

Healthful Living Performance Standard Course of Study **Scope and Sequence**

The Healthful Living *Standard Course of Study* is organized by grade level, competency goals and objectives. Objectives that build gradually and sequentially are provided for each grade level, K–High School, and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of students’ learning and provides opportunities to reinforce specific healthful behaviors at several grade levels.

The Physical Education portion of the *North Carolina Standard Course of Study* enables all students to gain knowledge and skills about healthful living topics important to their age levels. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning.

The following physical education strands are the focus of instruction:

- ***Movement Forms*** (development of movement competence through dance, gymnastics, individual, dual, team sport or activities; movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishing a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities)
- ***Fitness and Sport Literacy*** (using cognitive information to understand and enhance motor skill acquisition and performance; application of concepts from disciplines such as motor learning and development, biomechanics, and exercise physiology; knowledge and application of these concepts and practice enhance the likelihood of independent learning and therefore more regular and effective participation in physical activity).
- ***Healthful Lifestyles*** (establishing patterns of regular participation in meaningful physical activity; providing awareness of opportunity both in school and community; a comprehensive perspective on the meaning of a healthy lifestyle)
- ***Personal Fitness*** (achieving a health-enhancing level of fitness and developing higher levels of basic fitness and physical competence as needed in many work situations and leisure activity)

- ***Appreciation for Diversity*** (development of respect for individual similarities and differences through positive interaction among participants in physical activity; including characteristics of culture, ethnicity, motor performance, physical, mental, and emotional disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status; valuing diversity in physical activity and development of strategies for inclusion of others) as well as the achievement of self-initiated behaviors that promote personal and group success in activity setting; safe practices, adherence to rules and procedures, etiquette, sportsmanship, cooperation and teamwork, ethical behavior in sport, and positive social interaction).

Physical Education Skills:

Skill development in Physical Education occurs through both the study and application of the skills. The following skills align well with research on effective programs and national standards in physical education.

1. Motor skills and movement patterns – Students should demonstrate the physical skills needed to enjoy participation in physical activities (i.e., throwing, running, skipping, striking skills that are further refined at middle school years and become more complex movement patterns such as tactics, catching on the move, or dance steps.)
2. Applied knowledge – Students should demonstrate a competent level of understanding and decision making for movement concepts, principles, strategies and tactics as they apply to skill acquisition and performance (i.e., increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training.)
3. Effective self- management – Students should utilize goal setting and establish patterns of regular participation in meaningful physical activity.
4. Accepting responsibility for fitness – Students should develop self-initiated behaviors that promote personal and group success in activity from the knowledge, skill and concepts of physical education to live a healthy active lifestyle.
5. Respect for similarities and differences– Students should achieve self-initiated behaviors that promote personal and group success which include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction.

6. Self-confidence and positive self –image – Students should develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

By the end of grade three:

Students will be able to demonstrate ways in which they can manage stress; be responsible for their own behaviors; cope with fear, embarrassment and failure; recognize and respond appropriately to teasing, aggression and bullying; resolve conflict; cooperate, share, and respecting the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits.

Students will be able to demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities before entering into the forth grade *Healthful Living Education Standard Course of Study*.

Goal 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Kindergarten	First	Second	Third
Demonstrate non-locomotor movements using different parts of the body.	Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels, and force.	Demonstrate mature form in skipping, hopping, galloping and sliding.	Demonstrate modified, square and line dances.
Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.	Demonstrate the emerging skills for throwing, catching, striking.	Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner.	Create sequences demonstrating changes of pathways, levels, force and direction with manipulatives.
Develop movement control for safe participation in games and sports.	Demonstrate static and dynamic balances using different body parts.	Demonstrate moving to a rhythmic beat while manipulating objects such as jump ropes, scarves and balls.	Create and demonstrate a variety of gymnastic patterns with a rolling focus on inversion and rolling sequences.
Demonstrate rolling movements.	Demonstrate a variety of movements and pathways.		Demonstrate the skills of throwing, catching, striking or trapping in an activity.
			Successfully perform a variety of jump rope skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Kindergarten	First	Second	Third
Identify fundamental movement patterns.	Identify personal effort made that vary the quality of movement (speed up, slow down, pacing).	Demonstrate space awareness and movement control in different ways in a large group without bumping into others or falling, such as running, hopping, and skipping.	Identify safe practices in physical activity settings.
Establish a beginning movement vocabulary.	Explain the importance of warm-up and cool down.	Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.	Assess the major characteristics of mature walking, running, throwing, catching.
Apply age appropriate concepts to performance.		Use feedback to improve performance.	Identify and apply the critical elements of basic fitness.
		Explain why everybody should be active at least 60 minutes per day.	Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Kindergarten	First	Second	Third
Identify likes and dislikes connected with participation in physical activity.	Investigate likes and dislikes connected with participation in physical activity.	Identify physical activity opportunities in your community.	Demonstrate positive attitude characteristics toward being physically active.
Begin to identify opportunities for increased physical activity (i.e., taking the stairs).	Explore activities you like which require physical activity during non-school hours.	Recognize that physical activity is a conscious choice.	Engage in regular physical activity throughout the day.
			Explore family and community opportunities to be active.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Kindergarten	First	Second	Third
Identify physiological signs of moderate physical activity.	Examine one or two components of a health-related fitness assessment.	Examine 2 or 3 components of health-related physical fitness assessment.	Recall all of the components of a health-related fitness.
Recognize two appropriate sites on the body to monitor the heart rate.	Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.	Recognize the physiology indicators that accompany moderate to vigorous physical activity.	Complete a modified version of a health-enhancing personal fitness assessment and show improvement, including monitoring of the heart.
Sustain moderate to vigorous physical activity for short periods of time.	Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.	Recognize the relationship between nutrition and physical fitness.	Demonstrate appropriate warm-up and cool down activities.
Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.	Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.		

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Kindergarten	First	Second	Third
Identify 1-2 reasons why participation in physical activity is important and enjoyable.	Describe 2-3 reasons why participation in physical activity is important and enjoyable.	Explain why participation in physical activity is important.	Compare and contrast the value of activity versus inactivity through individual and group settings.
Identify 1-2 ways physical activity improves health.	Describe 2-3 ways physical activity improves health.	Explore ways physical activity improves health.	Identify positive behaviors and comments to use during play situations.
Demonstrate respect for self, others, and equipment.	Apply safe practices, rules and procedures.	Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement.	Utilize and demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations.
	Works cooperatively with others to complete task.	Work cooperatively with others to honestly complete work.	

By the end of grade five:

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; analyze the relationship between physical activity and nutrition and the cardiovascular system; demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports; describe the mechanics of skill performance in a variety of activity settings; and chooses to participate in structured and purposeful activity.

Students will be able to create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements; complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart; regularly encourages others and refrains from put-down statements; identify opportunities for regular physical activity in school and at home; demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels, and assesses and takes responsibility for his/her own behavior problems without blaming others before entering into the sixth grade *Healthful Living Standard Course of Study*.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Fourth	Fifth
Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.	Demonstrate various aerobic dances.
Create original dances using the elements found in square, folk, line and/or other rhythmic activities.	Demonstrate various popular folk and square dances, and mixer and couple dances.
Demonstrate ball-handling skills necessary for participation in lead up games and sports.	Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.
Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.	Demonstrate forehand and backhand striking skills in dual and individual sports.
Explore various movement forms including jump rope routines.	Demonstrate skills necessary for participation in non-traditional games and activities.
Develop inverted balances using two or more body parts.	Demonstrate the ability to perform skills of jumping rope with a partner or small group.
Create movement sequence routines that contain balance, inversion, weight transfer, and landing.	Create a variety of combinations using balance skills and rolling movements.
	Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Fourth	Fifth
Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.	Analyze the variety of sports and movement forms from countries around the world.
Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment.	Identify the origins of a variety of sports and movement forms.
Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick.	Participate in a variety of physical activities as both leader and follower.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Fourth	Fifth
Identify personal activity interests and ability.	Participates regularly in physical activities for the purpose of improving skill and health.
Consciously recognize the benefits derived from regular moderate to vigorous physical activity.	Identify opportunities for regular physical activity in school and at home.
Chooses to participate in structured and purposeful activity.	Identify social and psychological benefits from participation in physical activities.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Fourth	Fifth
Complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.	Demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels.
Name the benefits derived from participation in physical activity.	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart
Identify and demonstrate the health related components of fitness. <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength and endurance • Flexibility • Body Composition 	Utilize safe and appropriate warm-up, pacing and cool down techniques.
Recognize the relationship between healthy nutrition and exercise in weight management.	Identify and demonstrate the skill related components of fitness. <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Reaction time • Speed

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Fourth	Fifth
Identifies positive feelings associated with participation in physical activities.	Interacts with others by helping with their physical activity challenges.
Chooses to participate cooperatively and productively in-group and individual physical activities.	Demonstrate behavior that will resolve conflicts in socially appropriate ways.
Selects and practices a skill on which improvement is needed.	Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.
Follows directions, activity-specific rules, procedures, and etiquette, with few reminders.	Assesses and takes responsibility for his/her own behavior problems without blaming others.
Regularly encourages others and refrains from put-down statements.	

By the end of grade eight:

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate); demonstrate FIT Guidelines; and develop sound exercise practices (know safe exercises and contraindicated exercises/practices). Students will be able to demonstrate the ability to set personal goals, develop an awareness of and respect for cultural diversity through participation in physical activities; understand and apply basic principles of training (e.g., intensity, specificity, overload) and develop abilities to function in group activities.

Students will be able to perform a wide variety of body management skills and recreational dances (square dance, international folk dance, and social dance). The student will participate in activities with a variety of individuals who differ from each other. Students will be able to perform the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities (e.g., skills, and basic offense and defense strategies). Students will engage in physical activities that provide for challenge, problem-solving, and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors before entering into the sixth grade *Healthful Living Standard Course of Study*.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Six	Seven	Eight
Demonstrate square, folk, and rhythmic movement skills.	Demonstrate country western dance and social dance forms.	Successfully perform a variety of contemporary and popular dances.
Create short movement compositions.	Create dances that use the various elements of time, space, force, and flow.	Demonstrate square, folk, and social dance skills.
Create routines that focus on rolling combinations with variations of positions.	Create a short movement sequence routine.	Create and perform routines that use a variety of movement patterns.
Demonstrate beginning strategies through small-sided games for net and invasion games.	Demonstrate strategies in a variety of games and sports.	Demonstrate competence in advanced skills needed for team or dual games and sports.
Demonstrate increasing competence in more advanced specialized skills.	Demonstrate competence in skills needed for team sports through small-sided games.	Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities.
	Demonstrate competence in skills needed for individual physical activity.	Create and perform sequential movement routines.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Six	Seven	Eight
Use information from a variety of sources to improve performance such as feedback from a peer and published documents.	Apply advanced movement and game strategies.	Understand and apply offensive and defensive strategies in relation to physical activities.
Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.	Identify critical elements of advanced movement skills such as “give and go” or “pick and roll.”	Demonstrate knowledge for effective timing and sequencing for skill performance.
Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.	Identify characteristics of skilled performance in a few movement forms.	Know and apply rules and safe practices in a variety of physical activities.
Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.	Determine the link between physical activity and weight control.	

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Six	Seven	Eight
Identify opportunities in the school and community for regular participation in physical activity.	Identify resources in the community that can be accessed to maintain a physically active lifestyle.	Evaluate the benefits and value of various physical activities for personal fitness programs.
Participate daily for a minimum of 60 minutes in some form of health-enhancing physical activity. <ul style="list-style-type: none"> • Journal • Contract • Pedometers • Heart rate monitors 	Regulates physical activity behavior by using personal cues and movement principles.	Establish and implement personal physical activity goals and evaluate progress toward goals.
Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.	Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.	Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.
	Demonstrate the importance and value of regular physical activity.	

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Six	Seven	Eight
Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart	Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	Explain the importance and implications of the principles of cardiovascular and strength training.
Demonstrate proper stretching exercises.	Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.
Demonstrate the ability to perform self-paced aerobic activity.	Develop a strategy to improve personal level of fitness within each of the five components.	Monitor resting, exercise, and recovery heart rates in a variety of activities.
		Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Six	Seven	Eight
Appreciates the aesthetic and creative aspects of skilled performance in others and self.	Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.	Willingly join others of diverse culture, ethnicity, and gender during physical activity.
Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity.	Develop strategies to communicate ideas and feelings. <ul style="list-style-type: none"> • body language • gestures • body movements 	Work cooperatively with peers of differing skill to promote a safe school environment.
Utilize time effectively to complete assigned tasks.	Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.	Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting. <ul style="list-style-type: none"> • Controversial decisions • Safe areas of play
Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.	Engage in fair play and show self-control by accepting a controversial decision	Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	Seeks out participants with and shows respect for a peer with varying skill ability.	Display empathy to the feelings of others during physical activities.
		Recognize the diversity and/or different cultures differences in participation in physical activity.

