







Basic Aerobics and Swim

Month Example Sept/Jan	Content Sub-Category or Strand	Michigan Dept. of Education Standards Code & Language	Michigan High School P.E. Content Expectations Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
5 x per week through-out the semester	Cardio-Vascular Fitness Training	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 3: Participates regularly in physical activity.</p>	<p>A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p> <p>A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).</p>	Dance, Step Aerobics, Pilates, Core Strength, Stability Ball Exercises, Combat movement, Weight Training, Jogging, Circuit Training	<p>Aerobics Packet homework assignment, Daily Participation Points Pre and Post Physical Fitness Test results comparison (Fitness Gram),</p> <p>Karvonen Method of Target Heart Rate, Daily Participation Points.</p> <p>Fitness Gram, Fitness Test</p>	<p>Cardiovascular fitness, Target Heart Rate, Body Mass Index, Body Fat Percentage, Flexibility, Strength, Cardio-Vascular Endurance. .</p> <p>Red and White muscle fibers. Repetition. Resistance. Aerobic Effect</p> <p>Body Mass Index, Body Fat Percentage,</p>





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		<p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).</p>			<p>Flexibility, Strength, Cardio- Vascular Endurance and Target Heart Rate</p>





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Nov/Feb depending on weather and facility availability.	Swimming	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p>	<p>M.1.AQ.2 Demonstrate all elements of mature form of safe water entry by jumping into deep water in dynamic settings.</p> <p>M.1.AQ.3 Demonstrate all elements of mature form for the basic aquatic skills of front crawl and breaststroke in dynamic settings.</p> <p>M.1.AQ.4 Demonstrate mature form of the basic aquatic skill of backstroke in dynamic settings.</p>	<p>Water entry and exit, Locomotion, Turns, Personal safety & rescue and Miscellaneous skills.</p> <p>Swim Activities: American Red Cross Swim Lessons, Water Polo, Water Basketball, Basic Snorkel, Diving, Water Gym Station Work, Relays/Swim Meet, Miscellaneous Games and Activities</p>	Daily Participation Points. Physical Skills Test for American Red Cross Certification, Final Exam area of emphasis.	<p>Dive, Prone and Supine Glide, Front Crawl, Hypoxic Breathing, Open and Flip Turns, Back Crawl, Press Exit, Pencil Dive, Side Stroke, Stride Jump,</p> <p>Breast Stroke, Side Stroke, Underwater Swimming, Dolphin Kick, Deep Water Bob, Surface Dive,</p> <p>Treading Water, Spinal Injury Recognition, Distressed</p>





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		<p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>M.1.AQ.7 Demonstrate all elements of how to assist a distressed swimmer during simulated practice in dynamic settings.</p> <p>M.1.AQ.8 Demonstrate all elements of how to get help and how to assist a choking victim during simulated practice in dynamic settings.</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve performances in dynamic settings.</p> <p>K.2.AQ.3 Analyze/synthesize/evaluate knowledge of critical elements of selected aquatic skills of front crawl, backstroke, breaststroke, and treading in dynamic settings.</p>			Swimmer, Conscience and Unconscious Choking Victim, Prone and Supine Float.





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			K.2.AQ.2 Analyze/synthesize/evaluate knowledge of critical elements of safe water entry and exit in dynamic settings. K.2.AQ.4 Analyze/synthesize/evaluate knowledge of critical elements of assisting a distressed swimmer during simulated practice in dynamic settings. K.2.AQ.5 Analyze/synthesize/evaluate knowledge of critical elements of assisting a choking victim during simulated practice in dynamic settings.			



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			K.2.AQ.6 Analyze/synthesize/evaluate knowledge of critical elements of how to get help during simulated emergency practice in dynamic settings K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.			



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			<p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>			



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			A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) while exploring aquatics in physical education.			