

Dear 9<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.9.MS.1.1** *Physical Education; Grade 9; 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 nine 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>9.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.9.MS.1.1</b>	Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.	1	X
<b>PE.9.MS.1.2</b>	Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.	1	X
<b>PE.9.MS.1.3</b>	Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activities.	1	X
<b>PE.9.MS.1.4</b>	Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.	1	X

**(MC) Movement Concepts**

Clarifying Objectives		Quarters	
<b>9.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.9.MC.2.1</b>	Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.	X	2
<b>PE.9.MC.2.2</b>	Use complex movement principles to evaluate and improve performance.	X	2
<b>PE.9.MC.2.3</b>	Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.	X	2

**HF = Health-Related Fitness**

Clarifying Objectives		Quarters	
<b>9.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.9.HF.3.1</b>	Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.	1	X
<b>PE.9.HF.3.2</b>	Analyze career and occupational opportunities in terms of the required skills, fitness components, and personal interests.	1	X
<b>PE.9.HF.3.3</b>	Analyze the relationship between the six sports-related components and the five health-related components of fitness.	X	2

**(PR) Personal/Social Responsibility**

Clarifying Objectives		Quarters	
<b>9.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.9.PR.4.1</b>	Implement leadership skills to promote responsibility in self and others.	1	X
<b>PE.9.PR.4.2</b>	Select the most appropriate ways of responding and mediate to settle conflicts	1	X
<b>PE.9.PR.4.3</b>	Explain the influence of physical activity on cultural competence and the development of self-awareness.	X	2