



# Weekly Learning Targets

## WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (6-8)

### PHYSICAL EDUCATION OBJECTIVES:

- I use perform passing challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on determination and its role in my personal improvement and achievement.

### 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: NON-LOCOMOTOR SKILLS**  
Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

### Social and Emotional Learning Priority Outcomes:

**SELF-AWARENESS: EMPOWERMENT**

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





# Weekly Learning Targets

## WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (6-8)

### PHYSICAL EDUCATION OBJECTIVES:

- I use perform passing challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on courage and its role in managing my fear and helping me establish positive and optimistic behaviors.

### 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: NON-LOCOMOTOR SKILLS

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

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

### Social and Emotional Learning Priority Outcomes:

#### SELF-AWARENESS: SAFETY

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





# Weekly Learning Targets

## WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (6-8)

### PHYSICAL EDUCATION OBJECTIVES:

- I use perform hitting challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on passion and its role in setting a path toward self-improvement and personal achievement.

### 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: NON-LOCOMOTOR SKILLS

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

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

### Social and Emotional Learning Priority Outcomes:

#### SELF-AWARENESS: EMPOWERMENT

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





# Weekly Learning Targets

## WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (6-8)

### PHYSICAL EDUCATION OBJECTIVES:

- I use perform serving challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on passion and its role in setting a path toward self-improvement and personal achievement.

### 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: NON-LOCOMOTOR SKILLS

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

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

### Social and Emotional Learning Priority Outcomes:

#### SELF-AWARENESS: EMPOWERMENT

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

