

Adventure Education: Unit 4

High Elements

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. - SHAPE.2 Applies knowledge related to movement and fitness concepts.	Transfer	
	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.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... Effective communication, critical thinking, and trust are keys to group cooperation and success when faced with a challenge.	ESSENTIAL QUESTIONS How does working together with a team to achieve a common goal increase success and participation?
	Acquisition	
	Students will know... - how to challenge themselves by choosing their challenge (Challenge by choice but choose your challenge) - choosing challenges helps an individual grow outside of their comfort zone and builds confidence. - how to tie the Figure 8 on a Byte, Figure of 8 (check for 3-2-2) and a back up knot - the belay commands to use before climbing on a high element (On belay, belay on, climbing, climb away) - ropes and safety equipment should always be checked before using - the importance of checking the surrounding environment of the course and the participants. - belaying is a system that is essential in keeping the climber safe while they climb - the belay terms/steps (break, under, slide)	Students will be skilled at... - Using communication skills and strategies that promote team/group dynamics. - actively communicating between climber and belayer while on belay - demonstrating how to put on a harness and helmet on correctly - demonstrate completing a toe-to-toe safety check - how to check a rope, stack a rope, and recoil a rope

● SHAPE.3 Develops social skills through movement. ● SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	● <i>Traversing Elements: Catwalk, Ships Passing, Wild Woozy</i> ● <i>Vertical Elements: Vertical Playpen</i> ● <i>Special: Giant Swing. Flying Rapel</i> <u>Vocabulary:</u> - <i>carabiners, ATC belay device, figure 8, rapid link (on carabiner), Sheer reduction device (the climbing system), kilonewtons, harness, helmet, static rope, dynamic rope, uprope, tension, slack, belay team (belayer, anchor, back up belayer) breakhand vs. guide hand</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): - Students will actively participate in a group challenge. They will demonstrate their ability to communicate effectively while engaging in the physical activity. - Communication vocabulary quiz.
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
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<i>Technology Integration</i>	<i>District Materials</i>
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