Outdoor Pursuits Curricular Document

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Course Information

Outdoor Pursuits	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
PE9 + .5 PE	04/2024

Desired Results

COURSE DESCRIPTION

Outdoor Pursuits will focus on fitness and improve recreational skills while experiencing outdoor pursuits, adventure activities and games. Students will learn the skills necessary to be safe and effective in a variety of outdoor pursuits. As participants in these activities, students will gain self-confidence, learn to build trust, develop effective communication skills and learn important cooperative behaviors. Possible units may include, but are not limited to:paddleboarding, archery, angling, hiking, kayaking/canoeing, orienteering, team building and rock climbing. Due to the rise in transportation costs, school-sponsored transportation is not provided. Please be advised that students must provide their own transportation or arrange for transportation to the offsite locations. Watersports are included in this course. *The class will participate in several out of school field trips which have minimal fees. These field trips are designed to enhance the students' experience in the course.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. Proficient movement skills provide competency in all physical activities.	• What different ways can the body move given a specific task? • How will you help a team be successful? • What does it mean to be a good partner?

2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness. 3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community.	• How can I work together in a group situation to complete the task given? • How can we move effectively and efficiently? • How do you determine whether a strategy is effective? • What can we do to be physically active and why is this important? • Why is it important to be physically fit and how can we stay fit? • How do we interact with others during survival situations and challenges? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	x	x	x	x	x
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	x	x	x	x	x
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x	x	x	x	x
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	x	x	x	x	x
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	x	x	x	x	x

Unit 1: Navigation

In this unit students will learn navigation through multiple means such as orienteering, compass making, plotting destination and following maps. Students will learn different ways to travel if found in a survival situation.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific task?
- ➔ How can I work together in a group situation to complete the task given?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.E23.2 Demonstrate at least two critical • skills needed to perform teacher-directed activity. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	• PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor . • PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity. • PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	• PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. • PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher-directed activity. • PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to		•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games,

movement and performance.			• PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill Refinement.	target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Follow a map and plot destination when given a set of coordinates.
- ➔ Plot a course with 10+ coordinates and make a destination in which a teammate can follow and get within 10 feet of.
- ➔ Apply what I learned in navigation and follow the steps in making a compass.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Lifetime Sports

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Cornhole
- Spikeball
- KanJam
- Bocce Ball
- Fishing
- Rock Climbing
- Archery
- Softball
- Kickball
- Wiffle Ball

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What different ways can the body move given a specific task?
- ➔ How will you help a team be successful?
- ➔ What does it mean to be a good partner?
- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.E23.2 Demonstrate at least two critical • skills needed to perform	• PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor . • PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-	• PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities.

movement patterns.		teacher-directed activity. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	directed activity. • PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	• PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher-directed activity. • PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately • PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill Refinement.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing		•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.

level of physical activity and fitness.				
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform in rock climbing.
- ➔ Apply what I learned over a period of time and work in a team environment in a variety of team challenges.
- ➔ Line, bait and equipt my pole with the necessary equipment meant to fish.
- ➔ Cast a pole 10 feet from the dock or side of the pond.
- ➔ Set the hook and reel in a fish or object caught in the water.
- ➔ Take off or attempt to take off a fish that was caught on a pole.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and

feedback.

- Rock climbing participation rubric
- Rock climbing team challenge rubric
- Fishing participation rubric

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Self evaluation fishing each day the next day*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Aquatic Sports and Survival

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Water Polo
- Log Rolling
- Survival Scenarios
- Kayaking/Canoeing/Paddleboarding
- Scubadiving
- Beach Water Volleyball
- Basketball

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What does it mean to be a good partner?
- ➔ How can I work together in a group situation to complete the task given?
- ➔ How can we move effectively and efficiently?
- ➔ How do we interact with others during survival situations and challenges?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.E23.2 Demonstrate at least two critical • skills needed to perform teacher-directed activity. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected	• PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor . • PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity. • PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall	• PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. • PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher-directed activity.

		individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	games, target games, aquatics, and outdoor pursuits appropriately.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	• PE.S2.H12.L2 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program. • PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	• PE.S2.H12.L3 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		•	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety.(WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Strategize using the materials given to make a stable raft, choose the best teammate and send them 50 yards to the other side of the pool without falling in.
- ➔ Work as a team to carry a brick 50 yards down the bottom of the pool using all teammates involved.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
  - ◆ Scuba Diving Rubric

- Kayaking, Canoeing and Paddle Boarding Safety and Terms Quiz (Canvas)
- Kayaking Rubric (2 Day field trip)
- Participation Rubric

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Self evaluation fishing each day the next day*
- ➔ SCUBA: Alternative Assignment for student missing/pool allergy, ect.

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 4: Survival/Leadership

This unit is designed to provide a basic introduction to leadership and survival by focusing on what it means to be a good leader. Emphasis in the unit is on the practice of leadership and survival skills necessary in a group setting. The unit will examine topics such as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance while given survival tasks.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What different ways can the body move given a specific task?
- ➔ How will you help a team be successful?
- ➔ What does it mean to be a good partner?
- ➔ How can I work together in a group situation to complete the task given?
- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during survival situations and challenges?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.E23.2 Demonstrate at least two critical • skills needed to perform teacher-directed activity. • PE.S2.H2.L1 Identify	• PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor . • PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity. • PE.S2.H2.L2 Use terminology	• PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. • PE.S1.E23.5 Demonstrate five or

		terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	more critical skills needed to perform a teacher-directed activity. • PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).	• PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Gather materials in three forms (tinder, kindling, fuel) and combine to build a fire.
- ➔ Gather materials and build a waterproof and stable shelter, at least 36 inches in height (using a cone) using a safe, unoccupied spot.
- ➔ Find an animal path, gather materials and those provided and build a small working animal trap.
- ➔ Build a sundial using three rocks and a stick to show the time.
- ➔ Demonstrate understanding of the use of materials I use and calculate my carbon footprint.
- ➔ Demonstrate understanding of the use of materials I use and reduce my carbon footprint.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
  - ◆ Group Survival Fire Building Rubric
  - ◆ Group Survival Trap Building Rubric

- Group Water Filtration Building Rubric
- Group Sun Dial Building Rubric
- Group Shelter Building Rubric

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☑ ~~Vary goal creation, self assessments, and fitness plan.~~	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 5: Winter Units

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Ice Skating
- Downhill Skiing
- Cross Country Skiing
- Broom Ball
- Curling
- Igloo Making
- Snow shoeing
- Emergency situations-Weather related
- Safe Traveling (build sled, snowshoes, basket)
- Animal tracking

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How can I work together in a group situation to complete the task given?
- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ How do we interact with others during survival situations and challenges?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.E23.2 Demonstrate at least two critical • skills needed to perform teacher-directed activity. • PE.S2.H2.L1 Identify terminology associated	• PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor . • PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity. • PE.S2.H2.L2 Use terminology associated with exercise and	• PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. • PE.S1.E23.5 Demonstrate five or more critical skills

		with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	needed to perform a teacher-directed activity. • PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).	• PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

➔ Explain the benefits of participation in a variety of winter activities in competitive and recreational settings.

Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*

➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Self evaluation fishing each day the next day*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other: