COURSE INFORMATION:

Instructor: Scott Melville, Ph.D
Office: PEB 251
Office hours: 9-10 MTWTF & by arrangement
Phone: 359 7069
E-Mail: smelville@ewu.edu
Room: PC 108 and 270
Time: TR 8-9
Credit: 2

COURSE DESCRIPTION:

The students learn to perform and demonstrate basic motor skills. Also, they are introduced to the basics of physical function/development of children, a wide range of appropriate physical activities/games/dance skills, teaching objectives/methods, and formal/informal assessment techniques in health and physical education. Also, information relative to the development of the cognitive and affective domains is considered.

RATIONALE:

Course is designed to enable elementary health and fitness specialists to play a leadership role in a school-wide approach to improving the children’s, faculty’s and staff’s health and physical activity practices. To do this, they must have the ability to demonstrate fundamental movement skills, know appropriate teaching methods in health and physical education, have a basic understanding of the physical development of children, know appropriate activities, and must be able to use valid assessment techniques.

COURSE OBJECTIVES:

The students will demonstrate...

* competency in a variety of basic motor skills.

* an understanding of the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition. Also covered is an understanding of the benefits of a healthy lifestyle as well as the dangers of diseases and activities that contribute to disease.

* an understanding of elementary health and physical education teaching methods and content relevant to the development of physically educated individuals. Physically educated individuals are those who...
  * know how to develop and maintain their physical health — and do so
  * demonstrate competence in a wide variety of movement, sport and dance skills
  * enjoy, appreciate and regularly follow good health and physical activity practices
* an understanding of elementary health and physical education teaching methods and content relevant to the development of a wide variety of cognitive and affective domain skills such as: problem solving, perseverance, creativity, cooperation.

* an understanding of formal and informal assessment procedures in elementary health, physical education. Ideas will be covered pertaining to...
  - making assessment an integral part of the teaching process
  - student self-assessment
  - portfolios building
  - standardized tests

**STATE STANDARD 1.2 (NASPE STANDARD 1.2) IS PARTUALLY SATISFIED IN THIS CLASS**

Standard 1.2 Demonstrate with competence basic motor skills, rhythms, physical activities, and fitness (movement concepts, locomotor skills, non-locomotor skills, manipulative skills, specialized motor skills, game skills, and sport skills).

**INSTRUCTIONAL METHODS AND MATERIAL:**

* practice and assessment of basic motor skills

* Activity/discussion sessions directed by the instructor

* Reading of the course text

**COURSE REQUIREMENTS:**

* Demonstrated mastery of all minimum basic motor skill requirements (60)

* Demonstrate supplemental motor skill mastery (60 points possible)
  (20 BONUS POINTS POSSIBLE FOR THOSE ON A MISSION)

* Multiple-choice exam on chapters 1-10 (134 points)

* Attendance (60 points – minus 3 points for each absence)

**GRADE SCALE:**

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FOOTBAG CHALLENGES

Required minimum skills to meet State and NASPE Standards and to pass the class
1. _____ 6 consecutive kicks
2. _____ 4 alternating inside kicks

Each of the following worth 3 points
1. _____ 10 consecutive kicks
2. _____ 15 consecutive kicks
3. _____ 8 alternating inside kicks
4. _____ 8 alternating kicks with a partner
5. _____ Half court progression with a partner
6. _____ Half court progression
7. _____ 2 consecutive outsides (rainbow)
8. _____ 1 clipper kick within a routine
9. _____ 2 clipper kicks within a routine
10. _____ Full spin within a routine

JUGGLING CHALLENGES

Required minimum skills to meet State and NASPE Standards and to pass the class
10 second criterion
1. _____ 3 ball juggle for 15 seconds (basic pattern)
2. _____ 2 ball juggle with one hand for 15 seconds (either cascade or stagger)

Each of the following worth 3 points
15 second criterion unless another criterion applies
1. _____ 2 ball stagger with a shadow
2. _____ Basic 3 ping-pong
3. _____ Basic off the elbow 3 times
4. _____ Basic 3 ball dribble
5. _____ Basic 3 under the leg (3 times)
6. _____ Basic 3 behind the back (3 times)
7. _____ 3 ball off the wall
8. _____ 3 ball slam start (3 consecutive)
9. _____ 3 pin juggling
10. _____ 3 ball juggle (cascade pattern)
11. _____ Basic 3 ball claw
12. _____ 2 consecutive neck catches from a routine
13. _____ Basic 4 ball juggle
14. _____ Basic 3 ball hand sharing length of the court
15. _____ Partner steals (3 times)
JUMP ROPE CHALLENGES

Required minimum skills to meet State and NASPE Standards and to pass the class
1. _____ Double Dutch (10 seconds)
2. _____ 5 minute basic time jumping
3. _____ 3 cross-overs

Each of the following worth 3 points
10 second criterion unless another criterion applies

1. _____ Double Dutch twirling
2. _____ Boxer step (30)
3. _____ Running the court (basic step)
4. _____ 5 Double twirls
5. _____ 10 cross-overs
6. _____ Hop stepping up to 20
7. _____ 15 minute basic time jumping
8. _____ 5 ball passes with a partner (single long rope)
9. _____ Double arch twirling
10. _____ 10 second egg beater

FRISBEE CHALLENGES

Required minimum skills to meet State and NASPE Standards and to pass the class
Catches and throws must be half length of court, receivers can only stretch

1. _____ 5 back hand throws
2. _____ 5 side arm throws
3. _____ 5 behind the back catches

Each of the following worth 3 points

1. _____ 10 back hand throws
2. _____ 5 underhand throws
3. _____ 3 tip catches
4. _____ 2 double tip catches
5. _____ 3 skip throws
6. _____ 2 finger catches
7. _____ 3 between the leg catches
8. _____ 5 court length throws
9. _____ 10 airborne exchanges with a partner (a least 15 feet apart)
10. _____ Throw-run-catch (female 40 feet, male 60 feet)
TUMBLING STUNTS

Required minimum skills to meet NASPE Standards and to pass the class
1. _____ 5 second balance (tripod, headstand, tip-up, or handstand)
2. _____ 3 Safety rolls (forward and backward)
3. _____ 3 180 jump turns (both ways – sticking the landing)
4. _____ 3 Hurdle—step—step—cartwheel

Each of the following worth 3 points

1. _____ Forward roll
2. _____ Backward roll
3. _____ Knee dip (opposite hand)
4. _____ Fish hawk dive
5. _____ Crane dive
6. _____ Front seat support (10 seconds)
7. _____ Snap up (2 consecutive)
8. _____ Backward roll into an extension
9. _____ Hand stand (5 seconds)
10. ____ Hand walk (10 feet)
11. ____ Double scooter (half court)

UNICYCLING

Required minimum skills to meet NASPE Standards and to pass the class
1. _____ 10 feet ride (shoulder spotting allowed)

Each of the following worth 3 points

1. _____ Half court ride with no spotting
2. _____ Around the gym ride with no spotting
3. _____ Self- mounting without a support