

Grade Level/Content Area: 9-12 Back To Nature

Transfer Goals - Students will be able to independently use their learning to:

- Demonstrate sportsmanship, teamwork and respect for all other students.
- Understand the importance of teamwork and positive social interaction.
- Explain and perform skills that combine mechanically correct movement in smooth flowing sequences during activities.
- Teaching outdoor skills and judgment for lifelong recreation and fitness.
- Promoting environmental responsibility through personal connection to the natural world.
- Empowering individuals and groups to move beyond self-imposed limitations.
- Igniting a passion for experiential learning.
- Enhancing initiative, self-reliance, and compassion for others.
- Develop an environmental awareness through outdoor activity experiences

Big Idea(s):

- Back to nature class is designed to provide outdoor experiences that help young men and women build confidence, practice cooperation, learn leadership skills, and develop an appreciation for nature.

Essential Question(s):

- What role does cooperation play in outdoor activities?
- How can I make movement more interesting, fun, and enjoyable?
- Can practice in a variety of physical activities lead to skill proficiency and competence?
- Why do people choose the physical activities they participate in over a lifetime?
- How can participation in physical activity enhance MY life?
- How can you enhance the quality of movement for lifelong participation in physical activity?
- How can we minimize our environmental impact?
- What are the skills necessary to use a compass?
- Why is it important to be able to read maps effectively?
- How can you survive when stranded in the wild?
- What are the skills needed to properly use a PFD?
- What are problem-solving strategies required for leadership related to physical activity and recreation?
- What type of safety precautions do I need to be aware of when participating in outdoor activities?

Standards:

Bellefonte Back to Nature shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

10.2.9. GRADE 9

D. Analyze and apply a decision-making process to adolescent health and safety issues.

10.3.9. GRADE 9

D. Analyze the role of individual responsibility for safety during organized group activities.

10.4.9. GRADE 9

A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

- exercise (e.g., climate, altitude, location, temperature)
- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)

- drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents.

Skills/Concepts:

- Knot Tying
- Compass use/Navigation
- Map reading
- Equipment use and safety
- Environmental safety
- Canoeing/Kayaking
- Water safety
- Rock climbing skills/etiquette

- Apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environment
- Describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation.
- Adapt physical activities to minimize environmental impact.
- Gain knowledge on the importance of orienteering.
- Obtain information on environmental factors.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Exhibits responsible personal and social behavior that respects self and others in outdoor activity setting.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Assessments:

- Daily Activity Grade (Rubric)
- Skill Testing
- Cooperation/Sportsmanship
- Written Assignments
- Activity Knowledge
- Final Exam

Global/STEM/STEM Literacy/CC links (if applicable):

Physics of Movement
Biomechanics of Movement
Math

Topics/Units:

Including but not limited to:

- Camping
- Hiking
- Rock climbing
- Canoeing/Kayaking
- Orienteering/GPS
- Archery
- Knot Tying
- Fishing
- Survival Skills

Cross Content Ties:

- Essay Writing
- Technology and Inventions
- Charts and Graph Analysis
- Connecting mathematics & physics concepts to content data

Resources:

- PDE SAS
- Academic Standards
- Various USA or National sport governing bodies websites

• skill competence • social benefits • previous experience • activity confidence E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure <u>10.5.9. GRADE 9</u> A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous) C. Identify and apply practice strategies for skill improvement. D. Identify and describe the principles of training using appropriate vocabulary. • specificity	• Investigate how outdoor activities can form a basis for regular physical activity and become a part of an active healthy lifestyle. • Describe safety strategies that can be employed to reduce risks when participating in outdoor activities. • Demonstrate safe practice and fair play at all times throughout this unit. • Work effectively, both independently and while under instructions whether as individual or as a part of a group. Whether in the classroom, gymnasium or outdoors. • Obtain the skills necessary to use a compass. • Read maps effectively. • Demonstrate a willingness to use community- based recreational and alternative environment opportunities to develop a personal functional level of physical fitness. • Plan and participate safely in a variety of activities and environments.		<u>Academic Vocabulary:</u> Anadromous Azmuth Bearing Belay Bend Bight Bow Brackish Carabiner Cardinal Direction Cartography Conservation Contour Course Dexterity Eddy Endangered Erosion Estuary Fingerling Fry Harness Heat Exhaustion Heat Stroke Hitch Hull Hypothermia Isogonic chart Lashing Map Symbols Orientation PFD Rappel Sedimentation Threatened Tributary Turn
---	--	--	---

• overload • progression • aerobic/anaerobic • circuit/interval • repetition/set E. Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies <u>10.1.12. GRADE 12</u> B. Evaluate factors that impact the body systems and apply protective/preventive strategies. • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition <u>10.2.12. GRADE 12</u> D. Examine and apply a decision-making process to the development of short and long-term health goals. <u>10.3.12. GRADE 12</u> D. Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities. <u>10.4.12. GRADE 12</u>			
---	--	--	--

B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

D. Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

F. Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

10.5.12. GRADE 12

A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

B. Incorporate and synthesize

knowledge of motor skill development concepts to improve the quality of motor skills.

- open and closed skills
- short-term and long-term

memory

- aspects of good performance

C. Evaluate the impact of practice strategies on skill development and improvement.

D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

F. Analyze the application of game strategies for different categories of physical activities.

- individual
- team
- lifetime
- outdoor