Pequea Valley School District
Wellness Education

Unit: Adventure Education Basics **Course: Adventure Education** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do you build a community using team building activities?

Keystone Eligible Content/PA Core Standard
- 10.1.9.A - Interpersonal communications
- 10.2.9.D
- 10.3.9.D
- 10.3.12.D
- 10.4.9.D- social benefits/activity challenge
- 10.4.12.D - personal challenge/motivation
- 10.4.9.F - group dynamics
- 10.4.12.F- open communication
- 10.5.12.F- outdoor

Pacing: Approximate number of class sessions per unit
20

Tier 3 Vocabulary (Content specific vocabulary)
- Debriefing
- Risk Taking
- Leadership

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

1. How to problem solve as a group.
2. The different types of risks.
3. The characteristics of a leader.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

1. Creating a sense of community helps groups work together effectively.
2. What are reasonable and unreasonable risks?
3. The importance of taking risks.
4. The different ways to be a leader. How to be a leader.
5. Working as a group to accomplish tasks.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

1. Be able to create a community.
2. Be able to take risks in a safe manner.
3. Be able to lead a group or help a leader in a group.

Assessments: Practical Exams/Quizzes/Unit Tests/Projects

1. Lesson quizzes and unit assessments
2. Group challenges.

Software/Resources:

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Unit: Orienteering and Geocaching Skills **Course: Adventure Education** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How are orienteering and geocaching used to find locations and objects?

Keystone Eligible Content/PA Core Standard
- 10.5.9.C
- 10.5.12.C

Pacing: Approximate number of class sessions per unit
12

Tier 3 Vocabulary (Content specific vocabulary)
- orienteering
- magnetic north vs. true north
- orienting the map
- precision and rough compass reading
- precision and rough map reading
- drift
- pace
- topographic map
- legend
- scale
- geocaching
- GPS
- cache
- stealth
- coordinates
- BYOP
- travel bug

- FTF

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

1. How to read a compass and a map.
2. How to use a compass and a map for orienteering.
3. How to use a GPS
4. How to create a geocache

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

1. Finding your bearings using different tools
2. Using orienteering and geocaching to get outside as part of an active lifestyle
3. Similarities and differences between orienteering and geocaching skills

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

1. Using a compass, map or GPS to find a location.
2. Design an orienteering course on campus.
3. Create a geocache and hide it on campus.

Assessments: Practical Exams/Quizzes/Unit Tests/Projects

1. Lesson quizzes and unit assessment
2. Projects to demonstrate learning outcomes.

Software/Resources:

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Unit: Hiking and Backpacking **Course: Adventure Education** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How can we respectfully interact with the environment while hiking and backpacking?

Keystone Eligible Content/PA Core Standard
- 10.2.9.D
- 10.2.9.E- skin cancer/lyme disease
- 10.3.9.B- rescue breathing and self care
- 10.3.12.B- advanced first aid
- 10.3.9.D
- 10.5.12.E - efficiency of movement/mechanical advantage
- 10.1.12.B

Pacing: Approximate number of class sessions per unit
18

Tier 3 Vocabulary (Content specific vocabulary)
- Leave No Trace Principles
- Terrain
- Calories
- Primary Survey
- Secondary Survey
- ABCD priorities
- Pace
- Elevation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- How the Leave No Trace Principles help protect the environment
- How to plan for a hike.
- How to pack a backpack
- Hiking techniques
- Hiking first aid - including primary and secondary surveys.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to use the Leave No Trace principles.
- Preparing and planning for a hike.
- The first aid skills needed for a hike.
- Preparing a backpack and packing it correctly for a hike.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to plan a trip to the outdoors that preserves the environment.
- Be able to plan a hike based on the type of trails, distance and weather.
- Be able to prepare for a hike with the proper backpack weight and necessary items.

Assessments:

- Practical Exams/Quizzes/Unit Tests/Projects
- Lesson quizzes and unit assessments.
- Projects demonstrating lesson concepts.

Software/Resources:

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Unit: Camping Skills **Course: Adventure Education** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we select a campsite and provide an adequate shelter for the camper and the environment?

Keystone Eligible Content/PA Core Standard
- 10.5.9.C
- 10.5.12.C

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Low Impact Camping
- Durable
- Campsite Selection
- Shelter Building
- Bowline, Sheet Bend, Square, Alpine Butterfly, Clove Hitch and Guideline (taut-line) knots
- Teepee, Platform/Pyramid, Parallel, Star/Indian and Reflective campfires
- Friction, Sparks, Chemical and Sun fire starting methods

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Things to consider when selecting a campsite.
- The different types of shelters.
- The knots used for camping.
- Fire starting methods.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to properly select a campsite.
- The advantages and disadvantages to different types of shelters.
- How to tie and use the different camping knots.
- How to start a fire without matches or a lighter.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to choose a campsite and build a shelter.
- Be able to demonstrate tying each of the six camping knots.
- Be able to start a fire using one of the methods.

Assessments:

- Practical Exams/Quizzes/Unit Tests/Projects
- Lesson quizzes and unit assessments.
- Projects demonstrating learning concepts.

Software/Resources:

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Unit: Survival Skills **Course: Adventure Education** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we use our skills and knowledge to survive in an outdoor environment?

Keystone Eligible Content/PA Core Standard
- 10.3.12.D
- 10.2.9.D
- 10.3.9.B- self-care
- 10.1.12.B- environmental

Pacing: Approximate number of class sessions per unit
- **7**

Tier 3 Vocabulary (Content specific vocabulary)
- Attitude
- Rule of Threes
- SPEAR (stop, plan, evaluate, assess and re-evaluate)
- Shelter
- Water Filtration
- Naturalist Skills

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The priority steps for survival
- Using SPEAR to survive situations.
- The advantages and disadvantages of shelters.
- How to filter water.
- How to use the environment for survival.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- There is an order of needs to increase the chances of survival.
- Having a plan is essential for survival.
- There are advantages and disadvantages to types of shelters and water filters.
- Survival skills will be dependent on the type of environment.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to use basic skills to survive in any environment.
- Be able to create tools to increase the chances of survival.

Assessments:

- Practical Exams/Quizzes/Unit Tests/Projects
- Lesson quizzes and unit assessments
- Projects demonstrating lesson concepts.

Software/Resources: