

PE 342B
Movement Analysis and Applications II

Meeting Place: NP 202 and NP 203

Professor: Dr. Mathias

Office Hours: Monday 9-11
Tuesday 1-3
Thursday 10-11
Friday by appointment

Other Times: If the door is open, please come on in ☺

All others by APPOINTMENT!

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

Live Text: Subscription to **Livetext** is **mandatory** and this is available from bookstore or internet www.livetext.com

Purpose of the Course:

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 striking fundamental movement development in activities such as striking with rackets and paddles (racket sports: tennis, badminton, pickle ball) and striking with long-handled implements (hockey).

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.

Objectives: Specific objectives for students are:

- 1) to identify critical elements for basic manipulative skills and develop appropriate sequences to help students achieve proficiency. (NCATE Standard 1, NASPE Standards 1, 6)
- 2) to demonstrate with competence, basic manipulative and propulsive skills included in many physical activities (sports, games, and lifelong leisure activities) (NCATE Standard 1, NASPE Standards 1, 6)
- 3) to describe and demonstrate concepts and strategies related to skillful movement and physical activity. (NCATE Standard 1, NASPE Standards 1, 6)
- 4) assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social and emotional domain. (NCATE Standard 2, NASPE Standards 1)
- 5) identify and select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness. (NCATE Standards 1, 4, NASPE Standards 1,2, 3, 6)
- 6) stimulate learner reflection on prior knowledge, experiences, and skills and based on this reflection encourage them to assume responsibility for their own learning. (NCATE Standard 1, NASPE Standards 1,8)
- 7) use appropriate strategies, services, and resources to meet special and diverse learning needs. (NCATE Standard 4, NASPE Standards 1,3,4)
- 8) use managerial and instructional routines to create smoothly functioning learning experiences. (NCATE Standard 1, NASPE Standards 1,3,4,6)
- 9) organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. (NCATE Standard 1, NASPE Standards 1, 4,6)
- 10) develop appropriate teaching skills via Academic Service Learning projects in local schools. (NCATE Standard 1, NASPE Standards 3, 4, 5, 6,7,8,9,10)

Course Requirements:

Assignments:

Readings should be completed before the class period in which the topic will be covered. Students should be prepared to intelligently discuss the material from the readings in class and complete assignments.

Psychomotor Performance:

Students will be expected to complete competencies in each unit taught. Competencies will be explained in detail prior to the beginning of each of the sports in which they are expected. Competencies will be associated with the grading process as detailed at that time. (i.e. badminton, pickleball, tennis, golf, hockey, batting)

Exams: There will be one comprehensive exam.

Quizzes: Five quizzes will be administered without notice at the beginning of class. Students will receive 10 minutes or less to complete each quiz. Students who are tardy or absent will not be allowed to make up the quiz.

Professional Conduct:

This is a professional preparation course. Therefore, display of unprofessional behavior such as tardiness, inappropriate dress in the K-12 schools and/or the university classroom setting, lack of preparation and non-participation in class will result in a deduction from

the final grade. This includes your actions, word usage (flavorful language is not appropriate), and clothing. Hats are NO longer an acceptable article of clothing. Appropriate PE clothing will be required during ALL activity courses.

Attendance: Students are **expected** to participate in all class sessions and in all evaluation activities. In the event of an absence, it is the student's responsibility to obtain the information and materials presented during the missed class. Because this is partly a "hands on" course, it is imperative that students attend these classes, which will train them for successful teaching in future experiences.

Grading:

Quizzes	20%
Tests	25%
Competency testing	15%
Skill Theme Activity	15%
Additional Assignments	15%
Daily Assignments and Expectation	10%
Total	100%

Potential Teaching Opportunity:

You may have the opportunity to teach one of these sports to public school students. If that occurs, you will teach the students on the basis of pass/fail. More details will accompany the lesson.

Grading Scale:

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

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.

Dishonesty:

Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken.

Changing Grades:

All grades are final. Grades will be rounded up to the next percentage point if they are .5 or higher. A grade of .4 or lower will be rounded down. For example, an 89.5 will be rounded up to a 90 and an 89.4 will be rounded down to an 89. There will not be any exceptions.