

**Randolph Township Schools  
Randolph Middle School 6-8  
Adventure Education Curriculum**

*Play is the Highest Form of Research  
-Albert Einstein*

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

Adventure Education plays an integral part in the development of the individual. Students will become better versions of themselves as they learn to work within a group. Groups and individuals will be challenged to act and think in ways that may seem foreign to them at first. It is this way of thinking that will broaden their horizons and challenge them to be the best person they can be. Individuals are usually more capable (mentally, emotionally, and physically) than they perceive themselves to be. If given the opportunity to grow in a supportive atmosphere students can discover excellence within themselves. This class becomes an adventure for its students. Unique activities and rich learning experiences compel students to be the best versions of themselves. Adventure exists when there is engagement and engagement comes from providing students with experiences that are unique and relevant. Adventure includes challenge by choice, teambuilding, and leadership development. This class provides an atmosphere of safety and a space where students can push themselves to their limits, grow, and become part of a meaningful group. Activities in this class challenge students in their cognitive, psychomotor, and affective domains. Students will explore a unique blend of challenges, games, and low elements; all of which challenging them to think on a higher level and forcing them to be creative and think outside the box. This Curriculum references the following NJ State Standards for Health and Physical Education: 2.1.8.D.1 ,2.2.8.A.1, 2.2.8.C.1, 2.5.8.A.1, 2.5.8.A.4, 2.5.8.B.3, and 2.5.8.C.1.

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**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>3 weeks</b>	<b>I</b>	<b>Creating Community/ Establishing Full Value Norms</b>
<b>3 weeks</b>	<b>II</b>	<b>Problem Solving/ Building Trust</b>
<b>3 weeks</b>	<b>III</b>	<b>Group Development through Low Elements</b>

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**Unit I: Creating Community/ Establishing Full Value Norms**

**TRANSFER:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

<b>NJSLS: Comprehensive for Physical Education</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	<ul style="list-style-type: none"> <li>• What does effective interpersonal communication look like?</li> <li>• How can an individual contribute to the success of a team?</li> </ul>
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<ul style="list-style-type: none"> <li>• Why are interpersonal interaction skills important?</li> <li>• How can you improve teamwork skills?</li> </ul>
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).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	<ul style="list-style-type: none"> <li>• Why is it important to assess the ability of a group?</li> <li>• How can feedback from group members improve group achievement?</li> </ul>
2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvements.	Positive interpersonal interaction and communication yields better results.	Demonstrate positive social interaction characterized by helping, encouraging, and supporting classmates

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**Unit I: Creating Community/ Establishing Full Value Norms**

<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p>	<p>Positive encouragement helps to strengthen/motivate the group.</p> <p>Movement skills transfer from one game or activity to another.</p> <p>Proper analysis of movement can help facilitate improvement.</p> <p>Practice routines / proper practice yields better in game/group performance.</p>	<p>Provide encouragement and feedback to peers to improve group performance.</p> <p>Describe and apply advantages for a variety of movement skills and patterns.</p> <p>Describe the need for practice of skills in a variety of settings.</p> <p>Analyze movement, interpersonal interaction, and teamwork skills and provide suggestions for improvement.</p> <p>Develop routines / practices to facilitate skill improvement</p>
	<p><b>KEY TERMS:</b> cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision making, feedback, encouragement, debrief, self-assessment, self-reflection.</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Using self/peer reflection weekly focused on cooperative activities</li> <li>• Participating discovery learning activities with culminating performance tasks focused on creating community and establishing full value norms</li> </ul>		



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**Unit I: Creating Community/ Establishing Full Value Norms**

- Completing weekly reflective journals on their (student) performance based on the skills within the unit
- Completing game performance assessment instruments (GPAI)

**KEY LEARNING EVENTS AND INSTRUCTION: Students will demonstrate the skills through the following activities, including but not limited to:**

- Participation in teambuilding initiatives
- Participation in introductory group activities
- Demonstrating positive group interaction skills including listening, leading, and collaborating

**SUGGESTED TIME ALLOTMENT**

3 Weeks

**SUPPLEMENTAL UNIT RESOURCES**

Internet Resources (suggested but not limited to):

[www.PA.org](http://www.PA.org)

Text Resources (suggested but not limited to):

Collard, M. (2005). *NO PROPS*. Beverly MA: Project Adventure .

Folan, N. (2012). *Hundreth Monkey Activities That Inspire Playful Learning* . Beverly MA: Project Adventure .

Panicucci, J. (2003). *Adventure Curriculum for Physical Education* (High School ed.). Beverly, MA: Project Adventure.

Panicucci, J. (2002). *Adventure Curriculum for Physical Education* (Middle School ed.). Beverly, MA: Project Adventure.

Project Adventure. (2007). *Adventure Programming*. Beverly MA.

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**Unit II: Problem Solving/ Building Trust**

<b>TRANSFER:</b> The physically literate individual acknowledges the need for trust when collaborating with others to solve problems.		
<p><b>NJSLS: Comprehensive for Physical Education</b></p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvements.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Working together toward common goals with individuals of different abilities and different backgrounds develops and reinforces core ethical values.	<ul style="list-style-type: none"> <li>• Why is the assessment of group strengths/weaknesses important?</li> <li>• How do people with different backgrounds and ideas benefit a group?</li> </ul>
	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	<ul style="list-style-type: none"> <li>• What self-initiated behaviors can promote personal and group success?</li> <li>• How do etiquette and ethical behavior go hand in hand?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	Respect of classmate's view, opinions, and beliefs is essential for creating community.  There is a difference between verbal and non-verbal communication.	Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates  Give examples of different types of verbal/non-verbal communication.

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**Unit II: Problem Solving/ Building Trust**

	<p>There are different skills and strategies that can be used to enhance character development in a variety of activities.</p> <p>All students should be included and supported with positive feedback.</p> <p><b>KEY TERMS:</b> cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision making, feedback, encouragement, debrief, self-assessment, self-reflection.</p>	<p>Demonstrate effective means of verbal and non-verbal communication.</p> <p>Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>Respond appropriately to participants’ ethical and unethical behavior during physical activity.</p> <p>Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning including but not limited to:**

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- Completing project based learning activities such as creation of trust building activities, and problem solving activities.
- Creation of games for review of key information (i.e. kahoot)
- Creation of presentations such as slides, videos, prezis, etc. as it relates to problem solving and trust building activities.

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**Unit II: Problem Solving/ Building Trust**

- Completing daily reflection using *Hellison's* rubric for behavior
- Completing reflection exit slips

**KEY LEARNING EVENTS AND INSTRUCTION: Students will demonstrate the skills through the following activities, including but not limited to:**

- Participation in teambuilding initiatives
- Participation in problem solving/ trust building activities
- Participating in discovery learning activities with culminating performance tasks focused on cooperative activities
- Use and discuss social emotional learning skills (self-awareness, self-management, social awareness, relationship skills and responsible decision-making)

<b>SUGGESTED TIME ALLOTMENT</b>	3 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Internet Resources (suggested but not limited to): <a href="http://www.PA.org">www.PA.org</a>  Text Resources (suggested but not limited to):  <b>There are no sources in the current document.</b>

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**Unit III: Group Development through Low Elements**

<b>TRANSFER:</b> The physically literate individual exhibits responsible, health-enhancing, personal and social behavior that respects self and others.		
<b>NJSLS: Comprehensive for Physical Education</b>  2.1.8.D.1. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries  2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.  2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities  2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvements.  2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Evaluating safety procedures prior to engaging in risky/challenging activities limits the potential for accidents and injury.	<ul style="list-style-type: none"> <li>• How can understanding safety procedures help to keep one safe?</li> <li>• What is the correct spotting sequence?</li> <li>• Why is the spotting sequence important?</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• How can having a positive attitude improve chance for success?</li> <li>• Why is it important to understand the strengths and weaknesses within a team or group?</li> <li>• How can a group facilitate the improvement of skills?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Usage of proper technique and safety protocols limits the potential for accidents and injury.	Analyze the potential for accidents and injury in games, group settings, and in life.

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**Unit III: Group Development through Low Elements**

	<p>Interpersonal communication has many aspects (I.e. speaking, tone, body language, non-verbal signals, etc.)</p> <p>Analysis of individual and group effectiveness can help to achieve a goal.</p> <p>Groups members can have many roles and responsibilities.</p> <p>All students should be included and supported within a group through the use of positive feedback and encouragement.</p>	<p>Use decision making to enhance health as well as safety.</p> <p>Use interpersonal communication skills to enhance health and avoid or reduce health / safety risks.</p> <p>Analyze the effectiveness of self and peers and provide suggestions for improvement.</p> <p>Use goal setting to improve individual/ group effectiveness.</p> <p>Suggest roles for oneself and group members to achieve a common goal.</p> <p>Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.</p>
	<p><b>KEY TERMS:</b> cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision making, feedback, encouragement, debrief, self-assessment, self-reflection.</p>	

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**Unit III: Group Development through Low Elements**

<p><b>ASSESSMENT EVIDENCE: Students will show their learning including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Participating consistently in class activities, reflection, and homework activities</li> <li>• Completing student reflections about group and self-performance</li> <li>• Developing a plan/ outline for group strengths and roles to be used in adventure activities (specifically low elements).</li> <li>• Completing plickers assessments about full value contract norms and ideas</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION: Students will demonstrate the skills through the following activities, including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Creating a stress management plan to improve and maintain wellness</li> <li>• Participation in high/low elements of the ropes course (dependent upon class size)</li> <li>• Use and discuss social emotional learning skills (self-awareness, self -management, social awareness, relationship skills and responsible decision-making)</li> <li>• Apply knowledge skills that enhance and promote social, emotional and mental well being</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	3 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Internet Resources (suggested but not limited to):</p> <p><a href="http://www.PA.org">www.PA.org</a></p> <p>Text Resources (suggested but not limited to):</p> <p>Collard, M. (2005). <i>NO PROPS</i>. Beverly MA: Project Adventure .</p> <p>Folan, N. (2012). <i>Hundreth Monkey Activities That Inspire Playful Learning</i> . Beverly MA: Project Adventure .</p> <p>Panicucci, J. (2003). <i>Adventure Curriculum for Physical Education</i> (High School ed.). Beverly, MA: Project Adventure.</p> <p>Panicucci, J. (2002). <i>Adventure Curriculum for Physical Education</i> (Middle School ed.). Beverly, MA: Project Adventure.</p> <p>Project Adventure. (2007). <i>Adventure Programming</i>. Beverly MA.</p>