

Course Title – Physical Education II	
Implement start year – 2015-2016	
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Unit # 3 , topic – Adventure Education (Cooperative Concepts and Problem Solving)	
Transfer Goal – Students will be able to independently use their learning to collaborate with fellow peers to achieve a common goal.	
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 A. Personal Growth and Development D. Safety E. 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 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 relationships and sexuality and apply these concepts to support a healthy, active lifestyle A. Relationships</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 checked="" 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 type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</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> <ul style="list-style-type: none"> A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <ul style="list-style-type: none"> A. Fitness and Physical Activity 	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <u>X</u> Flexibility and Adaptability <u>X</u> Initiative and Self-Direction <u>X</u> Social and Cross-Cultural Skills <u>X</u> Productivity and Accountability <u>X</u> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • teamwork and positive communication leads to achieving a goal quicker. • working together leads to expedited problem solving. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • core values are an intricate part of achieving a goal. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • peers have differing limitations. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • cooperative learning assists in the development of leadership skills. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • a successful rock climb is directly correlated with safety checks of climbing equipment and proper communication. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does working together play a part in attaining a goal? • What are setbacks to achieving a goal when negative communication occurs? • How does communication differ from task to task? • How does communication affect problem solving? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What core values are represented in Adventure Education? • Which of the core values in Adventure Education is most important? • How do core values affect communication during tasks? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do limitations vary from task to task? • How can peers help one another overcome limitations? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What qualities develop leadership? • What characteristics reflect good leadership? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How does adventure education terminology differ from traditional physical education terminology?

	<ul style="list-style-type: none"> • What is proper maintenance of the equipment?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • how to achieve a goal through teamwork and communication. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the meaning of the core values and how they fit into each activity. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • how to assess their own limitations. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • that leadership is a skill developed and demonstrated through cooperative learning tasks. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • all calls before climbing. • how to tie a proper knot and secure it to the equipment. • how to perform all belays techniques. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • demonstrate proper communication skills during team building activities. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • utilize the core values during cooperative learning tasks. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • determine personal limitations <p><i>EU 4</i></p> <ul style="list-style-type: none"> • demonstrate leadership through a cooperative learning task. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • tie the various climbing knots. • communicate the proper calls throughout the rock climb. • demonstrate the proper spotting and belaying techniques. • Identify safe versus unsafe knots.
<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"> • Test/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:

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.

- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment/facilities of the selected activities. **(A)**
- Review the study guide for activity specific information. **(A)**
- Model and discuss the skills/rules/strategies to be applied during each activity. **(A)**
- Have groups share and discuss their strategies the cooperative learning activities. **(M)**
- Apply the rules, safety precautions and strategies to each cooperative learning activity. **(M, T)**
- Discussion on how each activity relates to a real life situation. **(T)**
- Demonstrate physical skills and/or teamwork during lead up strategies. **(T)**