

Adventure Education / Outdoor Pursuits 0045

Description	The students enrolled in the Adventure Class will progress through an experientially-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence and, at the same time, acquire a sense of trust and commitment in their classmates. Outdoor education is designed to expose students to a variety of outdoor skill. Outdoor pursuit activities may include: camping, backpacking, survival skills, hiking, fishing, orienteering, snow shoeing, cross-country skiing, canoeing, and kayaking.
Minutes per Week	275 minutes per week for one semester each year for grades 10, 11, and 12
Textbooks/Resources	McNeill, Carol; Cory-Wright, Jean; and Renfrew, Tom. Human Kinetics, Inc. <i>Teaching Orienteering</i> . 1998. ISBN: 0880118040 Werner, Doug. Tracks Publishing. <i>Backpacker's Start-Up: A Beginner's Guide to Hiking & Backpacking (Start-Up Sports Series)</i> .1999. ISBN 188465410X American Canoe Association. Menasha Ridge Press. <i>Introduction to Paddling: Canoeing Basics for Lakes and Rivers</i> . 1996. ISBN 0897322029 Kugach, Gene. Stackpole Books. <i>Fishing Basics</i> . 1993. ISBN 0811730018 Prater, Gene. Mountaineers Books. <i>Snowshoeing: From Novice to Master (Outdoor Expert)</i> . 2002. ISBN 0898868912 Lovett, Rick. International Marine/Ragged Mountain Press. <i>The Essential Cross-Country Skier</i> . ISBN 0070496250
Required Assessments	District-wide, standards-based assessments & Fitnessgram
Board Approved	October, 2005
Revised	

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | <ul style="list-style-type: none"> A. Demonstrates proficient skills to participate in advanced play of some activities. B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities. C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports. D. Supports teammates by movement and spacing in invasion, net and field games. E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities. F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment. G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> A. Develops an appropriate personal wellness program for lifetime fitness activity. B. Plan a personal conditioning program. C. Identifies the differences and benefits of both functional fitness training and traditional weight training. D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance. E. Explains appropriate tactical decisions in a competitive activity. F. Self assesses performance and makes appropriate corrections. G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. |
| <p>III. Participates regularly in physical activity.</p> | <ul style="list-style-type: none"> A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week. C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments. E. Compares health and fitness benefits derived from various physical activities. F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. |

AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness. | <ul style="list-style-type: none">A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | <ul style="list-style-type: none">A. Solves conflicts agreeable to both parties.B. Adjusts participation level and personal behavior to make activities inclusive for everyone.C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.D. Exhibits respectful and mature behavior to contribute to a positive learning environment.E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <ul style="list-style-type: none">A. Participates in activity outside of school for self-enjoyment.B. Identifies reasons to participate in physical activity in the local community.C. Describes the correlation that being physically active leads to a higher quality of life.D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.E. Take appropriate leadership or supportive roles in activities.F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Demonstrate fundamentals of camping, backpacking, hiking, and survival skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates outdoor safety and survival skills using maps and compasses and taking into consideration weather, food/water sources, shelter, first aid emergency signals, and fire building. b. demonstrates a positive attitude for activities. c. develops a respect for self, equipment, nature, and the law. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; V.; VI.</p>		
<p>2. Understand and apply concepts, terminology, and strategies of camping, backpacking, hiking, and survival skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. develops plans for camping, backpacking, and hiking in various settings while utilizing community resources (e.g. school grounds, parks, or National Forests). b. understands the fitness benefits from activities. c. applies the zero-impact camping concept. d. uses technology to identify trails, location, and measure physical activity. e. understands that camping, backpacking, hiking, and survival skills are lifelong activities. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Heart rate monitors • Pedometers • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Demonstrate fundamental skills of orienteering.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. develops fundamental map, compass, and GPS navigation skills. b. understands the fitness benefits from orienteering. c. demonstrates a positive attitude for activities. d. develops a respect for self, equipment, nature, and the law. e. identifies supplemental activities (e.g. canoeing, hiking, backpacking, biking, etc). 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; V.; VI.</p>		
<p>4. Understand and apply concepts, terminology, and strategies of orienteering.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. develops plans for orienteering in various settings while utilizing community resources (e.g. urban, rural, and waterways). b. understands the fitness benefits from activities. c. applies zero-impact concept. d. uses technology to identify trails, location, and measure physical activity. e. uses cooperation and teamwork . 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Heart rate monitors • Pedometers • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Demonstrate fundamentals of snow shoeing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates winter safety, first aid emergency, and signals. b. develops a respect for self, equipment, nature, and the law. c. demonstrates fundamentals skills in a variety of settings. d. demonstrates proper physical conditioning. e. identifies supplemental activities (e.g. orienteering, hiking, backpacking, scavenger hunts, games etc.) 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.</p>		
<p>6. Understand and apply concepts, terminology, and strategies of snow shoeing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. develops plans for snow shoeing in various settings while utilizing community resources (e.g. community parks and trails). b. understands the fitness benefits from snow shoeing. c. applies zero-impact concept. d. uses technology to identify trails, location, and measure physical activity. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Heart rate monitors • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Demonstrate fundamentals of cross-country skiing.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> understands winter safety, orienteering, snow conditions, finding routes, variety of strides, stopping techniques, etc. develops a respect for self, equipment, nature, and the law. demonstrates fundamental skills (e.g. classic, skate, back country, hills, racing, etc.). demonstrates proper physical conditioning. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>8. Understand and apply concepts, terminology, and strategies of cross country skiing.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> develops plans for cross country skiing in various settings while utilizing community resources (e.g. community parks / trails). understands the fitness benefits from cross country skiing. applies zero-impact concept. uses technology to identify trails, location, and measure physical activity. understands ski maintenance and purchasing appropriate ski equipment. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Heart rate monitors • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>9. Demonstrate fundamentals of fishing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands basic equipment and terminology. b. demonstrates various fishing techniques (e.g. still, drift, trolling, jigging, etc.). c. demonstrates casting, knot tying, flipping and various games. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills Tests • Written assignment • Observation • Test • Rubric • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		
<p>10. Understand and apply concepts, terminology, and strategies of fishing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands ice fishing basics, tips, and making own fishing rod. b. understands a variety of fishing rigs. c. understands fishing conditions (e.g. weather, water conditions, species of fish, and seasons.) d. understands rules and regulations (e.g. DNR laws and boating safety). e. understands that fishing allows for enjoyment, challenge, and social interaction in a leisure environment. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>11. Demonstrate fundamentals of canoeing and kayaking.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates proper transporting, carrying, launching, and boarding skills. b. demonstrates a variety of strokes associated with kayaking. c. develops skills in moving water. d. demonstrates water safety and rescue techniques in and out of water. e. identifies cardiovascular fitness, muscular endurance, and strength associated with kayaking. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; VI.</p>		
<p>12. Understand and apply concepts of canoeing and kayaking.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands how to be safe on the water. b. understands equipment and nomenclature of canoeing. c. understands rules and regulations associated with boating. d. develops respect for self, equipment, nature, and safety of others. e. understands teamwork and cooperation. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>13. Demonstrate basic techniques of rock climbing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates climbing techniques (e.g. rope care and maintenance, tying on, belaying, using basic holds, low-level traversing, ascending, descending, hand holds, bridging, mantling, chimneying, tackling overhangs, and rappelling). b. demonstrates muscular strength and endurance. c. demonstrates knot tying. 	<ul style="list-style-type: none"> • Observation • Checklist • Strength assessment • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>14. Understand and apply concepts, terminology, and strategies of climbing.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands safety skill and personal safety. b. understands the proper use of the harness and equipment (belay device, helmets, carabineers, ropes, etc). c. understands the adventure sequence (e.g. challenge by choice). d. understands climbing calls and terminology. e. identifies healthy versus unhealthy ropes and equipment. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>15. Evaluate health related components of climbing and design a fitness plan to compensate for weaknesses.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the FITT formula. b. understands the guideline for physical activity. c. develops a personal plan route and games to enhance their physical fitness on the wall. d. understands the benefits of cardiovascular fitness to climbing. e. identifies the importance of muscular endurance and strength. f. develops a muscular strength and endurance workout plan to benefit them on the wall. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Strength assessment • Heart rate monitors • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; III.; IV.; VI.</p>		
<p>16. Understand appropriate practices for ropes course events.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands safety procedures and climbing protocols for outdoor events. b. understands differences in ropes course events. c. understands correct spotting techniques. d. demonstrates trust skills in activity settings. e. utilizes challenge by choice. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; V.</p>		