

Georgia Performance Standards Framework for Physical Education

Scope and Sequence

Standard 1: Demonstrates competency in motor skills and patterns needed to perform a variety of activities.

Kindergarten	Locomotor movement patterns (e.g. hop, jump, leap) and demonstrates mature patterns when walking and running. A variety of movement skills to use nonlocomotor skills (e.g. bend, twist, turn) while moving and stationary. Weight transfer and balance activities are important in learning to move in relation to others while moving through personal and general space.
First Grade	Low level of challenge when performing locomotor skills (e.g. dance, game, or combination with non-locomotor skills) demonstrating mature form in the hop, jump, and leap. When moving through personal and general space, demonstrates the ability to move in a variety of pathways, in different directions, and at different levels. Several nonlocomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Demonstrates ability to direct manipulative objects toward an intended target.
Second Grade	Mature form in skipping, sliding and galloping when moving through personal and general space. Ability to change directions on teacher command or adapt movement in relation to a partner is expected. Combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Ability to demonstrate momentary body control during balance and weight transfer is evident. Demonstrates mastery of underhand throwing patterns when performing manipulative skills. Ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are being performed but are not at a mature level.
Third Grade	Mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g. gymnastics, inline skating and rhythmic activities (e.g. structured dance, jump rope, creative dance). Ability to perform variations of different locomotor skills (e.g. jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in nongame play environments and are able to catch objects at a medium level trajectory during game play.
Fourth Grade	Ability to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g. moving to a ball, trapping, dribbling, and then passing it; forward roll, scale (balance), travel and then do a cartwheel). Overhead throwing and striking patterns are mastered and ability to catch or handle objects from and trajectory (low, medium, or high) in simple situations. Ability to move in tempo to slow and fast rhythms.
Fifth Grade	Move through space using any movement pattern in combination with any non-motor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports are refined & used in game play. Ability to hit targets when performing manipulative skills. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid & done to several different rhythmic patterns.
Sixth Grade	Motor skills are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.
Seventh Grade	Complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.
Eighth Grade	Demonstrate the ability to use mature forms for the basic skills and tactics in six of eight categories.
High school	Grades 9-12 will demonstrate the ability to participate in a variety of invasion, net wall, or field game; target, dance/rhythm, or outdoor activity; fitness or individual activity.

Georgia Performance Standards Framework for Physical Education

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Kindergarten	Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.
First Grade	Students continue to use movement and manipulative skill concepts while expanding and applying skills to their base knowledge.
Second Grade	Students apply multiple movement concepts while using manipulatives.
Third Grade	Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance.
Fourth Grade	Students begin to apply basic concepts of movement to improve their individual performance. They can identify elements of form or motor development principles to improve performance of others.
Fifth Grade	Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as their classmates and discuss methods for improving performance.
Sixth Grade	Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They begin to form basic concepts of strategies in game play and perform basic rhythmic patterns.
Seventh Grade	Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. They now can apply basic strategies in game play. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.
Eighth Grade	Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts and principles, game strategies, critical elements of activity specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within the <i>game</i> .
High school	Students entering the 9 th Grade possess the level of skill needed to perform selected sports and activities. Students will increase their skill level in motor skills by utilizing learned principles and concepts connected with movement and examination of skills. Students will perform in skilled movement patterns and use psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activities.

Georgia Performance Standards Framework for Physical Education

Standard 3: Participates regularly in physical activity.

Kindergarten	Students participate in physical activity largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis in and out of physical education class.
First Grade	Students continue to participate in physical activity due to the pleasure they experience. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education class.
Second Grade	During their leisure time, students purposely select and participate in activities that are moderate to vigorous in nature. They recognize that participation in enjoyable physical activities has both temporary and lasting effects on their body.
Third Grade	Student will be able to demonstrate the importance of regular physical activity for enjoyment and health.
Fourth Grade	Students are actively involved in activities that provide opportunities to interact with others in an active environment.
Fifth Grade	Students will be able to use information from a variety of sources to regulate their activity behavior.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and capabilities to maintain an active lifestyle.
Seventh Grade	Students have an increased awareness of opportunities for activity leading to an increased enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is likewise enhanced and motivates students to identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.
Eighth Grade	Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.
High school	The goal of this standard is to connect the skills and activities that are learned in physical education class to the lives of students outside the classroom. Participation outside of class is critical to developing active and healthy lifestyles and behaviors. Emphasis is placed on developing self-management skills and voluntary participation in areas of interest that are meaningful to the student. Students make a personal commitment to participate in moderate to vigorous physical activity in order to maintain personal fitness goals. Students are knowledgeable of appropriate training principles and understand how to apply these to enhance their participation and desired level of fitness. Achievement of this standard will encourage participation necessary to support and sustain good health.

Georgia Performance Standards Framework for Physical Education

Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Kindergarten	Students will engage in physical activity for short periods of time for the pleasure experienced from simply moving. They can identify basic physiological signs associated with participation in physical activity.
First Grade	Students engage in physical activities for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.
Second Grade	Students participate in physical activity intermittently. They possess basic knowledge of components of health related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility).
Third Grade	Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility).
Fourth Grade	Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students should begin to participate in criterion-referenced fitness assessments and are able to identify the health related component that each assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).
Fifth Grade	Under the direction of the teacher, students will identify personal strengths and weaknesses as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will contribute in their fitness levels.
Sixth Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students should be able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health related fitness with the focus at this level on flexibility. Students will use this information to develop a plan to improve or maintain flexibility.
Seventh Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time. In addition, they can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity. They participate in physical activities addressing each component of health related fitness while focusing on cardiorespiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio-respiratory fitness.
Eighth Grade	Students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility and cardio-respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g. threshold, overload, specificity) and how these can be utilized in improving personal fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals. They will use this information to develop a plan to improve or maintain muscular strength and endurance.
High school	Students will assume greater individual responsibility in their personal behaviors. Students will understand and develop higher levels of basic fitness and physical competence needed in a variety of activities for school and non-school settings, including home, workplace, and community. In order to maintain a healthy lifestyle an individual needs to be able to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects every changing individual needs throughout life.

Georgia Performance Standards Framework for Physical Education

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity.

Kindergarten	Students recognize and follow rules, directions, and safety procedures while participating in physical activity and work cooperatively and respectfully with others, regardless of personal differences.
First Grade	Students continue to recognize rules, directions, and safety procedures. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.
Second Grade	Students can work cooperatively, productively, and safely with partners or in small groups to complete tasks. Students begin to take responsibility for their actions.
Third Grade	Students continue to demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students take responsibility for their actions and to begin to show understanding of how their actions can affect the success of the group.
Fourth Grade	Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are progressively increasing in duration.
Fifth Grade	Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.
Sixth Grade	Students will identify the purposes for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.
Seventh Grade	Students recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.
Eighth Grade	Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.
High school	Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations.

Georgia Performance Standards Framework for Physical Education

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Kindergarten	Students exhibit both verbal and non-verbal indicators of enjoyment, challenge, self-expression, and/or social interaction.
First Grade	Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.
Second Grade	Students will illustrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.
Third Grade	Students will be able to recognize physical activity as a positive opportunity for group and social interactions.
Fourth Grade	Students will be able to display the enjoyment of activity as it is related to skill mastery. Further, they will demonstrate the ability to participate in a variety of activities.
Fifth Grade	Students will identify those activities they enjoy, as well as participate with classmates that have similar and different physical activity interests.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.
Seventh Grade	Students recognize and appreciate the intrinsic values of developing higher physical skills as a means of promoting self-esteem and self-expression as well as physical health. Insecurities begin to vanish as self confidence is gained through participation in new challenging activities.
Eighth Grade	Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. They participate in physical activities for challenge, social interaction, and group membership, as well as for opportunities for continued personal growth in physical skills.
High school	Students enjoy using movement as an expression of their personality. They strive to improve and refine their skills through practice and participation in their selected activities. They experience feelings of satisfaction when they improve their level of performance and meet personal goals. As a result, students will begin to actively pursue lifelong physical activities that meet their own goals.