

Dear First Grade Physical Education Teacher,

Congratulations on your physical education course assignment. The *Halifax County Schools' Healthful Living Physical Education Pacing Guide* is paced in nine weeks within four 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.1.MS.1.1 Physical Education; Grade 1; 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 within 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)							
<b>(MS) Motor Skills</b>							
<b>Clarifying Objectives</b>				<b>Quarters</b>			
<b>1.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>3</b>	<b>4</b>
<b>PE.1.MS.1.1</b>	Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.	1	2	3	4		
<b>PE.1.MS.1.2</b>	Use recognizable forms of the five basic manipulative skills.	1	2	3	4		
<b>PE.1.MS.1.3</b>	Generate smooth transitions between sequential locomotor skills.	1	2	2	4		
<b>PE.1.MS.1.4</b>	Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.	X	2	3	4		
<b>(MC) Movement Concepts</b>							
<b>Clarifying Objectives</b>				<b>Quarters</b>			
<b>K.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance movement.</b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PE.1.MC.2.1</b>	Use movement and manipulative skills involving equipment.	1	2	3	4		
<b>PE.1.MC.2.2</b>	Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.	1	2	3	4		
<b>PE.1.MC.2.3</b>	Understand how to use teacher and peer feedback to improve basic motor performance.	1	2	3	4		
<b>PE.1.MC.2.4</b>	Illustrate activities that increase heart rate and make muscles strong.	X	2	X	X		
<b>HF = Health-Related Fitness</b>							
<b>Clarifying Objectives</b>				<b>Quarters</b>			
<b>1.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PE.1.HF.3.1</b>	Select physical activities based on one's interests and physical development.	X	2	3	4		
<b>PE.1.HF.3.2</b>	Select physical activities based on one's interests and physical development.	X	X	3	4		
<b>PE.1.HF.3.3</b>	Contrast moderate physical activity and vigorous physical activity.	X	X	3	4		
<b>(PR) Personal/Social Responsibility</b>							
<b>Clarifying Objectives</b>				<b>Quarters</b>			
<b>1.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>3</b>	<b>4</b>
<b>PE.1.PR.4.1</b>	Use basic strategies and concepts for working cooperatively in group settings.	X	2	3	4		
<b>PE.1.PR.4.2</b>	Understand how social interaction can make activities more enjoyable.	X	2	3	4		
<b>PE.1.PR.4.3</b>	Use safe practices when engaging in physical education activities	1	2	3	4		