

Colorado Outdoor Recreational Leadership Course Scope and Sequence

Course Name Exploration of Outdoor Recreation A		Course Details Course = 0.50 Carnegie Unit Credit	Middle School Level or Level 1 Course in the Outdoor Recreational Leadership Pathway.	
Course Description	This course focuses on exploring Outdoor Recreation through exploratory units that introduce concepts that can be further explored later on in other Outdoor Recreational Leadership Courses.			
Notes:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.			
SCED Identification #	Schedule calculation based on 60% of a semester's instructional time. Scope and sequence allow for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the program content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills				
<p align="center">Complete Leave No Trace (LNT) intro unit and then at least 4 other units - units can be completed in any order and should take into account weather and available resources. Units should be roughly 1 to 4 weeks based on students' mastery and school schedules</p>				
Unit Number, Title and Brief Description	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Unit 1: Leave No Trace Students will learn how to be good stewards of the land and have good etiquette when visiting outdoor places.	CTE Standard: Environmental Science and Natural Resources Academic Standard: NGSS - MS-ESS3: Earth and Human Activity	Students will demonstrate an understanding of LNT principles by creating and presenting a poster or multimedia presentation on one of the LNT principles.	LNT presentation to the class on one of the LNT 7 principles using a rubric. Students should be able to define stewardship of the land. Students can also complete the LNT course: Learn Online: Leave No Trace 101 Course on the Int.org website	Have the CTSO run a booth at a career fair or local park to teach others about the importance of LNT in all outdoor environments. Have students present a game to teach LNT for a younger group organization Ex. Scouts.

		This presentation should include a definition of stewardship.		
<p>Unit 2: Basic Navigation</p> <p>Students will learn how to navigate using a map and compass. They will learn basic navigation terms and how to identify symbols and colors on a map.</p>	<p>CCCS Standard - Identify map symbols and colors</p> <p>CCCS Standard - Use compasses to aid in backcountry navigation</p> <p>CCCS Standard - Apply the skills and techniques of map and compass by completing an orienteering exercise.</p>	Students will complete an orienteering course, showcasing their ability to use a map and compass to navigate through a series of checkpoints within a specified time.	Timed completion of orienteering course and accuracy assessment.	Integrate orienteering skills into a skills competition or event with a youth organization.
<p>Unit 3: Archery</p> <p>Students will get a basic introduction to the sport by using the curriculum put into place by the National Archery in Schools Program (NASP).</p> <p>There are many career connections related to archery through both recreation and conservation.</p>	<p>National Standards: o Physical Education (SHAPE America, 2013)</p> <p>1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>3. The physically literate individual demonstrates</p>	Students will demonstrate proper archery form and accuracy by consistently hitting a target at various distances using the National Archery in Schools Program (NASP) 11 steps to archery success.	Observation and assessment of students' use and proper form of the NASP's 11 steps to archery success.	Incorporate archery skills into a competition or activity with a relevant organization like NASP.

	<p>the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>4. The physically literate individual exhibits responsible personal and social behavior that respects self and others</p> <p>5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>			
<p>Unit 4: Biking Basics</p> <p>Students will be introduced to bicycling, safety, and risk management during this unit. Students will learn how to check equipment, properly wear a helmet, and basic trail/road etiquette.</p>	<p>National Standards for K-12 Physical Education</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>Students will be able to complete a set biking course.</p> <p>This course can be either on the road or on the trail.</p>	<p>Assessment to include safety check of the bike, navigation of trail, and adherence to safety guidelines/ risk management.</p>	<p>Collaborate with organizations like the International Mountain Bicycling Association (IMBA) to incorporate biking events or challenges.</p> <p>Organize a lesson on youth bike safety at a local fair or event to include how to wear a helmet and bike safety check properly.</p>

	<p>Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>			
<p>Unit 5: Fishing and Conservation</p> <p>(Lure or Fly)</p> <p>Fishing is a recreational activity centered on catching fish using different techniques like angling or netting. It promotes environmental stewardship, outdoor recreation, and teaches patience and conservation ethics.</p> <p>There are many career connections related to</p>	<p>National Standards for K-12 Physical Education</p> <p>Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)</p> <p>Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)</p> <p>Participates in a variety of lifetime recreational team</p>	<p>Students will demonstrate proper casting form and accuracy.</p> <p>Students will complete the National Fishing in Schools Program (NFSP) curriculum.</p>	<p>Completion of a program such as “Cast a Fly, Catch a Student”.</p> <p>Observation of proper LNT practices while fishing.</p>	<p>Explore connections with organizations that provide educational and conservation-related fishing activities.</p>

<p>fishing through both recreation and conservation.</p>	<p>sports, outdoor pursuits, or dance activities. (S3.M5.6)</p>			
<p>Unit 6: Intro to Winter Sports</p> <p>Students will be introduced to a variety of winter sports. These sports might look different based on the location of the course and the availability of travel and equipment.</p>	<p>National Standards for K-12 Physical Education</p> <p>Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure the safety of self and others. (S2.M13.6)</p>	<p>Performance Indicators depend on the winter sport - Snowshoeing is used as an example</p> <p>Students will complete a snowshoeing course, showcasing their ability to navigate varied winter terrain while using proper snowshoeing techniques.</p>	<p>Students will use a rubric to assess the proper techniques for the winter sport being completed.</p>	<p>Connect with organizations like the Winter Wildlands Alliance for potential collaborative events or activities.</p>
<p>Unit 7: Slacklining</p> <p>Slacklining is the art of balancing and walking on a narrow, stretchy line anchored between two points. It's a fun and challenging activity that improves balance, coordination, and core strength. In this unit, middle schoolers will learn the basics of setting up a slackline, finding balance, and exploring different movements while staying safe and having fun.</p>	<p>National Standards for K-12 Physical Education</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>S1.M22 Outdoor pursuits</p> <p>Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)</p>	<p>Balance Mastery: Demonstrates the ability to maintain balance on the slackline for an extended period.</p> <p>Exhibits controlled movements while adjusting body position to counterbalance shifts in the slackline.</p> <p>Risk Management and Safety: Prioritizes safety by using appropriate equipment (e.g., slackline, harness, and padding) and checking for any defects or hazards.</p>	<p>Conduct a timed assessment where students are required to maintain balance on the slackline for a set duration (e.g., 2 minutes).</p> <p>Evaluate students' performance based on their ability to maintain balance and execute controlled movements while adjusting to shifts in the slackline.</p>	<p>Competition and Showcase: Host a slacklining competition or showcase as part of a larger event, such as a sports festival or skills competition.</p> <p>Develop competition criteria aligned with the Balance Mastery performance indicators, where participants are judged based on their balance, control, and ability to adapt to changes in the slackline.</p> <p>Provide opportunities for students to compete individually or in teams, fostering camaraderie, sportsmanship, and friendly competition.</p>

		Recognizes personal limits and exercises caution when attempting new skills or pushing boundaries.		
<p>Unit 8: Geocaching</p> <p>Geocaching melds GPS technology with outdoor exploration, prompting participants to locate hidden containers called geocaches.</p> <p>Geocaching cultivates navigational skills, environmental awareness, and technological fluency.</p>	<p>National Standards for K-12 Physical Education</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>S1.M22 Outdoor pursuits</p> <p>Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)</p>	<p>Demonstrates the ability to use GPS coordinates and navigation skills to locate geocaches.</p> <p>Exhibits problem-solving skills and attention to detail in deciphering clues and overcoming obstacles during geocaching expeditions.</p>	<p>Organize a geocaching expedition where students are tasked with locating multiple geocaches within a designated area using GPS devices or smartphone apps.</p> <p>Evaluate students' performance based on their ability to successfully locate geocaches, follow clues, and overcome challenges encountered during the expedition.</p> <p>Measure students' accuracy in recording GPS coordinates, logging finds, and adhering to geocaching etiquette and safety guidelines.</p>	<p>Invite guest speakers from relevant industries to share their expertise and career experiences in geospatial technology, outdoor recreation management, and environmental science.</p>
<p>Unit 9: Plant Identification</p> <p>Plant identification involves recognizing and categorizing botanical species based on their characteristics.</p> <p>This process not only enhances botanical knowledge but also fosters ecological awareness and appreciation for the rich biodiversity of plant life in natural environments.</p>		<p>Students will demonstrate proficiency in plant identification, including recognizing and categorizing botanical species based on their morphological characteristics.</p>	<p>Students will accurately identify and classify a variety of plant species in their natural environment, using field guides, dichotomous keys, or mobile applications.</p> <p>This can be assessed through field observations, quizzes, or exams.</p>	<p>This competency aligns with the goals of organizations such as the Future Farmers of America (FFA) or the National FFA Organization, which emphasize agricultural education and leadership development.</p> <p>Students can also help out in a community garden providing agricultural education and leadership in the development, implementation and care.</p>

Plant identification allows students hands-on opportunities to connect with nature and practice fieldwork skills.				
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Example Semester Outline:

Weeks 1 to 3 - Unit 1: LNT Intro

Week 4 - Unit 2: Slacklining

Weeks 5 to 7 - Unit 3: Basic Navigation

Weeks 8 to 10 - Unit 4: Fishing

Weeks 11 to 13 - Unit 5: Archery

Week 14 - Thanksgiving Break

Weeks 15 to 18 - Unit 6: Intro to Winter Sports

Week 19 - Finals