

“Teaching the Importance of Physical Education”



KIN 3223: Lifetime Physical Activities

Lifetime Physical Activities prepares teacher candidates to integrate lifetime physical activities into physical education curriculum to develop physically active lifestyles in students. Teacher candidates will develop, implement and analyze learning experiences focused on the development of health-related physical fitness and active lifestyles. Competency in teaching skills/tasks (TExES) and lifetime physical activities as presented in TEKS will be assessed.

COURSE OBJECTIVES

At the end of the course the student will:

Foundational Knowledge:

1. identify the concepts and principles of the Cooperative Learning Model,
2. identify and describe Texas Examinations of Educator Standards (TExES) Domain I competencies 002, 003, & 004 and Domain II competency 007 necessary for developing and implementing effective learning experiences and maintaining a productive learning environment for teaching lifetime physical activities.
3. identify the knowledge, skills, and attitudes presented in the Physical Education Texas Essential Knowledge and Skills (TEKS §116.51, 116.53).

Application:

4. demonstrate competency in a variety of Lifetime 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 lifetime 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 3223	Online & Blackboard	MGYM Auxiliary

INSTRUCTOR INFORMATION

INSTRUCTOR: Ana L. Cisneros, MS
 OFFICE: College of Health Sciences Room 441
 TELEPHONE: 747-7266
 EMAIL: alcisneros@utep.edu
 OFFICE HOURS: by email

REQUIRED COURSE TEXTS:

Rink, J. (2005). Teaching physical education for learning (7th ed.). Boston, MA: WCB McGraw-Hill. Chapters 9, 12, 13

Reading Packet provided on Blackboard

THEME: Creating opportunities for lifelong participation in healthy physical activities, building skills, experiencing and providing quality learning experiences.

Required Readings:

Sports and Recreational Activities (Mood, Musker, Rink)

Chapter 13: Golf
Chapter 9: Bowling
Chapter 11: Disc Golf
Chapter 5: Backpacking
Chapter 21: Orienteering
Chapter 39: Yoga
Chapter 25: Self Defense
Other Activities: Scavenger Hunt, Tai-Chi
Board games turned into physical activities

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 all virtual meetings for class. Make up work for absence is based upon approval of instructor. All assignments, reports, and other related coursework are to be turned in ***on 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.
3. **Be aware that since this is a Mini-semester course there is a quick turnaround for assignments and exams. Make sure you are prepared to turn in assignments on time and to take the time to prepare for exams.**
4. As always, students who have health concerns or other issues that interfere with their ability to participate should alert instructor. If the situation will interfere with their ability to complete the course, they may request an incomplete grade. You can refer to the drop, withdrawal, and incomplete policies as described in the academic catalog.

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

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are

expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures (HOP)*, and available in the Office of Student Life and on the homepage of the Office of Student Life at www.utep.edu/dos, can result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

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.**

STUDENT ACCOMODATIONS

The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. **If you have a disability and need classroom accommodations**, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

EVALUATION OF STUDENTS
 (Tentative and subject to change)
 KIN 3223

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u> 600	<u>Points Made</u>
Professional behavior, attitude, and enthusiasm for the profession; -10 for infractions to include; tardiness, cell phone use, unprofessional behaviors, lack of enthusiasm, lack of preparedness. NO ABSENCES ALLOWED DURING MINIMESTERS		10x10 100	
Readiness Assessments Tests Individual RATs IRAT 1: Self-Defense IRAT 2: Yoga IRAT 3: Golf IRAT 4: Bowling IRAT 5: Backpacking/Orienteering IRAT 6: Frisbee Golf (Disc Sports)		120 (6x20)	 _____ _____ _____ _____ _____
Unit Plan (due on Thursday, May 28) COMPLETE HARD COPY FROM EACH TEAM w/Task by Task author Cover sheet <ul style="list-style-type: none"> • 3-Skill Development/Game Play Day Activities • 3 Week Unit Plan Outline • Unit plan objectives (3 per domain) • Fact Sheet • Knowledge-Based Assessment (10 questions; include answer key) • Task Sheet Resources		100 2.5 30 15 15 10 10 20 2.5	 _____ _____ _____ _____ _____ _____ _____ _____ _____
Micro-Teaching Video Assignment		40	 _____
Learning Experience Plan (100pts) with Task Sheet (10pts) <i>Refer to rubrics; EVERYTHING ON RUBRIC ON THE LESSON PLAN</i>		110	 _____
Peer Observation Protocol Assignment		50	 _____
Final Reflective Learning Statement (1 page, double spaced)		50	 _____
Activity Log		30	 _____

Grades will be determined according to the following scale out of a possible 690 points:

A = 540 - 600 B= 480 - 539 C = 420 - 479 D= 360 - 419 F= 359 and below

NOTE: to graduate with a major in Kinesiology and a minor in Education, all students **MUST maintain a 2.75** 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.

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.