

# **ESSENTIAL LEARNING OUTCOMES (ELOs)**

ELOs stand for Essential Learning Objectives. Essential Learning Objectives (ELOs) are statements for each grade level and content that represent what we feel students at Cochrane-Fountain City should know and be able to do upon completion of that school year. Teachers and students work on the ELOs throughout the school year and assess and monitor students' progress continually.

## **ESSENTIAL LEARNING OUTCOMES ARE:**

- Essential outcomes represent the essential understandings that a student must learn to reach high levels of learning.
- Essential outcomes identify non-negotiable learning which informs planning and instruction.
- Essential outcomes help identify which students did not master specific essential outcomes and need additional support.
- Essential outcomes support common assessment development.

## **ESSENTIAL LEARNING OUTCOMES ARE NOT:**

- Essential outcomes do not represent all that is being taught.
- Essential outcomes do not omit parts of the curriculum.
- Essential outcomes are not for reporting purposes only.

Students will:

- Skip, hops, gallops, slides etc. using mature form.
- Throw a ball overhand.
- Actively participate in throwing, catching, and tossing activities.
- State the short-term effects of physical activity on the heart, lungs, and muscles.
- Participate in a variety of physical activities outside of school, with and without objects.
- Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bar
- Follow rules, procedures, and etiquette in class.
- Demonstrate listening skills.
- Demonstrate sportsmanship skills.
- Regularly encourage others and refrain from negative statements.
- Participate even if they are not successful.
- Participate in balancing activities.
- Improve hand/eye and foot/eye coordination.
- Demonstrate improvement in jump rope skills.

Students will:

- Throw overhand with mature form.
- Combine traveling with manipulative skills of dribbling, throwing, catching, and striking.
- Perform a combination of movement, sport, or leisure skills.
- Demonstrate locomotor skills (leaping, jumping, running, etc.)
- Locate heart rate and describe how it is used to monitor exercise intensity.
- Choose to participate in moderate to vigorous physical activity outside of PE class on a regular basis.
- Participate in physical activity in both school and non-school settings.
- Describe the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.
- Identify strengths and weaknesses based on health-related fitness testing.
- Follow class, activity, or game rules respectfully.
- Regularly encourage others and refrain from negative statements.
- Choose to participate in group physical activities.
- Identify and apply principles of skill development to improve and enhance performance.
- Follow activity-specific safe practices, rules, and procedures and etiquette during physical activity.
- Attribute success and improvement to effort and practice.
- Demonstrate the use of offensive strategies.
- Demonstrate basic strategies in non-complex settings.

**Grade: 7<sup>th</sup> – 8<sup>th</sup>**

**Course: Physical Education**

Students will:

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**Grade: 9<sup>th</sup> – 10<sup>th</sup>**

**Course: Physical Education**

Students will:

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**Grade: 11<sup>th</sup> – 12<sup>th</sup>**

**Course: Physical Education**

Students will:

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**Grade: 11<sup>th</sup> – 12<sup>th</sup>**

**Course: Fitness Fundamentals**

Students will: