

Put the “FUN” back in PE!!!



KIN 3217: Fundamental Movement Skills

Fundamental Movement Skills provides teacher candidates with the opportunity to develop knowledge of and competency in fundamental movement skills, developmental gymnastics, and dance. Teacher candidates will prepare, implement, and analyze learning experiences based on the TEKS designed to develop competency in locomotor, non-locomotor, and manipulative skills as well as basic gymnastics and dance movements. Competency in teaching skills and tasks will be assessed.

COURSE OBJECTIVES

At the end of the course the student will:

Foundational Knowledge:

1. understand the concepts and principles of the Peer Teaching Model.
2. identify and describe Texas Examinations of Educator Standards (TExES) Domain I competencies 002, 003, & 005 and Domain II competency 008 necessary for developing and implementing effective learning experiences for fundamental movement skills, gymnastics and dance while maintaining a productive learning environment.
3. recall the knowledge, skills, and attitudes presented in the Physical Education Texas Essential Knowledge and Skills (TEKS §116.1 - §116.7).

Application:

4. demonstrate competency in fundamental movement skills, developmental gymnastics and dance.
5. use appropriate terminology when discussing and/or reflecting on teaching fundamental movement skills, gymnastics, and dance.
6. describe and practice teacher tasks (before, during, and after learning experience) used in creating and implementing innovative learning experience plans (LEP) based on TExES and TEKS for fundamental movement skills, gymnastics and dance using criteria presented in class.
7. reflect on learning experience(s) implemented and make appropriate revisions to LEP to enhance student learning.
8. utilize technology to retrieve articles for review, teaching tips, suggestions for activities and classroom management related to teaching physical education.

Integration:

9. discuss and reflect on the role of TExES and Texas Essential Knowledge and Skills (TEKS §116.1 - §116.7) in developing physical education curriculum and learning experiences that enhance student learning in the three learning domains (psychomotor, cognitive, and affective) for various grade levels.

Human Dimension

- 10. realize the role of fundamental movement skills, gymnastics and dance in the development of physically active lifestyles and specialized skills.
- 11. reflect on personal proficiency in teaching skills/tasks identified in the TExES necessary for becoming a master teacher.
- 12. collaborate with peers in providing constructive feedback based on TExES after implementation of a learning experience.

Caring:

- 13. advocate for quality daily K-12 physical education in the public schools.

Learning How to Learn:

- 14. become a student of teaching (pedagogy).

COURSE MEETINGS

Course	Days & Time	Location
KIN 3217	M-F 2:00 – 3:50	HOLL 200

INSTRUCTOR INFORMATION

INSTRUCTOR: Nancy Torres, MS
 OFFICE: College of Health Sciences Room 220
 TELEPHONE: 747-7266 or 204-0470
 EMAIL: natorres@utep.edu
 OFFICE HOURS: by appointment

REQUIRED COURSE TEXTS:

TEACHING PHYSICAL EDUCATION FOR LEARNING (5TH ED.) by Rink (3315, 3217, 3219, 3221, 3223, 4320, 4321), ISBN: 978-0-07-297304-4

SPORTS AND RECREATIONAL ACTIVITIES (14TH ED.) by Mood, Musker, Rink (3217, 3219, 3221, 3223), ISBN: 0-07-304530-6

THEME: INSTRUCTION

2 Factors That Influence Learning
6 Content Analysis and Development
9 Teaching Strategies

UNITS: (100 pts each – preparation, teach, reflection, revision, group evaluation)

Locomotor Movements – walk, run, leap, jump, hop, gallop, slide, skip: initial, elementary, mature
Object Control Movements – throw, catch, kick, trap, dribble, ball roll, strike, volley
Warm-up Options – stretch and warm-ups
Dance – bunny hop, chicken, geo, zumba, belly, 2-step, waltz, singlish, cds & soundtracks, etc.
Gymnastics – Mats, bar, beam, springboard, table: novice, intermediate, advanced

GAMES/ACTIVITIES: (20 pts per day on attendance)

Automobile, PACER test, cones covers, develop your own
Stuffed animals, slap away, kick away, PPK, bowling
Non-traditional vs. traditional: simon says, play & freeze, steps, yoga, pilates vs. laps, spots, count
Non-traditional vs. traditional
Individual, demonstrations



SUGGESTED SUPPLEMENTAL TEXTS:

CHILDREN MOVING: A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION (7TH ED) by George Graham (KIN 4319)

ON THE MOVE: LESSON PLANS TO ACCOMPANY CHILDREN MOVING (7TH ED) by Shirley Ann Holt/Hale

PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS (3RD ED) by Katherine Thomas

TEACHING DEVELOPMENTAL GYMNASTICS: SKILLS TO TAKE THROUGH LIFE by Garland O'Quinn

WEBSITES AND RESEARCH SOURCES

www.tea.state.tx.us/rules/tac/ch116.html

<http://www.texas.ets.org/texas/>

www.pecentral.com

www.teachervision.com

STUDENT RESPONSIBILITIES

1. Students are expected to attend and participate in all classes. Each student has 1 (one) excused absence for the entire semester. Once a student has used this excused absence, 20 points will be subtracted from his/her total points for each subsequent absence. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor *prior* to an absence.

All assignments, reports, and other related coursework are to be turned in ***at the beginning of the class period on the due date. NOTHING*** will be accepted beyond the due date without prior approval of the instructor.

Read chapters ahead of time and have your assignments completed so you can ask and answer questions in class, complete quizzes successfully, and be involved in discussions/ assignments.

2. Expect to spend 6-9 hours per week **outside of class** on *each* course.

TEACHER RESPONSIBILITIES

1. I will provide you clear instructions on class expectations and any performance gauging (in-class team work, in-class discussions, short papers, team work, presentations, any other homework).
2. I will foster learning and engagement. If at any time you feel that you are lost you have the right to contact me via e-mail or via phone and ask me to go over material if need be or be more explanatory with my lecture.
3. I will check my e-mail at least once a day during working hours and will answer back to you within 12 hours as long as you have followed the guidelines for e-mailing me.
4. I will return phone calls related to class activities in a timely manner.
5. I will provide feedback on your performance gauging activities in a timely manner.
6. I will keep you informed about your progress in the class at all times, and will make time to discuss your needs.
7. I will leave myself open to suggestions about improvement of the class and class related activities.
8. I will do all I can to ensure your learning and success in this class.

SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner that provides the accused student his or her rights of due process.

PROFESSIONAL CONDUCT

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared. **Attendance is required. Contact the instructor if you are going to miss a class.**

LEARNING DISABILITIES

The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations.