

SOCCER NATION

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I use controlled taps to safely dribble my soccer ball with balance.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on self-care as a practice and complete the Self-care SEL Concept Square.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

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

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: HEALING

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

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WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will pass to a target by stepping to the target, using a controlled kick with the inside of my foot, and following through to the target.
- I will focus on safety and good form while I practice passing skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on mindfulness as a practice and complete the Mindfulness SEL Concept Square.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

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

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: HEALING

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

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WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will focus on improving my ball control skills through skill-building activities and practice.
- I will practice all soccer activities with a focus on control and balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on grit as a personal characteristic and complete the Grit SEL Concept Square.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

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

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

RESPONSIBLE DECISION-MAKING: EMPOWERMENT

- **(Secondary)** Makes constructive choices about personal behavior and social interactions in the active pursuit of individual and collective goals.

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WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will enjoy soccer skill building activities and routines with a classmate, friend, or family member.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on gratitude as a practice and complete the Gratitude SEL Concept Square.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

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

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: HEALING

- **(Secondary)** Establishes trusting relationships with adults and peers of diverse backgrounds and abilities. Seeks and offers help from an established social network that includes diverse individuals.