

**University of North Texas at Dallas**  
**Spring 2014**  
**SYLLABUS**

**KINE 3550: Movement Framework, 3 Hrs**

Division of Education and Human Services

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**Office Hours:** Tuesday 10:30 - 11:30 am **by appointment only**

**Virtual Office Hours:** *None*

**Classroom Location:** DAL2 138

**Class Meeting Days & Times:** Section 090 Tuesday 11:30 am – 2:30 pm

**Course Catalog Description:** Development of the concept of themes and the movement framework approach in exploring movement potential.

**Prerequisites:** None

**Co-requisites:** None

**Required Texts:** None

**Recommended Text and References:** *Materials available as Blackboard Content*

Most readings for the course are policy statements and curricular resources from the National Association for Sport & Physical Education (a division of the American Alliance for Health, Physical Education, Recreation & Dance) specific to early childhood and elementary physical education.

Most Powerpoint presentations that accompany lectures are available on Blackboard. Students may choose to print them before class if they feel it will help them take notes.

Most topical articles can be read electronically. The student will need to print a few resources prior to attending class, but ample notice is provided on Blackboard.

**Access to Learning Resources:**

UNT Dallas Library:

phone: (972) 780-3625;

web: <http://www.unt.edu/unt-dallas/library.htm>

UNT Dallas Bookstore:

phone: (972) 780-3652;

e-mail: [1012mgr@fhcg.follett.com](mailto:1012mgr@fhcg.follett.com)

Texas Education Agency Website (TEA) [www.tea.state.tx.us/](http://www.tea.state.tx.us/)

Includes State Board for Educator Certification (SBEC)

Texas Essential Knowledge and Skills (TEKS)

Physical Education

<http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>

Health

<http://ritter.tea.state.tx.us/rules/tac/chapter115/>

**Course Overview:**

This course is required for Education majors in Early Children and Elementary Education. From a practical perspective, classroom teachers familiar with children's developmental need for physical activity are more likely, and better able, to integrate opportunities for physical literacy into the classroom environment. From an instructional perspective, children learn best when content is reinforced in an integrated fashion; physical activities designed to reinforce content in relevant ways deepens and strengthens learning.

Further, as of Spring 2014, KINE 3550 is beginning a transition that will integrate it with HLTH 1100. So we will be looking at ways to integrate Health Literacy into classroom instruction.

Physical activity in preschool and early elementary education should provide more than just an opportunity for children to let off steam while giving the teachers a break. Early experiences should guide children toward becoming physically active for a lifetime. This course explores strategies for planning such experiences in ways that are unique to formal Physical Education or Sport.

Modern preschool instruction places a premium on literacy, numeracy and basic science; but a healthy mind is enhanced by a healthy body. A sport-level of physical skill and exertion is unnecessary for good health. Yet, to counter the influence of media and current trends toward sedentary habits, children need early, positive experiences with physical activity. Those experiences are enhanced when it is evident to them that they are learning and improving fundamental, age-appropriate skills and strategies.

To make time in a busy school day at any educational level, the physical domain needs to be integrated with instruction in the cognitive and psycho-social domains. The Movement Framework helps children understand movement, not just do it. Fundamental motor skills, basic concepts and strategies contribute to success in eventual game play, as well as fostering positive attitudes toward movement. For the teacher, that means having, and working towards, specific goals and objectives.

Likewise, Health Literacy requires more than just teaching and testing. Children need opportunities to interact with health knowledge in ways that make it real, relevant, and significant to them personally. Bottom line, the purpose of this course is to help teachers "Guide children towards becoming physical active and healthy for a lifetime."

**Course objectives** Teacher candidates will: NASPE/NCATE **TEA EC-6 PE & Health****1** Identify critical elements of Skill Themes and Movement Concepts.

Identify and describe all concepts/categories/elements of the movement framework approach.

Evaluation: *Class Participation, Exams, Lesson Plans*

1.1 **1.2** **TEKS K-5 .1**

**2** Apply motor development theory and principles related to skillful movement and physical activity.

Apply an understanding of student age and stage in the selection of developmentally appropriate learning tasks.

Evaluation: *Class Participation, Lesson Plans, Peer Teaching*

1.3 **4.1, 4.3** **TEKS K-5 .2, .3**

**3** Analyze and correct critical elements of motor skills and performance concepts.

Become a critical observer of movement qualities, and provide relevant feedback on process, not just product.

Evaluation: *Class Participation, Peer Teaching*

1.5 **3.8** **TEKS K-5 .2**

**4** Demonstrate personal competence in Skill Themes and Movement Concepts appropriate to elementary physical education.

Develop "fundamental" competency in all the Skill Themes. Develop capacity for "experimentation" with Movement Concepts.

Evaluation: *Class Participation, Role Plays*

2.1 **1.3** **TEKS K-5 .1**

**5** Perform Skill Themes and Movement Concepts as a demonstration appropriate to elementary physical education, adapting to a variety of ages and ability levels.

Develop capacity to demonstrate skills at the learner's level of readiness.

Evaluation: *Peer Teaching*

2.3 **1.3, 1.7**

**6** Design short term plans linked to instructional goals as well as a variety of student needs.

Identify and show an understanding of the generic levels of skill proficiency as applied to educational dance (expressive skills), educational gymnastics (body control skills), and educational games (game skills).

Evaluation: *Exams, Lesson Plans*

3.1 1.4, 2.7

**7** Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives; aligned with state and national standards.

Apply TEKS and National Standards in a manner specific to the movement approach to teaching physical education.

Evaluation: *Exams, Lesson Plans, Reflection*

3.2 6.1

**8** Design and implement content that is aligned with lesson objectives.

Align Objectives, Tasks, and Assessment in a way that contributes to coherent instruction.

Evaluation: *Lesson Plans, Reflection*

3.3 6.2

**9** Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Exercise creativity in meeting lesson objectives in ways appropriate to student needs or limitations.

Create Intratask Variation.

Evaluation: *Lesson Plans, Peer Teaching, Reflection*

3.5 1.5, 1.9, 5.2

**10** Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Design and present activities in the areas of dance, gymnastics and games based upon concepts/categories/elements/sub-elements of the movement framework approach, specifically reflecting aspects of body, space, effort and relationships.

Address learning objectives to the progressive utility of skills, as per the Generic Levels of Skill Proficiency

Evaluation: *Lesson Plans*

3.6 6.3 TEKS K-5 .6, .7

**11** Demonstrate effective verbal and non-verbal communication skills.

Create a positive learning environment.

Evaluation: *Class Participation, Peer Teaching, Reflection*

4.1

**12** Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Develop flexibility in the approach to instruction, while maintaining fidelity with the objectives.

Integrate the domains of learning so students are engaged physical, cognitively and psycho-socially

Evaluation: *Peer Teaching, Reflection*

4.2 4.2, 4.4, 6.4, 6.5, 6.7 TEKS K-5 .4

**13** Provide effective instructional feedback for skill acquisition, student learning, and motivation.

Create multiple opportunities for student success, as opposed to failure, applying the 80% rule.

Evaluation: *Peer Teaching, Reflection*

4.3 3.6

**14** Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

Identify appropriate instructional approaches applicable to the movement framework approach.

Evaluation: *Peer Teaching, Reflection*

4.4 6.6

**15** Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

Think several steps ahead.

Evaluation: *Peer teaching, Reflection*

4.5 3.1, 3.3, 3.5, 4.5, 5.3 TEKS K-5 .5

**16** Select or create appropriate assessments that will measure student achievement of goals and objectives.

Apply the concepts of "process vs. product" and "developmental readiness" when analyzing the achievement and deficiencies demonstrated by individual students.

Evaluation: *Lesson Plans, Peer Teaching, Reflection*

5.1 1.6

**17** Use appropriate assessments to evaluate student learning before, during, and after instruction. Reflect during instruction on how to enhance the student experience while still striving toward objectives.  
Evaluation: *Peer Teaching, Reflection*  
5.2 1.6

**18** Demonstrate behaviors consistent with the belief that all students can become physically educated individuals. Approach physical education as a health-related activity contributing to children's future lifestyle and well-being.  
Evaluation: *Peer Teaching, Reflection*  
6.1 2.4, 3.2, 3.4, 5.1

**19** Demonstrate behaviors consistent with the professional ethics of highly qualified teachers.  
Evaluation: *Class Participation, Peer Teaching*  
6.3 1.8

**20** Communicate in ways that convey respect and sensitivity  
Evaluation: *Class Participation, Peer Teaching, Reflection*  
6.4 6.8

**21** Discuss factors that influence community health (TEA 1.21, 1.26, 2.1, 2.3, 2.4) (TEKS K-6)

**22** Describe factors that contribute to health behaviors (TEA 1.1-1.3, 1.5, 1.6, 1.22) (TEKS K-6)

**23** Utilize the life course perspective to analyze health risks at different points in the life span (TEA 1.1, 1.2) (TEKS K-6)

**24** Provide a brief behavioral risk profile for adolescents, college students, and adults (TEA 1.12- 1.15) (TEKS K-6)

**25** Explain the role socioeconomic status plays in health disparities among racial and ethnic groups (TEA 3.1) (TEKS K-6)

**26** Describe the components of coordinated school health program (TEA 2.1, 2.2) (TEKS K-6)

**27** Develop school health curriculum and instruction strategies (TEA 3.11, 3.12, 3.13, 3.14, 3.2, 3.3, 3.4, 3.5, 3.8) (TEKS K-6)

**28** Evaluate the effects of school health instruction (TEA 4.1, 4.2) (TEKS K-6)

**29** Identify and describe evidence-based community and school-based health promotion programs to address health-risk behaviors (TEA 1.16, 3.9-3.11) (TEKS K-6)

**30** Analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs, and strategies to prevent them (TEA 1.12-1.15) (TEKS K-6)

**31** Describe effective community and effective school drug abuse prevention programs (TEA 1.9, 1.10) (TEKS K-6)

**32** Identify valid and reliable sources for health information (TEA 3.6, 3.7) (TEKS K-6)

**33** Understand the influence of media and technology on health behavior (TEA 1.17-1.20, 1.25) (TEKS K-6)

## Course Outline

Teaching is a dynamic profession. Any highly qualified teacher needs the ability to research content in order to 1) present students with up-to-date, correct information, and 2) apply instructional methods that influence student behaviors in positive ways. As KINE 3550 and HLTH 1100 migrate into a single course, students in the Spring 2014 090 Section will research the internet for resources that support the course overview and objectives. You will do this individually and in small groups. You can expect that you will be presenting the results of your research to small groups and to the whole class. You will provide peer assessment to classmates, as a means of helping them, but also as a reflection of your own understanding and ability to apply knowledge.

A course calendar will evolve as this process is developed. Deadlines will be negotiated in good faith; and once established, you are expected to complete work on time, as it may affect other students.

## Course Evaluation Methods

The Spring 2014 090 Section will be based strongly on internet research and student presentations. The following are components that have typically been used to determine student grades and proficiency of the learning outcomes.

**Blackboard quizzes** – After reading, viewing or listening to assigned materials there are often related Blackboard quizzes. Deadlines are included with each Blackboard lecture. Due to the variable nature of this course, you will generally have notice of a week or so prior to each deadline.

**Peer Teaching and Role Play** – To be conducted as if working with children of a particular age and grade level. Peers Role Play as children, affording the Teacher opportunities to practice relevant teaching skills. The roles are limited to characteristics of “learning” as opposed to “behavior,” keeping the emphasis on teaching as opposed to behavior management.

**Assignments** – work to be completed outside class time in addition to the readings

For example; 1) You will research a topic related to Health or Physical Literacy and report back to a group for evaluation. 2) You will revise one or more lesson resources to be consistent with TEKS objectives. 3) You will create one or more content presentations using computer applications (e.g., Powtoons, Haiku Deck, Prezi, Sparkol, etc.).

I do not typically provide opportunities for extra credit or ‘make-ups.’ But this semester I will give credit for doubling up on assignments. The amount of credit depends on the quality of work and accuracy of the content. So, see me first. It is a good way to gain experience applying technology to teaching methodology, but I would also want to see that you have an appropriate understanding of content in this course.

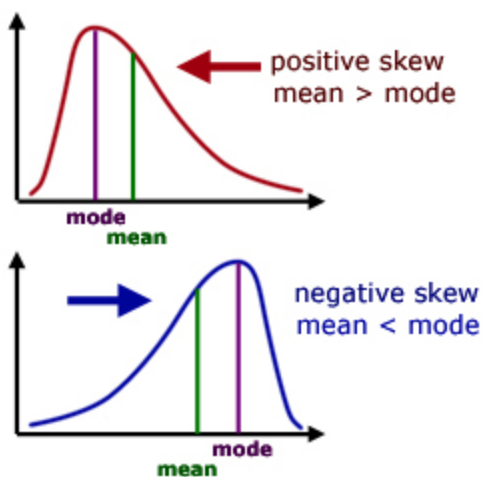
**Lesson Plans** – 2-3 lesson plans

Lesson plans will likely be revisions of internet resources. Evaluation will be based, in general, on accuracy of content, lesson alignment (objectives learning tasks & assessment), and instructional appropriateness (other criteria may be applied based on the specific requirements for a particular purpose related to course objectives).

**Attendance & Class Participation** – *daily attendance and preparation. In other words, if a student gives the impression of not knowing what’s going on in class (example: Expressing non-awareness about an assignment, or an aspect of an assignment, that most other students have already completed successfully) the instructor reserves the right to award less than full attendance points.*

**Final Exam** – One comprehensive final designed to measure knowledge of the course material.

Positive scoring. Everything a student does receives points. No ceiling.



If distribution of class scores is negatively skewed, grade will be calculated from the Mode.

If distribution of class scores is positively skewed, grade will be calculated from the Mean.

In the unlikely event of a leptokurtic curve, nearly all students could receive an A

A = from  $\frac{1}{2}$  Standard Deviation (SD) below and up

B = between  $-\frac{1}{2}$  to  $-1\frac{1}{2}$  SD

C = between - 1½ to - 2 SD

D = between - 2 to - 2½ SD

F = greater than - 2½ SD

The instructor will identify 'natural breaks' between letter grades; that is, scores will be ordered in a frequency distribution; mode, mean and standard deviation will be calculated, then, at a point near the SDs noted above the instructor will look for a 'separation'.

If scores are negatively skewed (i.e, a predominance of higher scores) more students are likely to receive an A, with a few very low scores receiving failing grades.

**The Instructor reserves the right to not accept Late assignments beyond the next class period, and the option of subjecting Late assignments to a penalty.**

**Attendance and Participation:** If a student believes he/she will miss class over an extended period of time and may be unable to complete all assignments timely, the student should contact the instructor immediately to discuss options. **Repeated absences, even if Excused, can result in a failing grade for the course.**

3 hours of Lecture	
Full class attendance	20
Missing 20 minutes or more of class time	<17
½ class attendance	10
Contact before class about absence	7
Contact after class about absence	5

(This table should serve as a rubric. Values may vary by 1 or 2 points based on circumstances)

**Attire:** This course requires occasional physical activity, so dress comfortably.

**The instructor has no control over the temperature in the classroom, so dress in layers.**

#### **Classroom Behavior and Courtesy**

- By its very nature, this class provides a significant amount of opportunity for students to interact physically. Overly aggressive play and inappropriate touch will not be tolerated.
- Role playing exercises are used to help "teaching" peers expand their teaching abilities. "Student" peers are expected to follow the role descriptions furnished with assignments, to stay in their roles, to maintain decorum and respect in class sessions, and to further the educational experiences of all concerned.

*The **University attendance policy is in effect for this course.** Class attendance and participation is expected because the class is designed as a shared learning experience and because **essential information not in the readings or other assignments will be discussed in class.** The dynamic and intensive nature of this course makes it **impossible for students to make up or to receive credit for missed classes.** Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make themselves aware of any content covered in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes when absent.*

**Incompletes:** To request a grade of "incomplete," the student must:

- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor's email address above (and confirm receipt with a phone call).
- Discuss the request with the instructor before or after class.

No requests for an Incomplete will be considered later than one week prior to the final exam, UNLESS A SERIOUS INTERRUPTIVE EVENT OCCURS WITHIN THAT TIME PERIOD. It is the instructor's sole discretion to grant such a request. Please see the "Grading System" section of the current UNT Undergraduate or Graduate Catalog for details.

**STUDENTS WHO RECEIVE AN "INCOMPLETE" MUST COMPLETE THE COURSE NOT LATER THAN ONE CALENDAR YEAR THEREAFTER TO AVOID AUTOMATICALLY RECEIVING A FAILING GRADE.**

## **University Policies and Procedures**

**Student Evaluation of Teaching Effectiveness Policy:** *The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. A short survey is made available at the end of the semester, providing a chance to comment on how the class was taught. SETE is an important part of your participation at UNTD.*

**Exam Policy:** *Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

**Academic Integrity:** *Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**Diversity/Tolerance Policy:** *Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Bad Weather Policy:** *On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call the UNT Dallas main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students who update their Eagle Alert contact information will receive this information automatically.*

### **Disability Accommodations for Students**

Any student requesting academic accommodations based on a disability is required to register with *Disability Services* **each semester**. A letter of verification for approved accommodations can be obtained from that office. Please be sure the letter is delivered to your instructors as early in the semester as possible. *Disability Services* is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.