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