



2020-21 Mapping Project



MIDDLE SCHOOL

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 6	(Values: PE 6) Describes how moving competently creates enjoyment and self-expression. (Responsibility: PRS 6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	(Values: SI 6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game. (Responsibility: ETQ 6) Identifies the rules and etiquette for physical activities/games and dance activities.	(Movement: MC 6) Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities. (Fitness: PA 6) Identifies a variety of physical activity options available in the local community.
Focus Outcomes Grade 7	(Values: PE 7) Explains the relationship between self-expression and lifelong enjoyment of physical activity. (Responsibility: PRS 7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	(Values: SI 7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. (Responsibility: ETQ 7) Demonstrates knowledge of rules and etiquette by self-officiating modified activities or following parameters to perform or create a dance.	(Movement: MC 7) Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities. (Fitness: PA 7) Identifies barriers to maintaining a physically active lifestyle and seeks solutions for eliminating barriers.
Focus Outcomes Grade 8	(Values: PE 8) Discusses ways to increase enjoyment in self-selected physical activities. (Responsibility: PRS 8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	(Values: SI 8) Demonstrates respect for self by asking for help and helping others in various physical activities. (Responsibility: ETQ 8) Applies rules and etiquette by acting as an official for modified physical activities or creating dance routines within a given set of parameters.	(Movement: MC 8) Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage. (Fitness: PA 8) Explains the connection between regular PA & physical, emotional, and mental health.
SEL Alignment Focus	(Self-Awareness) Develop well-grounded confidence and growth mindset.	(Self-Management) Maintaining self-motivation by managing emotional highs/lows to pursue personal grit.	(Social Awareness) Develop an inclusive & respect-centered perspective on family & community.



Weeks 4-7	Week 4	Week 5	Week 6	Week 7
OPEN Module	Fitness on the Move with Rising New York Road Runners			
Guiding Question	<i>How can I use fitness running and wellness walking to make my body stronger and healthier?</i>			
Focus Outcomes Grade 6	(Values: PH 6) Describes how physical activity positively impacts the body to promote good health. (Fitness: FK 6) Defines each component of the FITT principle as it relates to personal fitness.	(Movement: LS 6) Safely & purposefully uses mature locomotor skills in rhythms/patterns in PA environments. (Responsibility: PRS 6) Identifies & uses appropriate strategies to self-reinforce positive fitness behaviors.	(Values: PH 6) Describes how physical activity positively impacts the body to promote good health. (Fitness: FK 6) Defines each component of the FITT principle as it relates to personal fitness.	(Values: PH 6) Describes how physical activity positively impacts the body to promote good health. (Movement: MC 6) Creates open space with a specific purpose in dance, fitness, and sport activities.
Focus Outcomes Grade 7	(Values: PH 7) Identifies and explains the relationship between the five components of health-related fitness and disease prevention. (Fitness: FK 7) Defines Heart Rate as a way to measure activity Intensity.	(Movement: LS 7) Combines mature locomotor & manipulative skills dance, fitness & sport environments. (Responsibility: PRS 7) Demonstrates intrinsic & extrinsic motivation by participating in PA.	(Values: PH 7) Identifies and explains the relationship between the five components of health-related fitness and disease prevention. (Fitness: FK 7) Defines Heart Rate as a way to measure activity Intensity.	(Values: PH 7) Identifies & explains the relationship between health-related fitness & disease prevention. (Movement: MC 7) Closes space to create an advantage or with purpose in dance, fitness, and sport activities.
Focus Outcomes Grade 8	(Values: PH 8) Seeks out and identifies PA options to enrich physical, emotional, and mental health for self and others. (Fitness: FK 8) Describes the use of Heart Rate Zones as a way to improve or maintain personal fitness.	(Movement: LS 8) Combines locomotor skills with movement concepts in PA environments. (Responsibility: PRS 8) Uses effective self-monitoring skills to incorporate opportunities for PA in and outside of school.	(Values: PH 8) Seeks out and identifies PA options to enrich physical, emotional, and mental health for self and others. (Fitness: FK 8) Describes the use of Heart Rate Zones as a way to improve or maintain personal fitness.	(Values: PH 8) Seeks out and identifies PA options to enrich physical, emotional, & mental health for self/others. (Movement: MC 8) Analyzes movement and activity situations and makes adjustments with a purpose or to create an advantage.
SEL Alignment Focus	(Relationship Skills) Develop the courage and skill to ask for help and offer support to others.	(Responsible Decision-Making) Develop a solution-focused mindset with consideration of self and others.	(Self-Awareness) Develop well-grounded confidence and growth mindset.	(Self-Management) Maintaining self-motivation by managing emotional highs/lows to pursue personal grit.



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Weeks 8-10	Week 8	Week 9	Week 10
OPEN Module	Fitness Planning with a Purpose		
Guiding Question	<i>How can I build a physically active lifestyle along with healthful nutrition habits?</i>		
Focus Outcomes Grade 6	<p>(Movement: MC 6) Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.</p> <p>(Fitness: FP 6) Maintains a physical activity log for at least two weeks and reflects on activity levels documented in the log.</p>	<p>(Values: PH 6) Describes how physical activity positively impacts the body to promote good health.</p> <p>(Fitness: NU 6) Identifies foods from each food group that can be combined to build balanced meals.</p>	<p>(Values: PE 6) Describes how moving competently creates enjoyment and self-expression.</p> <p>(Responsibility: PRS 6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p>
Focus Outcomes Grade 7	<p>(Movement: MC 7) Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.</p> <p>(Fitness: FP 7) Designs a fitness and nutrition plan based on personal fitness goals, emotional and mental health needs and activity preferences.</p>	<p>(Values: PH 7) Identifies & explains the relationship between the 5 components of health-related fitness and disease prevention.</p> <p>(Fitness: NU 7) Compares and contrasts the health benefits of whole foods verses processed foods.</p>	<p>(Values: PE 7) Explains the relationship between self-expression and lifelong enjoyment of physical activity.</p> <p>(Responsibility: PRS 7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p>
Focus Outcomes Grade 8	<p>(Movement: MC 8) Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.</p> <p>(Fitness: FP 8) Seeks out and identifies fitness opportunities in the local community.</p>	<p>(Values: PH 8) Seeks out and identifies PA options to enrich physical, emotional, & mental health for self/others.</p> <p>(Fitness: NU 8) Seeks out and makes requests for nutritious whole-food choices.</p>	<p>(Values: PE 8) Discusses ways to increase enjoyment in self-selected physical activities.</p> <p>(Responsibility: PRS 8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.</p>
SEL Alignment Focus	(Social Awareness) Develop an inclusive & respect-centered perspective on family & community.	(Relationship Skills) Develop the courage and skill to ask for help and offer support to others.	(Responsible Decision-Making) Develop a solution-focused mindset with consideration of self and others.

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