

## Water Safety Instructor (#0056)

<b>Description</b>	The American Red Cross designs this course. Students will learn skills involved in teaching others, such as class organization, stroke fundamentals, evaluation procedure, and class progression. The fee will cover the cost of the textbook and certification provided by the American Red Cross.
<b>Minutes per Week</b>	275 minutes per week for one semester each year for grades 10, 11, and 12
<b>Textbooks/Resources</b>	American Red Cross Water Safety participant manual
<b>Required Assessments</b>	District-wide, standards-based assessments & Fitnessgram
<b>Board Approved Revised</b>	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>   | <ul style="list-style-type: none"> <li>A. Demonstrates proficient skills to participate in advanced play of some activities.</li> <li>B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.</li> <li>C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.</li> <li>D. Supports teammates by movement and spacing in invasion, net and field games.</li> <li>E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</li> <li>F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.</li> <li>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.</li> </ul> |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> <li>A. Develops an appropriate personal wellness program for lifetime fitness activity.</li> <li>B. Plan a personal conditioning program.</li> <li>C. Identifies the differences and benefits of both functional fitness training and traditional weight training.</li> <li>D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.</li> <li>E. Explains appropriate tactical decisions in a competitive activity.</li> <li>F. Self assesses performance and makes appropriate corrections.</li> <li>G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</li> </ul>  |
| <p>III. Participates regularly in physical activity.</p>  | <ul style="list-style-type: none"> <li>A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.</li> <li>B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.</li> <li>C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.</li> <li>D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.</li> <li>E. Compares health and fitness benefits derived from various physical activities.</li> <li>F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</li> </ul>   |

## 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.<br>B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.<br>C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.<br>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.<br>B. Adjusts participation level and personal behavior to make activities inclusive for everyone.<br>C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.<br>D. Exhibits respectful and mature behavior to contribute to a positive learning environment.<br>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.<br>B. Identifies reasons to participate in physical activity in the local community.<br>C. Describes the correlation that being physically active leads to a higher quality of life.<br>D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.<br>E. Take appropriate leadership or supportive roles in activities.<br>F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Identify learning theory.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. develops teaching progressions.</li> <li>b. identifies progressions of skill moving from simple to complex.</li> <li>c. understands setting goals.</li> <li>d. explains how to encourage participation.</li> <li>e. demonstrates positive and corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>2. Understand course management and planning.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains factors that influence learning.</li> <li>b. develops a block plan.</li> <li>c. develops a lesson plan.</li> <li>d. identifies principles of class organization.</li> <li>e. identifies patterns of class organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>3. Understand techniques of teaching swimming.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates required skills.</li> <li>b. demonstrates support techniques.</li> <li>c. identifies basic skills.</li> <li>d. demonstrates how to teach strokes.</li> <li>e. demonstrates starts and turns.</li> <li>f. demonstrates correct diving techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>4. Understand strategies for parent child aquatics.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies potential safety concerns.</li> <li>b. identifies skills to be taught to parents.</li> <li>c. identifies skills to be taught to infants and young children.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• test</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>5. Demonstrate water safety techniques.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains water rescue.</li> <li>b. demonstrates water rescue.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Written assignment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>6. Explain how to customize swim programs for diverse groups.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. assesses participants with disabilities.</li> <li>b. explains modifications.</li> <li>c. recommends alternative plans.</li> <li>d. explains modification for differing abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III, V</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>7. Develop water games for activities and fitness.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies water games that provide fitness.</li> <li>b. identifies water games that enhance skill.</li> <li>c. explains how to adapt land-based games to water.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III, IV, VI</p>		