

DOCUMENT RESUME

ED 235 145

SP 023 061

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TITLE Study Guide for TCT in Health and Physical Education.
INSTITUTION Georgia State Dept. of Education, Atlanta.
PUB DATE Jun 83
NOTE 38p.; For related documents, see SP 023 053-079.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Educational Objectives; *Health; Higher Education; Physical Education; *Physical Education Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests

IDENTIFIERS *Georgia Teacher Certification Testing Program

ABSTRACT

This study guide is designed for those individuals preparing to take the Georgia Teacher Certification Test (TCT) in health and physical education. The test covers nine broad subareas: (1) health, body systems, disease; (2) tennis, handball, fencing, bowling, track, and recreational games; (3) development, hygiene, safety, nutrition; (4) softball, soccer, football, volleyball, and other team sports; (5) mental health, drugs, sex education; (6) elementary school physical education, basic movement, and games; (7) basic gymnastics and dance; (8) weights, combatives, aquatics, gymnastics, and outdoor activities; and (9) secondary school physical education. Each subarea contains a listing of selected general and specific references for that subarea. (JMK)

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STUDY GUIDE FOR TCT IN HEALTH AND PHYSICAL EDUCATION

Published by

Georgia Department of Education

Georgia Teacher Certification Testing Program

Atlanta, Georgia 30334

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education:

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
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The Georgia Department of Education wishes to express its appreciation to the group of Georgia educators listed below who volunteered their time and expertise to develop this Study Guide.

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June 1983
Georgia Department of Education
Atlanta, Georgia

STUDY GUIDE FOR TCT IN HEALTH AND PHYSICAL EDUCATION

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Study Guide for TCT in Health and Physical Education
Georgia Teacher Certification Testing Program
Field 014: Health and Physical Education

Introduction

This study guide is designed for those individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in Health and Physical Education. While the TCT may be taken at any time it is suggested that examinees will do best when course work in health and physical education areas is completed.

This criterion referenced test was developed for initial certification in order that new health and physical education teachers might demonstrate minimum competency in knowledge of the health and physical education content field. The nine broad subareas of objectives from which test items were written were identified by currently practicing Georgia physical educators. The nine area objectives are listed below in order according to the number of questions represented on the test for each of these subareas:

Health, Body Systems; Disease
Tennis, Handball, Fencing; Bowling; Track; and
Recreational Games
Development; Hygiene; Safety; Nutrition
Softball; Soccer; Football; Volleyball and Other
Team Sports
Mental Health; Drugs; Sex Education
Elementary School Physical Education, Basic
Movement and Games*
Basic Gymnastics and Dance*
Weights; Combatives, Aquatics, Gymnastics, and
Outdoor Activities
Secondary School Physical Education

*These subareas have an equal number of items

Again, the subareas are listed above according to the number of questions represented on the test from each of those areas. For example, Health, Body Systems, Disease is listed first because it has the largest number of questions, while Secondary Physical Education is listed last because it has the least number of questions. In order to pass the TCT you do not need to pass each subarea. Your total score is determined by the number of correct answers. There are no penalties for an incorrect answer. All the test items are multiple choice with four (4) possible answers. The test is scheduled for 3½ hours although you may request up to an additional hour at the end of the test session.

When preparing for the TCT it is suggested that you review each content objective. Compile a list of the objectives which you feel weak. This list will serve as a guide for selecting specific readings from this study guide.

Each subarea contains a listing of selected general references specific for that subarea. Following these sources each objective for a subarea is listed with one or more specific citations directly related to that objective. While these references were selected primarily from a list of currently used reading materials from state approved college and university programs, there are yet other references not listed because of limited space. One reference for each objective would probably be all that is needed to grasp a particular concept or meet a given objective.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F., Testwiseness. Rehoboth, MA: Twin Oaks Publishing,
1983.

Millman, J., & Páuk, W. How to Take Tests. New: McGraw Hill,
1969.

Páuk, W. How to Study in College (2n ed.). Boston: Houghton
Mifflin, 1974.

Preston, R. C. & Botel, M. How to Study. Chicago: SRA, 1974.

Raygor, A. L., & Wark, D. M. Systems for Study. New York:
McGraw Hill, 1970.

Georgia Teacher Certification Testing Program

Content Objectives

Field 14: Health and Physical Education

Subarea I: Elementary School Physical Education, Basic Movement and Games

1. Arnheim, D. D., & Pestolesi, R. A. Elementary physical education, a developmental approach. St. Louis, MI: C. V. Mosby Co., 1978.
2. Capon, J. Perceptual-motor lesson plan -- level 1. Alameda, CA: Front Row Experience, 1975.
3. Corbin, C. B. Becoming physically educated in the elementary school. Philadelphia: Lea & Febiger, 1976.
4. Dauer, V. P., & Pangrazi, R. P. Dynamic physical education for elementary school children. Minneapolis, MN: Burgess Publishing Co., 1979.
5. Gallahue, D. L. Understanding motor development in children. New York: John Wiley & Sons, 1982.
6. Graham, G., et al. Children-moving. Palo Alto, CA: Mayfield Publishing Co., 1980.
7. Hoffman, H. Young, J., & Klesius, S. Meaningful movement for children: A developmental theme approach to physical education. Boston: Allyn & Bacon, 1981.
8. Kirchner, G. Physical education for elementary school children. Dubuque, IA: Wm. C. Brown Co. Publishers, 1978.
9. Kruger, H., & Kruger, J. M. Movement education in physical education: A guide to teaching and planning. Dubuque, IA: Wm. C. Brown Co. Publishers, 1977.
10. Logsdon, B. J., et al. Physical education for children. Philadelphia: Lea & Febiger, 1977.
11. McClenaghan, B. A., & Gallahue, D. L. Fundamental movement: A developmental and remedial approach. Philadelphia: W. B. Saunders Co., 1978.
12. Schurr, E. L. Movement experiences for children: A humanistic approach to elementary school physical education. Englewood Cliffs, NJ: Prentice-Hall, 1980.

13. Stanley, S. Physical education: A movement orientation. Toronto: McGraw Hill Book Co. of Canada, Ltd., 1977.
14. Vannier, M. H., & Gallahue, D. Teaching physical education in elementary schools. Philadelphia: W. B. Saunders Co., 1978.
15. Werner, P., & Simmons, R. A. Inexperience physical education equipment for children. Minneapolis, MN: Burgess Publishing Co., 1976.
16. Wickstrom, R. L. Fundamental motor patterns. Philadelphia: Lea & Febiger, 1977.

Objectives With Referenced Citations

Analyze developmental characteristics of children as they relate to basic movements/skills.
(References: 1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14)

Analyze how concepts of general and self space are used in human movement.
(References: 4, 6, 7, 9, 10, 12, 13)

Employ safety management strategies which stress listening skills, following directions, respect for others, proper use of equipment, and other safety considerations required by movement activities.
(References: 4, 14)

Given basic body movements, identify the level at which they are being performed.
(References: 1, 3, 5, 6, 7, 8, 10, 12, 13)

Analyze non-locomotor movements such as bending, stretching, and twisting.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16)

Classify body movements in terms of directions such as forward, backward, up/down, right/left, and combinations of these.
(References: 4, 6, 7, 9, 10, 12, 13)

Analyze locomotor movements such as running, jumping, sliding, and galloping.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16)

Analyze a body's extension in space in terms of size (large/small) and distance (far/near).
(References: 4, 6, 7, 9, 10, 12, 13)

Classify various body movement patterns as either symmetrical or asymmetrical.
(References: 7, 8, 9, 10, 13)

Identify pieces of equipment which would facilitate the development of specific body movements.
(References: 4, 8, 12, 13, 14)

Recognize movement patterns made by body parts as being primarily either leading or following in specific tasks.
(References: 7, 8, 9, 10, 13)

Identify ways in which the developmental characteristics of children determine an individual child's readiness for particular game activities.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14)

Apply basic game-safety concepts, such as equipment and grounds inspection.

(References: 1, 3, 4, 6, 12, 14)

Analyze the skill of catching in terms of such components as stretching, twisting, curling, and absorbing force.

(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Analyze the skill of throwing in terms of such components as stretching, twisting, curling, and force.

(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Identify body parts which can be employed in striking.

(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Identify striking patterns that are most appropriate for use with implements such as bats, rackets, and clubs.

(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Analyze variations of locomotor movement patterns such as sliding, running, and jumping, as they occur in various game situations.

(References: 4, 5, 6, 7, 9, 10, 11, 13, 15)

Identify specific skills in game situations which are associated with changing the direction of the body.

(References: 4, 5, 6, 7, 10, 13, 14)

Identify different pathways, such as straight, curved, and zig-zag, and how they are employed in game situations.

(References: 4, 5, 6, 7, 10, 13, 14)

Classify basic game skills in terms of when to employ strong or light force components.

(References: 4, 5, 6, 7, 10, 13, 14)

Identify the organizing units in children's games as they relate to teaching cooperative and/or competitive games.

(References: 6, 7, 9, 10, 13)

Identify elements such as equipment, numbers of players, rules, and strategies that can be considered in creating game activities.

(References: 6, 7, 9, 10, 13)

Identify references that can be consulted to obtain information on the teaching of child-designed games.

(References: 6, 7, 9, 10, 13)

Classify various games by their structure, content, and/or purpose.

(References: 6, 9, 10, 13)

Identify sources for and/or types of improvised homemade game equipment such as yarnballs, newspaper balls, nylon rackets, milk jug scoops, balloons, cans, and boxes.

(References: 4, 6, 8, 9, 14, 15)

Subarea II: Basic Gymnastics and Dance

1. Arnheim, D., & Pestolesi, R. A. Elementary physical education -- A developmental approach. St. Louis: C. V. Mosby, 1978.
2. Bucher, C., & Thaxton, N. Physical education for children: Movement foundations and experience. New York: MacMillan, 1979.
3. Burton, E. The new physical education for elementary school children. Boston: Houghton-Mifflin, 1976.
4. Corbin, C. Becoming physically educated in the elementary school. Philadelphia: Lea & Febiger, 1976.
5. Dauer, V. P., & Pangrazi, R. Dynamic physical education for elementary school children. Minneapolis, MN: Burgess Publishing Co., 1979.
6. Elliot, M.; Anderson, M.; & LaBerge, J. Play with a purpose: A movement program for children. New York: Harper and Row, 1978.
7. Fait, H. Experiences in movement. Philadelphia: Saunders, 1976.
8. Fleming, G. Creative rhythmic movement: Boys and girls dancing. Englewood Cliffs, NJ: Prentice-Hall, 1976.
9. Fowler, J. Movement education. Philadelphia: Saunders, 1981.
10. Gallahue, D. L. Understanding motor development in children. New York: John Wiley, 1982.
11. Graham, G. et al. Children moving. Palo Alto, CA: Mayfield Publishing Co., 1980.
12. Hoffman, H., Young, J., & Klesius, S. Meaningful movement for children: A developmental theme approach to physical education. Boston: Allyn & Bacon, 1981.
13. Kirchner, G. Physical education for elementary school children. Dubuque, IA: Wm. C. Brown Co. Publishers, 1978.
14. Kraus, R. A pocket guide of folk and square and singing games for elementary school. Englewood Cliffs, NJ: Prentice-Hall, 1963.
15. Kruger, H., & Kruger, J. Movement education in physical education. Dubuque, IA: Wm. C. Brown Co. Publishers, 1977.

16. Logsdon, B. J. et al. Physical education for children. Philadelphia: Lea & Febiger, 1977.
17. Murray, R. Dance in elementary education. New York: Harper and Row, 1979.
18. Schurr, E. Movement experiences for children: A humanistic approach to elementary school physical education. Englewood Cliffs, NJ: Prentice-Hall, 1980.
19. Stanley, S. Physical education: A movement education. Toronto: McGraw Hill, 1977.
20. Vannier, M., & Gallahue, D. Teaching physical education in elementary school. Philadelphia: Saunders, 1978.

Objectives With Referenced Citations

Identify the developmental characteristics of children (such as agility, balance, strength, flexibility, body and body part awareness) that need to be assessed in determining the appropriate gymnastic activities for each child.

(References: 1, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 18, 19, 20)

Employ safety management strategies which stress the basic safety considerations of various gymnastic activities.

(References: 1, 2, 5, 11, 12, 13, 15, 18, 19, 20)

Recognize the different directions employed in the movement skills of rolling and rocking as they are used in various floor and apparatus gymnastic activities.

(References: 1, 5, 6, 9, 11, 12, 13, 15, 19, 20)

Analyze the components of the skills of jumping and landing as performed in various floor and apparatus gymnastic activities.

(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Analyze the components of balance skills as performed in various floor and apparatus gymnastic activities.

(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Identify the basic mechanisms of weight transfer as they apply to floor and apparatus gymnastic activities.

(References: 1, 4, 5, 9, 11, 12, 13, 15, 16, 18, 19)

Identify shapes such as round, narrow, wide, and twisted that can be taken by the body in various floor and apparatus gymnastic activities.

(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Classify movement patterns in gymnastic floor and apparatus activities by the quality of the movements (i.e., fast and slow, smooth and jerky).

(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Identify ways in which children can work with partners in gymnastic activities.
(References: 4, 11, 12, 13, 15, 19)

Identify sources and types of improvised and/or homemade equipment (e.g., benches, tables, climbing ropes, vaulting boxes, inner tubes) that are appropriate for use in gymnastic activities.
(References: 2, 4, 5, 11, 12, 13, 15, 19, 20)

Recognize elements such as sequence, movement variety, partner relationships, and equipment that exist in, or can be used to create, various gymnastic routines.
(References: 4, 11, 12, 13, 15, 19)

Identify ways in which the developmental characteristics of children determine an individual child's readiness for particular dance activities.
(References: 1, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 18, 19, 20)

Recognize types of locomotor movement patterns (e.g., running, skipping, leaping, hopping, jumping) and/or combinations of locomotor movement patterns as they occur in various dances.
(References: 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)

Recognize types of non-locomotor movement patterns (e.g., turning, rising and falling, twisting, spinning, stretching, bending) and/or combinations of these patterns as they occur in various dances.
(References: 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)

Identify structured dances, dance steps, and/or dance patterns such as the schottische, polka, promenade, grand right and left, and do-si-do.
(References: 5, 8, 13, 14, 17, 18, 20)

Identify the body part stressed in various dance movements.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Recognize qualities of movement (smooth/jerky, fast/slow, strong/light) as they exist in various dance movements.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Distinguish between external (music tempo) and internal (body tempo) dance rhythms.
(References: 8, 9, 11, 12, 15, 17, 19)

Recognize how twisting and turning movements can be utilized to express meaning in dance.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Analyze how different body parts are used to create gestures in dance.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Identify dance formations (e.g., groups, single or double circle, squares, long-way sets, weaving patterns) which occur in structured and non-structured dance movements.
(References: 5, 8, 13, 14, 17, 18, 20)

Recognize elements such as imagery, music, and objects which may be used in creating a dance.
(References: 5, 6, 7, 8, 9, 11, 12, 13, 15, 17, 19, 20)

Identify resources such as books, records, tapes, and films which provide information about dance. (References: 2, 3, 5, 6, 8, 11, 12, 15, 17, 18, 19, 20)

Recognize the purpose of various types of dance (e.g., square, folk, creative, story-telling and singing games). (References: 5, 7, 8, 11, 17, 18, 19, 20)

Recognize how homemade or improvised equipment such as instruments, bells, wands, hoops, lummi sticks, and poles may be used in dance. (References: 2, 3, 5, 6, 8, 11, 12, 15, 17, 18, 19, 20)

Identify various factors which influence the development of fundamental motor patterns in children (e.g., environment, heredity, sex). (References: 1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 16, 18, 19, 20)

Identify the stages between fundamental and mature motor patterns. (References: 1, 4, 10, 11, 16, 18, 19)

Analyze motor patterns in terms of the mechanical principles of movement involved. (References: 1, 4, 9, 13, 16, 18, 19)

Apply developmental and learning theories to the scheduling of elementary physical education. (References: 1, 2, 3, 4, 5, 6, 11, 13, 18, 20)

Identify various persons, groups and organizations, that can help promote elementary physical education programs in the community. (References: 2, 5, 11, 13, 18, 20)

Identify proper procedures for the care and repair, storage, inventory, and ordering of equipment. (References: 2, 5, 13, 18, 20)

Identify methods for the evaluation of individual and class development. (References: 2, 4, 5, 6, 11, 12, 13, 16, 18, 20)

Identify sources of information which may be utilized for the development of sound physical education policies. (References: 2, 4, 5, 13, 18, 20)

Subarea III: Secondary Physical Education

1. Barham, J. N. Mechanical kinesiology. Greeley, CO: University of Northern Colorado, 1978.
2. Benson, H. The relaxation response. New York: William Marrow & Co., 1975.
3. Carr, R. The yoga way to release tension. New York: Coward, McCann & Geoghdgan Inc., 1974.
4. Corbin, C. B., & Lindsey, R. Fitness for life. ILL: Scott, Foresman & Co., 1979.
5. Crowe, W. C., Auster, D., & Pffer, G. Principles and methods of adaptive physical education and recreation. St. Louis, MO: C. V. Mosby Co., 1981.
6. Fait, H. F. Special physical education, adaptive-connective-developmental. Philadelphia: W. B. Saunders Co., 1978.
7. Fleming, G. Creative rhythmic movement: Boys and girls dancing. Englewood Cliffs, NJ: Prentice-Hall, 1976.
8. Freed, M. D. A time to teach, a time to dance. New York: Jalmar Press, Inc., 1976.
9. Furst, C., & Rockefeller, M. The effective dance program in physical education. West Nyack, NY: Parker Publishing Co., Inc., 1981.
10. Gatchell, B. Physical fitness, a way of life. New York: John Wiley & Sons, Inc., 1976.
11. Harris, J. A., Pittman, A. M., & Waller, M. S. Dance a while. Minneapolis, MN: Burgess Publishing Co., 1978.
12. Hinson, M. M. Kinesiology. Dubuque, IA: W. C. Brown Co., 1977.
13. Hipps, R. H., & Chappell, W. E. World of fun. Nashville, TN: United Methodist Board of Education, 1970.
14. Lockhart, A., & Pease, E. E. Modern dance, building and teaching lessons. Dubuque, IA: W. C. Brown, 1977.
15. Luttgens, K., & Wells, K. F. Kinesiology, scientific basis of human motion. Philadelphia: Sanders Co., 1982.
16. Miller, D., & Allen, T. Fitness: A lifetime commitment. Minneapolis, MN: Burgess Publishing Co., 1982.

17. Murray, R. L. Dance in elementary education. New York: Harper & Row, 1979.
18. Seaman, J. A., & DePauw, K. P. The new adapted physical education. Palo Alto, CA: Mayfield Publishing Co., 1982.
19. Selye, H. Stress without distress. Philadelphia: J. B. Lippincott Co., 1974.
20. Sherbon, E. On the count of one: Modern dance methods. Palo Alto, CA: Mayfield Publishing Co., 1975.
21. Wickstrom, R. L. Fundamental motor patterns. Philadelphia: Lea & Febiger, 1970.

Objectives With Referenced Citations

Apply the concept of tension control to yoga and other relaxation techniques.
(References: 2, 3, 19)

Identify basic formations and positions that occur in folk dancing.
(References: 11, 13)

Analyze the role in a personal fitness program of such activities as calisthenics, isometrics, isotonics, and warm-up and posture exercises.
(References: 4, 10, 16)

Identify the basic steps of traditional folk dances.
(References: 11, 13)

Analyze how such activities as jogging, bicycling, swimming, and rope climbing contribute to cardio-respiratory endurance or muscular strength and endurance.
(References: 4, 10, 16)

Identify the meaning of traditional folk dance terminology.
(References: 11, 13)

Identify how the mechanical principles of major muscle groups may be employed in specific skills.
(References: 1, 12, 15, 21)

Identify characteristic cultural variations on traditional folk dance patterns.
(References: 11, 13)

Identify the developmental needs of exceptional students as they relate to human movement.
(References: 5, 6, 18)

Recognize basic square dance set formations.
(References: 11, 13)

Recognize basic square dance calls and steps.
(References: 11, 13)

Identify the appropriate activities for meeting the needs of exceptional children.
(References: 5, 6, 18)

Recognize the major stages in the history and evolution of styles in modern dance.
(References: 7, 9, 17)

Identify body movements that are elements of modern dance.
(References: 7, 9, 17)

Identify fundamental movement patterns and combinations of movement patterns that occur in creating a dance.
(References: 8, 14, 17, 20)

Analyze creative dance patterns in terms of the quality (smooth/jerky, fast/slow, strong/light) of body movements.
(References: 7, 9, 17)

Apply the basic components of rhythm to the creation of a dance.
(References: 8, 14, 17, 19)

Subarea IV: Softball, Soccer, Football, Volleyball and Other
Team Sports

1. Cox, R. H. Teaching volleyball. Minneapolis, MN: Burgess Publishing Co., (latest edition).
2. Delano, A. L. Field hockey. Dubuque, IA: William C. Brown Publishers, (latest edition).
3. Egstrom, G. H., & Schaafsma, F. Volleyball. Dubuque, IA: William C. Brown Publishers; (latest edition).
4. Kreer, M. E.; & McCord, C. L. Softball: Slow and fast pitch. Dubuque, IA: William C. Brown Publishers; (latest edition).
5. Little, M. J. et al. Recreational football - flag, touch and flicker. Dubuque, IA: William C. Brown Publishers, (latest edition).
6. Mood, D.; Musker, F.; & Armbruster, D. Sports and recreational activities for men and women. St. Louis, MO: C. V. Mosby Co.; 1983.
7. Mott, J. a. Soccer and speedball. Dubuque, IA: William C. Brown Publishers; (latest edition).
8. Nelson, R. Soccer. Dubuque, IA: William C. Brown Publishers, (latest edition).
9. Scates, A., & Ward, J. Volleyball. Boston: Allyn & Bacon, (latest edition).
10. Schaafsma, F. Basketball for women. Dubuque, IA: William C. Brown Publishers, (latest edition).
11. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs: Prentice-Hall, Inc.; 1983.
12. Stanley, D. K.; Waglow, I. F.; & Alexander, R. H. Physical education activities handbook for men and women. Boston: Allyn & Bacon, Inc.; 1982.
13. Tenoschok, M. "Angleball," GAHPER Journal, Spring, 1977, p. 17.
14. Thomson, W. Teaching soccer. Minneapolis, MN: Burgess Publishing Company; 1981.

15. Whiddon, N. S., & Hall, L. Teaching softball. Minneapolis, MN: Burgess Publishing Co., 1979.
16. Wilkes, G. Basketball for men. Dubuque, IA: William C. Brown Publishers, (latest edition).

Objectives With Referenced Citations

Interpret the basic rules and regulations (including scoring) of softball.

(References: 4, 6, 11, 12, 15)

Analyze softball in terms of the fundamental skills of catching, throwing, pitching, batting, fielding, and baserunning.

(References: 4, 6, 11, 12, 15)

Apply the major offensive and defensive strategies of softball.

(References: 4, 6, 11, 12, 15)

Identify the basic terminology and equipment of softball.

(References: 4, 6, 11, 12, 15)

Interpret the basic rules and regulations (including scoring) of soccer.

(References: 6, 7, 11, 12, 14)

Analyze soccer in terms of the fundamental skills of dribbling, passing, kicking, trapping, blocking, heading, and goal tending.

(References: 6, 7, 11, 12, 14)

Apply the major offensive and defensive strategies of soccer.

(References: 6, 7, 11, 12, 14)

Identify the basic terminology and equipment of soccer.

(References: 6, 7, 11, 12, 14)

Interpret the basic rules and regulations (including scoring) of speedball.

(References: 6, 7, 11, 12)

Analyze speedball in terms of the fundamental skills of dribbling, passing and receiving, kicking, lifting, throwing, heading and trapping.

(References: 6, 7, 11, 12)

Apply the major offensive and defensive strategies of speedball.

(References: 6, 7, 11, 12)

Identify the basic terminology and equipment of speedball.

(References: 6, 7, 11, 12)

Interpret the basic rules and regulations (including scoring) of angleball.

(References: 13)

Analyze angleball in terms of the fundamental skills of running, dodging, kicking, catching, tagging, and throwing for accuracy and distance.

(References: 13)

Apply the major offensive and defensive strategies of angleball.

(References: 13)

Identify the basic terminology and equipment of angleball.

(References: 13)

Interpret the basic rules and regulations (including scoring) of field hockey.
(References: 2, 6, 11, 12)

Analyze field hockey in terms of the fundamental skills of dribbling, passing, receiving, dodging, tackling, bullying, shooting, goal tending.
(References: 2, 6, 11, 12)

Apply the major offensive and defensive strategies of field hockey.
(References: 2, 6, 11, 12)

Identify the basic terminology and equipment of field hockey.
(References: 2, 6, 11, 12)

Interpret the basic rules and regulations (including scoring) for the games of flag and/or tag football.
(References: 5, 6, 11, 12)

Analyze the games of flag and/or tag football in terms of the fundamental skills of kicking, blocking, passing, and receiving.
(References: 5, 6, 11, 12)

Apply the major offensive and defensive strategies of flag and/or tag football.
(References: 5, 6, 11, 12)

Identify the basic terminology and equipment of flag and/or tag football.
(References: 5, 6, 11, 12)

Interpret the basic rules and regulations (including scoring) of basketball.
(References: 6, 10, 11, 12, 16)

Analyze basketball in terms of the fundamental skill of catching, passing, dribbling, shooting, jumping, and pivoting and faking.
(References: 6, 10, 11, 12, 16)

Apply the major offensive and defensive strategies of basketball.
(References: 6, 10, 11, 12, 16)

Identify the basic terminology and equipment of basketball.
(References: 6, 10, 11, 12, 16)

Interpret the basic rules and regulations (including scoring) of volleyball.
(References: 1, 6, 9, 11, 12)

Analyze volleyball in terms of the fundamental skills of serving, passing, setting, spiking, and blocking.
(References: 1, 6, 9, 11, 12)

Apply the major offensive and defensive strategies of volleyball.
(References: 1, 6, 9, 11, 12)

Identify the basic terminology and equipment of volleyball.
(References: 1, 6, 9, 11, 12)

Subarea V: Tennis, Handball, Fencing, Bowling, Track, and
Recreational Games

1. Barrett, J. A. Archery. Santa Monica, CA: Good year Physical Activities Series, 1980.
2. Bellisimo, E. The bowlers manual. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.
3. Bross, M. Badminton. Dubuque, IA: William C. Brown Co., (latest edition).
4. Casady, D.; & Liba, M. Beginning bowling. Belmont, CA: Wadsworth Publishing Co., 1970.
5. Cheatum, B. A. Golf. Philadelphia: W. B. Saunders Co., (latest edition).
6. Johnson, J., & Xanthos, P. Tennis. Dubuque, IA: William C. Brown Co. Publishers, 1972.
7. Mackey, R. Bowling. Palo Alto, CA: Mayfield Publishing Co., 1980.
8. Martin, J., & Tandy, R. Bowling. Dubuque, IA: William C. Brown Co. Publishers, 1975.
9. Mood, D., Musker, F., & Armbruster, D. Sports and recreational activities for men and women. St. Louis, MO: C. V. Mosby Co., 1983.
10. National Collegiate Athletic Association. Official guides. New York: NCAA, (latest edition).
11. National Golf Foundation. Golf rules. North Palm Beach, FL: National Golf Foundation, (latest edition).
12. Official bowling, fencing, and golf rules and guide. American Alliance of Health, Physical Education and Recreation, National Association for Girls' and Women's Sports. Reston, VA: AAHPERD, (latest edition).
13. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.
14. Showers, N. Bowling. Santa Monica, CA: Goodyear Publishing Co., Inc., 1980.
15. Stanley, D. K., Inglow, I. F., & Alexander, R. H. Physical education activity handbook for men and women. Boston: Allyn & Bacon, 1982.

16. United States Golf Association. The rules of golf. New York: The Association, 1977.
17. United States Tennis Association. Official tennis guide and yearbook with official rules. New York: A. S. Barnes & Co., 1980.
18. Varner, M. Badminton. Dubuque, IA: William C. Brown Co., 1971.
19. Wakefield, F., Haskins, D., & Cooper, J. M. Track and field fundamentals for girls and women. St. Louis, MO: The C. V. Mosby Co., 1977.

Objectives With Referenced Citations

Interpret the basic rules and regulations (including scoring) of track and field events.
(References: 9, 13, 15, 19)

Compare track events of various distances (e.g., 40, 100, 220, 440, or 880 yards, mile, marathon, cross-country, and/or confidence course) in terms of fitness capacities and basic skill differences.
(References: 9, 13, 15, 19)

Analyze field events such as high jump, long jump, triple jump, discus, and shotput in terms of the fundamental skill required.
(References: 9, 13, 15, 19)

Apply the strategies of individual track and field events.
(References: 9, 13, 15, 19)

Identify the basic terminology and equipment of track and field events.
(References: 9, 13, 15, 19)

Interpret the basic rules and regulations (including scoring) of tennis.
(References: 6, 9, 10, 13, 15, 17)

Analyze tennis in terms of the fundamental techniques of forehand and backhand, grip, service, volley, lob, and smash.
(References: 6, 9, 13, 15)

Apply the major offensive and defensive strategies of singles and doubles tennis.
(References: 6, 9, 13, 15)

Identify the basic terminology and equipment of tennis.
(References: 6, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) for the games of handball (one-wall, two-wall, and four-wall) racquet ball and paddleball.
(References: 9, 13, 15)

Analyze the games of handball, racquetball, and paddleball in terms of the fundamental techniques of forehand and backhand play, service and delivery, and volley.
(References: 9, 13, 15)

Identify the basic terminology and equipment of handball, racquet ball and paddleball.
(References: 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of fencing.
(References: 9, 12, 13, 15)

Identify the basic terminology and equipment of fencing.
(References: 9, 12, 13, 15)

Interpret the basic rules and regulations (include scoring) of bowling.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Analyze bowling in terms of the fundamental techniques of grip, approach, aiming, and delivery.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Identify the basic terminology and equipment of bowling.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Interpret the basic rules and regulations (including scoring) of golf.
(References: 5, 9, 11, 13, 15, 16)

Analyze golf in terms of the fundamental techniques of the grip.
(References: 5, 9, 13, 15)

Apply basic golf strategies.
(References: 5, 9, 13, 15)

Identify the basic terminology and equipment of golf.
(References: 5, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of archery.
(References: 1, 9, 13, 15)

Analyze archery in terms of the fundamental skills of stringing a bow, nocking, drawing, aiming (identifying the dominant eye), and releasing.
(References: 1, 9, 13, 15)

Identify the basic terminology and equipment of archery.
(References: 1, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of badminton.
(References: 3, 9, 13, 15, 18)

Analyze badminton in terms of the fundamental techniques of the grips (forehand and backhand), service clears, and smash.
(References: 3, 9, 13, 15, 18)

Identify the basic terminology and equipment of badminton.
(References: 3, 9, 13, 15, 18)

Demonstrate a basic understanding of the rules and/or regulations (including scoring) of any of a large variety of popular recreational games, such as table tennis, shuffleboard, frisbee, table games (cards, chess), billiards, croquet, and horseshoes.
(References: 9, 13, 15)

Subarea VI: Weights, Combatives, Aquatics, Gymnastics, and
Outdoor Activities

1. American Red Cross. Swimming and water safety. Washington, DC: American Red Cross, (latest edition).
2. Boring, W. J. Science and skills of wrestling. St. Louis, MO: The C. V. Mosby Co., 1975.
3. Cooper, P. A., & Trnka, M. Teaching gymnastic skills to men and women. Minneapolis, MN: Burgess Publishing Co., 1981.
4. Kalakian, L., & Goldman, M. Introduction to physical education. Boston: Allyn & Bacon, Inc., 1976.
5. Loken, N. C., & Willoughby, R. J. The complete book of gymnastics. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.
6. Mood, D. et al. Sports and recreational activities for men and women. St. Louis, MO: The C. V. Mosby Co., 1983.
7. Nixon, J. E., & Jewett, A. E. An introduction to physical education. Philadelphia: W. B. Saunders, 1980.
8. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.
9. Siedentop, D. Physical education introductory analysis. Dubuque, IA: William C. Brown Publishers, 1982.
10. Stanley, D. K. et al. Physical education activities handbook for men and women. Boston: Allyn & Bacon, Inc., 1982.

Objectives With Referenced Citations

Identify and interpret the basic rules, regulations, scoring, and the usage of equipment placing and spotting techniques in gymnastics. (References: 3, 5, 6)

Analyze tumbling (dual activities, group activities, and floor exercises) in terms of the fundamental techniques of locomotor movement, rolls, balance, cartwheels, springs (hand and head), and walkovers. (References: 5, 6, 8, 10)

Analyze the fundamental techniques and/or skills used for working on the following apparatus: horse (long and side), balance beam, horizontal bar, parallel bars (even and uneven), still rings, and trampoline. (References: 3, 5, 6, 8, 10)

Identify the basic terminology and equipment of gymnastics. (References: 3, 5, 6, 8, 10)

Interpret the basic principles of weight training.
(References: 6, 8, 10)

Evaluate weight training as a discipline for conditioning the body.
(References: 6, 8, 10)

Analyze weight training in terms of the fundamental techniques of curls, presses, pullovers, and/or lifts (dead, leg).
(References: 6, 8, 10)

Identify the basic terminology and/or equipment of weight training.
(References: 6, 8, 10)

Interpret the basic rules and regulations (including scoring) of combatives such as wrestling, judo, and karate.
(References: 2, 6, 8, 10)

Identify the various types of conditioning techniques employed in combatives.
(References: 2, 6, 8, 10)

Identify fundamental wrestling skills and techniques.
(References: 2, 6, 8, 10)

Identify the fundamental principles, techniques, and skills employed in the art of self-defense.
(References: 2, 6, 8, 10)

Identify the major offensive and defensive strategies of wrestling and self-defense.
(References: 2, 6, 8, 10)

Identify the basic terminology and equipment of wrestling and self-defense.
(References: 2, 6, 8, 10)

Identify fundamental goals, principles, and legal regulations of outdoor education.
(References: 6, 8, 10)

Identify techniques for making a concern for safety and courtesy a part of an outdoor education.
(Reference: 6, 8, 10)

Analyze orienteering in terms of the basic skills of compass and map reading.
(Reading: 6, 8, 10)

Identify basic techniques employed in canoeing, sailing, and the handling of small crafts.
(Reference: 1)

Identify concerns and priorities involved in the selection of personal equipment and clothing for hiking and backpacking.
(References: 6, 8, 10)

Demonstrate knowledge of such camping skills as cooking, locating and constructing a shelter, building and maintaining a fire, and of preserving food.
(References: 6, 8, 10)

Identify fundamental techniques employed in bicycling (touring and racing).
(References: 6, 8, 10)

Demonstrate a basic understanding of the concept of hypothermia, the survival skills of obtaining food and water, and basic rescue techniques.
(References: 1, 6, 8)

Analyze sport fishing in terms of the fundamental skills of casting (with bait, fly, spinning, and heavy tackle equipment), fish identification, and lure-making and selection.
(References: 6, 8)