

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE COURSE NUMBER: 330 CREDIT HOURS: 3

I. TITLE: Movement Concepts and Skill Themes

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed for future physical education teachers. This course focuses primarily on “what” to teach in the elementary school and not “how” to teach. This class focuses on understanding quality physical education that is developmentally appropriate for children. Emphasis is on the skill theme curriculum focusing on movement concepts, generic levels of skill proficiency, and skill themes. Some basic motor development, applied scientific principles for movement, and fundamental health and fitness concepts are also included in the content.

Prerequisite(s): HPE 175.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Continuum (InTASC) and the Society of Health and Physical Educators (SHAPE) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. define and provide practical examples of skill themes and movement concepts (KTPS/InTASC #4, 5; SHAPE-PE #1);
- B. explain the need for generic levels of skill proficiency and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children (KTPS/InTASC #4, 5; SHAPE-PE #1, 2, 3);
- C. organize and create a developmentally appropriate progression for each of the skill themes and movement concepts (KTPS/InTASC #4, 5; SHAPE-PE 1, 2, 3);
- D. identify and provide appropriate movement tasks based on the observed skill level of children (KTPS/InTASC#4, 5; SHAPE-PE # 1, 2);
- E. explain the relationship of games, gymnastics, and dance to skill themes and movement concepts (KTPS/InTASC #4, 5; SHAPE-PE # 2, 5);
- F. describe the differences between a skill themes approach to children’s physical education curriculum and other approaches (traditional, movement education, fitness, physical activity; busy, happy, good) (KTPS/InTASC #4,5; SHAPE-PE # 1);
- G. explain the inclusion of fitness concepts in the curriculum and how fitness concepts differ from fitness activities (KTPS/InTASC #4, 5; SHAPE-PE#3);
- H. define and provide practical examples of health and fitness concepts (KTPS/InTASC #4, 5; SHAPE-PE # 5);
- I. write developmentally appropriate skill theme lesson plans using “content development” format (tasks/cues/challenges) (KTPS/InTASC# 4, 5);

- J. develop a plan for involving classroom teachers in physical education instruction that is compatible with the program of the physical education specialist (KTPS/InTASC #4, 5; SHAPE_PE# 4);
- K. develop and implement practical assessments with children as a way to check for understanding (KTPS/InTASC #4,5; SHAPE_PE# 3);
- L. teach small groups of children demonstrating a correct and developmentally appropriate use of the skill theme approach (KTPS/InTASC #4, 5; SHAPE_PE# 1, 2); and
- M. write professionally for the field of health and physical education (KTPS).

The COE Theme of Educator as Reflective Decision-Maker is included in this course by requiring students to reflect on their teaching and how the children learned during the lesson the students taught.

The EPSB theme of Assessment is touched on briefly in specific discussions related student learning in schools and assessment in physical education. Pre-service teachers will be required to assess their students and reflect directly on the student learning piece for the lesson.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Movement concepts – body, space, effort and relationships
- B. Skill Themes – throwing, catching, kicking, punting, dribbling, volleying, striking with paddles and rackets, striking with long-handled implements, travelling, chasing, fleeing, dodging, balancing, jumping and landing, transferring weight, and rolling.
- C. Skill Themes and Movement in Dance: Core Content: Elements of dance – time, force, flow; Dance Forms (AB, ABA); History and Culture of Dance, Purposes of dance: ceremonial, artistic, recreational
- D. Skill Themes and Gymnastics (rolling, transferring weight, balance, and flight)
- E. Skill Themes in Games (purpose of, history of, format or types, games for understanding approach (net/wall, invasion, target, combinations)
- F. Health, Wellness, Physical Activity, and 5 health-related Fitness principles–food pyramid, fitness pyramid, physical activity guidelines, and principles
- G. Applied Scientific Principles – generating force (length, lever, rotation), absorbing force (collecting objects), equal and opposite, extensions and force, preparatory phases and force, hand-eye developmental principles applied to young children such as “bend to absorb the force.”
- H. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Lecture/discussion, small group activities, videotape analysis, labs in the gymnasium, peer teaching, teaching elementary school children in a public school

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE: none

VII. TEXT(S) AND RESOURCES:

Graham, G., Holt/Hale, S., & Parker, M. (2009). *Children moving: A reflective approach to teaching in physical education*. (8th ed.). New York: McGraw Hill.

A. PECentral.org

B. Journal Articles

C. Videotaped Motor Skills

D. Computer Centers

E. Media and Resource Centers

F. Library

G. Additional educational websites as needed (AAHPERD, AAPAR, SHAPE)

VIII. EVALUATION AND GRADING PROCEDURES:

Grades are earned based upon this scale:

A – 90

B – 80

C – 70

D – 60

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of

academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY

42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361;
Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**