

Go Be Great!

Weekly Learning Targets

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the 5 components of health-related fitness.
- 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 complete the physical education questionnaire and return it to my physical education teacher.

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.

- **(6)** Describes how physical activity positively impacts the body to promote good health.
- **(7)** Identifies and explains the relationship between the five components of health-related fitness and disease prevention.
- **(8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Secondary)** Defines and routinely applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle.

SOCIAL AWARENESS: SAFETY

- **(Secondary)** Discusses and defends social and ethical norms in order to promote a safe and encouraging learning environment.



Go Be Great!

Weekly Learning Targets

WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will respect my classmates by using positive and encouraging language.
- I will enjoy being physically active with others.

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 post the Go Be Great Choice Board where I can see it.

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.

- **(6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Secondary)** Defines and applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle.

SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.



Go Be Great!

Weekly Learning Targets

WEEK 3 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss solutions to common barriers to being physically active every day.
- I will thoughtfully complete the DIY Choice Board.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will respect at least 6 to 12 feet of my classmates' personal space.
- I will discuss the connection between regular physical activity and my emotional health.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- 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.

- **(6)** Identifies a variety of physical activity options available in the local community.
- **(7)** Identifies barriers to maintaining a physically active lifestyle and seeks solutions for eliminating barriers.
- **(8)** Explains the connection between regular physical activity and overall physical, emotional, and mental health.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

- **(Secondary)** Identifies and utilizes family, school, and community resources and supports in the pursuit of defined personal and collective community goals.

RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.

