

## BONDUEL PHYSICAL EDUCATION

# OUTDOOR ADVENTURE IN PHYSICAL EDUCATION

**Grade:** 11, 12

**Credits:** ½

**Prerequisite:** Completion of PE 9

**\*Students will be expected to dress, participate and work independently daily while respecting classroom guidelines. Failure to do so may result in the student being removed from the class**

### **Course Description:**

This course will have students exploring ways to enhance fitness while participating in adventure based education activities. Student will improve communication, problem solving, and team building skills. Students may take part in the following activities; cross-country skiing, snowshoeing, snowshoe games, backpacking, orienteering, kayaking, archery, biking, canoeing, leisure activities and cooperative games. Students may also take part in challenging themselves at local ropes challenge courses. Students are required to dress appropriately for outdoor and indoor activities.

### **Course Objective:**

#### **Students will be able to:**

- Demonstrate leadership skills
- Show competence in many movement activities and proficiency in some
- Demonstrate respect and responsibility towards self and others
- Recognize differences in how individuals perform various activities
- Develop an appreciation for both rigorous and leisure outdoor recreational activities

### **Wisconsin State Standards**

A.12.1 Participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements

A.12.2 Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span

B.12.1 Demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of different types of movement forms such as aquatics, team sports, individual and dual sports, outdoor activities, self-defense, dance, and gymnastics

B.12.2 Demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent of similar skill

C.12.1 Know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle

C.12.2 Independently apply advanced, movement-specific information

C.12.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional and cognitive factors that influence the rate of movement

C.12.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

D.12.1 Derive pleasure from participating in physical activities in competitive and recreational settings

D.12.2 Pursue new activities both alone and with others

D.12.3 Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations

D.12.4 Enter competition or activity voluntarily

E.12.1 Monitor exercise and other behaviors related to health-related fitness

E.12.2 Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle

E.12.4 Continue meeting health-related fitness standards

E.12.5 Use the results of fitness assessments to guide changes in personal program of physical activity

F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings

F.12.2 Act independently of peer pressure

F.12.3 Defuse potential conflicts by communicating with other participants

F.12.5 Take appropriate leadership or supportive roles in activities

F.12.6 Create a safe environment for their own skill practice and group activities

F.12.7 Set personal goals for activity and work toward their achievement

G.12.1 Recognize the value of sports and physical activity in understanding multiculturalism

G.12.2 Invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities

G.12.3 Display a willingness to experiment with the sport and activity of other cultures

G.12.4 Develop strategies for including persons of diverse backgrounds and abilities in physical activities

G.12.5 Recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability