DE Lifeguarding Curricular Document

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Course Information

DE Lifeguarding	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
The student must be 15 years of age at the end of the course and pass the prerequisite swim tests for certification in Lifeguarding. The student may take the class as a grade without passing prerequisites.	04/2024

Desired Results

COURSE DESCRIPTION

- The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguarding participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illness until emergency medical services (EMS) personnel take over.
- Lifeguarding class offers students the chance to achieve Red Cross certification in Lifeguarding. Students will learn various lifeguarding skills, First Aid and AED for the Professional Rescuer. Students will have a chance to refine rescue skills and work on swimming endurance. Students must turn 15 years old by the end of the term that they are taking the class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• The student will understand that proficient movement skills will provide competency in all learning objectives.	• What different ways can the body move given a specific purpose?

• The student will gain the skills and confidence necessary for providing care and instruction when it's needed the most. • The student will undergo training that includes water and land rescues and how to deliver critical care such as CPR, use an AED and perform first aid when moments matter. • The student will understand that being active throughout life promotes a healthy lifestyle by participating in a wide range of water aerobics, warm-ups and conditioning that promotes personal health and wellness. • The student will understand that demonstrating responsible and respectful behavior will promote positive personal and social success. • The student will understand that tolerance supported with inclusion will develop social/emotional skills needed for proper continued lifelong acceptance. • The student will understand that being physically active promotes social, emotional, and physical well being of self and the community.	• How will you help the lifeguarding team to be successful? • What does it mean to be a good leader? • How can we move effectively and efficiently for each skill? • How do you determine whether a save on land or water is effective? • How can we be physically active and why is this important in a lifeguard setting? • Why is it important to stay updated on all skills and knowledge as they change each year? • How do we interact with others on our response team (EAP)? • How will being a lifeguard help our community now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	x	x	x	x	x	x
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	x	x	x	x	x	x
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x	x	x	x	x	x
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	x	x	x	x	x	x
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	x	x		x	x	x

Unit 1: The Professional Lifeguard

This chapter describes the characteristics, responsibilities and rewards of being a professional lifeguard. It also discusses the importance of maintaining lifeguarding knowledge and skills.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How will you help the lifeguarding team to be successful?
- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	Aquatics	• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H2 Movement Concepts, Principles, and Knowledge	• I can complete the skill checklists in the water for each unit and apply them to an in water drill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can describe characteristics and responsibilities of a professional lifeguard. • I can define certain legal considerations and apply them to situations that might be encountered in lifeguarding.. • I can describe what it means to work as part of a lifeguard and safety team. • I can explain the reasons for common rules and regulations at aquatic facilities
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can describe ongoing training for lifeguards

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- 1.2 Why do you want to be a Lifeguard?
- Chapter 1 Review
- 1.1 Describe characteristics and responsibilities of a professional lifeguard.
- 1.2 Define certain legal considerations and apply them to situations that might be encountered in lifeguarding.
- 1.3 Describe ongoing training for lifeguards.
- 1.4 Describe what it means to work as part of a lifeguard and safety team.
- 1.5 Explain the reasons for common rules and regulations at aquatic facilities
- 1.6 Demonstrate how to safely and effectively enter the water and approach a victim.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction: Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *Formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback , redirection when application does not occur.*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Facility Safety

One of your most important responsibilities as a lifeguard is to help ensure that your facility is safe. You do this, in part, by having rescue equipment immediately available, conducting routine safety checks, taking appropriate action during severe weather and being familiar with facility rules. Management also has a role to play, which includes keeping the facility in compliance with the law and making sure that lifeguards are doing their jobs correctly.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How will you help the lifeguarding team to be successful?
- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How can we be physically active and why is this important in a lifeguard setting?
- ➔ Why is it important to stay updated on all skills and knowledge as they change each year?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	Aquatics	• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can keep patrons safe and free from injury. • I can prevent injuries by enforcing the safety rules. • I can prevent injuries by conducting safety inspections of the facility, the water, equipment and attractions. • I can recognize and respond to the changing water conditions and weather conditions that can occur. • I can complete the skill checklists in the water for each unit and apply them to an in water drill.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can set a stage for a safe experience by helping to create and maintain a safe aquatic facility.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Formative: 2.5 Reasons for the Rules/2.5 Reasons for the Rules KEY
- ➔ Formative: Chapter 2 Review
- ➔ Water Assessment Evidence
  - ◆ Skills Tests: Victim recognition, Injury Prevention, Victim recognition, Scanning, Zone's of surveillance
- ➔ 2.1 Identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim.
- ➔ 2.2 Identify various types of zones of surveillance.
- ➔ 2.3 Explain how communication with patrons plays a role in preventing injuries.

Key Assessment Strategies to inform Feedback & Instruction: Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Surveillance and Recognition

Your primary responsibility as a lifeguard is to help ensure patron safety and protect lives. The main tool used to accomplish this is patron surveillance—keeping a close watch over the people in the facility and intervening when necessary. You will spend most of your time on patron surveillance. To do this effectively, you must be alert and attentive—and ready to react—at all times as you continuously supervise patrons.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?
- ➔ How do we interact with others on our response team (EAP)?
- ➔ How will being a lifeguard help our community now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	Aquatics	• I can complete the skill checklists in the water/land for each unit.

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can stay alert, attentive and focused. • I can maintain active posture and change body position regularly. • I can use tactics to deal with scanning challenges.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps • I can recognize and respond to victims in the water quickly, in 30 seconds or less.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can search, not watch. Scan zones continuously, scanning from point to point thoroughly. • I can follow posted rotation plans.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Chapter 3 Review
- ➔ Water Assessment Evidence
  - ◆ Unit 3: Skills Tests: 4 basics entries (Slide-in walking approach, Slide-in swimming approach, stride jump swimming approach, compact jump swimming approach)
- ➔ 3.1 Identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim.
- ➔ 3.2 Identify various types of zones of surveillance.
- ➔ 3.3 Explain how communication with patrons plays a role in preventing injuries.
- ➔ 3.4 Demonstrate how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.
- ➔ 3.5 Identify and define elements of effective surveillance

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction: Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log,*

etc)

- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

- ➔

Unit 4: Injury Prevention

Lifeguards are essential for keeping aquatic facilities safe. Unlike most other professional rescuers, lifeguards are present to help prevent emergencies from occurring. As a lifeguard, one of your goals is to prevent injuries, so you should know the best strategies for preventing them. You must also be prepared to meet the safety challenges presented by visiting groups, as well as the various activities and features at your facility.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How will you help the lifeguarding team to be successful?
- ➔ How do we interact with others on our response team (EAP)?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can use all injury prevention strategies at the facility to help patrons stay safe.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps •
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can enforce rules and communicate clearly and professionally with patrons.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ◆ 4.1 Describe what standard precautions to take to prevent disease transmission when providing care.
- ◆ 4.2 Demonstrate the general procedures for injury or sudden illness on land.
- ◆ 4.3 Identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel.
- ◆ 4.4 Understand how to safely and effectively move a victim on land.
- ◆ 4.5 Demonstrate how to use a resuscitation mask.
- ◆ 4.6 Recognize and care for a breathing emergency.
- ◆ 4.7 Demonstrate how to safely and effectively give ventilations.

➔ Unit Assessment Evidence: Injury Prevention

- Formative: Chapter 4 Review
- Formative: 4.2 Strategies for a Safe Group Visit/ 4.2 Strategies for a Safe Group Visit Key
- Summative: Chapter 1-4 Quiz

➔ Water Assessment Evidence: Rescue Skills Part I

- Unit 3: Skills Tests: 4 basics entries (Slide-in walking approach, Slide-in swimming approach, stride jump swimming approach, compact jump swimming approach)

Key Assessment Strategies to inform Feedback & Instruction: Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*
➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 5: Emergency Action Plans

While on duty, you may need to respond to a variety of situations ranging from aquatic emergencies and facility problems to missing persons, sudden illness and severe weather. Your role will be spelled out in your facility's emergency action plans (EAPs). EAPs are detailed plans describing the safety team's responsibilities in an emergency and should be posted in an area frequented by lifeguards, such as the breakroom.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How do we interact with others on our response team (EAP)?
- ➔ How will being a lifeguard help our community now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can handle rescues with a sense of urgency and exhibit behavior conducive to a professional lifeguard. • I can enforce rules and communicate clearly and professionally with patrons.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- 5.1 Explain the purpose and general procedures of an emergency action plan (EAP).
- 5.2 Demonstrate how to safely and effectively assist a distressed swimmer, rescue an active and passive victim and rescue multiple victims.
- 5.3 Demonstrate the ability to implement an EAP and perform a rescue.
- Unit Assessment Evidence
  - Formative: Chapter 5 Review
  - Formative: 5.2 Create an Emergency Action Plan
- Water Assessment Evidence
  - Identify and Implement an EAP within a pool setting

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *Formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback , redirection when application does not occur.*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 6: Water Rescue Skills

You must always be prepared to enter the water to make rescues when on duty. This means that you have the proper equipment immediately available and are properly stationed to see your entire zone of responsibility. You should always be scanning your zone, searching for signs indicating that someone may need help. If someone does need help, you must assess the victim's condition, perform an appropriate rescue, move the victim to safety and provide additional care as needed.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How will you help the lifeguarding team to be successful?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?
- ➔ How can we be physically active and why is this important in a lifeguard setting?
- ➔ How do we interact with others on our response team (EAP)?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit. • I can complete the skill checklists in the water for each unit and apply them to an in water drill.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can recognize the skill in the water for each unit and apply it to the save needed to save the victim in 30 seconds. • I can use all injury prevention strategies at the facility to help patrons stay safe.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps • I can recognize and reach a victim in the water in 30 seconds.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can enforce rules and communicate clearly and professionally with patrons.

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 6.1 Demonstrate how to safely and effectively rescue a submerged victim in shallow or deep water.
- ➔ 6.2 Demonstrate how to safely and effectively perform feet-first and head-first surface dives.
- ➔ 6.3 Demonstrate how to safely and effectively perform a two-person removal of a victim from the water using a backboard.
- ➔ Unit Assessment Evidence
  - ◆ Formative: Chapter 6 Review
  - ◆ Summative: 6.2 Submerged Victim in the water Rubric
  - ◆ Summative: 6.3 Rescue Skills at or Near the Surface Rubric (Canvas)
- ➔ Water Assessment Evidence
  - ◆ Unit 4 Skills Tests: Reaching assist from the deck, simple assist, active victim rear rescue, passive victim rear rescue, Multiple victim rescue
  - ◆ Unit 4 Skills Tests: Submerged passive victim in shallow water, Feet-first surface dive in deep water, Head first surface dive in deep water, submerged victim in deep water

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 7: Victim Assessment Prior to Providing Care

In this chapter, you will learn how infectious diseases occur and how you can prevent them from spreading. This chapter also covers the general procedures for responding to sudden illness and injury on land.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can complete skill checklists to the standard in a number of land emergency situations.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can react accordingly in an emergency situation drill and identify and complete the skill scenario in the appropriate time.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 7.1 Describe what standard precautions to take to prevent disease transmission when providing care.
- ➔ 7.2 Demonstrate the general procedures for injury or sudden illness on land.
- ➔ 7.3 Identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel.
- ➔ 7.4 Understand how to safely and effectively move a victim on land.
- ➔ Unit Assessment Evidence
  - ◆ Chapter 7 Review
  - ◆ 7.3 Land Skill Scenarios Worksheet
- ➔ Land Skills Assessment Evidence
  - ◆ Skills Tests: Removing disposable gloves, Performing a primary assessment (adult, child, and infant),

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*

➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 8: Breathing Emergencies

As a lifeguard, you may be called upon at any time to respond to a breathing emergency; therefore, it is important for you to know how to recognize and care for these emergencies. In a breathing emergency, a person's breathing becomes impaired, causing a potentially life-threatening situation. As a lifeguard, you may be called upon at any time to respond to a breathing emergency; therefore, it is important for you to know how to recognize and care for these emergencies.

UNIT 8 DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*
➔ How do you determine whether a save on land or water is effective?
➔ How do we interact with others on our response team (EAP)?
➔ How will being a lifeguard help our community now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can…*

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can complete skill checklists to the standard in a number of land emergency situations.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can react accordingly in an emergency situation drill and identify and complete the skill scenario in the appropriate time.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 8.1 Demonstrate how to use a resuscitation mask.
- ➔ 8.2 Recognize and care for a breathing emergency.
- ➔ 8.3 Demonstrate how to safely and effectively give ventilations.
- ➔ Unit Assessment Evidence
  - ◆ Formative: Chapter 8 Review
- ➔ Land Skills Assessment Evidence
  - ◆ Using a resuscitation mask, Performing a primary assessment, giving ventilations-adult, child, and infant, Giving ventilations using a BVM, Conscious choking-adult, child, infant, Unconscious choking-Adult,child, infant.
  - ◆ Unit 6 Skills Tests: CPR-Adult, child, infant, CPR-Two Rescuer, Adult, child, infant, AED

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log,*

etc)

- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 9: Cardiac Emergencies

You may be called on to care for a victim of a cardiac emergency, including non-specific chest pain, a heart attack or cardiac arrest. Cardiac arrest care includes performing CPR and using an automated external defibrillator (AED)—two of the links in the Cardiac Chain of Survival. By following the Cardiac Chain of Survival, you can greatly increase a victim's chance of survival from cardiac arrest.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How can we move effectively and efficiently for each skill?

➔ How do you determine whether a save on land or water is effective?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	LEARNING PRIORITY	LEARNING TARGETS: *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can complete skill checklists to the standard in a number of land emergency situations.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can react accordingly in an emergency situation drill and identify and complete the skill scenario in the appropriate time.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 9.1 Identify signs and symptoms of cardiac arrest.
- ➔ 9.2 Demonstrate how to safely and effectively perform one-rescuer CPR and two-rescuer CPR.
- ➔ 9.3 Demonstrate how to use an automated external defibrillator (AED).
- ➔ 9.4 Identify precautions for using an AED.
- ➔ Unit Assessment Evidence
  - ◆ Formative: Chapter 9 Review
  - ◆ Formative: 9.4 Fact or Fiction AED/9.4 Fact or Fiction AED KEY
- ➔ Land Skills Assessment Evidence
  - ◆ Unit 6 Skills Tests: CPR-Adult, child, infant, CPR-Two Rescuer, Adult, child, infant, AED

Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*
➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 10: First Aid

This chapter covers how to perform a secondary assessment, including how to check a conscious victim and how to take a brief history using the SAMPLE technique. It also describes how to recognize and provide first aid for some of the injuries, illnesses and medical conditions that you might encounter while on the job.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How will you help the lifeguarding team to be successful?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?
- ➔ How do we interact with others on our response team (EAP)?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can complete skill checklists to the standard in a number of land emergency situations.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can react accordingly in an emergency situation drill and identify and complete the skill scenario in the appropriate time.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 10.1 Identify how to recognize and care for a victim of sudden illness, injuries and shock.
- ➔ 10.2 Identify how to recognize and care for a victim of poisoning, heat-related illness and cold-related emergencies.

- ➔ 10.3 Demonstrate the ability to work as a team to implement an EAP, perform a secondary assessment and provide first aid care.
- ➔ 10.4 Demonstrate how to care for victims with head, neck or spinal injuries.
- ➔ 10.5 Demonstrate how to immobilize muscle, bone and joint injuries.
- ➔ Unit Assessment Evidence
  - ◆ Formative: Chapter 10 Review
  - ◆ Formative: 10.2 Care Steps for Injury and Illness/10.2 Care Steps for Injury and Illness Key
  - ◆ Formative: 10.3 Fact or Fiction Frostbite, Heat Related Illness/10.3 Fact or Fiction Frostbite, Heat Related Illness KEY
  - ◆ Formative: 10.4 Responding to First Aid Scenarios
- ➔ Land Skill Assessment Evidence
  - ◆ Skills Tests: Controlling bleeding, splinting, Caring for a non-standing victim of a head, neck or back injury on land, Caring for a standing victim of a head, neck or back injury on land

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 11: Caring for Head, Neck and Spinal Injuries in the Water

Every year, approximately 12,000 spinal cord injuries are reported in the United States. Nearly 8 percent of these injuries occur during sports and recreation, some from head-first entries into shallow water. Although most head, neck and spinal injuries occur during unsupervised activities, they do sometimes happen while a lifeguard is on duty. These injuries are rare, but when they do occur, they can result in lifelong disability or even death. Prompt and effective care is required. As a professional lifeguard, you must be aware of the causes of head, neck and spinal injuries. You also must know how to recognize them and provide appropriate care.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How will you help the lifeguarding team to be successful?
- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?
- ➔ How do we interact with others on our response team (EAP)?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	**LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete the skill checklists in the water/land for each unit.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can complete the skill checklists in the water for each unit and apply them to an in water drill. • I can complete skill checklists to the standard in a number of land emergency situations.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can react accordingly in an emergency situation drill and identify and complete the skill scenario in the appropriate time.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ 11.1 Demonstrate how to give in-water ventilations.
- ➔ 11.2 Demonstrate how to perform a quick removal of a victim in the water.
- ➔ 11.3 Demonstrate how to care for victims with head, neck and spinal injuries in shallow and deep water.
- ➔ 11.4 Demonstrate how to rescue an active victim in deep water.
- ➔ 11.5 Demonstrate how to rescue a submerged passive victim in deep water and provide care.
- ➔ Unit Assessment Evidence:
  - ◆ Formative: Chapter 11 Review
  - ◆ Summative: Chapter 5-11 Quiz (Canvas)
- ➔ Water Assessment Evidence
  - ◆ Over-arm head Splint-Face-Up Victim Shallow water, Head Splint- Face Down Victim at or near the surface in shallow water (modified head splint), Face-Down/Up Victim in Extremely Shallow Water Spinal Backboard Procedure Rescuer 1 and 2 Shallow water, Spinal Backboarding Procedure Rescuer 1 and 2 Deep Water, Head Splint-Face Down Victim-Deep Water Rescuer 1 and 2

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.e video rubric (Canvas)*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 12: FINALS

Students will use all units and review skill checklists, chapter reviews, kahoots, quiz 1-4 and quiz 5-11 and complete a pretest to assess their knowledge of the course content. The student must earn an 80% on the Lifeguarding Test and the First Aid/CPR/AED for Professional Lifeguard Test to complete this course with certification. After completion students will learn how to interview and fill out job applications.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How will you help the lifeguarding team to be successful?
- ➔ What does it mean to be a good leader?
- ➔ How can we move effectively and efficiently for each skill?
- ➔ How do you determine whether a save on land or water is effective?
- ➔ How can we be physically active and why is this important in a lifeguard setting?
- ➔ Why is it important to stay updated on all skills and knowledge as they change each year?
- ➔ How do we interact with others on our response team (EAP)?
- ➔ How will being a lifeguard help our community now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	LEARNING PRIORITY	LEARNING TARGETS: *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• I can complete skill checklists to the standard for a submerged victim in 10 feet water, extricate the victim, put on gloves and complete CPR for 2 minutes in an emergency situation.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• I can describe completion of the skill checklists in the water/land for each unit. • I can identify the difference between active and passive saves in the water. • I can identify a distressed swimmer in the water versus a passive drowning victim.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• I can conduct health-enhancing fitness by completing 300 yard warm-up laps. • I can tread for 2 minutes without hands. • I can freestyle 20 yards to 8 feet, pick up a brick and flutter kick on your back 20 yards to the wall, get out without using the ladder in 1:30.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• I can identify when to interact and maintain a responsible attitude while providing care to a patron in an emergency situation.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• I can identify when to interact in a team setting to help the greater good of the facility. • I can socially interact with patrons at my facility if I am off surveillance duty and completing secondary tasks not involving an EAP.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Prerequisites:

- P1: Meet the 15 years old age requirement.
- P2: Pass both American Red Cross Tests with 80% or better
    - Lifeguarding Test (35 points)
    - Red Cross Professional Lifeguard CPR, AED and First Aid (40 points)
- P3: Demonstrate all three proficiencies in water:

- Swim 300 yards continuously using breaststroke and front crawl (100 yards front crawl, 100 yards breaststroke, 100 yards front crawl-breaststroke combo).
- Timed Event: Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, **retrieve a 10-pound object**, return to the surface, and swim 20 yards back to the starting point with the object **using only the flutter kick with two hands on the brick at all times**. Exit the pool without using steps or ladder. The timed event must be completed in 1 minute 40 seconds or less.3.)
- 2-minute tread using only your legs

Performance-Based Task Description(s):

➔ Summative: Lifeguarding Pretest (Completion Points or 75 points)
➔ Summative: Lifeguarding Final (35 points-Canvas or paper)
➔ Summative: First Aid/CPR/AED for the Professional Lifeguard (40 points Canvas or paper)

Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*
➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☑ ~~Vary the activity/exercise length of time or intensity.e.~~
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other: