



AQUATICS I 9TH-12TH

Approved by KSD Board of Education: 2-3-2025

Course Description:

This is an introductory PE class. No swimming experience is necessary and there are no prerequisites. This class will promote cardiovascular fitness through participation in a variety of aquatic activities. Non-swimmers will be provided with a strong foundation in order to progress towards becoming a competent swimmer through the American Red Cross Learn to Swim Program (optional). Emphasis will be placed on buoyancy & breathing, entries & exits, & personal safety. These topics will be presented using a variety of methods including skill-& game-related activities. Experienced swimmers will also benefit from the course by participating in the higher levels of the Learn to Swim program. This higher-level course will focus on stroke development & cardiovascular fitness.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence

Unit 1: Water Safety

Unit 2: Becoming Comfortable in and Around Water

Unit 3: Beginning Swimming Skills

Course Enduring Understandings:

- Knowing how to swim expands a person's options for physical fitness throughout his or her lifetime.
- The ability to recognize one's own abilities related to swimming and water safety and act accordingly can save lives and improve one's experience both in and around water.
- Knowing how to swim positively impacts a person's confidence.

Course Essential Questions:

- How can swimming help me improve or maintain my level of physical fitness?
- How can I keep myself safe around water?

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Unit 1: Water Safety

This unit covers basic water safety and introduces students to the idea that they need to take responsibility for their own safety in and around water by evaluating their personal level of skill.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Safety must always be considered in and around water. • Each person is ultimately responsible for his or her own safety in the water and should not rely on others, including certified lifeguards. • Knowing how to remain safe around water increases an individual's confidence and improves his or her experiences around water.	• Why is water safety important? • How can I stay safe in and around water? • Why is it important to understand your own limits when around water?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Ways of entering and exiting water. • Vertical position. • Coast Guard approved personal flotation devices (PFDs). • Poles and other equipment for performing reaching assists. • Ring buoys. • Rescue tubes. • Life jacket. • Sun safety basics: ◦ Sunscreen ◦ Signs of dehydration ◦ Heat stroke • Exhaustion • Disorientation • Signs of drowning • Recreational water illnesses • Basic safety recommendations • Basic water safety skills	• Enter and exit water using steps, ladder, jumping or stepping from side. • Recover to a vertical position. • Roll from front to back and back to front. • Recognize an emergency and know how to call for help. • Know how to perform simple, non-swimming assistance in an emergency. • Use a life jacket correctly. • Know sun safety basics including use of sunscreen, signs of dehydration, heat stroke, etc. • Know what to do if he or she becomes exhausted while in the water. • Recognize dangerous situations related to being in and around water (exhaustion, disorientation, shallow water, deep water, signs of drowning, etc.). • Know and recognize recreational water illnesses and how to prevent them. • Know basic safety recommendations for participation in activities at water parks. • Demonstrate basic water safety skills in and around the pool and on written assessments.

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Unit 1: Water Safety

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills (1.12.9).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection) (3.12.6).

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Unit 2: Becoming Comfortable in and Around Water

This unit introduces students to basic skills related to swimming with the goal of helping students become comfortable and more confident in and around water.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Swimming is a means to lifelong physical fitness. - Knowing basic swimming skills improves one's confidence. - Knowing basic swimming skills increases one's options for becoming or remaining physically fit throughout life.	- What are the first steps to becoming a proficient swimmer? - How can I improve my swimming ability?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Bob - Vertical and horizontal positions - Survival and back floats. - Front and back glides. - Front and back floats. - Surface dive. - CPR - Basic first aid.	- Blow bubbles through mouth and nose. - Bob while moving forward safely. - Open eyes under water and retrieve submerged object. - Change from vertical to horizontal position on front and back. - Perform survival and back floats. - Perform front and back glides and floats. - Roll from front to back and back to front. - Fully submerge and hold breath. - Feet first surface dive. - Call for help. - Understand the importance of knowing CPR and basic first aid.

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Unit 2: Becoming Comfortable in and Around Water

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates activity-specific movement skills in a variety of lifetime sports and activities (1.12.1).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Analyzes how health and fitness will impact quality of life after high school (2.12.5).
- Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).

Priority Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting Standards:

- Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging (4.12.5).

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Unit 3: Beginning Swimming Skills

This unit builds upon the previous two units as students learn how to put the skills together to perform basic swimming functions utilizing recognized strokes.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Swimming is a skill that can lead to lifelong physical fitness. - Knowing how to swim expands a person's options for physical fitness throughout his or her lifetime. - The ability to recognize one's own abilities related to swimming and water safety and act accordingly can save lives and improve one's experience both in and around water. - Knowing how to swim positively impacts a person's confidence.	- How can I continue to improve my swimming? - How can swimming help me stay or become physically fit?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Finning arm action - Kick on front - Flutter - Scissor - Dolphin - Breaststroke - Freestyle - Elementary backstroke - Open turns - Freestyle - Backstroke - Treading water - Shallow angle dive from the side with glide - Surface dive, submerge completely - Front flipturn - Backstroke flip turn - Sculling	- Demonstrate basic swimming strokes with proficiency. - Self-assess level of mastery - Swim using alternating and simultaneous leg actions on front and back. - Swim using alternating and simultaneous arm actions on front and back. - Combine arm and leg actions on front and back. - Change direction of travel while swimming on front or back. - Use finning arm action. - Swim using flutter, scissor, dolphin, and breaststroke kick on front. - Swim using freestyle and elementary backstroke. - Demonstrate freestyle and backstroke open turns. - Tread water using two different kicks. - Perform a shallow angle dive from the side with glide followed by freestyle. - Perform a surface dive, submerging completely. - Perform a front flipturn and backstroke flip turn while swimming. - Sculling

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Unit 3: Beginning Swimming Skills

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Implements and provides feedback to improve performance without prompting from teacher (3.12.4).

Priority Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting Standards:

- Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility) (4.12.7).