

PE 342 A Movement Analysis & Applications 1

“Keeping youngster active and healthy for a life time”



Meeting Place: PE Building 205 and NP 202. 1:00-2:50 pm, Monday, Wednesday

Professor: Dr. Ferman Konukman (Dr. K)

Office Hours: Monday 3.00-4.00 pm,
Wednesday 11.00 am-12.00 pm,
Tue/Thur 2.30-3.30 pm

If the door is open, please come in ☺
Other days by appointment

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Course Web site: <http://www.cwu.edu/~konukmaf>
Please click on course information and go to Movement Analysis 1

Text & Readings: Required

1. Graham, G., Holt/Hale, S., & Parker, M. (2006). Children Moving: A Reflective Approach to Teach Physical Education (Seventh Edition). New York: McGraw Hill.

Supplementary

2. National Association for Sport and Physical Education, (1995). Physical Education Standards, K-12. AAHPERD: Reston, VA.
3. Colvin, A, V.,, Markos, N. J. E., Walker, P. (2000). Teaching The Nuts and Bolts of Physical Education. Urbana-Champaign, IL: Human Kinetics.
4. Hoople, J.C. (1995). Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment. Urbana-Champaign, IL: Human Kinetics.

5. Cone, T.P., Werner, P., S.L. Cone., & A.M. Woods. (1998) Interdisciplinary Teaching Through Physical Education. Urbana-Champaign, IL: Human Kinetics.
6. Schiemer, S.(2000). Assessment Strategies for Elementary Physical Education. Urbana-Champaign, IL: Human Kinetics.

Purpose of the Course:

This course is designed for future physical education teachers and focuses primarily on “What” to teach in the elementary and secondary school. It is intended to provide an understanding of “the skill theme approach” to children’s physical education curriculum based on skill themes, movement concepts and generic levels of skill proficiency. Emphasis will be placed on developing an applied understanding of the curricular concepts through reading, lecture/discussion, movement, self appraisal. In addition, the purpose of this course is to increase skills and knowledge necessary to develop the cognitive, psychomotor, and affective domains of K-12 students in locomotor and stability movements.

Additionally, students will be introduced to the requirements and philosophy of the Physical Education Teacher Education Program (PETE) at Central Washington University. As part of CWU’s commitment to prepare highly qualified educators, this course utilizes our constructivism philosophy. In it we ensure that the learner creates knowledge, knowledge is “constructed” or made meaningful when the learner relates new information to prior or existing knowledge, that the knowledge is constructed and shaped by experiences and social interactions, and that the students will establish knowledge cooperatively. This class experience will contribute to students meeting the following CWU and State standards:

CWU Center for Teaching and Learning

CTL.1	DOMAIN: I) Evidence of Candidate Learning: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.
CTL. 1.11	STANDARD: Candidates have opportunities to work with a diverse representation of P-12 students

Washington State Health & Fitness Standards

1.0 Common Core: Content Knowledge

A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.

S1.1 Identify critical elements for basic motor skills and develop appropriate sequences.

S1.2 demonstrate with competence basic motor skills, rhythms, and physical activities (sport and games, lifelong leisure activities, and dance)

S1.8 create and use appropriate instructional cues and prompts for basic motor skills, rhythms, physical activity, and fitness.

4.0 Common Core: Management and Motivation

A health /fitness teacher uses and understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

S4.1 use a variety of developmentally appropriate practices to motivate learners to participate in physical activity and positive health practices inside and outside of the school.

S4.4 use managerial and instructional routines which create smoothly functioning learning experiences

6.0 Common Core: Planning and Instruction:

A health /fitness teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated and health literate individuals.

S6.1 identify, develop, and implement instructional and program goals.

S6.2 select implement, and evaluate instructional strategies based on developmental levels, learning styles, and safety issues.

7.0 Common Core: Learner Assessment:

A health/fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners.

S7.1 use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and communicate learner progress.

S7.5 use and interpret performance data to inform instructional decisions.

Instructional Objectives:

As a result of passing this course each student should be able to:

1. Define and provide practical examples of skill themes, movement and how they are taught effectively.
2. Explain the need for generic levels of skill proficiency and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum fro children.
3. Organize developmentally appropriate progression for each of the skill themes and movement concepts.
4. Identify and provide appropriate movement tasks and instructional cues based on the observed skill level of children.
5. Accurately describe and demonstrate an appropriate progression of cues (critical elements) based on generic levels of skill proficiency.
6. Create interesting challenges that motivate children to continue to practice tasks.
7. To identify critical elements for basic locomotor and stability skills and develop appropriate sequences.

8. To demonstrate with competence basic locomotor and stability skills including rhythms and physical activities (sports, games, lifelong leisure activities).
9. To describe and demonstrate concepts and strategies related to skillful movement and physical activity.
10. Assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social and emotional domain.
11. Organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.
12. Use managerial and instructional routines to create smoothly functioning learning experiences.

Course Requirements:

1. **Homework Assignments: Online quizzes and readings:** There will be online quizzes. Please go to McGraw Hill text book web site (<http://www.mhhe.com/graham6e>) and sign in with the pass word in your text book. In web site you need to go to specific chapter that assigned before you come to class and e mail me (PE342a@hotmail.com) the results. Please complete all assignments **on time**. **Late assignments will not be accepted.** All assignments must be **typed** except where otherwise noted.
2. **Activity Laboratories:** These laboratories will require you to actively participate in activities that eventually be teaching. **You will be expected to dress appropriately for activity and actively participate in the lessons.**
3. **Exams:** This will be a **one midterm** (multiple choices) and **one final exam** (comprehensive-take home) that require you to synthesize much of what you have learned in this course.
4. **Attendance:** Attending class and participating in discussion and activities is essential in this class. Please **BE ON TIME!** You will get 5 points each time when you attend class on time, and lose 3 points if you are late or tardy. Students are expected to participate all class sessions. In the event of absence, it is the student responsibility to obtain the information and materials presented during missed class. **If you miss more than 4 classes, your grade will be an F automatically.**
5. **Worksheets:** Take home work sheets will be provided for each skill theme chapter reading in the course website.
6. **Academic Service Learning (ASL) Project:**
Academic Service Learning is a civic engagement project with the schools in our society. Skill theme concepts that you learned will be applied to some schools in Ellensburg-Thorp school districts and you will be teaching them for two weeks (4 sessions).

An extra ASL manual that includes sample lesson plan and rubrics will be provided by myself about this project. Students will be required to create four lesson plans that they will teach in public school settings for Academic Service Learning (ASL) project. More detail will be provided at the appropriate time.
7. **Please do not wear hats in any PE classes** – theory or practice. We are responsible for preparing you for the working world. Students in public school PE classes do not wear hats – we shouldn't either. Also you should not chew gum when in public school settings for the same reason.

Evaluation and Grading:

Grading for this course is described below:

Quizzes & Readings	10%
Attendance	10%
Worksheets	10%
ASL Project	20%
Midterm	20%
Final	30%

Total	100%
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Grading Scale

A	94-100	B+	88-89	C+	78-79	D+	68-69
A-	90-93	B	84-87	C	74-77	D	64-67
		B-	80-83	C-	70-73	D-	60-63
F	Below 60						

Make-Ups:

Students are expected to submit all assignments and complete any tests, which are due during an athletic (or other university related) trip prior to the date of departure.

Professional conduct

This is a professional preparation course. Therefore, display of unprofessional behavior such as tardiness, lack of preparation and non-participation in class will result in a deduction from the final grade.

Dishonesty

Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class