

Course Title – Physical Education II	
Implement start year – 2015-2016	
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Unit # 2 , topic – Adventure Education (Trust Concepts and Challenge Course)	
Transfer Goal – Students will be able to identify and develop trustworthy characteristics.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJSL Standard(s), Strand(s)/CPI # (http://www.state.nj.us/education/cccs/2014/chp)</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="margin-left: 20px;">A. Personal Growth and Development B. Safety C. Social and Emotional Health</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle</p> <p style="margin-left: 20px;">A. Interpersonal Communication B. Decision-Making and Goal Setting C. Character Development</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p>	<p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • there is a complex meaning to trust. • trust is a vital part of properly completing a given task. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • successes and failures of the challenge course are similar to that of real life experiences. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • trust amongst fellow students is earned through participation of adventure education tasks and challenges. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is trust? • Why is trust important? • How does trust affect the outcome of a task? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What challenges have you faced in life that relate to challenge course tasks? • What lessons have you learned from your failures? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What ways can trust be earned? • What are qualities of a person that you trust?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • what trust is. • that trust is key to reaching a personal or team goal. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how to deal with challenges in life. • deal with failure. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • how to earn trust. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • explain what trust is, and how it is developed. • incorporate trust in future task and problem solving activities. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • adapt to different types of life challenges. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • identify a trustworthy person.
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Tests/Quizzes • Demonstrations of skills • Written assessment on activity • Teacher Observation • Participation • Peer/self-assessment of skill • Peer to peer communication 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

The activities listed in all four of the LRHSD approved Physical Education curricula (9th-12th grades) can be interchanged due to safety of the activity/sport, inclement weather and/or gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: Tag games, human knot, partner stand up, blade of grass, hula hoop pass, pipeline, tug of war, moon ball, trust fall, team skis, partner traverse, nitro crossing, 5 rope traverse, electric fence, spider web, hour glass traverse, Costello's crossing, tire traverse, giants finger, whale watch, loosey goosey, team wall, rock wall/tower, horizontal wall, cargo net, team jump rope, chemical spill, animal farm, food fest, name game, team juggle, blind man basketball.

- Proper etiquette and proper use of equipment/facilities of the selected activities. (A)
- Review the study guide for activity specific information. (A)
- Review how trust is earned and lost. (A,M)
- Discuss how trust is incorporated during each activity. (A)
- Discussion on how each activity relates to a real life situation. (T)
- Discuss how trust is related to the success of relationships. (M,T)
- Demonstration of safety skills and movement concepts used in each activity. (A,M)
- Have groups discuss how some tasks and activities relate to other subjects. (M,T)