Unit 18: Project Adventure

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 35**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit includes a variety of challenges where there will be moments when students are on the brink of both success and failure. The challenges they will face include a ten-foot wall to climb, a large balance board for more than two people, cables attached to two trees that students must walk across, and other physical and mental challenges that require imagination as well as problem-solving.Team work, confidence, trust, responsibility, and interpersonal skills are focal points of this unit. Students will be challenged to go beyond their comfort zone with a variety of physical and mental challenges.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness

	level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

- Why is it important to mentally and physically challenge oneself when engaged in an activity?
- Why is trust an important aspect of working with a group to achieve the same goal?
- To what extent does strategy influence performance in competitive and collaborative games and activities?

Application of Knowledge and Skills...

Students will know that...

- 1. That challenge, enjoyment, creativity, self-expression and social interaction are important, life enhancing experiences and are found in Adventure activities.
- 2. A variety of core strengths and when to use each.
- 3. The critical elements of advanced movement skills.
- 4. How to work cooperatively with peers to solve a problem.
- 5. The importance of respect for the contributions of others with both like and different skill levels to a group or team goal.

Students will be able to...

- A. Demonstrate an understanding of concepts of physics as related to movement and motor skills.
- B. Demonstrate responsible personal and social behavior.
- C. Demonstrate the ability to use effective interpersonal skills.
- D. Demonstrate the ability to use the decision-making skills of appropriate goal-setting, risk-taking and problem-solving.
- E. Demonstrate an understanding of and respect for differences.
- F. Demonstrate upper-body strength.
- G. Demonstrate hand/eye coordination and agility.
- H. Demonstrate techniques to balance their entire body on an apparatus.

Assessments

- Unit Test Summative: Written Test A test on adventure education. 2.5.6.A.1,2,4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-5
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1,2,4, 2.5.6.B.1-2, 2.5.6.C.1-3

Activities

Students participate in cooperative games, initiatives, problem-solving tasks and the low-ropes challenge course.

Begin with basic activities to develop trust in one another.

Discuss the importance of trust and the importance of not giving up when things are not going one's way.

Students will work in groups and move around stations to work through the tasks. Small group instruction allows for more opportunities at each station.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Students will have many opportunities to achieve success with each element.

Differentiation for ELL's:

- General modifications may include:

    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: upper-body strength, hand-eye coordination

Differentiation to extend learning for gifted students may include:

- Project Adventure is designed to allow all students to be challenged in different ways.

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

Adventure Curriculum for Middle School Physical Education

Outdoor Project Adventure course

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.