

AQUATICS 9-12

Quarter 1		
<p>Standard Perform</p> <p>1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy</p> <p>1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)</p> <p>2.2.1 practice safety procedures and appropriate use of equipment when participating in a variety of physical activities</p>	<p>Outcomes/Activities</p> <p>Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities. Demonstrate appropriate learn-to-swim water skills and stroke development skills in aquatic activities. Perform safely in an aquatics environment.</p> <p>State the rules, positions and strategies associated with a variety of aquatic games</p> <p>Demonstrate appropriate learn-to-swim water skills in aquatic activities.</p> <p>Demonstrate basic movements in combination patterns</p> <p>Perform safely with respect to others, property and equipment.</p> <p>Develop skills in</p> <ul style="list-style-type: none"> • breath control, • rhythmic breathing, • survival floating, • treading, • changing positions, • elementary backstroke, • crawl stroke, diving, • underwater swimming. 	<p>Assessment</p> <p>Self-assess combination movement patterns to improve performance. assess personal fitness status</p> <p>At the end of the swimming unit, all students will participate in a swimming test</p>

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<p>Cognitive</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>2.1.1 understand and identify safety procedures</p> <p>Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>4.0 Analyze how participation in physical activity foster an appreciation of cultural, gender and physical diversity.</p>	<p>Identify the characteristics and critical elements of a highly skilled performance in aquatic activities and demonstrate them.</p> <p>Analyze and evaluate feedback from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.</p> <p>Describe and demonstrate the use of aquatic safety equipment</p> <p>Identify and explain the specific water safety rules associated with an aquatics environment.</p> <p>Develop strategies to improve or maintain personal, family and community participation in aquatics</p> <p>Create a personal training program using aquatics to maintain or improve physical fitness.</p> <p>Demonstrate competency in most and proficiency in a few movement forms</p>	<ul style="list-style-type: none"> • Assess personal health related fitness. • Timed Treading Water • Stroke Mechanics Assessment • Endurance Swim Assessment
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	<p>Critically analyze the biomechanics of movement.</p> <p>Transfer knowledge of rules, positions and complex strategies to physical activity.</p>	
<p>Affective Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5.1.3 display independent, responsible behaviors (e.g., safety procedures, appropriate use of facilities and equipment, following rules, encourage others) 6.2.3 explore and participate in challenging activities without fear 6.2.4 participate confidently in physical activities</p>	<p>Reinforce character education qualities through an authentic experience in an aquatic environment.</p> <p>Exhibit respect and courtesy to all students regardless of ability.</p> <p>Transfer the knowledge of teamwork, cooperation and leadership to their everyday life.</p> <p>Exhibit the skills and knowledge to independently maintain an active lifestyle throughout one's life.</p> <p>The emphasis is on acquiring a set of fundamental skills, attitudes and understanding before becoming competent in traditional strokes. It is important that the child displays confidence, eagerness to participate, willingness to listen to instructions and an understanding of and respect for rules before development of a stroke is attempted</p>	
<p>CCSS</p>		

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Quarter 2		
<p>Standard Perform</p> <p>1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy</p> <p>1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>Skills/Activities</p> <p><i>Practice the following swimming skills:</i></p> <p>Instruction, demonstration, and application of the following strokes:</p> <p>Instruction, demonstration, and application of the following aquatic skill:</p> <ul style="list-style-type: none"> • Treading Water • Diving • Front Crawl (freestyle) • Back Crawl (backstroke) • Breaststroke • Butterfly • Side Stroke • Elementary Backstroke • Diving (from the side of the pool and off the diving boards) • Freestyle • Backstroke <p><i>For the second half of the class the students will then use the skills they have been practicing listed above and use those skills in some form of water game or activity.</i></p> <ul style="list-style-type: none"> • Water Polo • Water Aerobics • Water Walking • Kayaking • Underwater Hockey • Relays 	<p>Assessment</p> <p>Self-assess combination movement patterns to improve performance. assess personal fitness status</p> <p>At the end of the swimming unit, all students will participate in a swimming test</p> <p>Test to receive a certification card from the American Red Cross for the level appropriately passed.</p>

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	<ul style="list-style-type: none"> • Various Tag Games <p>Perform basic swimming skills while participating in aquatics.</p>	
<p>Cognitive</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>Provide written information regarding water safety</p> <p>Analyze and evaluate feedback from, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.</p> <p>Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.</p> <p>Instruction, demonstration, and application of the following strokes:</p> <p>Describe and demonstrate the use of aquatic safety equipment.</p>	
<p>Affective</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Standard 2: Students achieve a level of physical</p>	<p>Understand the following terminology:</p>	

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<p>fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>Backstroke Breaststroke Buoyancy Flutter Kick Freestyle Lanes Propulsion Scissor Kick Sidestroke Whip Kick</p> <p>Timed Treading Water Stroke Mechanics Assessment Endurance Swim Assessment</p> <p>Aquatics Safety Equipment Assess to Pool Kick Boards Leg Buoys</p>	
<p>CCSSLR</p> <p>2.1 Compose oral, written and visual presentations that inform, persuade, & express personal ideas.</p> <p>2.3 Locate, retrieve & use information from various sources to accomplish a purpose.</p>		