



KIN 3217 Fundamental Movement Skills

“Developing skillful, creative, and knowledgeable movers”

Course Description

Fundamental Movement Skills is designed to expose future physical educators to pedagogical movement skills necessary for building skillful, creative, and knowledgeable movers. Teacher candidates will understand the knowledge, skills and attitudes for K-12 Physical Education presented in Texas Essential Knowledge and Skills (TEKS) and the National Physical Education Standards that address movement and practice teacher tasks involved in the planning and implementation of learning experiences specifically related to building movement knowledge and skills. Students will incorporate healthy living knowledge, skills, and values into lesson planning.

Prerequisite Course - KIN 2332 Motor Learning

Rationale

Fundamental movement skills will provide teacher candidates with an in depth overview of a variety of fundamental movements which are the foundation for advanced movement concepts and skills. The TEKS and the National Standards will be the basis for instilling in teacher candidates’ a sense of accountability for making sure that students leave their physical education classes with knowledge and a variety of skillful and creative movements in order to increase the opportunity for them to lead physically active lifestyles.

COURSE OBJECTIVES - At the end of the course the student will:

Foundational Knowledge

1. Understand the concepts and principles of Movement Concepts and Movement Skills.
2. Identify and describe movement skills and concepts in relation to the TEKS and National Standards.
3. Articulate the knowledge, skills, and attitudes for fundamental movement concepts and skills.

Application

4. Use appropriate terminology when discussing and/or reflecting on movement skills/tasks.
5. Describe, practice, and participate in teacher/student tasks (before, during, and after learning experience) used in creating and implementing innovative learning experience plans (LEP) that specifically include fundamental movement concepts and skills.
6. Reflect on learning experience(s) and fundamental movements.
7. Utilize technology to retrieve articles for review, teaching tips, suggestions for activities and classroom management related to the learning and/or instruction of movement concepts and skills.
8. Design and create a movement file for use in future physical education settings.

Integration

9. Discuss and reflect on the role of Texas Essential Knowledge and Skills and the National Standards in developing a quality physical education curriculum and learning experiences that enhance student learning in movement concepts and movement skills.

Human Dimension

10. Reflect on personal proficiency in a variety of movement skills and concepts utilizing task sheets and other evaluation methods.
11. Collaborate with peers in providing constructive feedback and quality fundamental movement

concepts and skills.

Caring

12. Advocate for **quality** daily K-12 physical education in the public schools.

Learning How to Learn

13. Become a student of teaching (pedagogy).

COURSE MEETINGS

Course	Days & Time	Location
KIN 3217	T/TH 10:30 AM – 11:50 AM	HHALL

INSTRUCTOR INFORMATION

INSTRUCTOR: Ana L. Cisneros, MS
 OFFICE: HSN 441
 TELEPHONE: 747-7266
 EMAIL: alcisneros@utep.edu
 OFFICE HOURS: T/TH 1:00 to 3:00pm or by appointment

REQUIRED TEXTS

Graham, G., Holt-Hale, S., Parker, M. (2009). Children Moving; A Reflective Approach to Teaching Physical Education (9th ed.). Boston, MA: WCB McGraw-Hill.

WEBSITES. RESEARCH. and ADDITIONAL RESOURCES

Rink, J. (2006). Teaching physical education for learning (7th ed.). Boston, MA: WCB McGraw-Hill.

Mood, D., Musker, F., and Rink, J. (2007). Sports and Recreational Activities. (14th ed.). Boston, MA: WCB McGraw-Hill.

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

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

www.pecentral.com

www.teachervision.com

www.actionforhealthykids.org

<http://www.cdc.gov/HealthyYouth/index.htm>

<http://www.tea.state.tx.us> (A-Z index, Health & Safety, Health & Physical Education)

<http://www.shapeamerica.org>

www.tahperd.org



Semester Thought:

“A physical education program for children which begins with an organized sport is analogous to a language arts program beginning with a Shakespearean sonnet.” -Iris Welsh

Tentative EVALUATION OF STUDENTS**KIN 3217**

Category	% of Grade	Points Possible 850	Points Made
Professional behavior, attitude, and enthusiasm for the profession; prepared, dedicated, meaningful contributions, responsible and reliable. Attendance Grade/Policy 1 absence =100 Any absences over 1 = -20 each <i>-10 per tardy and other unprofessional behaviors that include cell phone use during class.</i>	13%	100	— —
Readiness Assessments: IRATS IRAT #1: Chapters 1 and 2 IRAT #2: Chapters 3 and 5 IRAT #3: Chapters 27 IRAT #4: Chapters 28 and 29	11%	110 30 30 20 30	— — — —
Class Assignments 1) Movement Teaching Practice Sessions Locomotor Skills Throw & Catch Dodge & Flee Balance Jump Rope Dribbling & Passing 2) Dual Language Word Wall 3) Article Review 4) Skills Tests (5 Total) 5) Observation Hours (5 Total) 6) Observation Hours Reflection 7) Teaching Reflection 8) Final Exam	60%	620 LP: 6x30=180 Teach: 6x30=180 20 30 5x10 = 50 20 20 20 100	— — — — — — — —
Guest Speaker- Reflection	5%	20	—

Grades will be determined according to the following scale:

A=765-850 B=680-764 C=595-679 D=510-594 F= Below 510

NOTE: All Kinesiology/ALED students must maintain a **2.75 Major GPA** or better to ensure that they have achieved an acceptable level of performance to enter the teaching profession. Teaching is a complex art that cannot be mastered without competence in the necessary basic tools, skills, and knowledge offered in these courses. It is up to each individual to track their Kinesiology GPA.

THE COLLEGE OF EDUCATION HAS IMPLEMENTED NEW REQUIREMENTS FOR ENTRANCE:

- 1. STUDENTS MUST HAVE A GPA OF 2.75**
- 2. STUDENT MUST PASS A DIAGNOSTIC EXAM**
- 3. STUDENTS MUST MEET ALL OTHER REQUIREMENTS AS INDICATED ON COE APPLICATION**

A STUDENT CAN FAIL THE COURSE OR BE ASKED TO COMPLETE ADDITIONAL TASKS IN SUBSEQUENT SEMESTERS IF THE INSTRUCTOR DETERMINES THAT THE STUDENT LACKS PROFESSIONAL BEHAVIOR, THE KNOWLEDGE, SKILLS, ATTITUDE, OR ENTHUSIASM FOR THE PROFESSION.

****FINAL DAY TO DROP CLASSES FOR Fall 2020 is Apr. 1, 2021. ** IT IS THE STUDENTS RESPONSIBILITY TO DROP THIS COURSE BY THE DROP DEADLINE.**

THE ROLE OF Blackboard

This semester we will use Blackboard for submissions of assignments, reflections, and lesson plans as announced. Grades will be visible throughout the semester on blackboard. If students need help with blackboard, visit their virtual office during office hours M-F, 8 to 5pm online through blackboard. Blackboard provides 24/7 support at 747-HELP or through email helpdesk@utep.edu.

STUDENT RESPONSIBILITIES

Attendance/Tardy Policy: Students are expected to attend and participate in all classes. This course is 50/50, meaning both online and face to face. Attendance is required for both and students must be on time for both. For meetings online, the instructor needs to be able to see you and hear you in order to be counted present. Please make sure the instructor will recognize your name when logging into zoom meetings. Names not recognized will not be accepted into meeting. Depending on how El Paso as a city is handling the pandemic please be prepared/aware that UTEP could shut down at any time and the course will switch to 100% online.

See evaluation page for course attendance evaluation details. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor *prior* to an absence. Attendance is taken at the beginning of class. ***Students who are tardy will have points subtracted from their Professional Behavior grade. Once you are absent 2 times, I will attempt to contact you. If you acquire 3 absences you will be dropped from this course.***

1. 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.
2. **Read chapters ahead of time** and have your assignments completed so you can ask and respond to questions in class, complete quizzes successfully, and be involved in discussions/ assignments.
3. Expect to spend 6-9 hours per week **outside of class** on *each* course.
4. ***Cell phones should not be seen or heard during class.***
5. ***Due to COVID, we now have strict rules and guidelines for classes to be held in the gyms on campus. It is VITAL that we follow rules to the letter for everyone's safety. The week before class these will be sent to you and we will review them on the first day of class.***

SPECIFICATIONS OF LEARNING ACTIVITIES KIN 3217

- **Class Assignments.** Class assignments criteria and standards will be provided in due time. All assignment products will be entered in the student's portfolio. Class assignments include but are not limited to:
- **Reflective Learning Statement.** Journaling allows students to reflect upon their experiences and assignments and share their thoughts, feelings, impressions, perceptions, and attitudes about their performance, an event, an assignment, and other learning experiences. A journal serves as a means of describing a situation, reacting to that situation, reflecting upon your own and others actions, and using those reflections to learn, to grow, and to actively change behaviors. Journal entries are not viewed as right or wrong and may include positive and negative instances. Because journals reflect personal feelings, thoughts, and perceptions, they typically are not graded for content, but they are graded for depth of thought, deep learning, and the subsequent behavioral changes made by the student. The journal often reflects the path of learning a student followed in a class. All journal entries will be included in the student's personal portfolio and generally will be posted on Blackboard. A rubric will be provided.

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, and 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 discussion board (I would prefer a discussion board so we can share the conversation for everyone) and ask me to go over material if need be or be more explanatory with the lecture.
3. I will check my e-mail and phone messages 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.
ALWAYS EMAIL ME AT RIBAQUERA@UTEP.EDU
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. This includes being available at Holliday Hall prior to or after scheduled class time at your request. This is available to you in addition to the scheduled office hours.
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. Refer to Attendance Policy on Evaluation Page.** *As emerging physical educators, it is expected that all PETE students strive for excellence through their interactions with one another, preparation and participation, course work, and professionalism.*

STUDENT ACCOMODATIONS

If a student has or suspects he/she has a disability and needs an accommodation, he/she should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at dss@utep.edu or go to Room 106 Union East Building. The Student is responsible for presenting to the instructor any CASS accommodation letters and instructions.

