WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:
• I will talk with classmates about why physical activity is good for our health.
• I will enjoy being physically active.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will respect at least 6 to 12 feet of my classmates’ personal space.
• I will behave in ways that are trustworthy.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will respect at least 6 to 12 feet of personal space around classmates.
• I will look for a safe activity space at home that I can use every day.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:
VALUES PHYSICAL ACTIVITY: PERSONAL HEALTH
Students recognize the value of physical activity for physical, emotional, and mental health.
• (3) Discusses the relationship between physical activity and good health.
• (4) Examines the health benefits of available physical activity options.
• (5) Compares the health benefits of available physical activity options.

Social and Emotional Learning Priority Outcomes:
SELF-MANAGEMENT: SAFETY
• (Elementary) Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SOCIAL AWARENESS: SAFETY
• (Elementary) Recognizes and demonstrates respect for social and ethical norms with consideration of self and others.
WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:
• I will participate in all physical education learning activities.
• I will enjoy being physically active.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will respect at least 6 to 12 feet of my classmates’ personal space.
• I will demonstrate enthusiasm while safely controlling my personal behavior.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will respect 6 to 12 feet of personal space around classmates.
• I will draw a map of a safe physical activity space in my home.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:
VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION
Students recognize the value of physical activity for physical, emotional, and mental health.
• (3) Describes positive social interactions that come with physical activity.
• (4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.
• (5) Describes the social benefits gained from physical activity.

Social and Emotional Learning Priority Outcomes:
SELF-MANAGEMENT: SAFETY
• (Elementary) Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SELF-AWARENESS: EMPOWERMENT
• (Elementary) Identifies personal thoughts and values that contribute to confidence and optimism.
PHYSICAL EDUCATION OBJECTIVES:
• I will discuss the ways that physical activity improves my health.
• I will enjoy physical activity outside of physical education class.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will respect at least 6 to 12 feet of my classmates’ personal space.
• I will demonstrate enthusiasm while safely controlling my personal behavior.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will respect 6 to 12 feet of personal space around classmates.
• I will complete all tasks on my Go Be Great physical education checklist.

CONTENT-SPECIFIC PRIORITY OUTCOMES
Physical Education Priority Outcomes:
FITNESS KNOWLEDGE: PHYSICAL ACTIVITY KNOWLEDGE
Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.
• (3) Identifies physical activity benefits as a way to improve health.
• (4) Analyzes different opportunities for participating in physical activity outside physical education class for personal health benefits.
• (5) Charts and analyzes physical activity outside physical education class for personal fitness and health benefits.

Social and Emotional Learning Priority Outcomes:
SOCIAL AWARENESS: EMPOWERMENT
• (Elementary) Identifies and discusses the value of specific family, school, and community resources and supports.

RELATIONSHIP SKILLS: EMPOWERMENT
• (Elementary) Applies constructive language to encourage self/others.