

# Adventure Education: Unit 3

## Low Elements

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings.</li> <li>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.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>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.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>SHAPE.1 Develops a variety of motor skills.</p> <p>SHAPE.2 Applies knowledge related to movement and fitness concepts.</p> | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Acquisition</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Students will know...</p> <ul style="list-style-type: none"> <li>that communication promotes effective team work and problem solving.</li> <li>how to challenge themselves by choosing their challenge (Challenge by choice but choose your challenge)</li> <li>choosing challenges helps an individual grow outside of their comfort zone and builds confidence.</li> <li>how one's individual choice affects other people within a group</li> <li>positive leadership involves hearing other people's ideas and valuing contributions of others.</li> <li>positive leadership empowers other people within your group to take risks and feel more confident</li> <li>general spotting and safety guidelines that apply to each low element they are on</li> </ul> | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Using communication skills and strategies that promote team/group dynamics.</li> <li>Solving problems and thinking critically in physical activity both as an individual and in groups.</li> <li>actively listening to other group members</li> <li>demonstrating safe and appropriate spotting techniques as they apply</li> <li>applying safe practices, rules, procedures, and etiquette in all Adventure activities.</li> <li>working constructively with other to accomplish a goal in a group activity, demonstrating consideration for others involved.</li> </ul> |

| <p>SHAPE.3 Develops social skills through movement.</p> <p>SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● <i>the various low elements on a ropes course could include: whale watch, river run, nitro crossing, swinging tires.</i></li> <li>● <i>a low element is an activity off the group but doesn't require harnesses and belay equipment</i></li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- <i>assertive communication, active listening, teamwork, cooperation, leadership, empathy, challenge by choice, spotting techniques, reflection, debrief</i></li> </ul> |                                                                                                                                                                                                                                                 |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● <i>Solve problems</i></li> <li>● <i>Think creatively</i></li> <li>● <i>Communicate clearly</i></li> <li>● <i>Collaborate with others</i></li> <li>● <i>Interact effectively with others</i></li> </ul> |

| Stage 2 - Evidence                                                |                                                                                                                                                                                                                                                                                 |
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| <i>Evaluative Criteria</i>                                        | <i>Assessment Evidence</i>                                                                                                                                                                                                                                                      |
| Communication will be assessed through observation & a checklist. | PERFORMANCE TASK(S): <ol style="list-style-type: none"> <li>Students will actively participate in a group challenge. They will demonstrate their ability to communicate effectively while engaging in the physical activity.</li> <li>Communication vocabulary quiz.</li> </ol> |
|                                                                   | OTHER EVIDENCE:                                                                                                                                                                                                                                                                 |

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