



High School Physical Education

2022-2023 Scope and Sequence

NCDPI Healthful Living: Grade 9-12

OVERVIEW

The Healthful Living Education (K-12 Health and Physical Education) promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components health and physical education. When fully integrated, the NHCS Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes towards physical activity and lifelong fitness.

North Carolina Essential Standards – Physical Education

MS = MOTOR SKILLS

MC = MOVEMENT CONCEPTS

HF = HEALTH-RELATED FITNESS

PR = PERSONAL/SOCIAL RESPONSIBILITY

* HEALTH AND PHYSICAL EDUCATION Credit 1 unit

This course is made up of two nine-week segments—nine weeks of health and nine-weeks of physical education. The health segment consists of building self-esteem, making responsible decisions, and relating these skills to key issues of a healthy lifestyle. The physical education segment emphasizes muscular strength, muscular endurance, cardiovascular endurance, and flexibility, within a variety of activities. Both segments are aligned with North Carolina's High School Healthful Living Essential Standards and clarifying objectives.

Note: Completion of one unit that includes two content areas: health education and physical education. This is required for all NC high school students to graduate. Students must also meet the CPR graduation requirements by completing a CPR skills test. Students may choose to participate in PE Electives after this requirement is made.

[HS PE Electives- Course Descriptions](#)

Grade	NC Essential Standards	Clarifying Objectives
9 th GRADE Motor Skills (MS)	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	<p>PE.9.MS.1.1 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.</p> <p>PE.9.MS.1.2 Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.</p> <p>PE.9.MS.1.3 Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activities.</p> <p>PE.9.MS.1.4 Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.</p>
9 th GRADE Movement Concepts (MC)	Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.	<p>PE.9.MC.2.1 Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.</p> <p>PE.9.MC.2.2 Use complex movement principles to evaluate and improve performance.</p>



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		PE.9.MC.2.3 Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.
9th GRADE Health-Related Fitness (HF)	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	<p>PE.9.HF.3.1 Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.</p> <p>PE.9.HF.3.2 Analyze career and occupational opportunities in terms of the required skills, fitness components, and personal interests.</p> <p>PE.9.HF.3.3 Analyze the relationship between the six sports-related components and the five health-related components of fitness.</p>
9th GRADE Personal/Social Responsibility (PR)	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	<p>PE.9.PR.4.1 Implement leadership skills to promote responsibility in self and others.</p> <p>PE.9.PR.4.2 Select the most appropriate ways of responding and mediate to settle conflicts.</p> <p>PE.9.PR.4.3 Explain the influence of physical activity on cultural competence and the development of self-awareness.</p>