

## “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**

<b>Course</b>	<b>Days &amp;Time</b>	<b>Location</b>
KIN 3223	M-F 9:00 AM – 1:00 PM	MGYM Auxiliary

**INSTRUCTOR INFORMATION**

INSTRUCTOR: Ana L. Cisneros, MS  
 OFFICE: College of Health Sciences Room 441  
 TELEPHONE: 747-7266 or (915)731-0206  
 EMAIL: alcisneros@utep.edu  
 OFFICE HOURS: by appointment

**REQUIRED COURSE TEXTS:**

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

Reading Packet, can be purchased at UTEP Print Shop in Hertzog Building

**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)**

<b>Chapter 13:</b> Golf
<b>Chapter 9:</b> Bowling
<b>Chapter 11:</b> Disc Golf
<b>Chapter 5:</b> Backpacking
<b>Chapter 21:</b> Orienteering
<b>Chapter 39:</b> Yoga
<b>Chapter 25:</b> Self Defense
<b>Chapter 18:</b> Kayaking and Canoeing
Other Activities: Adventure Racing, Tai-Chi, Run/Walking
<b>Fishing; Angler Certification</b>

**WEBSITES AND RESEARCH SOURCES**

- [www.tea.state.tx.us/rules/tac/ch116.html](http://www.tea.state.tx.us/rules/tac/ch116.html)
- <http://www.texas.ets.org/texas/>
- [www.pecentral.com](http://www.pecentral.com)
- [www.teachervision.com](http://www.teachervision.com)
- [www.peuniverse.com](http://www.peuniverse.com)

## **STUDENT RESPONSIBILITIES**

1. Students are expected to attend and participate in all classes. Students are responsible for acquisition of material covered during an absence. Arrangements must be made with the instructor *prior* to an absence. Make up work for absence is based upon approval of instructor. 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**

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](http://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](mailto: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](http://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> <b>640</b>	<u>Points Made</u>
<b>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</b>		<b>10x10</b> <b>100</b>	
<b>Readiness Assessments Tests</b> <b>Individual RATs</b> IRAT 1: Golf IRAT 2: Bowling IRAT 3: Self-Defense IRAT 4: Kayaking & Canoeing IRAT 5: Yoga IRAT 6: Backpacking/ Orienteering IRAT 7: Frisbee Golf (Disc Sports)		<b>140</b>  (7x20)	  _____ _____ _____ _____ _____
<b>Unit Plan (due on Thursday, Jan. 17 ) COMPLETE HARD COPY FROM EACH TEAM w/Task by Task author</b> Cover sheet <ul style="list-style-type: none"> <li>• 3-Skill Development/Game Play Day Activities</li> <li>• 3 Week Unit Plan Outline</li> <li>• Unit plan objectives (3 per domain)</li> <li>• Task Sheet</li> <li>• Knowledge-Based Assessment (10 questions; 3 questions per team member)</li> <li>• Brief Historical Overview</li> <li>• Resources</li> </ul>		<b>100</b>  2.5 30 15 15 20 10  10 2.5	  _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<b>40--minute Micro-Teaching Assignment (HOOK/ORIENTATION/SKILL TEACHING AND DEVELOPMENT/APPLICATION/DEBRIEF</b> <i>Refer to rubrics</i>		<b>100</b>	_____
<b>Learning Experience Plan (THINK PLAN)</b> <i>Refer to rubrics; EVERYTHING ON RUBRIC ON THE LESSON PLAN</i>		<b>100</b>	_____
<b>Peer Observation Protocol Assignment</b>		<b>50</b>	_____
<b>Final Reflective Learning Statement (1 page, double spaced)</b>		<b>50</b>	_____

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

A = 576 - 640    B= 512 -575    C = 448 - 511    D= 384 - 447    F= 383 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.**