

Lifesaving (#0053)

Description	This course will emphasize the development of lifesaving and first aid skills. Students will be taught the skills and factual knowledge needed to save their own lives and the life of another in the event of emergency along with professional lifeguarding techniques. Upon completion, the student will be qualified for the American Red Cross First Aid, CPR/PR, and Lifeguard Training Certificates.
Minutes per Week	275 minutes per week for one semester each year. Participants must be 15 year of age on or before the final scheduled class.
Textbooks/Resources	American Red Cross Lifeguard Training Manual
Required Assessments	District-wide, standards-based assessments & Fitnessgram
Board Approved Revised	October, 2005

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | <p>A. Demonstrates proficient skills to participate in advanced play of some activities.
 B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.
 C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.
 D. Supports teammates by movement and spacing in invasion, net and field games.
 E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
 F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.
 G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.</p> |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>A. Develops an appropriate personal wellness program for lifetime fitness activity.
 B. Plan a personal conditioning program.
 C. Identifies the differences and benefits of both functional fitness training and traditional weight training.
 D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.
 E. Explains appropriate tactical decisions in a competitive activity.
 F. Self assesses performance and makes appropriate corrections.
 G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</p> |
| <p>III. Participates regularly in physical activity.</p> | <p>A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
 B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.
 C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.
 D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
 E. Compares health and fitness benefits derived from various physical activities.
 F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</p> |

AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness. | A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | A. Solves conflicts agreeable to both parties.
B. Adjusts participation level and personal behavior to make activities inclusive for everyone.
C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.
D. Exhibits respectful and mature behavior to contribute to a positive learning environment.
E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | A. Participates in activity outside of school for self-enjoyment.
B. Identifies reasons to participate in physical activity in the local community.
C. Describes the correlation that being physically active leads to a higher quality of life.
D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
E. Take appropriate leadership or supportive roles in activities.
F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Demonstrate a pre-test swim.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates a 500 yard swim non-stop. b. demonstrates treading water for 2 minute with legs only. c. demonstrates a surface dive and retrieves a 10 lb brick. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; III.; IV.</p>		
<p>2. Understand the responsibilities of being a professional lifeguard and injury prevention.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies legal considerations. b. understands communications of a professional rescuer. c. assesses weather conditions. d. demonstrates entries and approaches. e. performs safety checks. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; IV.</p>		
<p>3. Understand patron surveillance and victim recognition.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. defines patron surveillance. b. identifies behaviors or situations that may lead to a life-threatening situation. c. explains victim recognition. d. develops an emergency action plan. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Understand patron surveillance and emergency preparation.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. surveys and identifies a person in distress. b. understands causes of drowning. c. learns how to respond to emergencies. d. develops an emergency action plan. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		
<p>5. Demonstrate life-saving rescue skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. learns land-based extension rescues. b. learns water-based rescues. c. learns deep water rescues. 	<ul style="list-style-type: none"> • Skills Tests • Written assignment • Observation • Test • Rubric
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		
<p>6. Evaluate scene for safety.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. obtains victim consent. b. learns how to prevent disease transmission. c. learns how to move a victim. d. explains how to make a primary survey. e. demonstrates rescue breathing for infant, child, and adult. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; V.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Recognize life-threatening illnesses and apply appropriate care.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies signs and symptoms of a heart attack. b. learns CPR for an infant, child, and adult. c. learns two-rescuer CPR for adult. d. demonstrates in-water skills activity for passive and active drowning victims. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		
<p>8. Know and understand pertinent information regarding first aid.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies secondary surveys. b. identifies sudden illnesses. c. learns how to care for wounds. d. learns how to care for injuries to muscles, bones, and joints. e. identifies heat and cold related emergencies. f. demonstrates rescue of a submerged passive drowning victim. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		
<p>9. Know and understand pertinent information regarding care for head, neck, and back injuries in the water.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies head, neck, and back injuries. b. learns how to care for head, neck, and back injuries. c. learns in-line stabilization techniques. d. learns how to use a back board in water. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.</p>		