

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

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

Description: Students in grades 9 – 12 will demonstrate the ability to participate in a variety of invasion, net/wall, field, target, individual, outdoor, fitness activities, rhythms, and dance. Students will demonstrate competence in at least one activity from two of three following categories: **Category 1:** invasion, net/wall, or field games; **Category 2:** target, dance/rhythm, or outdoor activities; **Category 3:** fitness or individual activity.

The following activities are suggested for grades 9-12:

Invasion	Net/ Wall	Field	Target	Dance/ Rhythms	Outdoor	Fitness	Individual
Soccer	Volleyball	Softball	Archery	Creative	Canoeing	Inline	Gymnastics
Basketball	Badminton	Whiffle	Golf	Ballroom	Camping	skating	Martial arts
Lacrosse	Pickle ball	ball	Bowling	Jazz	Ropes/	Aerobic	Inline
Flag	Tennis	Cricket	Bocce ball	Ballet	Climbing	dance	skating
football	Racquetball	Baseball	Horse shoes	Social	Aquatics	Weight	Track and
Speedball	Handball		Croquet	Folk	Cycling	training	Field
Team	Table		Shuffleboard	Juggling	Back	Aerobic	Tai chi
handball	tennis		Disc golf	Jump rope	packing	golf	
Hockey			Angle ball	Line dancing	Orienteering	Tae bo	
(field, floor, ice)				Square dance	Angling	Yoga	
Rugby				Hip hop	Hiking	Pilates	
Ultimate				dance			
games				Contemporary /modern			

- a. Demonstrates competence while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities.**

Examples:

- Catches a fly ball and throws it to second base.
- Executes a dance, rhythmic, or gymnastics sequence in the context of a routine.

- b. Performs skills, which at a level of competency, contributes to health related fitness.**

Examples:

- Dribbles, runs, passes, and shoots the ball in team handball with a basic level of competence.
- Performs a gymnastics routine that demonstrates strength and flexibility.

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

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

Description: Students will increase their motor skill level by utilizing principles and concepts connected with movement and examination of skills. Students will perform in movement patterns and psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activity settings.

Elements:

- a. Integrates a variety of strategies, tactics, concepts, and skills during sports and activities.**

Examples:

- Students are able to transition from an offensive position into a defensive position in a game of basketball.
- Knows when to use a drop, lob, or drive shot to score in a game of badminton.

- b. Creates a sequence of movements (dance, gymnastics, sports, etc.) that transition and flow smoothly from one to the next.**

Examples:

- Designs movement patterns that show the effects of motion, force, and muscular stability (e.g. Pilates, Tae Bo, and yoga).
- Designs a dance using a variety of dance steps.

- c. Evaluates skills needed for sports, outdoor, rhythm, and lifetime leisure activities.**

Examples:

- Evaluates and explains proper spot bowling techniques.
- Teaches others how to set up and dismantle a tent or reading a compass.

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

PEHS.3: Participates regularly in physical activity.

Description: 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.

Elements:

a. Utilizes effective time management skills to incorporate opportunities for physical activity outside of physical education class.

Examples:

- Creates a daily calendar of physical activities to ensure participation in health enhancing activities.
- Keeps a fitness journal recording detailed workout information (i.e. number of sets, repetitions, types of lifts, distances) in school and non-school settings.

b. Participates in school or community based physical activities with little or no cost.

Examples:

- Participates in school intramurals or club activities that involve physical activity.
- Identifies local walking trails or parks and goes walking with friends.

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

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

Description: Students will assume 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. To maintain a healthy lifestyle, the student will demonstrate the ability to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects ever-changing individual needs throughout life. Achievement of this standard will encourage participation necessary to support and sustain good health.

Elements:

- a. Implements a comprehensive fitness plan and adjusts various components of fitness necessary to maintain a healthy level of fitness throughout life.**

Examples:

- Applies specificity, overload, and progression to increase the intensity of the work out.
- Modifies fitness plans due to life changes such as age or injury. (e.g. a team sport activity to an aquatics activity due to an injury.)

- b. Maintains or improves fitness level by using the results of the national fitness assessment to guide changes in a personal program of physical activity.**

Examples:

- Increases the number of repetitions in a weight training workout to increase muscular strength.
- Participates in lifetime fitness activities (from different sections of the activity chart) at the appropriate heart rate level for 30-60 minutes per day 3-5 times per week in both school and non-school settings.

- c. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.**

Examples:

- Uses tools such as heart rate monitors and pedometers during exercise.
- Uses the internet to obtain reliable resources to develop a healthy lifestyle.

- d. Analyzes the relationship between physical activity and longevity.**

Examples:

- Creates personal strategies to reduce stress as a way to improve overall health and wellness.
- Evaluates personal fitness levels and creates a plan to limit or prevent environmental unhealthy conditions (e.g. diabetes or asthma).

Georgia Performance Standards Framework for Physical Education

e. Evaluates the relationship of exercise (fitness) and nutrition.

Examples:

- Prepares a weekly/monthly log showing the correlation between calorie intake and calorie expenditure.
- Uses exercise to increase metabolism.

f. Develops fitness goals that are gender, age, and skill appropriate.

Examples:

- Discusses how activity goals can be modified to meet the needs of the individual.
- Moves from a competitive activity such as football, to a recreational activity such as disc golf.

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

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

Description: 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.

Elements:

a. Displays the ability to design rules, procedures, and routines appropriate for the group.

Examples:

- Students cooperatively develop rules for classroom behavior.
- Modifies rules according to student ability and class size to make activities fun and safe.

b. Exhibits the ability to decipher between ethical and unethical behavior.

Examples:

- Listens to the different sides of an issue before taking action in a conflict while overseeing a competition.
- Can identify the difference between taunting and celebrating as it relates to sportsmanship.

c. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of societal or cultural differences.

Examples:

- Is able to make the correct call when officiating, even when friends commit an infraction of the rule.
- Is able to appropriately officiate a basketball game.
- Accepts an official's call regardless of the impact on the outcome of the game.

d. Applies safe practices in the physical education setting.

Examples:

- Wears safe and appropriate clothing to participate in physical activity.
- Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity.

Georgia Performance Standards Framework for Physical Education

HIGH SCHOOL

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

Description: 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 needs.

Elements:

- a. Explain(s) why participation in activities is enjoyable and desirable either alone or in a group.**

Examples:

- Creates a pamphlet/booklet/magazine/web page on a selected activity expressing why it is important to them/how it fulfills their fitness goals.
- Shows appropriate social interaction during participation (empathy, accepting rule enforcement, team play, etc.).

- b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.**

Examples:

- Adjusts previously met fitness goals to increase challenges for self-improvement.
- Creates and records a self-generated list of reasons for choosing to participate in selected physical activities in an activity log.