Content Outline for MTTC Test Review

Concepts and Strategies of Physical Education

• Components of health-related physical fitness, the F.I.T.T. principle, and methods for applying these components.
  o **What is physical fitness?**
  o **Are today’s children fit?**
  o **Creating positive attitudes toward physical activity**
  o **Avoiding harmful practices and exercises**
  o **Types of fitness routines for children**
    (teacher leader exercises, circuit training, locomotor continuous moving, jump rope, stretching and jogging, squad leaders w/task cards, etc)

• Application of principles and theories of motor development to promote skill and knowledge.
  o **The growing child** (growth patterns, body physique i.e. ecto-, meso-, and endomorphs, skeletal maturity, muscular development and strength, relative strength and motor performance, aerobic capacity, obesity and physical performance.
  o **Teaching specialized motor skills** (ensure success of all students, allow students to learn all skills and play all positions, distance running, resistance training)

• Recognition of movement concepts as they apply to the development of motor skills.
Movement concepts (Space Awareness i.e. general or personal, direction, level, pathways, planes; Body Awareness i.e. shapes, balance, transfer of body weight, flight; qualities of movement i.e. time or speed, force, flow; and relationships i.e. among body parts, with objects and/or people)

Fundamental motor skills (Locomotor Skills i.e. walk, run, hop, skip, slide, gallop, jump, leap; Non-locomotor Skills i.e. bend, turn, twist, balance, push, pull, stretch; and Manipulative Skills i.e. strike, throw, dribble, kick, punt, catch)

- Recognition of methods for applying concepts of personal/social development in the context of physical activity (e.g. responsibility, cooperation, positive self-concept, best effort, compassion for others, self-control) to promote students’ skills, knowledge, and behaviors that contribute to learning and healthy lifestyles.
  - Integrate personal/social skills into physical education as intermittent and continuous themes throughout a school year (e.g. every 4 wks change the personal/social skill that is emphasized during the course of the year.
  - Make sure that each personal/social skill is clearly defined with indicator of each particular skill. For example, responsibility (doing the right thing) might be defined by
the following indicators: finish your job, think first, be prepared, accept consequences, be honest, admit mistakes, etc.

- Recognition of connections between physical education and other content areas and everyday life.

  - Interdisciplinary instruction can occur with many other instructional areas such as Art (e.g. design and prepare bulletin board with a physical fitness theme), Geography (e.g. play and study games or dances from different countries), Health, Safety, Wellness (e.g. discuss fitness and nutrition concepts or inspect the safety of equipment and facility), History (e.g. study games and activities of specific historical periods such as Civil War, the Depression, etc), Language Arts (e.g. conduct a coral reading of a well know poem about sport such as “Casey at the Bat”), Music (e.g. moving to different musical tempos do various activities to music selections), Number Concept (e.g. computer shooting percentages, class averages, etc), Science (e.g. make each type of lever by identifying joints of the body and labeling as first, second or third class levers or explore acceleration and deceleration, center of gravity and such)
- Rainy day activities (when outdoor activities must be brought indoors and modified)
- Classroom activities and brain breaks
  - Knowledge of effective strategies and resources for developing and assessing knowledge and skills related to physical education.
- Assessments in physical education should be developed prior to teaching a unit (e.g. basketball or locomotor skills) of instruction and most often take the form of assessment rubrics.
- Develop assessments for all three domains of learning (i.e. psychomotor, cognitive, and affective)
- Focused on essential skills, fitness behaviors and concepts
- Yield a written record
- Provide evidence of student learning
- Signal to students what is important
• Types and characteristics of sources of information used is physical education.

• Ethical considerations associated with researching, producing, etc.