**OUTCOMES MAP FOR WEEKS 1-10**

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| **Weeks 1-3** | **Week 1** | **Week 2** | **Week 3** |
| **OPEN Module** | **Go Be Great! A back-to-school tour of physical education.** | | |
| **Guiding Question** | ***How can I improve health and wellness for myself and others with routine physical activity?*** | | |
| Focus Outcomes  Grade K | **(Values: PE K)** Identifies physical activities that are enjoyable.  **(Responsibility: PRS K)** Follows directions for safe participation and proper use of equipment with minimal reminders. | **(Values: SI K)** Discusses the enjoyment of playing with family and friends.  (**Responsibility: ETQ K)** Recognizes the established protocol for class activities. | **(Movement: MC K)** Safely moves in both personal and general space using different pathways and speeds.  **(Fitness: PA K)** Identifies active play opportunities outside physical education class. |
| Focus Outcomes  Grade 1 | **(Values: PE 1)** Describes positive feelings that result from physical activity participation.  **(Responsibility: PRS 1)** Follows directions for safe participation and proper use of equipment without reminders. | **(Values: SI 1)** Discusses the reasons for participating in physical activity with friends.  **(Responsibility: ETQ 1)** Exhibits the established protocols for class activities without reminders. | **(Movement: MC 1)** Safely moves demonstrating a variety of relationships with people / objects.  **(Fitness: PA 1)** Discusses the benefits of being active and exercising / playing. |
| Focus Outcomes  Grade 2 | **(Values: PE 2)** Discusses personal reasons for enjoying selected physical activities.  **(Responsibility: PRS 2)** Works independently and safely in physical education. | **(Values: SI 2)** Discusses ways to encourage others to be physically activity with friends.  **(Responsibility: ETQ 2)** Recognizes the role of rules and etiquette in teacher-designed physical activities. | **(Movement: MC 2)** Controls force (strong/light) and speed (fast/slow) while moving in static and dynamic environments.  **(Fitness: PA 2)** Describes physical activities for participation outside physical education class. |
| SEL Alignment Focus | **(Self-Awareness)** Recognize emotions and thoughts and how they influence behavior. | **(Self-Management)** Regulate personal responses to different situations and challenges. | **(Social Awareness)** Accept others and discover empathy. |

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| **Weeks 4-7** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **OPEN Module** | **Loopy Laps with Rising New York Road Runners** | | | |
| **Guiding Question** | ***How can I make my body stronger and healthier with physical activities that I like?*** | | | |
| Focus Outcomes  Grade K | **(Values: PH K)** Recognizes physical activity is important for good health.  **(Fitness: FK K)** Recognizes that when you move fast, your heart beats faster and you breathe faster. | **(Movement: LS K)** Performs locomotor skills with balance.  **(Responsibility: PRS K)** Follows directions for safe participation and proper use of equipment with minimal reminders. | **(Values: PH K)** Recognizes physical activity is important for good health.  **(Fitness: FK K)** Recognizes that when you move fast, your heart beats faster and you breathe faster. | **(Values: PH K)** Recognizes physical activity is important for good health.  **(Movement: MC K)** Safely moves in both personal and general space using different pathways and speeds. |
| Focus Outcomes  Grade 1 | **(Values: PH 1)** Recognizes physical activity is important of good physical, emotional, and mental health.  **(Fitness: FK 1)** Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. | **(Movement: LS 1)** Travels with balance using a variety of locomotor skills in dynamic environments.  **(Responsibility: PRS 1)** Follows directions for safe participation & proper use of equipment w/out reminders. | **(Values: PH 1)** Recognizes physical activity is important of good physical, emotional, and mental health.  **(Fitness: FK 1)** Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. | **(Values: PH 1)** Recognizes physical activity is important of good physical, emotional, and mental health.  **(Movement: MC 1)** Safely moves demonstrating a variety of relationships with people and objects. |
| Focus Outcomes  Grade 2 | **(Values: PH 2)** Identifies ways that physical activity improves physical, emotional, and mental health.  **(Fitness: FK 2)** Identifies physical activities that contribute to fitness. | **(Movement: LS 2)** Performs locomotor skills using a mature pattern and in rhythm.  **(Responsibility: PRS 2)** Works independently and safely in physical education. | **(Values: PH 2)** Identifies ways that physical activity improves physical, emotional, and mental health.  **(Fitness: FK 2)** Identifies physical activities that contribute to fitness. | **(Values: PH 2)** Identifies ways that physical activity improves physical, emotional, and mental health.  **(Movement: MC 2)** Performs locomotor skills using a mature pattern and in rhythm. |
| SEL Alignment Focus | **(Relationship Skills)**  Learn how to communicate clearly and listen actively. | **(Responsible Decision-Making)** Think ahead about the consequences of choices. | **(Self-Awareness)** Recognize emotions and thoughts and how they influence behavior. | **(Self-Management)** Regulate responses to situations and challenges. |

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| **Weeks 8-10** | **Week 8** | **Week 9** | **Week 10** |
| **OPEN Module** | **Meaningful Movement and Fitness Fun!** | | |
| **Guiding Question** | ***What are physical activity and nutrition choices that can help me live a safe, healthy and active life?*** | | |
| Focus Outcomes  Grade K | **(Movement: MC K)** Safely moves in both personal and general space using different pathways and speeds.  **(Fitness: FP K)** Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks). | **(Values: PH K)** Recognizes physical activity is important for good health.  **(Fitness: NU K)** Recognizes that food provides energy for physical activities. | **(Values: PE K)** Identifies physical activities that are enjoyable.  **(Responsibility: PRS K)** Follows directions for safe participation and proper use of equipment with minimal reminders. |
| Focus Outcomes  Grade 1 | **(Movement: MC 1)** Safely moves demonstrating a variety of relationships with people / objects.  **(Fitness: FP 1)** Participates in physical activity outside of the school environment. | **(Values: PH 1)** Recognizes physical activity is important of good physical, emotional, and mental health.  **(Fitness: NU 1)** Identifies foods that promote good health. | **(Values: PE 1)** Describes positive feelings that result from physical activity participation.  **(Responsibility: PRS 1)** Follows directions for safe participation and proper use of equipment without reminders. |
| Focus Outcomes  Grade 2 | **(Movement: MC 2)** Controls force (strong/light) and speed (fast/slow) while moving in static and dynamic environments.  **(Fitness: FP 2)** Participates in physical activities that contribute to fitness. | **(Values: PH 2)** Identifies ways that physical activity improves physical, emotional, and mental health.  **(Fitness: NU 2)** Describes the specific roles that nutrition and physical activity play in overall good health. | **(Values: PE 2)** Discusses personal reasons for enjoying selected physical activities.  **(Responsibility: PRS 2)** Works independently and safely in physical education. |
| SEL Alignment Focus | **(Social Awareness)** Accept others and discover empathy. | **(Relationship Skills)** Learn how to communicate clearly and listen actively. | **(Responsible Decision-Making)** Think ahead about the consequences of choices. |

***At the end of the first 10-week period, 11 out of 16 Priority Content Strands will be addressed.***