

MINUTE TO WIN

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will control the speed of my movements and keep my balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my classmates in a way that is positive and encouraging.

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.

- **(K)** Safely moves in both personal and general space using different pathways and speeds.
- **(1)** Safely moves demonstrating a variety of relationships with people and objects.
- **(2)** Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



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Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will control the force of my taps in order to volley balloons in the air.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my classmates in a way that encourages them to enjoy the challenge of our field day practice.

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.

- **(K)** Safely moves in both personal and general space using different pathways and speeds.
- **(1)** Safely moves demonstrating a variety of relationships with people and objects.
- **(2)** Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



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WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will jump with all of my force when practicing the long jump challenge.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk encourage my classmates to work hard toward their personal field day goals.

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.

- **(K)** Safely moves in both personal and general space using different pathways and speeds.
- **(1)** Safely moves demonstrating a variety of relationships with people and objects.
- **(2)** Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with control as I practice field day activities.
- I will control the force of each bowling roll in order to focus on accuracy to the targets.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my class about how we can do our best on field day, even if we are nervous.

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.

- **(K)** Safely moves in both personal and general space using different pathways and speeds.
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Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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

