

# Unit IV: Project Adventure

Content Area: **Physical Education and Health**  
Course(s):  
Time Period:  
Length: **25 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Summary

The purpose of this unit is to foster individual and team growth in an environment that is fun, safe, and respectful. Students are given opportunities to make positive choices, gain self-confidence, and learn skills that are critical to their lifelong development, including problem solving, teamwork, and conflict resolution. This is most important in the physical education environment where we have various grades that need to work together harmoniously.

## Learning Objectives

- Demonstrate good sportsmanship throughout the class
- Demonstrate responsible personal and social behavior
- Demonstrate the ability to use effective interpersonal skills
- Describe how listening to others promotes success.
- Explain how character and health are related
- Explain how communication style can help or hinder the outcome of a challenge/group task
- Explain what your group did that led them to achieve success.
- Identify what aspects of our character can be changed

## Essential Skills

- Challenge by choice
- Demonstrate sportsmanship
- Explain the importance of teamwork.
- Understand the ability to use decision making skills of appropriate goal setting, risk taking, and problem solving
- Understand the challenge, enjoyment, creativity, self-expression, and social interaction are important, life enhancing experiences and are found in adventure activities

- Understand the importance of respect and others differences

## Standards

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HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

## Enduring Understanding

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- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
- Character is who you are when no one is looking.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.
- Teamwork is essential to work in any artistic venture.

## Instructional Tasks/Activities

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- 1 Fish 2 Fish
- $1+2+3=20$
- 4 Letter Word Scramble
- 4 Letter Word Scramble
- Artist on the Moon
- Artists demonstration of activity rules in a variety of partner, small group and large group challenges.
- Blind Samuri
- Catch

- Chicken Baseball
- Circle Steal
- Crows and Cranes
- Dragon Tag
- Electric current
- Finding Nemo
- Finding Nemo
- Gaga
- Group Juggle
- Guided practice
- High 5 activities
- High Five Partners
- Hoola Hoop Circles
- Hoop it up
- Human Knot
- Individual, partner and team challenges
- Jewel Thief
- Key Punch
- Key Punch
- Link Tag
- Marble Roll
- Moonball
- Octopus Tag
- Omni Ball Games
- Parachute Catch
- Peek a Who
- Pizza Ninja
- RPS Evolution
- RPS Race
- RPS Tag
- RPS Tag
- Silent Bday Lineup
- Silent Count
- SPOT
- Stick Game
- This or That
- Whos Missing
- Wordles

## **Assessment Procedure**

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Student progress will be measured by formative and summative assessments. Students will be assessed based on teacher observation, student participation, skill checks, preparedness, sportsmanship (professionalism) and cooperation.

- Participation, Preparation, Sportsmanship
- Student participation in a variety of partner, small group and large group challenges. Including chicken Baseball (2 teams), peek a who (2 teams),  $1+2+3=20$  (whole class), wordles, hula hoop circles/human Knot, jewel thief (whole class), dance routines, 4 letter word scramble, key punch, who's missing, name game, roulette, line race, gauntlet, moon ball, and moon toss
- Teacher demonstration and explanation.
- Whole class and small group discussions

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz

- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5