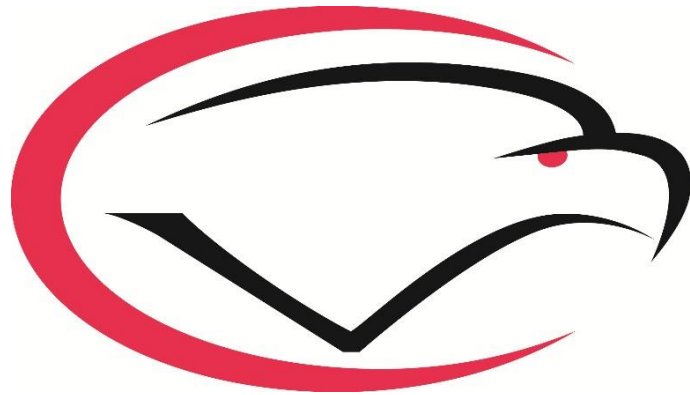


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

High School Health and PE

Nutrition Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|--|--|
| <p>10.1.12B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • fitness level • health status • nutrition <p>10.1.12 C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • cost • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level) | |
| Taught in Unit(s) | |
| <p>Macro Nutrients, Healthy eating, My Plate, Calorie Plan, Caloric intake/expenditure, technology to help with personal nutrition, fad diets, supplements, FDA regulations, energy drinks, weight management programs</p> | |
| Explanation/Example of Standard | |
| <p>Students will evaluate their diet and exercise choices and the impact those may have on their health. Students will explore topics revolving around nutrients and the role those play on their personal nutrition as well as different types of technology and how it can help them track their caloric intake and expenditure. Additionally students will learn about different supplements and trends that they may encounter when researching about weight loss or management. They will practice identifying if these programs/products are effective and safe or if they are ineffective and nutritionally unsound. By the completion of the unit, students will be able to effectively analyze multiple aspects of nutrition and determine how their health is or will be affected.</p> | |
| Common Misconceptions | |
| <p>Fad diets are effective ways of managing weight, all teenagers should be eating the same amount of calories, Fat is unhealthy and you should not consume it. All supplements are safe.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Students will gain a better of understanding of the nutrients in their food and what role those nutrients play in their body.</p> <p>Students will analyze common misconceptions of fat.</p> <p>Students utilize different forms of technology to determine their proper caloric intake, track their intake and expenditure.</p> | <p>How can my choices about nutrition impact my overall wellness?</p> <p>What are physical and mental impacts of diet-related diseases and disorders?</p> <p>How can my diet choices impact my overall health?</p> |

| | |
|---|--|
| <p>Students will compare and contrast different supplements, energy drinks and fad diets to determine its impact on their bodies.</p> <p>Students will share in education each other about the nutrients and diet trends via unit projects.</p> | <p>What nutrients provide my body with energy? Muscle growth? Hydration? System maintenance?</p> <p>What are the different kinds of fat? Should I be eating fat?</p> <p>Am I eating the right amount of calories? What changes have been made to the “food guide pyramid?”</p> <p>What is the difference between portion size and serving size? How do they both impact my caloric intake?</p> |
|---|--|

Assessments

See unit map for specific unit common assessments

| <p align="center">Concepts (what students need to know)</p> | <p align="center">Skills (what students must be able to do)</p> |
|---|---|
| <p>The 6 major nutrients</p> <p>The role that each nutrient plays in our bodies</p> <p>The different kinds of fat</p> <p>Different components of a food label</p> <p>Definition of caloric intake</p> <p>My Plate from USDA</p> <p>Serving Size</p> <p>Portion Size</p> <p>Caloric intake</p> <p>Caloric Expenditure</p> <p>Serving Size/Portion Size</p> <p>How to access different apps and websites for nutrition and exercise purposes</p> <p>How to use the website to log their caloric intake and expenditure</p> <p>Definition of a fad diet</p> <p>Definition of a weight management program</p> <p>FDA</p> <p>Regulations about supplements</p> <p>Energy drinks</p> <p>Stimulants</p> <p>Amino Acids</p> | <p>Describe the role of each nutrient</p> <p>Analyze the different kinds of fat and effects it has on the body.</p> <p>Demonstrate understanding of the food label by identify the different nutrients as well as explaining the meaning of % daily value</p> <p>Utilize the USDA website to find identify their caloric intake and evaluate what their calorie plan means.</p> <p>Compare/Contrast the old FGP to My Plate</p> <p>Explain the difference between portion size and serving size.</p> <p>Define caloric intake and expenditure.</p> <p>Describe the importance of knowing the serving size and one’s portion size when utilizing a nutrition app</p> <p>Access different nutrition related apps/websites that can help them with their diet and exercise habits</p> <p>Identify a fad diet</p> <p>Determine if a particular diet or program is safe and nutritionally balanced</p> <p>Describe what the FDA is and how they regulate supplements</p> <p>Identify key and potentially dangerous ingredients in an energy drinks</p> |

| | | |
|--|--|--|
| | | Define the terms energy drink, stimulant and amino acid. |
|--|--|--|

Wellness 1 Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|---|--|
| <p>10.1.9.A- Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● relationships (e.g., dating, friendships, peer pressure) ● interpersonal communication <p>10.1.9.D- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> ● decision-making/refusal skills ● situation avoidance ● goal setting ● professional assistance (e.g., medical, counseling, support groups) ● parent involvement <p>10.2.9.D- Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>10.2.9.C- Analyze media health and safety messages and describe their impact on personal health and safety.</p> <ul style="list-style-type: none"> ● group dynamics ● social pressure | |
| Taught in Unit(s) | |
| <p>Dimensions of Wellness-Students will learn how 8 different dimensions of wellness can be relevant to their lives as teenagers.</p> <p>Wellness Continuum- Students will how the choices they make as teenagers can impact their wellness on multiple levels. Those choices can have a positive or negative impact moving them along the Wellness continuum.</p> | |
| Explanation/Example of Standard | |
| <p>Students will analyze how the health and safety of teenagers are impacted by the choices they make. This will be accomplished using the 8 dimensions of wellness and the wellness continuum.</p> | |
| Common Misconceptions | |
| <p>Wellness is not relevant to our youth. Wellness is associated with the absence of disease. Spiritual wellness is affiliated with a religion. There are only three dimensions to wellness.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>The 7 dimensions of wellness we will explore and make applicable to teenagers entering high school are: social, physical, emotional, occupational (student based), intellectual, spiritual (not religious), environmental.</p> <p>Using 21st century learning skills, we will analyze a large amount of quality information to help us determine how these dimensions relate to one another and can impact us in negative and positive ways.</p> | <p>How can the choices we make today, influence our future health and happiness?</p> <p>How do our choices impact different the dimensions of Wellness in positive and negative ways?</p> |
| Assessments | |
| <p>Wellness Dimensions Group Project- a student centered group project in which students create a product of their choosing to prove their learning.</p> | <p>Wellness Impact Assessment- Students create a way to show how choices we make impact our wellness. This student created project will be relevant to the wellness of teenagers at Cumberland Valley High School.</p> |

| Concepts (what students need to know) | Skills (what students must be able to do) |
|---|---|
| <p>The dimensions of a whole body wellness continuum.</p> <p>How to analyze the impact of different components of wellness.</p> <p>How to synthesize this quality information to formulate their interrelatedness.</p> <p>How to synthesize large amounts of information and make it relevant to a specific population and perspective.</p> | <p>Defining 8 dimensions of wellness</p> <p>Analyzing dimensions of wellness as they apply to youth</p> <p>Students are able to synthesize information and apply the connections between dimensions of wellness to support a perspective.</p> |

Wellness 2 Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|--|---|
| <p>10.2.12.E Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> · individual choices/maintenance of environment · health status <p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> · fitness level · environment (e.g., pollutants, available health care) · health status (e.g., physical, mental, social) · nutrition | |
| Taught in Unit(s) | |
| Dimensions of Wellness Review, Information Literacy, Critical Thinking and Problem Solving, Personal Synthesis of Wellness | |
| Explanation/Example of Standard | |
| Students will be take a personal journey in creating their perspective about a specific topic of a dimension of Wellness. They will use information literacy skills to develop a research based opinion about the topic of their choosing. The topic would be a synthesis of multiple sources and made relevant to their teenage life. | |
| Common Misconceptions | |
| General google search provides quality information, summarizing information from one source is sufficient research, my choices now will not impact my future | |
| Big Idea(s) | Essential Question(s) |
| Dimensions of Wellness Information Literacy Critical Thinking Problem Solving Skills | How can the choices you make about your health impact you now and in the future? How can I use 21st century skills to find quality information regarding my health? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Dimensions of a whole body wellness continuum The impact of dimensions on each other Locating quality resources on wellness information Synthesize information from a variety of quality sources on wellness information Identify topics that are related to choices they make. Synthesize quality information to gain perspective on their own wellness | Define each dimension of wellness Analyze each dimension and their impact Use quality information accurately Use the interest to find sources that are quality and age appropriate reading material Find legitimate answers to wellness related questions. Apply quality information relative to a topic related to a choice they make., Formulate their own perspective of wellness using quality sources of information Create a product that demonstrates their learning and perspective of wellness. |

Fitness 1 Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|---|---|
| <p>10.4.9.A- Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.5.9.D- Identify and describe the principles of training using appropriate vocabulary. (Specificity, Overload, Progression, etc...)</p> | |
| Taught in Unit(s) | |
| Fitness Concepts, Creating a Positive Fitness Environment, Body systems and their responses to activity, Choosing appropriate activities | |
| Explanation/Example of Standard | |
| Students will analyze and apply the training principles as they explore the different activities and facilities available to them at the high school. | |
| Common Misconceptions | |
| Negative connotation towards fitness, skinny doesn't mean fit, athletes know everything about fitness | |
| Big Idea(s) | Essential Question(s) |
| <p>A variety of factors impact physical activity preferences during adolescence.</p> <p>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</p> <p>Proper use of equipment and safety within our facilities</p> <p>Creating a positive fitness environment. Social aspects of exercise, understanding individual differences, helping other to be successful, and being self aware</p> | <p>How can physical activity choices impact my life as an adolescent?</p> <p>How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness goals?</p> <p>How can incorporating the training principles enhance fitness levels?</p> <p>How can I create a positive fitness environment for myself and others?</p> |
| Assessments | |
| See unit map for specific unit common assessments: Pretest, posttest, skills practical (skills) test, quizzes, self reflection | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Health and skill related components of fitness</p> <p>Training principles</p> <p>Goal Setting and knowing limits in facilities</p> <p>Aerobic and anaerobic exercise</p> <p>Rate of perceived exertion scale</p> <p>Safety Rules in facilities</p> <p>Self awareness</p> <p>Empathy</p> <p>Positive Fitness Environment</p> <p>How the major body systems function</p> | <p>Proper form and technique when using equipment</p> <p>Tracking perceived exertion</p> <p>Engage in safe practices in all facilities</p> <p>Applying training principles to self selected activities</p> <p>Creating a positive fitness environment for self and others.</p> |

Fitness 2 Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|---|--|
| <p>10.3.12.D- Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities.</p> <p>10.4.12.B- Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>10.4.12.F- Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting | |
| Taught in Unit(s) | |
| Review of fitness concepts, Benefits of regular exercise, SMART goal setting, Positive fitness environment, strength training | |
| Explanation/Example of Standard | |
| Students will evaluate the benefits of regular participation in activity. Through self reflection, students will determine what benefits from exercise would motivate them to participate regularly. Students will then go through the process of SMART goal writing and create well thought out and specific goals to achieve the results and benefits they desire. Finally, classes will share facilities responsibly, creating a positive fitness environment. They will help one another in taking the first steps towards reaching the goals they created. | |
| Common Misconceptions | |
| Only athletes can benefit from strength training, weight lifting will make you gain large amounts of muscle mass, the weight room is a judgemental intimidating place | |
| Big Idea(s) | Essential Question(s) |
| <p>Students will build their knowledge of the training principles and fitness components.</p> <p>Students will internalize and apply these concepts to their personal lives.</p> <p>By applying these concepts they will be able to achieve the benefits of exercise they wish to earn.</p> <p>Students will become well versed in writing specific measurable goals.</p> <p>Students will learn how they can be a part of a positive fitness environment</p> <p>Students will expand their knowledge and skill level on strength training and proper use of our facilities.</p> | <p>How can I be an active participant of a positive fitness environment?</p> <p>What benefits of exercise will motivate me to lead an active lifestyle?</p> <p>How do I reach my personal fitness goals?</p> |
| Assessments | |
| See unit map for specific unit common assessments | |
| Concepts (what students need to know) | Skills (what students must be able to do) |

| | |
|--|---|
| <p>Skill related components of fitness Health Related Components of fitness Training principles Problem solving Critical thinking Social benefits of exercise Mental benefits of exercise Physical benefits of exercise Academic benefits of exercise Stress Disease prevention Body Composition Changes Energy systems How the body burns fuel to move SMART acronym How to establish a baseline ABC's of goal setting Benefits of exercise Stages of change Types of support Access to and appropriate activities Types of strength training Results gained through different training methods Creating a positive fitness environment Being self aware and resilient Using the right foods in the right portions to fuel results Major muscle group location and actions Joint actions</p> | <p>Use the fitness concepts to analyze preferred activities Use fitness concepts to plan appropriate activities to enhance exercise experience Regular participation in exercise Improved focus in classes Reduced stress levels Learn how to create positive healthy changes in body composition Improved sleep Safety in the weight room Safety in the Cardio room Proper use of equipment Apply the SMART acronym to their own fitness related goal Determine their own baseline when starting to work toward their goal Apply the ABC's of goal setting to their own goal plan. Demonstrate understanding of the different stages of change Identify their own stage of change Identify benefits of exercise that would motivate them to exercise Proper form and technique for weight lifting Proper use of equipment Safety in the weight room Become more self aware Become more empathetic towards others Designing and taking steps towards reaching personal goals. Understanding of the perseverance needed to see desired results</p> |
|--|---|

Adventure Education Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|--|---|
| <p>10.2.12.E. Analyze the interrelationship between environmental factors and community health. • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/ health status</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities. • shared responsibility • open communication • goal setting</p> <p>10.5.12.F Analyze the application of game strategies for different categories of physical activities. • individual • team • lifetime • outdoor</p> | |
| Taught in Unit(s) | |
| Team Building, Hiking and Backpacking, Water Adventure, and Outdoor Pursuits | |
| Explanation/Example of Standard | |
| <p>This course is designed to give the student the necessary skills to pursue outdoor adventure sports safely and confidently. Students will experience a variety of outdoor units including hiking/backpacking, canoeing/kayaking, rock climbing, mountain biking, and team building. The units will prepare the student with the necessary skills to participate in these activities, how to prepare physically to meet the demands of these activities, how to work together to enjoy these activities, and where to go to enjoy these activities.</p> | |
| Common Misconceptions | |
| Outdoor education is not safe. Outdoor education is not for the traditional athlete. | |
| Big Idea(s) | Essential Question(s) |
| <p>Using gear safely and correctly</p> <p>Working cooperatively to reach goals</p> <p>The skills needed to safely and effectively participate in the selected activities.</p> <p>The training and fitness needed to safely and effectively participate.</p> <p>The impact we have on the environment.</p> <p>The impact the environment has on us.</p> | <p>Why is support from the group important when trying something new?</p> <p>How can having fun help you to learn?</p> <p>What makes a group that reaches its goals successful?</p> <p>What skills must I learn to be able to enjoy a camping trip?</p> <p>How can camping impact my life?</p> <p>How can I minimize my impact on the natural world?</p> <p>How do I connect with nature?</p> <p>How do I use a map and compass to follow a route?</p> <p>How do I use a GPS to mark waypoints and find my target destination?</p> <p>How can navigation skills help me in my everyday life?</p> <p>Why do I want to have a backcountry experience?</p> <p>How can the proper equipment make my experience enjoyable?</p> <p>What skills do I need to master in order to be fully prepared for a wilderness experience?</p> <p>What skills must I learn to safely and successfully engage in paddle powered boating?</p> <p>How can learning these skills create a positive adventure experience?</p> |

| | |
|--|---|
| | <p>How do I stay safe and have fun while paddling on flatwater and whitewater?</p> <p>How do I choose the right equipment for me?</p> <p>How do I maintain my bike?</p> <p>What skills must I master to enjoy riding a mountain bike on the trails?</p> <p>How can I help mountain biking in our area?</p> <p>How can understanding thermoregulation help me to stay safe and comfortable in the outdoors?</p> <p>What will happen if I do not stay properly hydrated?</p> <p>How do I maintain my energy level during a prolonged outdoor experiences?</p> <p>What are the hazards I need to be aware of and how do I avoid putting myself in harm's way?</p> <p>What is the most appropriate risk model to apply in my situation?</p> <p>What are the procedures for responding correctly in emergency situations?</p> <p>How do I become more efficient and accurate throwing a disc?</p> <p>How can I help my team be successful in Ultimate Frisbee?</p> <p>When and where can I use my disc skills outside of school?</p> |
|--|---|

Assessments

See unit map for assessment names and assessment folder to view assessments

| Concepts (what students need to know) | Skills (what students must be able to do) |
|--|--|
| Personal Readiness Social Responsibility Leadership Group Goals Cooperation Communication Fun Risk taking Full Value Contract Social skills and etiquette of camping Risk management of camping in groups Proper use and care of equipment Safety Navigation skills Ethical practices in wilderness No trace camping Fitness training for hiking/backpacking Trip preparation Parts of canoe and kayak Strokes for maneuvering watercraft Flat water boating Whitewater boating | Respectfully communicating in a group Cooperating with others to accomplish a group goal Establish group goals through effective communication Create a positive environment to learn and share Push comfort zones Have fun so learning can take place Leadership skills Camp site selection Knots and ropes Building and setting up shelters Making fires and using stoves Food preparation and menu planning Trip planning To properly hold and orient a map Identify parts of the compass Know directions and degrees on compass dial To follow a bearing using a compass To read a topographical map To use a UTM grid To use a GPS Selecting the proper equipment |

| | |
|--|---|
| <p> Bike maintenance/parts Environmental awareness Riding in groups Mountain biking etiquette Where to ride Thermoregulation Heat loss/production Hydration Energy management/Caloric intake Water purification Eye, foot, and skin care Land hazards Water hazards Weather hazards Emergency procedures Risk management plans Wilderness first aid Throwing a disc Catching a disc Disc golf rules and strategies Where to do disc activities in our area Ultimate Frisbee rules and strategies </p> | <p> Train for hiking/backpacking Fire building and lighting Setting up camp Preparing meals No trace camping and personal care in camp Hiking /backpacking on a trail Paddling (strokes) technique Entering and exiting the canoe/kayak Rescues Selecting the correct equipment Bike maintenance Sizing bike and safety gear Identifying and maintaining parts of bike Changing gears efficiently Ascending and descending hills with and without obstacles. Hopping logs and other obstacles Riding safely Proper layering of clothes Skills to stay warm- fire, shelter, avoid prolonged exposure Staying properly hydrated Purifying water Appropriate amounts of calorie intake Nutritious meal planning Proper care of blisters, skin, and eyes Understanding and reading different hazards Rescues in a variety of conditions Applying risk models Reading the weather Backhand throws Forehand Throws Overhead throws Catching the dic Playing disc golf Scoring for disc golf Team strategies for Ultimate Playing offense in Ultimate Playing defense in Ultimate </p> |
|--|---|

Aquatics Curriculum Map

| CV Priority Standard/PA Academic Standard | |
|--|---|
| <p>10.4.9</p> <p>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>D. Analyze factors that affect physical activity preferences of adolescents, skill competence, social benefits, previous experience, activity confidence</p> <p>10.5.9</p> <p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> ● agility ● balance ● coordination ● power ● reaction time ● speed | |
| Taught in Unit(s) | |
| Swimming, Mask, Fin, and Snorkel, Canoeing | |
| Explanation/Example of Standard | |
| Students will learn to be water safe, boating safety, canoeing skills, snorkeling skills. | |
| Common Misconceptions | |
| | |
| Big Idea(s) | Essential Question(s) |
| Safety in and around water Technique for swimming strokes and floats Swimming for fitness Canoeing skills Boating safety Snorkeling skills | What are the parts of the canoe and the paddle? How do I know if the paddle is the proper size? How do you properly enter and exit the canoe? How is a throw bag used in rescue? What can you do if your canoe capsizes? What are the 6 paddling strokes used in canoeing and how do they move the canoe? Why are PFD's important? How does hypothermia affect you? What are the effects of alcohol and boating/hypothermia? What hazards may be encountered when paddling on moving water? How do you size, put on and kick with fins? What is the proper method for choosing and putting on a mask? How do you adjust a mask which leaks? How do you defog a mask? How do you clear water our of snorkel? |

| | |
|--|---|
| | <p>Who do you perform the step in and the forward roll entries?</p> <p>What are the 2 surface dives and when you use them?</p> <p>What is natural buoyancy level?</p> <p>Do you float like an ice cube or a ball?</p> <p>Why do we stay at natural buoyancy level while changing position?</p> <p>Why do we stay at natural buoyancy level when propelling?</p> <p>How does streamlining affect your movement in the water?</p> <p>Why is treading more difficult than floating?</p> <p>How do you workout using interval training?</p> <p>How do you use a pace clock?</p> <p>Why do you use circle swimming in a workout?</p> <p>What factors determine how efficiently you swim?</p> |
|--|---|

Assessments

See unit map for specific unit common assessments

| Concepts (what students need to know) | Skills (what students must be able to do) |
|--|---|
| <p>How to safely operate a canoe along with water safety and rescue techniques</p> <p>What skills and knowledge are needed to effectively and safely participate in snorkeling.</p> <p>Equipment: fins for propulsion, mask for clear vision, snorkel for breathing while keeping face in the water</p> <p>Surface dives/entries</p> <p>Natural Buoyancy Level</p> <p>Floating</p> <p>Change of Position</p> <p>Propulsion</p> <p>Streamlined Push-off</p> <p>Treading</p> <p>Efficient Swimming</p> <p>Interval Training</p> <p>Pace Clock</p> <p>Circle Swimming</p> | <p>Size, put on and kick with fins</p> <p>Know how to properly choose and put on a mask</p> <p>Be able to adjust a mask that may leak</p> <p>Be able to clear water out of a snorkel</p> <p>Know how to and be able to perform one of the 2 entries taught in class</p> <p>Know and perform the 2 surface dives and when they are to be used</p> <p>Being able to find ones buoyancy level and stay at that level while swimming</p> <p>Be able to float at natural buoyancy level</p> <p>Be able to move through the water at natural buoyancy level</p> <p>Be able to gain momentum and save energy with a push-off</p> <p>Be able to keep head above water while treading</p> <p>Be able to move through the water efficiently</p> <p>Be able to explain and perform interval training in the pool</p> <p>Be able to use the pace clock for pool workouts</p> <p>Be able to perform circle swimming</p> <p>I can size, put on and kick with fins.</p> <p>I can find the correct size mask for me and put it on properly.</p> <p>I can adjust my mask if it leaks.</p> <p>I can defog a mask.</p> <p>I can clear my snorkel of water at least one of the 2 methods taught in class.</p> |

| | |
|--|---|
| | <p>I can perform either the step in or the forward roll successfully.</p> <p>I can perform the 2 surface dives and know when to each of them.</p> |
|--|---|