

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

Outdoor Education

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Gym
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Graduation Standards:

- Clear and Effective Communicator
PE Students use appropriate communication skills and strategies when working with others in a variety of physical activity settings.
- Self-Directed and Lifelong Learner
PE Students practice and apply goal setting skills as they relate to enhancing physical activity and fitness.
- Creative and Practical Problem Solver
PE Students practice and apply critical thinking skills to skill improvement and game strategies.
- Respectful and Involved Citizen
PE Students cooperate and collaborate with others during physical education classes through active, safe and respectful communication and participation.
- Integrative and Informed Thinker
PE Students use information from a variety of sources to modify and improve skills and movement/game strategies.

Standard PE 1 - Motor Skills and Movement Patterns

Standard PE 2 - Concepts and Strategies

Standard PE 3 - Fitness Education

Standard PE 4 - Responsible Personal and Social Behavior

Standard PE 5 - Recognition of the Value of Physical Activity

**** Units are represented below. Not all units will be taught each quarter and are alphabetical***

Unit 1	Fat Biking	
Summary	Students will focus on exercising at an individual's target heart rate. The concentration will be on experimenting with heart rates at different exercise levels.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 3.1.9-Db - Engages in cardiorespiratory activities. • 5.2 Challenge Chooses an appropriate level of challenge to experience success in a physical activity. 	
Understandings:		Students will know...
The ability to improve resting heart rate.		Safety procedures and rules
		Demonstrate proper safety and maintain control of the body.

<p>Target heart rate and how to regulate exercise according to heart rate.</p> <p>How to assess breathing and level of fitness to set goals for improvement.</p> <p>How to establish and maintain a healthy lifestyle.</p>	<p>Proper social skills</p> <p>How to take pulse (radial, carotid)</p> <p>Resting heart rate (RHR)</p> <p>Target heart rate (THR)</p> <p>Maximum heart rate (MHR)</p> <p>Proper stretching</p> <p>Proper warm-up</p> <p>Proper cool down</p> <p>Variety of exercises</p> <p>Proper clothing</p> <p>Health benefits</p> <p>How to set a walking pace</p> <p>Correct posture</p> <p>Correct walking technique</p> <p>Ways to boost your heart rate</p>	<p>Demonstrate appropriate social skills within a fitness setting.</p> <p>Understand the benefits of exercise.</p> <p>Demonstrate stretches that target main muscle groups.</p> <p>Demonstrate an understanding of various exercise programs.</p> <p>Demonstrate how to take an accurate pulse.</p> <p>Understand how to use an individual target heart rate to monitor an appropriate workout.</p> <p>Understand correct posture and walking technique.</p>
Unit 2	Archery	
Summary	Students will be able to demonstrate skills, strategies, tactics and appropriate social behavior throughout the course.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. ● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. ● 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 	
Understandings:	Students will know...	Students will be able to...
The skills, techniques and self-assessment tools to be successful at archery.	<p>Safety procedures</p> <p>Rules/commands</p>	Demonstrate how to brace/un-brace a bow using the step-through method.
Responsible social behavior and interactions during class.	Proper social skills	Demonstrate how to select the proper arrows.

<p>Safety around/with equipment during class.</p> <p>Commands given and the task associated with each command.</p>	<p>Proper equipment selection</p> <p>How to brace/un-brace a bow</p> <p>How to select proper arrows</p> <p>Parts of a bow & arrow Shooting sequence (stance, grip, nock, aim, draw, anchor, release, afterhold)</p> <p>Scoring</p> <p>Proper arrow removal</p>	<p>Follow the commands given by the instructor and with each command be able to demonstrate the task associated with the command.</p> <p>Demonstrate how to properly remove arrows from the target.</p> <p>Demonstrate knowledge of point values and be able to assess their score.</p> <ul style="list-style-type: none"> • Demonstrate how to use all parts of their tackle with the proper technique.
Unit 3	Hiking	
<p>Summary</p>	<p>Students will understand the key aspects of hiking, including safety measures, planning, gear, and hiking trails and apply their knowledge of hiking to plan and execute a safe and successful hiking trip.</p>	
<p>Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> • 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 4.2 Cooperative Skills 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. • 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. • 5.4 Social Interaction - Identifies opportunities for social interaction in a self-selected physical activity. 	
Understandings:	Students will know...	Students will be able to...
<p>Understand the importance of safety while hiking.</p> <p>Develop skills in planning and preparing for a hike.</p> <p>Identify and learn to use the essential hiking gear.</p> <p>Explore different hiking trails and understand their features. Ee: nature trails, mountain trails, and</p>	<p>The benefits of hiking and the potential risks involved.</p> <p>Understand basic safety precautions such as staying on marked trails, carrying a first aid kit, and being aware of weather conditions.</p> <p>Teach students how to read topographic maps and trail markers.</p>	<p>Engage students in a group activity to plan a hypothetical hike, considering various factors.</p> <p>Plan a hike, including route selection, duration, and difficulty level.</p> <p>Select proper gear selection for different hiking conditions.</p> <p>Pack a backpack with essential gear for a day hike.</p>

coastal trails.	Provide examples of different types of hikes and discuss factors to consider when planning them. Various types of hiking gear, including clothing, footwear, backpacks, and navigation tools.	
Unit 4	Camp Fire Building & Safety	
Summary	Students will be able to build a fire in the wilderness with the tools that are naturally there.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 4.1 Personal Responsibility Demonstrates personal responsibility in all physical education activities. • 4.2 Cooperative Skills 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. • 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 	
Understandings:	Students will know...	Students will be able to...
Being able to build a fire outdoors is an essential survival skill.	<p>The importance of access to water, soil and other materials to enhance safety</p> <p>Useful gear to pack when exploring in the outdoors</p> <p>Identify available materials suitable for building a fire</p> <p>The relationship between the various materials</p> <p>safety considerations</p> <p>Vocabulary: tinder, flint, hand drill, bow drill</p>	<p>Manipulate materials to create an ember</p> <p>Make a safe fire pit</p> <p>Assess the environment to determine safety precautions needed</p>
Unit 5	Survival shelters	
Summary	Students will be able to demonstrate knowledge and practical skills in building overnight survival shelters during the fall and winter seasons, while prioritizing safety and understanding the purpose of such shelters.	
Performance Indicators Assessed	<ul style="list-style-type: none"> • 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 4.1 Personal Responsibility Demonstrates personal responsibility in all physical 	

in Unit	<p>education activities.</p> <ul style="list-style-type: none"> ● 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. ● 5.2 Challenge Chooses an appropriate level of challenge to experience success in a physical activity. 	
Understandings:	Students will know...	Students will be able to...
<p>Concepts of overnight survival shelters, their purpose, and safety considerations.</p> <p>Students will be able to demonstrate knowledge and practical skills in building overnight survival shelters</p> <p>Prioritizing safety and understanding the purpose of such shelters.</p>	<p>How to make overnight survival shelters, their purpose, and safety considerations.</p> <p>Develop an understanding of the fall and winter environment and its impact on shelter building.</p> <p>Explore various design options and construction techniques for overnight survival shelters.</p> <p>Safety Considerations and Emergency Preparedness</p>	<p>Explain the best type of shelter to build based on the environment, climate, safety, and their suitability for different environments.</p> <p>Identifying potential risks and challenges.</p> <p>Demonstrate practical skills in building different shelter types using available materials.</p> <p>Identify potential hazards and risks associated with overnight survival shelters.</p> <p>Discuss strategies for minimizing risks and ensuring personal safety.</p>
Unit 6	Disc Golf	
Summary	This curriculum teaches the basics of disc golf, focuses on repetition and positive reinforcement, and concludes with an activity that everyone can enjoy playing actual disc golf holes.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● 1.2 Game and Sport Skills - Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. ● 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. ● 4.2 Cooperative Skills - 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. ● 5.4 Social Interaction - Identifies opportunities for social interaction in a self-selected physical activity. 	
Understandings:	Students will know...	Students will be able to...

<p>The skills, strategies and tactics needed to know how to play Disc Golf successfully.</p> <p>Responsible social interactions during class and to provide feedback and encouragement to others.</p> <p>Safety around/with equipment and body movement while performing skills.</p>	<p>Safety procedures</p> <p>Proper social skills</p> <p>Throwing (grip, backhand, sidearm)</p> <p>Regulations and rules of the game</p>	<p>Demonstrate the variety of Disc golf throws.</p> <p>Demonstrate the concept of using tactics and strategy to score.</p> <p>Explain the rules and regulations of ultimate</p> <p>Understand the roles/responsibilities of each player.</p>
Unit 7	Orienteering	
Summary	<p>Students will develop their navigational skills through the study of orienteering, topographical maps, and GPS technology. They will learn how to read and interpret topographical maps, use a compass, and navigate using GPS devices. Through hands-on activities, discussions, and assessments, students will gain practical skills that can be applied in real-world outdoor settings.</p>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 2.1 Movement Concepts - Integrates increasing complex, content-specific knowledge (biomechanics) with movement skills. • 4.1 Personal Responsibility - 4.1.6-8a - Demonstrates personal responsibility by working independently from adults. • 4.2 Cooperative Skills - 4.2.6-8a - Implements leadership skills to promote responsibility in self and others. 	
Understandings:	Students will know...	Students will be able to...
<p>Understand the basic principles of orienteering and its importance in outdoor navigation.</p> <p>Learn how to read and interpret topographical maps.</p> <p>Develop proficiency in using a compass for navigation.</p> <p>Understand the functions and applications of GPS technology.</p> <p>Apply orienteering, map reading, and GPS skills in practical outdoor scenarios.</p>	<p>How to demonstrate compass use and basic navigation techniques.</p> <p>How to provide demonstration of how to use a GPS device for navigation</p> <p>How to integrate of orienteering, map reading, and GPS skills</p>	<p>Take bearings and use a compass to determine direction.</p> <p>Provide an explanation of contour lines and elevation</p> <p>Integration of orienteering, map reading, and GPS skills in an outdoor adventure activity</p>

Unit 8	Knots Basics	
Summary	Students will be able to tie common knots that are useful while Camping/Backpacking.They will be able to understand when to use each knot depending on the needs of the situation.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.3 Lifetime Activities - Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 1.4 Manipulative Skills - Practices critical elements of basic manipulative skills. • 4.3 Rules, Etiquette, and Safety - Uses safe practices when engaging in physical education activities. 	
Understandings:	Students will know...	Students will be able to...
Use and purpose of each knot in daily living Proper technique to create each knot	The purpose for each specific knot. When to use each knot in any given scenario.	Tie each of the 8 basic knots efficiently
Unit 9	Camping	
Summary	Students will learn and demonstrate knowledge of camping safety, equipment, supplies, selecting a location, and food preparation to ensure a successful and enjoyable camping experience. Through a series of engaging lessons and activities, students will develop the necessary skills and understanding to plan and execute a camping trip safely and responsibly.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.3 Lifetime Activities - Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 1.4 Manipulative Skills - Practices critical elements of basic manipulative skills. • 4.3 Rules, Etiquette, and Safety - Uses safe practices when engaging in physical education activities. 	
Understandings:	Students will know...	Students will be able to...
Students will identify and explain the importance of camping safety measures. Students will demonstrate knowledge of essential camping equipment and supplies. Students will evaluate and select appropriate camping locations based on specific criteria. Students will demonstrate	Identify and explain the importance of camping safety measures. Demonstrate knowledge of essential camping equipment and supplies. Evaluate and select appropriate camping locations based on specific criteria.	Understand the importance of camping safety, including topics such as first aid, fire safety, wildlife encounters, and weather conditions. Present on different types of camping equipment and their uses. Create a comprehensive camping equipment checklist.

<p>knowledge of food preparation techniques for camping trips.</p> <p>Students will apply problem-solving skills to plan a camping trip, considering safety, equipment, location, and food preparation.</p> <p>Develop teamwork and leadership skills through participation in group camping activities.</p>	<p>Demonstrate knowledge of food preparation techniques for camping trips.</p> <p>Apply problem-solving skills to plan a camping trip, considering safety, equipment, location, and food preparation.</p>	<p>Consider factors when selecting a camping location, such as accessibility, safety, and regulations.</p> <p>Create a camping-friendly recipe and explain how to prepare it using limited resources.</p> <p>Engage in team-building activities that promote cooperation and communication.</p> <p>Reflect on personal experiences and discuss strategies for resolving conflicts and fostering collaboration.</p>
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Summative Assessments/Retake

- Summative assessments will count as 70% of the grade.
- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.