



2020-21 Mapping Project



GRADES 3 - 5

OUTCOMES MAP FOR WEEKS 1-10

Weeks 1-3	Week 1	Week 2	Week 3
OPEN Module	Go Be Great! A back-to-school tour of physical education.		
Guiding Question	<i>How can I improve health and wellness for myself and others with routine physical activity?</i>		
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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GRADES 3 - 5

Weeks 4-7	Week 4	Week 5	Week 6	Week 7
OPEN Module	Loopy Laps with Rising New York Road Runners			
Guiding Question	<i>How can I make my body stronger and healthier with physical activities that I like?</i>			
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.



Weeks 8-10	Week 8	Week 9	Week 10
OPEN Module	Meaningful Movement and Fitness Fun!		
Guiding Question	<i>What are physical activity and nutrition choices that can help me live a safe, healthy and active life?</i>		
Focus Outcomes Grade 3	<p>(Movement: MC 3) Recognizes open and closed spaces in a variety of movement contexts.</p> <p>(Fitness: FP 3) Identifies physical activities that contribute to fitness without teacher direction.</p>	<p>(Values: PH 3) Discusses the relationship between physical activity and good health.</p> <p>(Fitness: NU 3) Identifies the 5 basic food groups.</p>	<p>(Values: PE 3) Reflects on the reasons for enjoying selected physical activities.</p> <p>(Responsibility: PRS 3) Works independently and safely in physical activity settings.</p>
Focus Outcomes Grade 4	<p>(Movement: MC 4) Combines movement concepts with skills in a variety of small-sided practice tasks.</p> <p>(Fitness: FP 4) Analyses personal fitness and identifies areas for improvement.</p>	<p>(Values: PH 4) Examines the health benefits of available physical activity options.</p> <p>(Fitness: NU 4) Identifies a variety of foods from each food group.</p>	<p>(Values: PE 4) Ranks the enjoyment of participating in different physical activities.</p> <p>(Responsibility: PRS 4) Exhibits responsible behavior in independent group situations.</p>
Focus Outcomes Grade 5	<p>(Movement: MC 5) Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.</p> <p>(Fitness: FP 5) Designs a physical activity routine to enhance personal fitness.</p>	<p>(Values: PH 5) Compares the health benefits of available physical activity options.</p> <p>(Fitness: NU 5) Compares and contrasts the health benefits of different food choices.</p>	<p>(Values: PE 5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.</p> <p>(Responsibility: PRS 5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).</p>
SEL Alignment Focus	<p>(Social Awareness) Accept others and discover empathy.</p>	<p>(Relationship Skills) Learn how to communicate clearly and listen actively.</p>	<p>(Responsible Decision-Making) Think ahead about the consequences of choices.</p>

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