Traverse Wall Unit

Content Area: **P.E.**
Course(s):
Time Period: **June**
Length: **Over the course of the school year (or 2-3 weeks)**
Status: **Published**

Unit overview

This unit teachers the vocabulary terms and skills needed to successfully use a traverse wall. Students will be able to challenge themselves and gain fitness benefits from climbing(traversing) activities. Fitness benefits of climbing activities are to increase muscular strength and endurance, hand-foot/eye coordination, flexibility and balance.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing th 5 components of fitness and rock climbing (traverse wall) can develop fitness in several of the components whcih helps an individual gain the health benefits from exercise/activity.

Essential Questions

What are the safety protocols for using a traverse wall?

What components of fitness does using a traverse wall help to develop?

Why is using a variety of activities good for overall health?

Instructional Strategies and Learning Activities

(See Individual Lesson Plans for details)

Lesson 1 - Introduction, Safety Rules, Mount and Dismount

Lesson 2 - Review Lesson 1 and develop grip, balance and holding with one hand - Climb/Toss/Catch game

Lesson 3 - Review Lesson 2 and begin traversing and spotting

Lesson 4 - Review Lesson 3 and begin group work (hula hoop connecting climbers)

Lesson 5 - Review Lesson 4 and give students specific directions (Sarah Says activity) then Cone Challenge to use reaching as a means to develop balance and hold/grip strength.

Lesson 6 - Review Lesson 5 and work on increasing speed across traverse wall (There and Back activity) then traverse with certain holds eliminated from use.

Lesson 7 - Review Lesson 6 and demonstrate skills learned through Wall Target Practice activity and culminate with Blind Climb (traverse).

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Technology and Design Thinking

No technology necessary for this unit.

Interdisciplinary Connections

LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- **Students will have choice on height they use for traversing.**
- **Students with physical difficulties to complete task may choose to be designated spotter or caller for certain activities. May also be safety inspector.**

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's and/or medical restrictions will be closely monitored and adjusted for each lesson.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher observation of technique and improvement in student practices pertaining to the safety and technique required of using a traverse wall.

Question and answers on reviews of previous lessons will demonstrate understanding and preparedness for next lesson.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will observe to identify improvement in movement skills and execution of actions necessary for basic traversing skills in game-like activities and personal challenges.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

(Teacher observation of:) Successful completion of traversing the entire wall with no falls.

Instructional Materials

Traverse Wall

Cones

Bean Bags

Bungie Cords

Hula Hoops

Teacher instructional materials (game/activity rules)

Standards

2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.