

“Teaching the Importance of Physical Education”



KIN 3221: Team Games and Sports

Team Games and Sports will provide teacher candidates with exposure to and preparation in teaching multiple team games and sports. Teacher candidates will prepare, implement, and analyze learning experiences in a variety of mostly modern team games and sport activities. Competency in teaching skills/tasks and team 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 of the Sports Education Model.
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 team 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 team 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 3221	M/W 11:30 to 12:50 PM	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 M-F or after class

REQUIRED COURSE TEXTS:

TEACHING PHYSICAL EDUCATION FOR LEARNING (7TH ED.) by Rink,
 ISBN: 978-0-07-337652-3

Reading Packet- can be purchased at UTEP Print Shop *Will be ready Tuesday, Jan. 19.
 On Campus across from HSN Building (915)747-5135

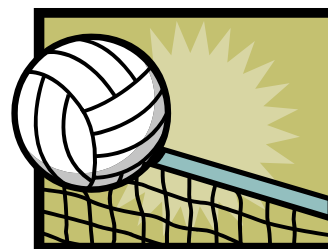
Required Readings:

Complete Guide to Sport Education

Chapter 1: Key Features of the Sports Education Model
Chapter 2: Sports Education Curriculum and Instructional Guidelines
Chapter 11: Assessment in Sports Education

Sports and Recreational Activities (Mood, Musker, Rink)

Chapter 7: Basketball
Chapter 11: Disc Sports: Ultimate
Chapter 12: Field Hockey
Chapter 19: Lacrosse
Chapter 24: Rugby
Chapter 31: Team Handball
Chapter 33: Touch/Flag Football
Chapter 35: Volleyball
Additional Readings: TCHOUKBALL and OMNIKIN



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
- www.teachervision.com

EVALUATION OF STUDENTS
 (Tentative and subject to change)
 KIN 3221

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u> 950	<u>Points Made</u>
Professionalism I: Behavior, attitude, focus, readiness, energy, daily participation, enthusiasm for the profession (-10 every incident of non-professional behavior) Attendance and punctuality (-20 each absence, -10 each tardy)	10.5%	100 100	
Readiness Assessments Tests Individual RATs (Chapters on Sports Edu Model will also be included in these) IRAT 1: Volleyball IRAT 2; Basketball IRAT 3; Field Hockey IRAT 4; Lacrosse IRAT 5; Ultimate Frisbee IRAT 6; Baseball/Softball IRAT 7; Soccer IRAT 8; Tchoukball	17%	160 (8x20)	_____ _____ _____ _____ _____ _____ _____
Unit Plan (due the last day of unit teach) Cover sheet Unit Plan Objectives 3-Skill Development/Game Play Day Activities 3 Week Outline 1 Skills Test 1 Knowledge-Based Assessment (10 questions) Fact Sheet Resources (at least 3; only 1 can be from the internet) Skills Test (Developed) Skills Test (Practical) Final Exam (50pts ISN & 50pts Exam)	21%	320 5 20 15 20 20 10 10 5 6x10 (60) 6x10 (60) 100	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ <hr style="border: 1px solid black;"/>
Teaching Assignment Lesson Plan Lesson Delivery Lesson Plan & Lesson Teach #2 Mini teaches	30.5%	290 100 100 50 2 x 20 (40)	_____ _____
Other: Sport Education Model Assignment	2%	30 20	
Final Reflective Learning Statement	5%	50	_____

Grades will be determined according to the following scale out of a possible 950 points:

A = 855 - 950 B = 760 - 854 C = 665 - 759 D= 570 - 664 F= Below 570

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.

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. 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.

