

# Physical Education Essential Learning Outcomes and Learning Targets

*Addison Central School District - June 2016*

Essential Learning Outcomes (ELOs)
1. I can demonstrate competence in a variety of motor skills and movement patterns.
2. I can use the concepts and strategies I have learned in movement and performance.
3. I can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. I can exhibit responsible personal and social behavior that respects myself, others, and the environment.
5. I can recognize the importance of physical activity and its impact on wellness, including physical, mental, and emotional health; enjoyment; challenge; self-expression; learning readiness; and social interaction.

## What are the Addison Central School District *Essential Learning Outcomes* and *Learning Targets*?

The ACSD *Essential Learning Outcomes* (ELOs) are a cohesive set of PK-12 content area proficiencies that describe what students will know, understand, and be able to do by the time they graduate across ten content areas. *Learning targets* describe what it means to meet the ELOs within a content area at each grade span. The ELOs were developed and vetted during the 2015-2106 school year, and are aligned with state and national standards.

### How do we read the document?

Each ELO appears on its own page. This is the ACSD “big picture” outcome.	<b>ELO 1. I can demonstrate competence in a variety of motor skills and movement patterns.</b>					
Learning targets define proficiency at each grade span.	<b>Learning Targets</b>					
Looking across the grades shows students’ progression toward the ELO.	<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
Each learning target is identified by a lowercase letter and color-coded to show how specific skills and concepts build on each other.	a. I can perform locomotor skills (walk, run, hop, skip, and jump....) at a beginning level.	a. I can demonstrate locomotor skills (running, hopping, jumping, skipping...) in a variety of activities.	a. I can use various locomotor skills in a variety of small-sided practice tasks.	a. I can demonstrate competence in fundamental motor skills and selected combinations of skills.	a. I can demonstrate competence in a variety of movement skills in different physical activities, with and without equipment, for both offensive and defensive purposes.	a. I can demonstrate competence of activity-specific movement skills in two or more lifetime activities.  b. I can demonstrate competence in one or more specialized skills in health-related fitness activities.

### How do we use the ELOs and Learning Targets?

The ELOs and learning targets provide a guide for instruction and assessment for every ACSD teacher and learner. The articulated targets enable teachers to assess students who are above or below grade level using a common ACSD language and create opportunities for students to reflect on their own progress as they move toward proficiency. Used across content areas, the ELOs support interdisciplinary learning and enable connections among concepts, skills, and understandings.

**ELO 1. I can demonstrate competence in a variety of motor skills and movement patterns.**

**Learning Targets**

<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
a. I can perform locomotor skills (walk, run, hop, skip, and jump....) at a beginning level.	a. I can demonstrate locomotor skills (running, hopping, jumping, skipping...) in a variety of activities.	a. I can use various locomotor skills in a variety of small-sided practice tasks.	a. I can demonstrate competence in fundamental motor skills and selected combinations of skills.	a. I can demonstrate competence in a variety of movement skills in different physical activities, with and without equipment, for both offensive and defensive purposes.	a. I can demonstrate competence of activity-specific movement skills in two or more lifetime activities. b. I can demonstrate competence in one or more specialized skills in health-related fitness activities.

**ELO 2. I can use the concepts and strategies I have learned in movement and performance.**

**Learning Targets**

<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
a. I can move in and through general space while maintaining self space.	a. I can move in various pathways, levels, and directions.	a. I can demonstrate ability to change pathways, levels, and directions during a variety of physical activities.	a. I can combine movement concepts with skills in small-sided practice tasks in game environments, with self-direction.	a. I can demonstrate key movement concepts by utilizing tactics and strategies to modified game play.  b. I can transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.	a. I can use correct terminology and demonstrate key concepts and strategies associated with successful participation in a variety of physical activities.  b. I can appropriately use movement concepts and principles to analyze and improve my own and others' performance in selected skills.

**ELO 3. I can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**Learning Targets**

<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
a. I can actively participate in PE and recognize basic fitness and nutrition components.	<p>a. I can actively participate in PE.</p> <p>b. I can identify physical components that contribute to fitness.</p>	<p>a. I can show improvement in fitness testing.</p> <p>b. I can identify basic health-related fitness concepts.</p>	<p>a. I can show improvement in approaching or maintaining the healthy range in fitness testing.</p> <p>b. I can demonstrate knowledge of basic health-related fitness concepts.</p>	<p>a. I can show improvement in approaching or maintaining the healthy fitness zone through fitness testing.</p> <p>b. I can identify and connect the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) to nutrition.</p> <p>c. I can demonstrate basic movements or techniques used in stress-reducing activities.</p>	<p>a. I can complete the fitnessgram fitness test program and use the results to evaluate my current fitness level, set goals for maintaining or improving, and then assess my progress.</p> <p>b. I can plan and implement a personal fitness program.</p> <p>c. I can calculate a target heart rate training zone and apply that information to my personal fitness plan.</p> <p>d. I can demonstrate appropriate technique in strength and conditioning training.</p>

**ELO 4. I can exhibit responsible personal and social behavior that respects myself, others, and the environment.**

**Learning Targets**

<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
<p>a. I can follow the class directions and maintain safe behavior.</p> <p>b. I can accept personal differences between myself and my peers.</p>	<p>a. I can work with little teacher direction, use equipment properly, and use feedback appropriately.</p> <p>b. I can give positive feedback to my peers.</p>	<p>a. I can demonstrate respect for self and others in activities and games by following the rules without needing to be reminded.</p> <p>b. I can give and accept both positive and critical feedback in a respectful way.</p>	<p>a. I can demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.</p> <p>b. I can show appreciation for help given by peers or the teacher by giving a positive response.</p>	<p>a. I can cooperate with and encourage classmates, accept individual differences, and demonstrate inclusive behavior.</p> <p>b. I can provide and receive encouragement and feedback to and from peers without prompting from the teacher.</p> <p>c. I can respond appropriately and respectfully to participants during physical activity.</p>	<p>a. I can model responsible behavior, including safe participation, proper etiquette, respect for others, and teamwork, while engaging in physical activity.</p> <p>b. I can use communication skills and personal management strategies that promote productive team/group dynamics.</p> <p>c. I can solve problems and think critically in physical activity settings, both as an individual and in groups.</p>

**ELO 5. I can recognize the importance of physical activity and its impact on wellness, including physical, mental, and emotional health; enjoyment; challenge; self-expression; learning readiness; and social interaction.**

**Learning Targets**

<b>PreK-K</b>	<b>1st-2nd</b>	<b>3rd-4th</b>	<b>5th-6th</b>	<b>7th-8th</b>	<b>9th-12th</b>
a. I can recognize that physical activity is good for me and that there are some activities that are hard for me.	a. I can recognize the benefits of physical activity and express myself through physical activity.	<p>a. I can identify the benefits of a physically active lifestyle.</p> <p>b. I can engage in positive social interaction by exhibiting acceptance of self and others in physical activities.</p>	<p>a. I can evaluate different physical activities.</p> <p>b. for enjoyment and challenge, identifying reasons for a positive or negative response.</p> <p>c. I can exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.</p> <p>d. I can recognize individual challenges and cope in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.</p>	<p>a. I can show that I understand how physical activity impacts my mental and emotional health and makes me more ready to learn.</p> <p>b. I can engage in physical activity for enjoyment and self-expression.</p> <p>c. I can take part in physical activity that promotes positive social interaction.</p> <p>d. I can demonstrate a mature response to challenges in physical activities.</p>	<p>a. I can explain the benefits of a physically active lifestyle.</p> <p>b. I can select and participate regularly in physical activities that meet the need for self-expression, social interaction, challenge, and enjoyment.</p> <p>c. I can evaluate a self-selected physical activity, highlighting its impact on personal wellness.</p>

## Resources

- [National Standards](#) from SHAPE (these have also been adopted by Vermont)
- [Vermont Proficiency-Based Graduation Requirements](#)
- ACSU Power Standards (2005)