

AQUATICS MODULE

Lessons in this module were contributed by **Adrienne Koesterer**, an instructor in the physical education department at State University of New York College at Cortland. Previously, she served as aquatics director at Humboldt State University in Arcata, CA, and she has been an American Red Cross instructor since 1987.



Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.																
Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)							P			P						
Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)	P	P	P	P		P		P	P		P	P		P	P	
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)			P	P	P	P			P	P	P	P	P	P	P	P
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.																
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)		E													P	
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	E						E		E							
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.																
Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)									E							
Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)						E										
Applies rates of perceived exertion and pacing. (S3.H3.L2)						E										
Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)														E		
Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)															P	
Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)													E			
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)								E								
Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)					P											
Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)					E											

(continued)

AQUATICS MODULE (CONTINUED)

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (continued)																
Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)										P						
Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)											E					
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.																
Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)							E	P								
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)			E	E						E		E				
Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)														E		
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)																E
Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups (S4.H4.L1).															E	
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	P		P													
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.																
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)									E							

P = Primary; E = Embedded