

**Glen Ridge Board of Education  
Project Adventure  
Middle School  
*Required  
Cycle***

***New Jersey Student Learning Standards***

**Health & Physical Education Mission Statement:** The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical education is a significant part of the learning process that promotes social, emotional, and physical well being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate development levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

**Course Description:** This course is designed to introduce the students to the basic concepts of communication, collaboration and team building. Project Adventure engages students in exploration through games and initiatives. These activities will provide the students with the opportunity to enhance his/her ability to brainstorm ideas, make decisions, solve problems, build cooperative teams and resolve conflicts. It also provides opportunities for enjoyment, challenge, self-expression and social interaction.

Name of Course		
<b>Unit 1:</b>		
Time Allotted (days of instruction): 9 weeks		
New Jersey Student Learning Standards (NJSLS) 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do I learn to communicate my beliefs to others without alienating them or insulting them?</li> <li>● How do I learn to trust my peers?</li> <li>● How do I communicate effectively during a task?</li> <li>● How do I participate if I am not a leader?</li> <li>● If there are too many leaders in the group, how will I be able to be heard?</li> </ul>	<ul style="list-style-type: none"> <li>● 1. Participate fully and actively in various team-building activities.</li> <li>● 2. Identify their personal strengths and weaknesses in working collaboratively and attempt to make improvements, as needed.</li> <li>● 3. Recognize various types of communication.</li> <li>● 4. Experience an increased sense</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice Breaker:</b> Icebreakers allow the group members to get to know each other and to become more comfortable with their situation.</li> <li>● <b>De-Inhibitizer:</b> De-inhibiting activities provide the participant with the opportunity to take risks. They encourage an atmosphere in which it is safe to do so.</li> <li>● <b>Communication:</b> Communication activities provide a chance for the group to enhance and</li> </ul>

<ul style="list-style-type: none"> <li>● Will I feel uncomfortable participating in activities with peers that I am not friends with? How will we work together to solve problems, think of strategies?</li> <li>● If I do not communicate effectively, how will this impact my success rate?</li> </ul>	<p>of confidence.</p> <ul style="list-style-type: none"> <li>● 5. Demonstrate mature and effective brainstorming, decision-making, and problem solving skills.</li> <li>● 6. Demonstrate responsible, personal and social behavior in physical settings.</li> <li>● 7. Demonstrate understanding and respect for differences among people in physical activity settings.</li> <li>● 8. Demonstrate an increased level of agility and physical coordination in performing selected skill during Adventure initiatives.</li> <li>● 9. Recognize self as a physical being and that using one's body can be a satisfying and rewarding experience.</li> <li>● 10. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</li> <li>● 11. Recognize the value of reflection or debriefing of an activity through written self-assessment.</li> </ul>	<p>explore their interaction and communication skills. They will explore individual roles within the group. Decision-making skills as a group and communication between the group members are a major focus.</p> <ul style="list-style-type: none"> <li>● <b>Trust:</b> Trust activities provide group members the opportunity to trust their emotional and physical safety to other group members.</li> </ul> <ul style="list-style-type: none"> <li>● Toss a Name Game, Have you ever?</li> <li>● Jump Rope Challenge</li> <li>● Human Knot.</li> <li>● Pass the Can</li> <li>● Clapping Game, Memory Game,</li> <li>● Blind Person Walk</li> <li>● Pyramids</li> <li>● Stranded in the Desert</li> <li>● Partner Power Walk Tag.</li> <li>● Link Tag, Blog tag</li> <li>● Key Punch</li> <li>● Magic Hat</li> <li>● Walking blocks</li> <li>● Build a maze</li> <li>● Marble Transfer</li> <li>● PVC cube</li> <li>● Island jumping</li> <li>● Blindfold walking</li> <li>● Relay races</li> <li>● Hula hoops</li> <li>● Fitness activities, weight room</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Google Classroom ● Internet <a href="http://www.pa.org">www.pa.org</a> <a href="http://www.projectuse.org">www.projectuse.org</a></li> </ul>	

<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
<b>21st Century Life and Careers</b>	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems</li> <li>● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> <li>● Students will participate in a class discussion on respect, cooperation, compromise, building trust, and valuing other peers opinions while solving tasks as a group.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● In Class Discussions</li> <li>● Group Work</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Shortened assignments per the teachers discretion</li> <li>● Working with AD teacher for modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Solving tasks</li> <li>● Communication skills</li> <li>● Leadership abilities</li> <li>● Listening skills</li> <li>● Compromise</li> <li>● Demonstrating respect</li> </ul>	<ul style="list-style-type: none"> <li>● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)</li> <li>Adjusted format; group similar problems together</li> <li>● Extended time</li> <li>● Break up multi-step instructions by providing space between question</li> <li>● Provide extended time on assessments</li> <li>● Rephrase questions verbally</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● ● Provide correction for language errors by modeling, not overt correction</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Cooperative learning assignments</li> </ul>

<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments makes lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. <ul style="list-style-type: none"> <li>● Cooperative and partner activities.</li> </ul> </li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow a note card while test taking (teachers discretion)</li> <li>● Modified tests</li> <li>● Shortened assignments per the teachers discretion</li> <li>● Working with AD teacher for test corrections/modifications</li> </ul>	
---	--	--

Name of Course		
<b>Unit 2:</b>		
<b>Time Allotted (days of instruction):</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		
Essential Questions	Student Learning Objectives	Activities
●	●	●
<b>Resources/Materials</b>		
<b>Interdisciplinary Connections</b>		
<b>21st Century Life and Careers</b>		
<b>Technology Standards</b>		
<b>Diversity/Inclusion</b>		

Assessments
-------------

Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 3:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
•	•	•
Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 4:
Time Allotted (days of instruction):

<b>New Jersey Student Learning Standards (NJSLS)</b>		

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions			Student Learning Objectives			Activities		
•			•			•		
<b>Resources/Materials</b>								
<b>Interdisciplinary Connections</b>								
<b>21st Century Life and Careers</b>								
<b>Technology Standards</b>								
<b>Diversity/Inclusion</b>								

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 5:
<b>Time Allotted (days of instruction):</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
•	•	•

<b>Resources/Materials</b>	
<b>Interdisciplinary Connections</b>	
<b>21st Century Life and Careers</b>	
<b>Technology Standards</b>	
<b>Diversity/Inclusion</b>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
•	•	•	•

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
•	•	•

<b>Name of Course</b>
<b>Unit 6:</b>

**Time Allotted (days of instruction):**

**New Jersey Student Learning Standards (NJSLS)**


**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>
•	•	•

<b>Resources/Materials</b>	
<b>Interdisciplinary Connections</b>	
<b>21st Century Life and Careers</b>	
<b>Technology Standards</b>	
<b>Diversity/Inclusion</b>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
•	•	•	•



Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

**Name of Course**

**Unit 7:**

**Time Allotted (days of instruction):**

**New Jersey Student Learning Standards (NJSLS)**

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
•	•	•

**Resources/Materials**

**Interdisciplinary Connections**

**21st Century Life and Careers**

**Technology Standards**

**Diversity/Inclusion**

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

**Name of Course**

**Unit 8:**

**Time Allotted (days of instruction):**

**New Jersey Student Learning Standards (NJSLS)**


(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions			Student Learning Objectives			Activities		
•			•			•		
Resources/Materials								
Interdisciplinary Connections								
21st Century Life and Careers								
Technology Standards								
Diversity/Inclusion								

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 9:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions			Student Learning Objectives			Activities		
•			•			•		
Resources/Materials								
Interdisciplinary Connections								
21st Century Life and Careers								

Technology Standards	
Diversity/Inclusion	

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 10:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
•	•	•

Resources/Materials	
Interdisciplinary Connections	
21st Century Life and Careers	
Technology Standards	
Diversity/Inclusion	

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

