



Movement Screening for Physical Literacy

**3 Graduate Credits
Course Format: Online**

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CSU-Pueblo partners with The Institute for Graduate Studies in extending graduate credit through distance learning continuing education courses. This course will appear on your CSU Pueblo transcript as an ED 501 (Special Topic Course).

Course Description

The Knowledge of the course will allow teachers and coaches to gain a better understanding of how to assess and create meaningful activities based on students' abilities to move correctly. Physical educators, coaches, and strength coaches are you looking to add value, justification, and support for your physical education program? Is your program addressing the SHAPE National Physical Literacy standards for your students? Are you wondering how to accurately measure and prove that students leave your program physically literate? Then consider taking this course about a movement program called "The Functional 5+". It provides a baseline movement screening for all ages in addition to offering correctives to help teach proper warmups, exercise, and play.

Many well-known authors and researchers report that as children grow, they tend to be at risk of overuse injuries that tend to cause a more inactive lifestyle. In order to create physically literate students, we need to be able to measure, screen, and develop proper movement patterns in K-12 students. It is essential for physical education teachers to have tools to screen movement and address possible deficiencies, so that students will graduate having the knowledge, competency, and confidence to enjoy physical activity and fitness for the rest of their lives. The projected outcome of this course is to provide classroom teachers with the knowledge, understanding, and methodologies needed to implement meaningful physical activity into daily lessons.

Learning Objectives

As a result of participation in this course, students will:

1. Identify and evaluate current physical fitness assessments.
2. Identify current Physical Education fitness curriculum.
3. Identify weaknesses in student movement patterns and performance.
4. Identify and evaluate common injuries in Physical Education and Athletics.
5. Understand the Functional 5+ movement screen and how to administer.
6. Learn correctives and how they can help develop proper movement.

7. Demonstrate the movement screen and evaluate performance.
8. Create a dynamic warm up for class.
9. Implementation of the movement screen into Physical Education.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Credit Limit and other Registration Requirements

Students must hold a baccalaureate degree and may not schedule more than 18 semester credits for fall and spring semesters or more than 18 semester credits for summer term. It is recommended that you receive board or district approval before registering with Colorado State University-Pueblo.

Text/Reading/Resources

Resources are embedding into the syllabus

Format of the Course

This course has a total of #7 individual lessons and one culmination project. You are required to complete all of the pieces in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed, however, the advantage of distance learning for professional educators is that you are aware of the type of learner you are, and you can dictate the completion based on your own professional goals. Instructional notes, expectations, and grading rubrics for each Lesson/Project will all be included in your introductory email. Some assignments require you to submit electronic files. Files can be saved as PDFs or Word Documents (preferred), and emailed to the instructor. Coursework can also be shared with the instructor via the Google Drive format. Contact the instructor if you would like help in this option. Highlights of the coursework/expectations are below:

		Approximate contact hours/Points for each Lesson
Lesson 1	<p>Current Trends in Physical Education</p> <ul style="list-style-type: none">• Read the articles “There is a Sleeping Giant Among Us” and “What Should Physical Education Goals Be”.• Observe 4 classes that you do not teach.• What do you feel are the current trends in Physical Education? Do you feel the need to improve physical fitness concepts in Physical Education? What should be the goal of Physical Education?	<p>15 hours</p> <p>20 points</p>
Lesson 2	<p>Evaluate your current PE Curriculum</p> <ul style="list-style-type: none">• Read the article “Post Traumatic PE Disorder”.• Do you feel the students have any of these problems in your curriculum? Connect with your curriculum director and see where the district stands on PE? How can we make our students feel safe and motivated to be physically active? Create a 2 page summary of your research.• Read the article “The Relationship of Physical Fitness and Academic Performance”.• Read through the SHAPE Grade Level Outcomes for your	<p>20 hours</p> <p>10 points</p>

	from each of the 5 assessments. How do you feel these correctives will improve performance?	
Lesson 6	<p>Movement Screen in Action</p> <ul style="list-style-type: none"> • Use this sheet. Demonstrate and evaluate 10 students. • What are common strengths and weaknesses of your students? 	<p>10 hours</p> <p>30 points</p>
Lesson 7	<p>Dynamic Warm Up</p> <ul style="list-style-type: none"> • Read the following articles on warm ups <ul style="list-style-type: none"> ○ “Group Warm Ups” ○ “Warm Up Templates” ○ “Exercise Database” • Create a 5-day warm up template. Select 2 movements for each assessment. Make a video of 1 of the day's warm ups. 	<p>10 hours</p> <p>25 points</p>
Final Action Plan Project	<p>Design Action Plan: Putting the Functional 5 into action</p> <ul style="list-style-type: none"> • 5 page summary • How do the Functional 5 assessments connect with the SHAPE grade level outcomes and physical literacy? How will you implement the Functional 5 assessments and correctives into your curriculum? Will you pre-test students and build activities based off of results? How can these screens assist in strength training? 	<p>20 hours</p> <p>50 points</p>
Coursework Completion Log	Complete: Course Completion Log	<p>115 hours</p> <p>240 points</p>

Evaluation Form	This document will need to be completed and sent to CSU-Pueblo when you finish your course. IGS Evaluation Form	
	Total Points: 240 Total Hours: 115	

Grading

Rubrics for the individual lessons can be found on each lesson overview document.

Letter grades will be assigned as follows:			
A: 200-240 points	B: 160-200 points	F: less than 160 points	I: Incomplete work

Please see rubrics and notes on lesson summaries for grading criteria. The Institute for Graduate Studies will process and evaluate your work within 7-10 business days of us receiving it in our office. Grades may be posted sooner than 7 days depending on the time in the term and the volume of work being submitted to the instructor. After the grades have been entered into the system by the instructor, you can check your grades through your PAWS account. You may also request an official transcript to be sent from your PAWS account. If taking more than one course, it is recommended to wait until all grade reports are received from CSU-PUEBLO before requesting transcripts. CSU-PUEBLO transcript information can be found at <https://www.csupueblo.edu/registrar/transcripts.html> If you have a specific deadline, please communicate your necessary completion date to The Institute for Graduate Studies and we will try to accommodate requests.

If an Incomplete is given the student will have 4 weeks to turn in the course assignments to the instructor before they will be given an F. The student must inform the instructor that they will be turning in assignments late to fix their Incomplete within one week of the course ending.

Submitting Coursework

Students may submit coursework via email attachments or through the US postal service.

When mailing via the post office: Kerry Janquart 3642 May Lane, DePere, WI 54115

When mailing via email, please include:

Email: kjanquart.attendigs@gmail.com

Please include Movement Screening for Physical Literacy in the subject line.

Formatting Requirements

Proper formatting is essential:

Complete the assignments in Google docs or templates given and email/share them with the instructor.

Coursework Deadlines

Coursework is due at the end of the semester .

Academic Honesty

Academic Dishonesty Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Accommodations

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Mandatory Reporting

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity). Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

Annotated Bibliography

“There is a Sleeping Giant Among Us” By Alex Slezak

“We Can’t Do it Better than Nature” By Gray Cook

“The Relationship Between Physical Fitness and Academic Performance”By Toby Brooks

“SHAPE Grade Level Outcomes” By the AAHPERD Curriculum Framework Task Force

“Youth Sports Injuries” By Kimberly R. Witkowski

“Group Warm Ups” By Jim Kielbaso

Course Communication

If you have any questions please email me kjanquart.attendigs@gmail.com or call me (920) 309-2574. I normally respond to emails within 1-2 business days.

This IGS copyrighted course syllabus is dated June 1, 2020.
