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.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical

	activity, and other lifestyle behaviors.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training 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.