

## Georgia Performance Standards Framework for Physical Education

### **FIRST GRADE**

**PE1.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** Students perform locomotor skills in combination with non-locomotor skills and demonstrate mature form in the hop, jump, and leap. When traveling through general and personal space, students demonstrate the ability to move in a variety of pathways, in different directions, and at different levels. Several non-locomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Students are able to direct manipulative objects toward an intended target.

#### **Elements:**

**a. Demonstrates basic movement patterns while changing directions and levels in general and personal space.**

Examples:

- Maintains balance while moving first backwards and then forwards after a cue from the teacher.
- Changes levels to maneuver through an obstacle course.

**b. Demonstrates the hop, jump, and leap while participating in physical activities.**

Examples:

- Uses a mature form of hopping, leaping, and jumping during rhythmic activities.
- Travels between stations by hopping, leaping, and jumping.

**c. Demonstrates non locomotor skills.**

Examples:

- Moves while curling, twisting, and swaying.
- Shows balance while performing a scale during an educational gymnastics activity.

**d. Demonstrates basic manipulative skills.**

Examples:

- Kicks a stationary ball.
- Strikes a balloon using various body parts.

Georgia Performance Standards Framework for Physical Education

**FIRST GRADE**

**PE1.2:** Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students use movements and manipulative skill concepts while expanding and applying skills to their basic knowledge.

**Elements:**

**a. Demonstrates knowledge of basic locomotor skills.**

Examples:

- Students skip through general space on cue.
- Students will change locomotor skills on verbal command.

**b. Demonstrates knowledge of basic non-locomotor skills.**

Examples:

- Students curl, twist, or bend when prompted.
- Students design a combination of non-locomotor skills.

**c. Demonstrates use of movement concepts while striking and kicking.**

Examples:

- Students use appropriate force to kick a stationary ball to the wall or to a partner.
- Students strike the balloon with different degrees of force to move the balloon to different levels.

Georgia Performance Standards Framework for Physical Education

**FIRST GRADE**

**PE1.3:** Participates regularly in physical activity.

**Description:** Students express pleasure when participating in physical activity. 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 classes.

**Elements:**

**a. Improves skills while participating in enjoyable activities.**

Examples:

- Improves tossing and catching skills when playing catch with a partner.
- Improves rhythmic skills with Lummi Sticks.

**b. Participates in physical activity most days of the week.**

Examples:

- Participates in school clubs or programs featuring physical activities.
- Rides bikes after school.

**c. Participates regularly in a variety of non-structured and minimally organized physical activities inside and outside of physical education class.**

Examples:

- Plays tag games at recess or hop scotch.
- Plays jump rope games.

Georgia Performance Standards Framework for Physical Education

**FIRST GRADE**

**PE1.4:** 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 moderate to vigorous physical activity.

**Elements:**

**a. Participates in fitness and conditioning related activities.**

Examples:

- Participates in moderate to vigorous activity continuously for at least 5 minutes.
- Traverses along a rock wall with little teacher assistance.

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

Examples:

- After playing crab soccer, students are able to identify breathing hard as an example of physical exertion.
- Recognizes that doing push-ups makes your arm muscles tired.
- Recognizes that stomach muscles get tired when doing sit-ups or crunches.
- Identifies that the heart beats faster after dancing or moving vigorously.

## Georgia Performance Standards Framework for Physical Education

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**PE1.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students recognize rules, directions, and safety procedures while participating in physical activity. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.

#### **Elements:**

**a. Demonstrates self-control and follows rules and procedures with very little teacher direction.**

Examples:

- Lines up at the end of class in the appropriate spot.
- Keeps hands and body under control.

**b. Uses body, space, and equipment safely.**

Examples:

- Moves safely in a large group while changing directions and pathways.
- Swings pillo-polo stick while remaining in a safe space.

**c. Cooperates with others.**

Examples:

- Uses kindness and encouragement to help others.
- Takes turns throwing at a target.

**d. Uses appropriate means to resolve simple conflicts on their own.**

Examples:

- Allows a partner to have a “redo”.
- Apologizes for stepping on someone’s hand.

Georgia Performance Standards Framework for Physical Education

**FIRST GRADE**

**PE1.6:** Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

**Description:** 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.

**Elements:**

**a. Participates in and describes enjoyment of various physical activities.**

Examples:

- Identifies physical activity preferences.
- Completes teacher created survey to show emotions experienced during activity.

**b. Willingly participates in new and challenging activities.**

Examples:

- Is excited at the prospect of learning a new game.
- Challenges self at stations to improve the skill needed for a new activity.