



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

PHYSICAL EDUCATION

Georgia Standards of Excellence (GSE)

Kindergarten – Grade 5

Physical Education Georgia Standards of Excellence

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Kindergarten Physical Education

36.01100

Course Description: This course will introduce students to locomotor and non-locomotor skills. Students will explore manipulative skills using a variety of equipment (e.g., balls, scarves, and bean bags). Students will participate in basic physical fitness activities. Students will become familiarized with rules, safety, and etiquette as it applies to self and others within a physical education setting.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Performs basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.
- b. Performs locomotor skills in response to teacher-led, creative dance.
- c. Performs jumping/landing with balance.

Non-Locomotor

- d. Performs basic non-locomotor skills (bend, straighten, twist, stretch, swing, sway, and turn) while maintaining balance.
- e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).

Manipulative Skills

- f. Throws underhand with opposite foot forward.
- g. Catches a self-tossed object (ball, scarf, and bean bag).
- h. Drops a ball and catches it after a single bounce.
- i. Demonstrates basic dribbling skills with hands attempting multiple contacts.
- j. Demonstrates basic dribbling skills with feet attempting multiple contacts.
- k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to ball, contacting the ball with dominant foot, and following through).
- l. Volleys a lightweight object (beach ball or balloon) upward using a variety of body parts.
- m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.
- n. Executes a single jump using a self-turned rope.
- o. Executes a single jump of a long rope with teacher assisted turning.

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Movement Concepts and Principles

PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Demonstrates an understanding of general and personal space by traveling without bumping into another student.
- b. Performs a rhythmic activity in a personal space.
- c. Travels in three different pathways (straight, curved, and zig zag)
- d. Travels in general space with different speeds.
- e. Travels in general space on different levels.

Fitness

PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies active play opportunities outside the physical education setting.
- b. Actively participates in physical education class.
- c. Recognizes that moving at a fast pace increases heart rate and breathing.

Personal and Social Behavior, Rules, Safety, and Etiquette

PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Follows directions individually and in a group setting (follows rules and takes turns).
- b. Acknowledges responsibility for behavior when prompted.
- c. Shares equipment and space with others.
- d. Recognizes the established classroom procedures.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes that physical activity is important for good health.
- b. Acknowledges that some physical activities are challenging/difficult.
- c. Identifies physical activities that are enjoyable.
- d. Recognizes the enjoyment of playing with others.
- e. Accepts and respects differences and similarities of physical abilities in self and others.

First Grade Physical Education

36.00200

Course Description: This course will include participating in locomotor skills (dance, game, or combination with non-locomotor skills) that demonstrate mature form in the hop, jump, and leap skills. Students will demonstrate the ability to move in a variety of pathways, in different directions, and at different levels in personal and general space. Several non-locomotor skills will be utilized in a sequence or in conjunction with locomotor or manipulative skills. Students will demonstrate the ability to direct manipulative objects toward an intended target.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Performs hops, gallops, jogs, and slides using a mature form.
- b. Performs mature pattern of jumping in a horizontal and vertical plane.
- c. Performs non-locomotor and locomotor combinations.

Non-Locomotor

- d. Performs mature form of landing in a horizontal and vertical plane.
- e. Maintains balance on different bases of support while maintaining different body shapes.
- f. Transfers weight from one body part to another maintaining personal space.
- g. Rolls with either a narrow or curled body shape.
- h. Demonstrates twisting, curling, bending, and stretching actions.

Manipulative Skills

- i. Demonstrates underhand throwing techniques following teacher cues.
- j. Catches various sized objects.
- k. Dribbles continuously in personal space using the dominant hand.
- l. Dribbles a ball using the inside of the foot while walking in general space.
- m. Approaches a stationary ball and kicks it forward while refining correct kicking form (keeping eye on the ball, walking up to the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through).
- n. Volleys an object upward with an open hand.
- o. Strikes an object with a short-handled implement using a proper grip.
- p. Jumps forward or backward consecutively using a self-turned rope.
- q. Jumps a long rope consecutively with teacher assisted turning.

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Movement Concepts and Principles

PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Responds to different beats/rhythms in personal and general space.
- b. Travels demonstrating low, medium, and high levels.
- c. Travels over, under, around, and through a variety of objects.
- d. Differentiates between fast and slow speeds.
- e. Differentiates between strong and light force.

Fitness

PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in physical education class.
- c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- d. Practices the proper protocol for each Georgia Fitness Assessment component.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

Second Grade

Physical Education

36.00300

Course Description: This course will involve students performing skipping, sliding, and galloping with a mature form while moving through personal and general space; students will demonstrate the ability to change directions on teacher command or adapt movement in relation to a partner and combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Students will demonstrate the ability to: maintain momentary body control during balance and weight transfer; master underhand throwing patterns when performing manipulative skills; catch an object at a medium level of trajectory in a closed environment (not during game play); and use underhand striking skills.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.
- b. Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities.

Non-Locomotor

- c. Performs a combination of rolling and balance skills.
- d. Performs rhythmical sequences in a creative routine and in simple folk/line dance.
- e. Transfers weight while maintaining balance.

Manipulative Skills

- f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).
- g. Demonstrates overhand throwing techniques following teacher cues.
- h. Catches an object at a medium level with the hands (not trapping against the body).
- i. Dribbles a ball using the dominant hand while traveling in general space.
- j. Dribbles a ball with control using the feet while traveling in general space.
- k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through).
- l. Consecutively volleys an object.
- m. Consecutively strikes a variety of objects with a short-handled implement.
- n. Rolls an object/ball to a partner or target.

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- o. Turns a long rope successfully.
- p. Jumps a self-turned rope continuously.
- q. Jumps a long rope successfully.

Movement Concepts and Principles

PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Maintains personal space in a movement setting.
- b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.
- c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

Fitness

PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- b. Actively engages in physical education.
- c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.
- d. Practices the proper protocol for each Georgia Fitness Assessment component.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts corrective feedback from teacher.
- b. Works cooperatively with peers to solve problems and conflicts.
- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.
- d. Recognizes the value of working cooperatively with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

Third Grade

Physical Education

36.00400

Course Description: This course will involve students performing a variety of movement patterns within organized activities. Students will begin to demonstrate controlled manipulative skills. Emphasis will be placed on the value of health-related fitness activities and concepts; and students will recognize the importance of personal responsibility in relation to safe and appropriate participation.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Demonstrates fleeing, dodging, and chasing skills during game play.
- b. Performs a leap using a mature pattern.
- c. Travels differentiating between speeds. (jogging, sprinting, and running).
- d. Jumps and lands on feet for height and distance.
- e. Transfers weight while traveling in a variety of directions, levels, and pathways.

Non-Locomotor

- f. Balances on different bases of support demonstrating various levels and shapes.
- g. Demonstrates various step patterns and combinations of movement patterns in repeatable rhythmic sequences.

Manipulative Skills

- h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through).
- i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through).
- j. Catches an object tossed from a partner.
- k. Dribbles with dominate/non-dominate hand while traveling at various speeds and while keeping the ball under control.
- l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control.
- m. Runs to kick a stationary ball at a target.
- n. Uses a continuous running approach to kick the ball on the ground (inside of foot) and in the air (shoe laces) while demonstrating mature kicking form (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, following through).

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- o. Receives and passes the ball to a stationary target using the inside of the feet.
- p. Volleys an object over a net or to a partner/target with an underhand or sidearm striking pattern.
- q. Uses a proper grip when striking an object with a long-handled implement (paddle, bat, hockey stick, and racket).
- r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors).
- s. Enters/exits a turning long rope.

Movement Concepts and Principles

PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component.
- b. Applies the concept of muscle tension with balance in gymnastics and/or dance.
- c. Uses a variety of locomotor skills in general space to a rhythm.
- d. Recognizes the concept of open spaces in a movement setting.
- e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.
- f. Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities.

Fitness

PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.
- b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity.
- c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing.
- d. Demonstrates the proper protocol for the Georgia Fitness Assessment components.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work successfully with a partner or with a small group.
- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from teacher.
- c. Accepts and respects differences and similarities in physical abilities in self and others.
- d. Identifies equipment-specific safety rules and follows them.

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PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Explains the relationship between physical activity and good health.
- b. Describes the challenge that comes from learning a new physical activity.
- c. Recognizes the connection between enjoyment and participation of physical activity.
- d. Recognizes that physical activity provides opportunity for social interaction.

Fourth Grade

Physical Education

36.00500

Course Description: This course will involve the application of a variety of complex movement patterns within organized activities. Students will demonstrate mature manipulative skills and patterns. Health-related fitness activities and concepts will be reinforced and assessed. Students will demonstrate personal responsibility in relation to safe and appropriate participation.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

- a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- b. Creates a repeatable dance, gymnastics, or exercise routine when combining locomotor movement patterns.

Non-Locomotor

- c. Balances on different bases of support while transferring weight (walk and balance on a low beam, log roll, transfer weight while stretching and transferring weight from one foot to the other).
- d. Transfers weight in gymnastics and/or dance environments.

Manipulative Skills

- e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.
- f. Throws to a moving partner or target with reasonable accuracy.
- g. Catches a ball thrown from a partner at three different levels (high, medium, and low) with proper form.
- h. Dribbles with dominant and non-dominant hands in general space with control of ball and body while increasing and decreasing speed.
- i. Dribbles (with feet) in general space with control of ball and body while increasing and decreasing speed.
- j. Kicks an object along the ground and in the air.
- k. Punts a ball using mature form.
- l. Receives and passes the ball with the inside and outside of the feet to a stationary and moving target.
- m. Volleys underhand using a mature form in small-sided games.
- n. Volleys a ball upward with a two-hand overhead pattern.

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- o. Strikes an object with a short-handled implement (lollipop paddle or ping pong paddle) alternating hits with a partner over a low net, line, or against a wall demonstrating mature form.
- p. Strikes an object with a long-handled implement (hockey stick, golf club, bat, tennis or badminton racket) while demonstrating three of the five critical elements of a mature form (grip, stance, body orientation, swing plane, and follow-through).
- q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.
- r. Creates and/or performs a jump rope routine.

Movement Concepts and Principles

PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.
- d. Applies the concepts of direction and force when manipulating an object.
- e. Applies simple offensive and defensive tactics and strategies in a variety of activities.

Fitness

PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies physical activities which contribute to fitness.
- b. Demonstrates warm-up and cool-down activities as they relate to cardiorespiratory fitness assessment.
- c. Identifies the components of health-related fitness.
- d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.
- e. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.
- f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.
- g. Identifies areas to improve based on Georgia Fitness Assessment results.
- h. Compares opportunities for participating in physical activity outside of physical education class.
- i. Independently engages in physical education class.
- j. Discusses the importance of hydration related to physical activity.

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Personal and Social Behavior, Rules, Safety, and Etiquette

PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

Fifth Grade

Physical Education

36.00600

Course Description: This course will extend the application of a variety of complex movement patterns within organized activities. Students will utilize mature manipulative skills and patterns in individual and group settings. Health-related fitness activities and concepts will be assessed and analyzed. Students will understand, accept, model, and apply personal responsibility in relation to safe and appropriate participation.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PE5.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.

Locomotor

- a. Demonstrates mature patterns of various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- b. Creates a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or group.

Non-Locomotor

- c. Combines balance and weight transfer in a gymnastics and/or dance sequence with a partner.

Manipulative Skills

- d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.
- e. Throws accurately while both partners are in motion.
- f. Catches an object with both partners moving.
- g. Combines hand dribbling with other skills in small-sided games.
- h. Combines dribbling with feet and other skills in small-sided games.
- i. Demonstrates mature form of kicking and punting in small-sided games.
- j. Passes accurately and receives with the feet using a mature form as both partners travel.
- k. Volleys underhand using a mature form with accuracy in small-sided games.
- l. Volleys a ball with a two-hand overhead pattern, sending it upward accurately and demonstrating mature form.
- m. Consecutively strikes an object with a partner using a short-handled implement over a net, line, or against a wall in small-sided games.
- n. Strikes an object with a long-handled implement demonstrating mature form.
- o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).
- p. Creates and/or performs a jump rope routine with a partner or group.

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Movement Concepts and Principles

PE5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Applies the concepts of open and closed spaces in a practice or game setting.
- b. Analyzes movement and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.
- c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).

Fitness

PE5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Summarizes the effects of physical activity on body systems.
- b. Designs a plan to address ways to use physical activity to enhance fitness.
- c. Participates in the Georgia Fitness Assessment Program with teacher supervision.
- d. Compares Georgia Fitness Assessment results to Healthy Fitness Zones (HFZ).
- e. Identifies strategies to improve areas of need based on the Georgia Fitness Assessment results (with teacher assistance).
- f. Reassesses health related fitness to determine improvement and/or non-improvement areas.
- g. Engages in teacher-led and independent physical education class activities.
- h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Participates with independent and cooperative responsibility.
- c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).
- d. Applies safety principles with peers and equipment in physical activity settings.

PE5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Compares the health benefits of participating in physical activity.
- b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.
- c. Describes the social benefits gained when engaged in a variety of physical activities.