain fundamental components of dynamic activities
- (ii) explain fundamental strategies of dynamic activities
- (iii) explain fundamental components of lead-up games
- (iv) explain fundamental strategies of lead-up games

- (C) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and

Breakouts

- (i) practice specific movement skills in designated dynamic activities with a partner or a small group
- (ii) practice specific movement skills in designated lead-up games with a partner or a small group
- (iii) demonstrate specific movement skills in designated dynamic activities with a partner or a small group
- (iv) demonstrate specific movement skills in designated lead-up games with a partner or a small group

(D) exhibit appropriate sporting behavior during independent games and activities.

Breakouts

(i) exhibit appropriate sporting behavior during independent games

(ii) exhibit appropriate sporting behavior during independent activities

(7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.

(A) participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.

Breakouts

(i) participate in a variety of outdoor recreational skills

(ii) participate in a variety of outdoor recreational activities

(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

(A) describe the benefits of regular physical activity on overall health and wellness;

Breakouts

(i) describe the benefits of regular physical activity on overall health

(ii) describe the benefits of regular physical activity on overall wellness

(B) demonstrate frequency and intensity during endurance activities; and

Breakouts

(i) demonstrate frequency during endurance activities

(ii) demonstrate intensity during endurance activities

(C) identify and demonstrate the components of health- and skill-related fitness.

Breakouts

- (i) identify the components of health-related fitness
- (ii) identify the components of skill-related fitness
- (iii) demonstrate the components of health-related fitness
- (iv) demonstrate the components of skill-related fitness

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

- (A) develop personal fitness goals for health-related fitness; and

Breakouts

- (i) develop personal fitness goals for health-related fitness
- (B) track progress and analyze data for health-related fitness activities.

Breakouts

- (i) track progress for health-related fitness activities
- (ii) analyze data for health-related fitness activities

(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

- (A) examine the relationship between nutrition and optimal physical performance; and

Breakouts

- (i) examine the relationship between nutrition and optimal physical performance
- (B) explain the importance of proper hydration before, during, and after physical activity.

Breakouts

- (i) explain the importance of proper hydration before physical activity

- (ii) explain the importance of proper hydration during physical activity
- (iii) explain the importance of proper hydration after physical activity

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games; and

Breakouts

- (i) work independently to select proper attire that promote[s] safe participation in dynamic activities
- (ii) work independently to select proper attire that promote[s] safe participation in lead-up games
- (iii) work independently to select proper attire that prevent[s] injury in dynamic activities
- (iv) work independently to select proper attire that prevent[s] injury in lead-up games
- (v) work independently to select proper safety equipment that promote[s] safe participation in dynamic activities
- (vi) work independently to select proper safety equipment that promote[s] safe participation in lead-up games
- (vii) work independently to select proper safety equipment that prevent[s] injury in dynamic activities
- (viii) work independently to select proper safety equipment that prevent[s] injury in lead-up games

- (B) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.

Breakouts

- (i) apply correct safety precautions, including pedestrian safety
- (ii) apply correct safety precautions, including water safety

- (iii) apply correct safety precautions, including sun safety
- (iv) apply correct safety precautions, including cycling safety
- (v) apply correct safety precautions, including skating safety
- (vi) apply correct safety precautions, including scooter safety

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

(A) accept and take responsibility for personal actions that affect self and others;

Breakouts

- (i) accept responsibility for personal actions that affect self
- (ii) accept responsibility for personal actions that affect others
- (iii) take responsibility for personal actions that affect self
- (iv) take responsibility for personal actions that affect others

(B) demonstrate respect for differences and similarities in abilities of self and others;
and

Breakouts

- (i) demonstrate respect for differences in abilities of self and others
- (ii) demonstrate respect for similarities in abilities of self and others

(C) demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games.

Breakouts

- (i) demonstrate self-management skills to control personal impulses during dynamic activities
- (ii) demonstrate self-management skills to control personal impulses during lead- up games
- (iii) demonstrate self-management skills to control personal emotions during dynamic activities

- (iv) demonstrate self-management skills to control personal emotions during lead- up games

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding;

Breakouts

- (i) discuss ways to resolve conflict in socially acceptable ways
- (ii) respond to winning with dignity
- (iii) respond to winning with understanding
- (iv) respond to losing with dignity
- (v) respond to losing with understanding

- (B) identify effective communication to enhance healthy interactions while settling disagreements; and

Breakouts

- (i) identify effective communication to enhance healthy interactions while settling disagreements

- (C) demonstrate respect for the feelings of others.

Breakouts

- (i) demonstrate respect for the feelings of others

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills.

- (A) identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills.

Breakouts

- (i) identify ways to accept individual challenges to persevere in a positive manner when learning a variety of new skills
- (ii) identify ways to use self-management skills to persevere in a positive manner when learning a variety of new skills

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback from teacher and peers.

- (A) listen respectfully to make appropriate changes in performance based on feedback from teacher and peers.

Breakouts

- (i) listen respectfully to make appropriate changes in performance based on feedback from teacher
- (ii) listen respectfully to make appropriate changes in performance based on feedback from peers

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available; and

Breakouts

- (i) differentiate among types of moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available
- (ii) participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available

- (B) participate in a variety of physical activities in the school and community for personal enjoyment.

Breakouts

- (i) participate in a variety of physical activities in the school for personal enjoyment
- (ii) participate in a variety of physical activities in the community for personal

enjoyment