**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 3 | **(Values: PE 3)** Reflects on the reasons for enjoying selected physical activities.  **(Responsibility: PRS 3)** Works independently and safely in physical activity settings. | **(Values: SI 3)** Describes the positive social interactions that come when engaged with others in physical activity.  (**Responsibility: ETQ 3)** Recognizes the role of rules and etiquette in physical activity with peers. | **(Movement: MC 3)** Recognizes open and closed spaces in a variety of movement contexts.  **(Fitness: PA 3)** Identifies physical activity benefits as a way to improve health and personal fitness. |
| Focus Outcomes  Grade 4 | **(Values: PE 4)** Ranks the enjoyment of participating in different physical activities.  **(Responsibility: PRS 4)** Exhibits responsible behavior in independent group situations. | **(Values: SI 4)** Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.  **(Responsibility: ETQ 4)** Exhibits etiquette and adherence to rules in a variety of physical activities. | **(Movement: MC 4)** Combines movement concepts with skills in a variety of small-sided practice tasks.  **(Fitness: PA 4)** Analyzes different opportunities for participating in physical activity outside physical education class for personal health benefits. |
| Focus Outcomes  Grade 5 | **(Values: PE 5)** Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.  **(Responsibility: PRS 5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher). | **(Values: SI 5)** Describes the social benefits gained from participating in physical activity.  **(Responsibility: ETQ 5)** Critiques the etiquette involved in rules of various game activities. | **(Movement: MC 5)** Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.  **(Fitness: PA 5)** Charts and analyzes physical activity outside physical education class for personal fitness and health benefits. |
| 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 3 | **(Values: PH 3)** Discusses the relationship between physical activity and good health.  **(Fitness: FK 3)** Describes the concept of fitness and provides examples of PA to enhance fitness. | **(Movement: LS 3)** Performs locomotor skills with balance at various speeds.  **(Responsibility: PRS 3)** Works independently and safely in physical activity settings. | **(Values: PH 3)** Discusses the relationship between physical activity and good health.  **(Fitness: FK 3)** Describes the concept of fitness and provides examples of PA to enhance fitness. | **(Values: PH 3)** Discusses the relationship between physical activity and good health.  **(Movement: MC 3)** Recognizes open and closed spaces in a variety of movement contexts. |
| Focus Outcomes  Grade 4 | **(Values: PH 4)** Examines the health benefits of available physical activity options.  **(Fitness: FK 4)** Identifies the component of health-related and skill-related fitness. | **(Movement: LS 4)** Uses various locomotor skills in a variety of small-sided games and practice tasks.  **(Responsibility: PRS 4)** Exhibits responsible behavior in independent group situations. | **(Values: PH 4)** Examines the health benefits of available physical activity options.  **(Fitness: FK 4)** Identifies the component of health-related and skill-related fitness. | **(Values: PH 4)** Examines the health benefits of available PA options.  **(Movement: MC 4)** Combines movement concepts with skills in a variety of small-sided practice tasks. |
| Focus Outcomes  Grade 5 | **(Values: PH 5)** Compares the health benefits of available physical activity options.  **(Fitness: FK 5)** Identifies activities that require and/or improve the components of fitness. | **(Movement: LS 5)** Combines traveling with manipulative skills in small-sided games & practice tasks.  **(Responsibility: PRS 5)** Engages in PA with responsible interpersonal behavior. | **(Values: PH 5)** Compares the health benefits of available physical activity options.  **(Fitness: FK 5)** Identifies activities that require and/or improve the components of fitness. | **(Values: PH 5)** Compares the health benefits of available PA options.  **(Movement: MC 5)** Analyzes movement situations and applies movement concepts in small-sided games/practice tasks. |
| 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 3 | **(Movement: MC 3)** Recognizes open and closed spaces in a variety of movement contexts.  **(Fitness: FP 3)** Identifies physical activities that contribute to fitness without teacher direction. | **(Values: PH 3)** Discusses the relationship between physical activity and good health.  **(Fitness: NU 3)** Identifies the 5 basic food groups. | **(Values: PE 3)** Reflects on the reasons for enjoying selected physical activities.  **(Responsibility: PRS 3)** Works independently and safely in physical activity settings. |
| Focus Outcomes  Grade 4 | **(Movement: MC 4)** Combines movement concepts with skills in a variety of small-sided practice tasks.  **(Fitness: FP 4)** Analyses personal fitness and identifies areas for improvement. | **(Values: PH 4)** Examines the health benefits of available physical activity options.  **(Fitness: NU 4)** Identifies a variety of foods from each food group. | **(Values: PE 4)** Ranks the enjoyment of participating in different physical activities.  **(Responsibility: PRS 4)** Exhibits responsible behavior in independent group situations. |
| Focus Outcomes  Grade 5 | **(Movement: MC 5)** Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.  **(Fitness: FP 5)** Designs a physical activity routine to enhance personal fitness. | **(Values: PH 5)** Compares the health benefits of available physical activity options.  **(Fitness: NU 5)** Compares and contrasts the health benefits of different food choices. | **(Values: PE 5)** Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.  **(Responsibility: PRS 5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher). |
| 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.***