

Course: *Physical Activity Leadership & Service*
Unit #2: *Adventure Ed*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - List all content-specific standards that apply to this unit here
 - *2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.*
 - *2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.*
 - *2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
 - *2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
 - *2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*
 - **21st Century Life & Career Standards**
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

- **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
- Grade 9-10 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
- Grade 11-12 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

- **Interdisciplinary Content Standards**

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to continue social and athletic activity in order to reap the physical and mental benefits it brings*

As aligned with LRHSD Long Term Learning Goal(s): *Foster positive social influence as educated, contributing citizens, use problem solving skills to solve "real world" health and well-being situations, and communicate effectively as part of a peer group.*

Enduring Understandings

Students will understand that. . .

EU 1

- participating in adventure education elements (lead up activities, low ropes/high ropes/climbing walls) will physically benefit students in a multitude of ways.

EU 2

- participating in adventure education elements (lead up activities, low ropes/high ropes/climbing walls) will provide students with life skills required for future endeavors.

EU 3

- participation and trying new activities/skills/elements can be as important as the successful completion of an activity/skill/element.

Essential Questions

EU 1

- What physical benefits may result from participation in the adventure education elements?
- What specific activities in the adventure education elements contribute to one's physical benefits?

EU 2

- What life skills can be paralleled to adventure education participation?(2.2.12.LF.2)
- What examples of life skills may someone need in future employment or relationships?

EU 3

- How can you encourage your peers to participate in new activities?
- Why is it important to diversify your skill set?

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| <p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● muscle groups that will benefit from participation in adventure education.(2.2.12.PF.1) <p>EU 2</p> <ul style="list-style-type: none"> ● life skills needed for future employment and relationships.(2.2.12.LF.5) <p>EU 3</p> <ul style="list-style-type: none"> ● participation in different and wide ranging activities has a multitude of benefits.(2.2.12.LF.3) ● the courage to test yourself and push your limits in a wide range of skills is often more important than the mastery of very few skills. (2.2.12.LF.3) | <p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● Explain what muscles are working with each activity.(2.2.12.PF.1) ● Define what a specific muscle is.(2.2.12.PF.1) <p>EU 2</p> <ul style="list-style-type: none"> ● Describe how communication and teamwork applies to the real world. (2.2.12.LF.5) ● Demonstrate the importance relationships have on one's own health.(2.2.12.LF.5) <p>EU 3</p> <ul style="list-style-type: none"> ● Demonstrate participation skills in a variety of different activities. 2.2.12.LF.3 ● Describe how courage helps one accomplish goals and build confidence. (2.2.12.LF.3) |
| <p>Stage Two - Assessment</p> | |
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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- **Introduce and explain the rules, safety precautions, proper etiquette and use of equipment/facilities of the selected activities. Activities may include climbing walls, low ropes, high ropes, tension traverse etc. (A, EU 1)**
- **Model and discuss the skills/rules/strategies to be applied during each activity. (A, EU 1, 2)**
- **Have groups share and discuss their strategies for cooperative learning activities. (M, EU 1, 2)**
- **Apply the rules, safety precautions and strategies to each cooperative learning activity. (M, T, EU 3)**
- **Discussion on how each activity relates to a real life situation. (T, EU 3)**
- **Demonstrate physical skills and/or teamwork during lead up strategies. (T, EU 1, 2)**

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|----------------------|---------------------------------------|
| 1 | Team Building | 20 |
| 2 | Adventure Education | 25 |
| 3 | PALS Partnership | 25 |
| 4 | | |

Instructional Materials

- Equipment for team sports/individual games
- Music
- Adventure Ed Course

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.