

Georgia Performance Standards Framework for Physical Education

KINDERGARTEN

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

Description: Students will experience all locomotor movement patterns (e.g., hop, jump, and gallop) and demonstrate mature patterns when walking and running. A variety of movement experiences allows students to use non-locomotor skills (e.g., bend, twist, and turn) while moving and stationary. Weight transfer and balance activities are important as students learn to move in relation to others while moving through personal and general space.

Elements:

a. Demonstrates basic movement in general and personal space.

Examples:

- Travels in general space without bumping into another student.
- Uses a variety of movements within personal space (balance, body control, and jumping).

b. Demonstrates basic locomotor skills.

Examples:

- Performs walk, run, hop, jump, and gallop.
- Uses walk, run, hop, jump, leap, and gallop in a tag game/activity.

c. Demonstrates basic non-locomotor skills.

Examples:

- Bends, straightens, twists, stretches, and turns during warm-up activities.
- Twists, turns, and bends to external rhythmic accompaniment.

d. Demonstrates basic manipulative skills.

Examples:

- Tosses a ball.
- Catches a bean bag.

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

Description: Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.

Elements:

a. Identifies general and personal space.

Examples:

- Students know when another student is beside, behind or in front.
- Students move throughout open space while staying within boundaries.

b. Identifies basic locomotor skills.

Examples:

- Students name three locomotor skills.
- On cue, students change to appropriate locomotor skills.

c. Identifies basic non-locomotor skills.

Examples:

- Students bend, straighten, stretch, and turn when prompted.
- The students name the non-locomotor skill performed by the teacher or another student.

d. Students identify components of tossing and catching.

Examples:

- Students name a level and appropriately release the ball to travel at the level.
- Students explain why they need to look at the ball in order to catch it.

e. Students apply basic movement concepts of space.

Examples:

- a. Students will move in various pathways on verbal command.
- b. Students change levels from low, medium, to high.

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PEK.3: Participates regularly in physical activity.

Description: Students will participate in physical activity largely because of the pleasure they experience. They engage primarily in structured physical activities in school and structured or non-structured activities outside of school.

Elements:

- a. Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.**

Examples:

- Plays at local area parks.
- Plays hop scotch or jumps rope with friends.

- b. Perform basic locomotor skills away from school.**

Examples:

- Engages in simple invasion games at home or recreation centers.
- Begins playing recreational sports.

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PEK4.1: Achieves and maintains a health enhancing level of physical fitness.

Description: Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in physical activity.

Elements:

a. Participates in fitness and conditioning activities.

Examples:

- Moves continuously for at least one minute while playing tag or running games.
- Holds own body weight for 5 seconds while participating in partner push up or traversing along a rock wall with teacher assistance.

b. Identifies physiological indicators that accompany moderate to vigorous physical activities.

Examples:

- Identifies that their hearts are beating faster after running or moving vigorously.
- Identifies sweating as a product of moving vigorously.

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PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize and follow rules, directions, and safety procedures. They work cooperatively and respectfully with others, regardless of personal differences.

Elements:

a. Follows classroom rules and shows self-control.

Examples:

- Responds to teacher’s signals and verbal cues.
- Listens to directions while sitting still and without touching equipment.

b. Follows simple directions for basic games and activities.

Examples:

- Participates in freeze tag.
- When given a team “number” or “color”, student willingly goes to that number or color without help.

c. Uses body, space, and equipment safely.

Examples:

- Avoids contact with others during a movement activity.
- Follows teacher’s directions to put equipment away.

d. Works with a partner or small group regardless of personal differences.

Examples:

- Shares space and equipment and takes turns with any student.
- Plays catch with a student with a disability.

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

Description: Students exhibit both verbal and non-verbal indicators of enjoyment for physical activity. In kindergarten, students find pleasure in the simple act of moving and facing challenges.

Elements:

a. Participates in physical activities that provide personal enjoyment.

Examples:

- Dances to a favorite song.
- Invites friends to join in activity.

b. Expresses feelings associated with success from physical activities.

Examples:

- Says, “I did it!” Claps when others are successful and congratulates peers.
- Gives a “thumbs up” when asked if they are having fun.