

Dear 8<sup>th</sup> Grade Physical Education Teacher,

Congratulations on your physical education *semester* course assignment. The *Halifax County Schools' Healthful Living Physical Education Pacing Guide* is paced in nine weeks within two quarters. It consists of the following NC Healthful Living Essential Standards' strands: **MS** = Motor Skills, **MC** = Movement Concepts, **HF** = Health-Related Fitness, and **PR** = Personal/Social Responsibility. See the following example of how to read the matrix: **PE.8.MS.1.1** *Physical Education; Grade 8; Motor Skills; Essential Standard 1; Clarifying Objective*. The numbered columns and letter "X" indicates when the objective IS taught and NOT taught. There are several objectives to teach each quarter; therefore, teachers are encouraged to design mini units to accomplish all objectives.

Best regards for a successful school year!  
Halifax County Schools' Curriculum Support Team  
August 26, 2020

**Halifax County Schools: (Healthful Living) Physical Education Essential Standards Pacing Guide (8-26-19)**

**(MS) Motor Skills**

Clarifying Objectives		Quarters	
<b>8.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.</b>		<b>1</b>	<b>2</b>
<b>PE.8.MS.1.1</b>	Execute proficiently some complex combinations of movements specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.	<b>1</b>	<b>X</b>
<b>PE.8.MS.1.2</b>	Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small-sided game situations	<b>1</b>	<b>X</b>
<b>PE.8.MS.1.3</b>	Apply basic strategies and tactics that contribute to successful participation.	<b>1</b>	<b>X</b>
<b>PE.8.MS.1.4</b>	Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music	<b>1</b>	<b>X</b>

**(MC) Movement Concepts**

Clarifying Objectives		Quarters	
<b>8.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</b>		<b>1</b>	<b>2</b>
<b>PE.8.MC.2.1</b>	Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.	<b>X</b>	<b>2</b>
<b>PE.8.MC.2.2</b>	Compare movement concepts and principles, and critical elements of activity, of performances representing different levels of skill	<b>X</b>	<b>2</b>
<b>PE.8.MC.2.3</b>	Integrate strategies and tactics within game play.	<b>X</b>	<b>2</b>
<b>PE.8.MC.2.4</b>	Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills	<b>X</b>	<b>2</b>

**HF = Health-Related Fitness**

Clarifying Objectives		Quarters	
<b>8.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</b>		<b>1</b>	<b>2</b>
<b>PE.8.HF.3.1</b>	Evaluate progress toward achieving health-related fitness standards, using the results to make improvements	<b>1</b>	<b>X</b>
<b>PE.8.HF.3.2</b>	Summarize the potential short- and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.	<b>1</b>	<b>X</b>
<b>PE.8.HF.3.3</b>	Use a variety of resources to assess, monitor, and improve personal fitness.	<b>X</b>	<b>2</b>

**(PR) Personal/Social Responsibility**

Clarifying Objectives		Quarters	
<b>8.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.</b>		<b>1</b>	<b>2</b>
<b>PE.8.PR.4.1</b>	Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.	<b>1</b>	<b>X</b>
<b>PE.8.PR.4.2</b>	Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.	<b>1</b>	<b>X</b>
<b>PE.8.PR.4.3</b>	Compare factors in different cultures that influence the choice of physical activity and nutrition.	<b>X</b>	<b>2</b>