**WEEK 1 of 4 STUDENT LEARNING OBJECTIVES**

**PHYSICAL EDUCATION OBJECTIVES:**

* I will discuss what it means to be healthy and have good health.
* I will be physically active as a way to protect my health.

**SOCIAL AND EMOTIONAL OBJECTIVES:**

* I will use positive words that help my classmates feel safe.
* I will demonstrate courage as I try new physical activities.

**WELLNESS OBJECTIVES:**

* I will be physically active every day for at least 60 minutes.
* I will look for a safe route for my family to walk.

**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:**

RELATIONSHIP SKILLS: SAFETY

* **(Elementary)** Identifies, discusses and applies communication skills that help establish a positive learning environment for self and others, and enables constructive conflict resolution.

SOCIAL AWARENESS: SAFETY

* **(Elementary)** Recognizes and demonstrates respect for social and ethical norms with consideration of self and others.

**WEEK 2 of 4 STUDENT LEARNING OBJECTIVES**

**PHYSICAL EDUCATION OBJECTIVES:**

* I will move with balance and control.
* I will follow all directions without teacher reminders.

**SOCIAL AND EMOTIONAL OBJECTIVES:**

* I will safely control my personal behavior in order to make physical education a positive learning environment.
* I will use my words to help motivate my classmates to be active.

**WELLNESS OBJECTIVES:**

* I will be physically active every day for at least 60 minutes.
* I will draw a map of a safe walking route near my home.

**CONTENT-SPECIFIC PRIORITY OUTCOMES**

**Physical Education Priority Outcomes:**

MOVEMENT SKILLS & CONCEPTS: LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

* **(3)** Performs locomotor skills with balance at various speeds.
* **(4)** Uses various locomotor skills in a variety of small-sided games and practice tasks.

RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY

* **(5)** Engages in physical activity with responsible interpersonal behavior.

**Social and Emotional Learning Priority Outcomes:**

RESPONSIBLE DECISION-MAKING: SAFETY

* **(Elementary)** Identifies and discusses the ethical standards, safety considerations, and social norms that influence decision making.

RELATIONSHIP SKILLS: EMPOWERMENT

* **(Elementary)** Applies constructive language to encourage self and others.

**WEEK 3 of 4 STUDENT LEARNING OBJECTIVES**

**PHYSICAL EDUCATION OBJECTIVES:**

* I will complete the health-related fitness word scramble.
* I will discuss the components of fitness required in Loopy Laps activities.

**SOCIAL AND EMOTIONAL OBJECTIVES:**

* I will control my body and behavior and stay 6 to 12 feet away from my classmates.
* I will encourage my friends and family to be physically active every day.

**WELLNESS OBJECTIVES:**

* I will be physically active every day for at least 60 minutes.
* I will work toward completing tasks on my physical education checklist.

**CONTENT-SPECIFIC PRIORITY OUTCOMES**

**Physical Education Priority Outcomes:**

FITNESS KNOWLEDGE: FITNESS KNOWLEDGE

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

* **(3)** Describes the concept of fitness and provides examples of PA to enhance fitness.
* **(4)** Identifies the component of health-related and skill-related fitness.
* **(5)** Identifies activities that require and/or improve the components of fitness.

**Social and Emotional Learning Priority Outcomes:**

SELF-AWARENESS: SAFETY

* **(Elementary)** Defines emotions and discusses both their causes and impacts on personal behaviors and health.

SELF-MANAGEMENT: SAFETY

* **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

**WEEK 4 of 4 STUDENT LEARNING OBJECTIVES**

**PHYSICAL EDUCATION OBJECTIVES:**

* I will discuss the health benefits of physical activity.
* I will identify the health-related fitness components related to Loopy Laps activities.

**SOCIAL AND EMOTIONAL OBJECTIVES:**

* I will participate in activities with a purpose that is meaningful to me.
* I will use positive language in my self-talk.

**WELLNESS OBJECTIVES:**

* I will be physically active every day for at least 60 minutes.
* I will complete all tasks on my *Loopy Laps* physical education checklist.

**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: EMPOWERMENT

* **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.

SELF-AWARENESS: EMPOWERMENT

* **(Elementary)** Identifies personal thoughts and values that contribute to confidence and optimism.