



## **School District of Marshfield** **Course Syllabus**

Course Name: Aquatics  
Length of Course: Semester  
Credits: .5

### Course Description:

Gain the knowledge, skills, and confidence to safely participate in a variety of aquatic activities in, on, and around water. Activities are water awareness, stroke development, scuba diving, snorkeling, rescue and survival skills, canoeing-kayaking, water games, dualthon-triathlon training, and physical fitness.

### Learning Targets:

#### Movement Competencies

- Demonstrates skill development
  - Operates a kayak or canoe safely and skillfully in a natural environment
  - Demonstrate paddling skills in a kayak or canoe to safely move across a pool or pond.
  - Demonstrates proficient skills to participate in several swim strokes.
- Demonstrates advanced skill application
  - Combines and applies movement patterns simple to complex, in aquatics.
  - Identifies, explains and applies the skill-related component of balance, reaction time, agility, coordination, explosive power, and speed that enhances performance levels in a variety of swim strokes.

#### Understanding movement concept and principles

- Demonstrates cognitive understanding to motor skill development
  - Develops an appropriate conditioning program to enhance swim stroke efficient to participate in lifetime fitness activities.
  - Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.
- Applies and analyzes the scientific principles as they relate to various physical activities
  - Self –assesses performance and makes appropriate corrections.

- Describes the impact of new skills and preexisting skills that improve efficiency.
- Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy).

Participates regularly in physical activity

- Chooses to be physically active
  - Accumulates twenty minutes of moderate to vigorous physical activity during physical education on five days per week.
  - Accumulates twenty minutes of moderate to vigorous physical activity outside of physical education class five or more days per week.
  - Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, tri-fit, etc.
- Sets goals for a physically active lifestyle
  - Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
  - Practice goals set to maintain or reach the healthy fitness zone in test recorded.

Achieves and maintains a health-enhancing level of physical fitness

- Acquires and applies fitness knowledge
  - Applies the principles of exercise (FITT)
  - Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
  - Perform physical fitness test achieving healthy zone levels
- Develops fitness as it relates to health-related fitness components
  - Self –assesses the five health-related fitness components (aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition).
  - Maintains heart rate in determined heart rate zone for 20 minutes.
  - Complete a stretching routine including large muscle both dynamic and static with bands.
  - Demonstrates effective time management skills that allow opportunities for physical activity during a busy day.

Exhibits responsible personal and social behavior

- Develops personal responsibility
  - Adjusts participation level and personal behavior to make activities inclusive for everyone.
  - Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.
  - Makes safe decisions to self and peers, regarding activity, dress, and use of equipment.
  - Uses class time efficiently when improving on skill or fitness level.
- Develops social responsibility

- Demonstrates respect, concern and empathy for the safety of self and peers in team building, spotting and belaying activities.
- Demonstrates communication, cooperation and support needed to encourage peers regardless of gender, age or skill level.

#### Values physical activity

- Values physical activity as part of a healthy lifestyle
  - Participates in activity outside of school for self-enjoyment.
  - Identifies reasons to participate in physical activity in the local community.
- Incorporates opportunities for self- expression and social interaction
  - Describes the positive feelings that result from physical activity participation alone and with others.

#### First Quarter

1. Class Introduction (1 week)
  - A. Issues lockers, review policy and expectations
  - B. Fill out emergency contact and personal health information
  - C. Issue fitness card and complete pre-test
2. Water Awareness Skills (1 week)
  - A. Pool and deck safety
  - B. Swim skills pre-test
  - C. Stroke analysis (student)
3. Stroke Analysis and Proficiency (3-weeks)
  - A. Front Crawl
  - B. Back Crawl
  - C. Side Stroke
  - D. Breast Stroke
  - E. Elementary Back Stroke
4. Personal Fitness Profile – Tri-Fit (every Wednesday)
  - A. Muscle strength and endurance
    - 1) How to test (push-up – curl-up)
    - 2) Practice exercises that improve both muscle strength and endurance
  - B. Body composition
    - 1) How to test (BMI and skinfold)
    - 2) Practice activities that improve body composition
  - C. Flexibility
    - 1) How to test (sit and reach)
    - 2) Practice exercises that improve flexibility for all major muscle groups
  - D. Cardiovascular Endurance
    - 1) How to test (pacer, mile run)
    - 2) Practice exercises that improve aerobic capacity using a heart rate monitor
    - 3) Understand the difference between aerobic and anaerobic

- E. Design goals on current levels of fitness and creating future goals to maintain or achieve healthy fitness zone requirements
- 5. Canoe/Kayak (3 weeks)
  - A. Field Experience
    - 1) Loading and securing boats on trailer
    - 2) Transporting and unloading to prep for water
    - 3) Packing supplies and preparing to paddle
    - 4) How to plan successfully for personal experience
- 6. Water Games (every Friday)
  - A. Water Polo
  - B. Badmitten
  - C. Volleyball
  - D. Baseball
  - E. Sharks and Minnow

## Second Quarter

- 7. Snorkeling / Scuba Diving (2 weeks)
  - A. Equipment safety
  - B. Clearing mask and snorkel
  - C. Breath and regulator control
- 8. Rescue and Survival Skills (2 weeks)
  - A. Boat safety and recover strategies
  - B. Preventive rescue
  - C. Throw and tow
  - D. Ice rescues and survival
- 9. Dual and Triathlon (2 weeks)
  - A. Training and strategies
  - B. Transitions and preparation
  - C. Pacing and time management
- 10. Water Fitness (2 week)
  - A. Under water obstacle course to develop cardiovascular endurance and breath control.
  - B. Aqua Jogger to enhance muscle endurance and strength
  - C. Dumbbells and other resistive equipment. to develop cardio endurance
- 11. Final/Review Tri-fit Report
  - A. Hand-out tri-fit report, explain test results and answer any questions
  - B. Fill-out seven day exercise sheet and nutritional calories intake chart
  - C. Review questions on final and take both physical and written portion.
  - D. Fill-out semester exit form regarding class improvements and suggestions

### Third Quarter

12. Class Introduction (1 week)
  - A. Issues lockers, review policy and expectations
  - B. Fill out emergency contact and personal health information
  - C. Issue fitness card and complete pre-test
13. Water Awareness Skills (1 week)
  - A. Pool and deck safety
  - B. Swim skills pre-test
  - C. Stroke analysis (student)
14. Stroke Analysis and Proficiency (3-weeks)
  - A. Front Crawl
  - B. Back Crawl
  - C. Side Stroke
  - D. Breast Stroke
  - E. Elementary Back Stroke
15. Personal Fitness Profile – Tri-Fit (2 weeks)
  - A. Muscle strength and endurance
  - B. How to test (push-up – curl-up)
  - C. Practice exercises that improve both muscle strength and endurance
  - D. Body composition
    - 1) How to test (BMI and skinfold)
    - 2) Practice activities that improve body composition
  - E. Flexibility
    - 1) How to test (sit and reach)
    - 2) Practice exercises that improve flexibility for all major muscle groups
  - F. Cardiovascular Endurance
    - 1) How to test (pacer, mile run)
    - 2) Practice exercises that improve aerobic capacity using a heart rate monitor
    - 3) Understand the difference between aerobic and anaerobic
  - G. Design goals on current levels of fitness and creating future goals to maintain or achieve healthy fitness zone requirements
16. Snorkeling / Scuba Diving (1 week)
  - A. Equipment safety
  - B. Clearing mask and snorkel
  - C. Breath and regulator control
17. Water Games (Every Friday)
  - A. Water Polo
  - B. Badmitten
  - C. Volleyball
  - D. Baseball
  - E. Sharks and Minnow

#### Fourth Quarter

18. Snorkeling / Scuba Diving (1 week)
  - A. Equipment safety
  - B. Clearing mask and snorkel
  - C. Breath and regulator control
19. Rescue and Survival Skills (1 week)
  - A. Boat safety and recover strategies
  - B. Preventive rescue
  - C. Throw and tow
  - D. Ice rescues and survival
20. Dual and Triathlon (2 weeks)
  - A. Training and strategies
  - B. Transitions and preparation
  - C. Pacing and time management
21. Water Fitness (2 weeks)
  - A. Under water obstacle course
  - B. Aqua Joggers
  - C. Dumbbells and other resistive equipment
22. Canoe / Kayak (2 weeks)
  - A. Field Experience
    - 1) Loading and securing boats on trailer
    - 2) Transporting and unloading to prep for water
    - 3) Packing supplies and preparing to paddle
    - 4) How to plan successfully for personal experience
23. Final/Review Tri-fit Report
  - A. Hand-out tri-fit report, explain test results and answer any questions
  - B. Fill-out seven day exercise sheet and nutritional calories intake chart
  - C. Review questions on final and take both physical and written portion.
  - D. Fill-out semester exit form regarding class improvements and suggestions

#### Core Resources:

##### Aquatics

- Swimming: Made Easy, Total Immersion Swimming, (2001)
- Games Gimmicks Challenges for Swimming Coaches, Human Kinetics (2008)
- Fitnessgram/Activitygram Test Administration Manual, The Cooper Institute, (2004)
- Canoeing and Camping Beyond the basics, The Globe Pequot Press (2000)