

comprehend concepts related to health promotion and disease prevention. Students need medically accurate content knowledge to make healthy decisions and to access appropriate medical care. Standards 2 – 8 are skills (analyzing influences, accessing valid information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy). Most are critical-thinking skills closely aligned with skills needed to be a 21st Century Learner. [Joint Committee on National Health Education Standards, 2007]

The Physical Education National Standards are used to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards document is to provide the framework for a quality physical education. The second edition reflects the most current research and theory about physical education. They include Standard 1, which is the expectation that students can demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2 is the expectation that students comprehend an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standards 3 and 4 are the expectation that students participate regularly in physical activity and achieve and maintain a health-enhancing level of physical fitness. Standard 5 is the manifestation of responsible personal and social behavior that respects self and others in physical activity settings and values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. [Moving to the Future, Second Edition, National Association for Sport and Physical Education, 2004.]

Healthful Living Education includes two distinct subject areas: health education and physical education. The subjects have a relationship and some opportunities for integration, and also have discrete content and skills. Health education focuses on content knowledge, skills, and the adoption of positive health attitudes and behaviors. Physical education emphasizes movement and psychomotor skills, recreation, and health-related fitness for a lifetime. Overlapping content and skills are obesity prevention, injury prevention, stress management, and sportsmanship. Adequate instructional time must be given to both subject areas. The expectation of the North Carolina Department of Public Instruction is that equal time be spent in both health education and physical education.

Healthful Living Education is part of the required course of study in North Carolina in Kindergarten through grade eight, with one credit required for high school graduation. Essential Standards and Clarifying Objectives, organized within curriculum strands in health education are Mental and Emotional Health, Personal and Consumer Health, Interpersonal