# Outdoor Adventure - Unit 2: Navigating and Orienteering

## Unit Focus

The Navigation and Orienteering unit is designed to provide students with the knowledge and skills to utilize and navigate using a map and compass. Students will learn basic to moderate-level compass skills imperative to safety and survival while exploring the wilderness. These skills will be practiced and tested during the orienteering portion of this unit where students will use a list of bearings to navigate a course created by themselves and their peers.

## Stage 1: Desired Results - Key Understandings

### Standard(s)

**Healthy and Balanced Living Curriculum Framework**
Health Education 9-12

- Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12)
- Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12)

Physical Education 9-12

- Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2)
- Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)
- Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)
- Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)
- Demonstrates the ability to create a plan, train for and participate in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)
- Demonstrates the ability to apply stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)

### Transfer

*Students will be able to independently use their learning to...*
**T1** Develop skills, knowledge, and concepts through practice and analysis of results.
**T2** Analyze risk factors and evaluate the consequences to self and others before taking action.
**T3** Respond to situational challenges and social interactions based on consideration of societal norms, safety and belief systems.

### Meaning

#### Understanding(s)

*Students will understand that...*
**U1** Individuals select from a variety of strategies to use in order to reduce stress in applicable situations.
**U2** Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.
**U3** People make problem solving more effective when they can understand and communicate the main issue and emotions involved.
**U4** Individuals evaluate emotionally charged situations and apply various strategies to respectfully continue communication
**U5** People analyze all possible options and outcomes before taking action.

#### Essential Question(s)

*Students will keep considering...*
**Q1** How do I assess a situation?
**Q2** How can I help my group be productive?
**Q3** What strategies can I use to help me in this moment?
**Q4** What behaviors should I employ in my current situation?

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*
**K1** the parts of the compass (baseplate, direction of travel arrow, orienting arrow, orienting lines, needle, bezel)

#### Skill(s)

*Students will be skilled at...*
**S1** determine the bearing of an object

## Stage 1: Desired Results - Key Understandings

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| • Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)<br>• Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1)<br>• Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)<br>• Demonstrates the ability to analyze the health benefits of a selfselected physical activity (S5.H1.L1)<br>• Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)<br>• Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)<br><br>**Madison Public Schools Profile of a Graduate**<br>• Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) | **K2** magnetic north<br>**K3** paces<br>**K4** cardinal directions (north, south, east, west)<br>**K5** topographical map features and uses<br>**K6** scale of a map<br>**K7** bearings: degrees that identify specific directions<br>**K8** declination (the deviation of a compass from true north)<br>**K9** triangulation: how to locate yourself on a map when your location is unknown | **S2** traveling to a specified control using bearings given to them<br>**S3** counting paces<br>**S4** declination (adjusting a compass to be aligned with the magnetic north)<br>**S5** navigating through a course using a map, bearings, paces, compasses<br>**S6** design a course while walking a course and when stationary, using map |