

CURRICULUM MAP

SUBJECT: Cooperative Adventures GRADE: _____

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
SEPT- OCT 4-5 Weeks	1). How do we learn each others name and create a sense of community among group members? 2). How do we promote positive working relationships? 3). How do we apply strategy and goal setting to a team? 4). How do we establish our Full value contract?	I. Icebreakers- Gotcha, Bumpity bump, How do you do?, Zip-zap, Everybody’s it, II. Games- Asteroids, Star Wars, Striker, Triangle tag, Frogger III. Problem Solving/ Full Value Contract- Creating F.V.C., Moonball, Group Juggle	2.17-Students will demonstrate appropriate locomotor skills while participating in tag games and icebreaker activities. 2.26- Students will follow all rules of the activity. 7.14-Students will learn the names of their classmates to create interpersonal relationships. 7.16-Students will create a FVC emphasizing positive values to be followed each and every day. 5.19-Explain to students the many positive techniques for solving problems and making decisions. 9.15-Students will show respect for their classmates and their differences.	Fleece balls, Hula hoops, Balloons, Foam balls, Spot markers, Various rubber/bean bag animals. Adventure curriculum for P.E.-Project Adventure	1).Assigned Journal entry on naming everyone in the class and describe one positive quality about each. 2). All students must attempt each activity. Assigned Journal entry. 3). Assigned Journal entry. Student participation in all activities, use of community rubric. 4). Students create their own FVC based on values important to success in the class. 5). Class preparedness.

			Students will always maintain a physically and emotionally safe environment.		
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Oct-Dec	1).How do you asses risks in order to make appropriate decisions? 2). What conditions allow you to be open to the potential outcomes? 3). In what ways does creativity impact your life? 4). What situations enhance	Blindfolded activities-Pitfall, Sherpa walk Trust activities- Trust lean/fall, levitation, Wind in the willows. Creativity and risk taking activities- Trust wave, Porthole, Protector, Human camera, Key punch, Mouse trap slap	2.26/9.13-Explain the safety precautions during trust building activities. 7.12-Explain to students what positive peer pressure is and how it can influence them to be successful. 9.15-Remind students that everyone has a different outlook on what is their appropriate level of risk taking. 7.14-Students will strive to build trust among their peers. 5.18-Students will use their abilities to creatively solve problems. 9.18/9.3-Students will demonstrate proper safety precautions and proper	Blind folds, Hula hoops, Fleece Balls, cones, and various spot markers. Resources: Adventure Curriculum for P.E. Project Adventure	1). Journal entry on risk assessment. 2).Participation in all risk taking activities. 3). Journal entry on creative abilities and descriptors. 4).Participation and input in all problem solving activities. 5).Use of creativity Assessment worksheet.

creativity and which ones stifle creativity? 5). What is the importance of creativity in our society?		spotting techniques while performing trust building activities.		
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CURRICULUM MAP

SUBJECT: Leadership GRADE: _____

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Nov-Dec	1).How do you recognize effective leadership? 2).In what kinds of situations do you want to lead? 3).In what ways do my personal	Instigator, take a stand, Pathway, Negotiation square, Swinging tires/planks, Swinging log, Fidgets ladder, Disk Jockey’s, Nitro crossing, Copy cat, 1-2-3-21, Blind polygon, A-frame express, Island Escape, Trolleys, Turnstile, Hop Box	2.27-Students will learn the 9 leadership characteristics and how they relate to the activity and real life applications. 5.18/5.19-Students will learn from their successes and failures to help with future problems and difficult decisions. 9.15-Emphasize that all students have their strengths and weaknesses and the	Hula hoops, Jump ropes, Blindfolds Low elements- Tires/planks, swinging log. Bord and wood dowels- (Island escape),	1). Journal entry on the 9 leadership characteristics. 2). Participation in all leadership activities. 3).Journal entry on leadership feedback. 4). Leadership Peer Assessment worksheet

	<p>leadership characteristics make me an effective leader? 4).What can I do to improve my ability to be an effective leader?</p>		<p>importance of respecting each individual and their differences. Students will always maintain a physically and emotionally safe environment. 7.14/7.16-Students will learn the importance of positive leadership and its influence on the group and within interpersonal relationships. 2.26-Students will follow all safety precautions when using low elements.</p>	<p>Rope Swing Resources: Adventure Curriculum for P.E. Project Adventure</p>	
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Dec-Jan	1).How do we introduce high challenge course and overview of basic technical skills?	<p>Rock Wall Vertical Playground Centipede Dangle Duo Flying Squirrel</p>	<p>2.17-Students will demonstrate proper climbing techniques on the high elements. 2.26-Students will follow all safety precautions while using the high elements 5.19-Students will reach all minimum attempt</p>	<p>High elements, Climbing Ropes, Harness, Helmets</p>	<p>1). Students demonstrate proper use of all equipment and procedures for all high elements. 2). Participation in all high element activities and Journal entry</p>

	<p>2).How do we identify the relationship between peer pressure and risk taking while on a high element?</p>	<p>Final Exam</p>	<p>requirements for each element. 7.12-Explain the importance of positive peer pressure and the direct effect it has on the success of the individual and the group. 7.14-Students will demonstrate how successful interpersonal relationships contribute to success on the high elements. 9.15-Students will work to maintain a physically and emotionally safe environment. 9.13/9.3/9.18-demonstrate proper use of all equipment including harnesses, helmets, ropes and belay equipment. Students will be responsible for all spotting and secondary rope tending responsibilities.</p>	<p>about experience on the high elements.</p>
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