

Adventure Education: Unit 5

Outdoor Adventures

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. - Students will recognize the value that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence, and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE.1 Develops a variety of motor skills.	<i>Transfer</i>	
	Students will be able to independently use their learning to cooperate with others to problem solve and challenge themselves outside their comfort zone while engaging in physical activity.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... preparedness for an outdoor trip allows for enjoyment and can help overcome unforeseen circumstances, increasing safety of the person/group..	ESSENTIAL QUESTIONS How do you plan for an outdoor adventure trip to encourage enjoyment while being safe?
	<i>Acquisition</i>	
	Students will know... - the difference between true north and magnetic north; what it is called and how it is measured. - the basics of a compass. - how to read a topographical map. - the background of GPS and the basics of using it and it's limitations. - how technology can enhance your enjoyment and/or safety - the importance of skills in wilderness survival situations. (first aid, building a shelter, and fire building)	Students will be skilled at... - effectively planning for appropriate equipment, supplies, and clothing for an outdoor excursion - How to use a GPS, map and compass - preparing to use the ropes course

SHAPE.2 Applies knowledge related to movement and fitness concepts. SHAPE.3 Develops social skills through movement. SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	- the importance of water and food to survival. - the purpose of a survival kit and list the basic contents included in the kit. - the importance of planning before an outdoor trip and safety considerations - medical emergencies that may arise in a wilderness emergency and how to treat them. <u>Vocabulary:</u> <i>topographical map, GPS, compass, safety plan, true north, magnetic north, survival strategies</i> -	
Content Area Literacy Standards		21st Century Skills
- RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. - RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. - RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. - WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>Solve problems</i> <i>Think creatively</i> <i>Communicate clearly</i> <i>Collaborate with others</i> <i>Interact effectively with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Communication will be assessed through observation & a checklist.	PERFORMANCE TASK(S): 1. Students will actively participate in a group challenge. They will demonstrate their ability to communicate effectively while engaging in the physical activity. 2.
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
•	•
<i>Technology Integration</i>	<i>District Materials</i>