

“Teaching the Importance of Physical Education”



KIN 3219: Individual Games and Sports

Individual Games and Sports will provide teacher candidates with exposure to and preparation in teaching multiple individual games and sports. Teacher candidates will prepare, implement, and analyze learning experiences in a variety of mostly modern individual games and sport activities. Competency in teaching skills/tasks and individual games and sports skills will be assessed and the opportunity to participate and improve individual skills will be included in the course.

COURSE OBJECTIVES

At the end of the course the student will:

Foundational Knowledge:

1. Understand the concepts and principles for developing and administering skills tests.
2. Identify and describe Texas Examinations of Educator Standards (TExES) Domain I competencies 002 & 004 and Domain II competency 006 necessary for developing and implementing effective learning experiences in games and sports while maintaining a productive learning environment.
3. Recall the knowledge, skills, and attitudes presented in the Physical Education Texas Essential Knowledge and Skills (TEKS §116.56).

Application:

4. Demonstrate competency in a variety of individual games and sports.
5. Use appropriate terminology when discussing and/or reflecting on teaching skills/tasks.
6. describe and practice teacher tasks (before, during, and after learning experience) used in creating and implementing learning experience plans (LEP) for team games and sports for various groups of students using criteria presented in class and based on TExES and TEKS.
7. Reflect on learning experience(s) implemented for individual games and sports and make appropriate revisions to LEP to enhance student learning in the three learning domains.
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 - §116.55) 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 and physical activities.

Human Dimension

10. Reflect on personal proficiency in teaching skills/tasks identified in the TExES necessary for becoming a master teacher.
11. Collaborate with peers in providing constructive feedback based on TExES competencies after implementation of a learning experience.

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 3219	Online & Blackboard	MGYM Auxiliary

INSTRUCTOR INFORMATION

INSTRUCTOR: Ana L. Cisneros, MS
 OFFICE: Health Sciences Nursing, 441
 TELEPHONE: 747-7266
 EMAIL: alcisneros@utep.edu
 OFFICE HOURS: by appointment

REQUIRED COURSE TEXTS:

Rink, J. (2005). Teaching physical education for learning (7th ed.). Boston, MA: WCB McGraw-Hill.

Required Readings:

Sports and Recreational Activities (Mood, Musker, Rink)

Chapter 6: Badminton
Chapter 22: Pickle Ball
Chapter 32: Tennis
Chapter 34: Track & Field
Chapter 37: Weight Training
Other Topics: Jump Rope, Dance, Creative Games,



WEBSITES AND RESEARCH SOURCES

www.tea.state.tx.us/rules/tac/ch116.html
<http://www.texas.ets.org/texas/>
www.pecentral.com
www.peuniverse.com
<https://openphysed.org/>

STUDENT RESPONSIBILITIES

1. Students are expected to attend and participate in all classes. **There will be 20 points subtracted from his/her Professionalism grade for each absence from scheduled zoom meetings.** 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 designated due date and time***. **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 defensive and evasive approach. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class meetings and being prepared. **Attending scheduled zoom meetings is required. Contact the instructor if you are going to miss a class. Policy will be enforced.**

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.



EVALUATION OF STUDENTS
 (Tentative and subject to change)
KIN 3219

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u>	<u>Points Made</u>
Professionalism: Behavior, attitude, focus, readiness, energy, daily participation, enthusiasm for the profession, failure to complete own portion of group/partner work (-10 every incident of non-professional behavior) -20 for missing scheduled zoom meetings	21%	750 100 100	
Readiness Assessments Tests Individual RATs IRAT 1: Badminton & Chap 11 Assessment IRAT 2: Pickle Ball & Chap 11 Assessment IRAT 3: Tennis IRAT 4: Jump Rope IRAT 5: Weight Training IRAT 6: Track & Field	14%	120 (6 x 20)	_____ _____ _____ _____ _____ _____
Assignments Fact Sheets Skills Tests Development Physical activity Log <u>Mini Teaches</u> Creative Games Weights Dance	29%	240 5x10(50) 5x20(100) 15 x 2 (30) 3x20(60)	_____ _____ _____ _____ _____ _____ _____ _____
Teaching Assignment Lesson Plan Lesson Video Delivery Lesson Plan Peer Coaching Assignment	26%	190 100 40 50	_____ _____ _____
Final Exam July 2, 2020	10%	100	_____

Grades will be determined according to the following scale out of a possible 750 points:
 A = 675 - 750 B = 600 – 674 C = 525 – 599 D= 450 – 524 F= 449 and below

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