



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

PHYSICAL EDUCATION

Georgia Standards of Excellence (GSE)

Grade 6 – Grade 8

Physical Education Georgia Standards of Excellence

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**Sixth Grade
Physical Education**

36.00700

Course Description: Students perform motor skills that 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.

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.

6th Grade						
<ul style="list-style-type: none"> Georgia Fitness Assessment required per <u>O.C.G.A. § 20-2-777</u> Suggested activities Teacher is not limited to these examples Modify to meet the needs of the district (<i>see note below</i>) Instruction must include a majority of activity categories listed (invasion, net/wall, target, dance/rhythms, outdoor, fitness, and individual) Small-sided games should be emphasized to maximize student engagement and skill development Goal is for 50% of physical education class time to be spent in moderate to vigorous physical activity (MVPA) 						
Invasion/Team	Net/ Wall	Target	Dance/Rhythms	Outdoor	Fitness	Individual
Basketball Cricket Flag football Floor hockey Field hockey Lacrosse Rugby Soccer Speedball Team handball Ultimate frisbee Whiffleball	Badminton Handball Paddleball Pickleball Volleyball Tennis	Angleball Bocce Bowling Cornhole Disc golf Golf Horseshoes	Juggling Jump rope Line dance Lummi sticks Rhythmic fitness Contemporary dance Social dance Square dance Tinikling	Angling Aquatics Camping Canoeing Climbing Cycling Geocaching Hiking Orienteering Ropes Course	Georgia Fitness Assessment Program* Aerobic dance Bodyweight exercises Pilates Principles of Fitness Step aerobics Walking/Jogging Weight training	Gymnastics Self-Defense Martial Arts Tai Chi Tae Kwon Do Karate Track & Field Tumbling Wrestling

Motor Skills and Movement Patterns

PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Performs elements of movement combinations (shape, motion, space, energy, and flow) in multiple activity categories. (see chart for examples)
- b. Performs specialized manipulative skills in an applied setting to include throwing, catching, striking, shooting, and passing, utilizing various body parts or implements with varying trajectories, speed, and direction.

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- c. Performs rhythm sequences which combine movements and skills.
- d. Performs motor skills specific to multiple activity categories.
- e. Performs motor skills and movement patterns with appropriate adjustment to dynamic movements such as balance, weight transfer, speed, and direction.

Movement Concepts and Principles

PE6.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Identifies concepts that apply to movement skills, such as creating open space by using various movements (run, jump, or pivot).
- b. Identifies concepts that combine movements (run, jump, or pivot) and changes of speed, direction.
- c. Describes basic strategies and motor skill techniques for offense and defense in small-sided game play.
- d. Identifies steps to correctly demonstrate a rhythmic or systematic pattern.
- e. Identifies and explains the components of skill-related fitness.
- f. Identifies opportunities in school, home, and community to be physically active.

Fitness

PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Recognizes the difference between health-related fitness versus skill-related fitness.
- b. Participates in a variety of cardiovascular activities in school and home settings which are considered Moderate to Vigorous Physical Activity (MVPA).
- c. Explains and demonstrates the components of the FITT principle (Frequency, Intensity, Time, and Type) for each component of health-related fitness.
- d. Participates in the Georgia Fitness Assessment with teacher supervision.
- e. Identifies form breaks for each Georgia Fitness Assessment component.
- f. Performs fitness assessment protocols correctly.
- g. Determines if fitness scores are in the Healthy Fitness Zone (HFZ) for age and gender.
- h. Identifies health fitness components that are strong and those in need of improvement.
- i. Designs short and long-term personal fitness goals based on strengths and the areas for improvement as indicated by the Georgia Fitness Assessment.
- j. Identifies and explains considerations in exercise programs and related equipment.

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Personal and Social Behavior, Rules, Safety, and Etiquette

PE6.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates responsibility by following rules, making appropriate decisions with proper etiquette, and exhibiting safety and respect for self and others.
- b. Identifies and demonstrates safe practices with physical education equipment and facilities.
- c. Participates independently and cooperatively in class activities.

PE6.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Selects and participates in physical activities that foster social interaction and continued personal growth.
- b. Explains disease risks which are reduced by participating in physical activity.
- c. Explains the physical benefits of participating in physical activity.
- d. Describes the social benefits of being physically active.

Seventh Grade Physical Education

36.00800

Course Description: The seventh-grade student performs 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.

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.

7th Grade						
<ul style="list-style-type: none"> • Fitness assessment required per <u>O.C.G.A. § 20-2-777</u> • Suggested activities • Teacher is not limited to these examples • Modify to meet the needs of the district • Instruction must include a majority of curricular areas listed (invasion, net/wall, target, dance/rhythms, outdoor, fitness, and individual sports) • Small-sided games should be emphasized to maximize student engagement and skill development • Goal is for 50% of physical education class time to be spent in moderate to vigorous physical activity (MVPA) 						
Invasion/Team	Net/ Wall	Target	Dance/ Rhythms	Outdoor	Fitness	Individual
Basketball Cricket Flag football Floor hockey Field hockey Lacrosse Rugby Soccer Speedball Team handball Ultimate frisbee Whiffleball	Badminton Handball Paddleball Pickleball Volleyball Tennis	Angleball Bocce Bowling Cornhole Disc golf Golf Horseshoes	Juggling Jump rope Line dance Lummi sticks Rhythmic fitness Contemporary dance Social dance Square dance Tinikling	Angling Aquatics Camping Canoeing Climbing Cycling Geocaching Hiking Orienteering Ropes course	Georgia Fitness Assessment Program* Aerobic dance Bodyweight exercises Pilates Principles of fitness Step aerobics Walking/Jogging Weight training	Gymnastics Self-defense Martial Arts Tai Chi Tae Kwon Do Karate Track & Field Tumbling Wrestling

Motor Skills and Movement Patterns

PE7.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.

- a. Performs specialized manipulative skills in an applied setting to include striking and kicking in a dynamic environment while running, changing direction, pace, and levels.
- b. Performs a movement sequence in a physical activity, dance routine, or game (e.g., give and go in soccer; hop/step/ jump in triple jump; and jump rope routine).

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- c. Creates rhythm sequences that combine complex movement concepts and skills (e.g., the foot movements required to perform a successful basketball layup; running jump shot in team handball; run/jump/throw as in a double play).
- d. Demonstrates control while using a variety of throwing motions in activities (e.g., angleball, horseshoes, spin casting, and ultimate frisbee).

Movement Concepts and Principles

PE7.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in physical activities.
- b. Identifies and predicts the results of open space concepts in team sport activities by utilizing offensive and defensive tactics.
- c. Analyzes potential outcomes of offensive and defensive tactics in small-sided game settings.

Fitness

PE7.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies barriers to maintaining a physically active lifestyle.
- b. Identifies general principals of training. (the overload principle and the FITT principle of Frequency, Intensity, Time, and Type).
- c. Identifies places in the community where activities learned in class can be practiced and enjoyed.
- d. Identifies and explains the difference between health-related and skill-related fitness.
- e. Participates in the Georgia Fitness Assessment with teacher supervision.
- f. Identifies accurately form breaks for each Georgia Fitness Assessment component.
- g. Performs fitness assessment protocols correctly.
- h. Determines if fitness scores are in the Healthy Fitness Zone (HFZ) for age and gender.
- i. Identifies health fitness components that are strong and those in need of improvement.
- j. Develops and revises an exercise plan utilizing exercises or activities that will contribute to the improvement of in one or more components of the Georgia Fitness Assessment Program.
- k. Explains the RPE (Rating of Perceived Exertion) scale and how it can be used in a personal fitness regimen.
- l. Explains the importance of the aerobic capacity in overall health.
- m. Compares and contrasts static and dynamic stretching.
- n. Compares and contrasts strength and endurance training.

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Personal and Social Behavior, Rules, Safety, and Etiquette

PE7.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates support of and cooperation with peers.
- b. Exhibits task behaviors with limited supervision by self-officiating and problem solving during activities and including the safe and appropriate use of equipment.
- c. Demonstrates an acceptance of differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback and by avoiding bullying behavior.

PE7.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Participates in health enhancing activities for personal challenge and describes how each exerts a positive effect on health.
- b. Participates in new activities and describes the positive mental and emotional benefits of participation.
- c. Explains the benefits of social interaction through physical activity.

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**Eighth Grade
Physical Education**

36.00900

Course Description: Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics.

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.

8th Grade						
<ul style="list-style-type: none"> • Fitness Assessment required per <u>O.C.G.A. § 20-2-777</u> • Suggested activities • Teacher is not limited to these examples • Modify to meet the needs of the district • Instruction must include a majority of curricular areas listed (invasion, net/wall, target, dance/rhythms, outdoor, fitness, and individual) • Small-sided games should be emphasized to maximize student engagement and skill development • Goal is for 50% of physical education class time to be spent in moderate to vigorous physical activity (MVPA) 						
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Motor Skills and Movement Patterns

PE8.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- Performs specialized manipulative skills in small-sided games.
- Performs movement skills in complex activity settings based on situational analysis (e.g., number of outs, players on base, shot selection, time on the clock, and/or playing short one player vs. opponents).
- Creates offensive and defensive strategies in small-sided games based on situational play.
- Creates rhythm sequences that combine complex movement concepts and skills.

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Movement Concepts and Principles

PE8.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Assesses movement and strategies necessary for physical performance in individual activity and team situations (transition from offense to defense and vice versa; offensive and defensive positioning; body position; weight transfer; and communication with teammates).
- b. Explores important concepts in physical activities, such as action-reaction, trajectory, levers, and linear velocity.
- c. Describes the impacts of critical elements related to complex motor skills (force, timing, speed, direction, levels, and sequence of motion).
- d. Critiques self or others in the performance of a specific motor skill and provides suggestions for improving the performance.
- e. Formulates appropriate decisions based on game conditions (weather, teammates, individual skill levels, game situations, and opponent's skill level).

Fitness

PE8.3 The physically educated student demonstrates knowledge & skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Investigates ways to increase levels of moderate and vigorous physical activity (MVPA) in daily routines and reduce the barriers within one's environment (home, school, and/or community).
- b. Tracks activity and progress using activity journals, computer software, apps, or other methods to make indicated adjustments.
- c. Participates in the Georgia Fitness Assessment with teacher supervision.
- d. Develops and revises an exercise plan utilizing exercises or activities that will contribute to the improvement of in one or more components of the Georgia Fitness Assessment Program.
- e. Explains the importance of aerobic capacity and strives in the personal fitness plan to achieve a goal of 50% of activity time spent in MVPA.
- f. Uses heart rate to measure Rating of Perceived Exertion (RPE) and to determine intensity.
- g. Demonstrate which strength, toning, and physical activities impact specific muscle groups.

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Personal and Social Behavior, Rules, Safety, and Etiquette

PE8.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Exhibits personal responsibility and the ability to resolve conflicts in a physical activity setting.
- b. Assumes leadership roles to facilitate class management (team leaders, officials, or equipment managers).
- c. Adheres to school, class, or activity rules and guidelines established for resolving conflicts.

PE8.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes the role of physical activity in today's society in the development of positive health aspects, enjoyment, and social interaction.
- b. Analyzes the relationship between inactivity ("sedentary behavior") and obesity on mental and emotional health.
- c. Explores the importance of physical activity in managing social and emotional challenges (anxiety, depression, etc.).
- d. Displays empathy and encouragement to others during physical activity.
- e. Supports student-centered inquiry into all types of physical activity to encourage discovery of activities that allow for self-expression and lifelong enjoyment.