

# FITNESS ON THE MOVE

## Weekly Learning Targets

### WEEK 1 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the FITT principle and how it relates to 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 work to create a positive activity environment for myself and others.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will build physical activity into my daily routine.

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### 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:

##### RELATIONSHIP SKILLS: SAFETY

- **(Secondary)** Applies positive communication skills to seek and offer help and to resist inappropriate social pressure.

##### SOCIAL AWARENESS: SAFETY

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

# FITNESS ON THE MOVE

## Weekly Learning Targets

### WEEK 2 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss exercise intensity and how it relates to heart rate.
- I will look for opportunities to be physically active with family and friends.

#### 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 build physical activity into my daily routine.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### FITNESS KNOWLEDGE

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

- **(6)** Defines each component of the FITT principle as it relates to personal fitness.
- **(7)** Defines Heart Rate as a way to measure activity Intensity.

##### RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY

- **(8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

#### Social and Emotional Learning Priority Outcomes:

##### RESPONSIBLE DECISION-MAKING: SAFETY

- **(Secondary)** Evaluates positive and negative consequences of personal behavior options. Makes decisions in the best interest of self and others.

##### RELATIONSHIP SKILLS: EMPOWERMENT

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

# FITNESS ON THE MOVE

## Weekly Learning Targets

### WEEK 3 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will create a daily plan that includes 60-minutes of physical activity.
- I will discuss my plan and how it incorporates the FITT Principle.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will identify emotions that contribute to optimism.
- I will practice breathing techniques that promote stress management.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will build physical activity into my daily routine.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### FITNESS KNOWLEDGE

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

- **(6)** Defines each component of the FITT principle as it relates to personal fitness.
  - **(7)** Defines Heart Rate as a way to measure activity Intensity.
- ##### RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY
- **(8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

#### Social and Emotional Learning Priority Outcomes:

##### SELF-AWARENESS: SAFETY

- **(Secondary)** Recognizes the role of emotions in personal behavior.  
Applies understanding to establish positive & optimistic patterns of behavior.

##### 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.

# FITNESS ON THE MOVE

## Weekly Learning Targets

### WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will create a safe and effective FITT Dice Challenge.
- I will describe and discuss the purpose of routine physical activity.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will include focused breathing in my CYO FITT Dice Challenge.
- I will define personal physical activity goals for the next 3 weeks of physical education class.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete all tasks on my *Fitness On The Move* checklist.

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### 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: EMPOWERMENT

- **(Secondary)** Applies stress management and impulse control techniques toward the pursuit of defined personal and academic goals.

##### SELF-AWARENESS: EMPOWERMENT

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