I. TITLE: Movement Concepts and Skill Themes

II. COURSE DESCRIPTION:
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. Field experience will be required. Prerequisite: HPE 175.

III. PURPOSE:
The purpose of this course is for future physical education teachers to learn what content children should be learning during physical education classes according to the national standards, NASPE guidelines for appropriate instruction, physical activity guidelines for children, and the Kentucky Core Content for Assessment.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) 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. (KTS 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. (KTS 1)
C. Organize and create a developmentally appropriate progression for each of the skill themes and movement concepts. (KTS 1)
D. Identify and provide appropriate movement tasks based on the observed skill level of children. (KTS 1)
E. Explain the relationship of games, gymnastics, and dance to skill themes and movement concepts. (KTS 1)
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). (KTS 1)
G. Explain the inclusion of fitness concepts in the curriculum and how fitness concepts differ from fitness activities. (KTS 1)
H. Define and provide practical examples of health and fitness concepts. (KTS 1)
I. Write developmentally appropriate skill theme lesson plans using “content development” format (tasks/cues/challenges). (KTS 2)
J. Develop a plan for involving classroom teachers in physical education instruction that is compatible with the program of the physical education specialist. (KTS 8)
K. Develop and implement practical assessments with children as a way to check for understanding. (KTS 5)
L. Teach small groups of children demonstrating a correct and developmentally appropriate use of the skill theme approach. (KTS 3 & 4)

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

V. 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.”

VI. INSTRUCTIONAL ACTIVITIES:
Lecture/discussion, small group activities, videotape analysis, labs in the gymnasium, peer teaching, teaching pre-school children

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:
Four hours of field experience will be required. Students will be demonstrating a correct and developmentally appropriate use of the skill theme approach to small groups of children.
VIII. RESOURCES:
A. Instructor webpages
B. PECentral.org
C. Journal Articles
D. Videotaped Lessons
E. Computer Centers
F. Media and Resource Centers
G. Library
H. Additional educational websites as needed

IX. GRADING PROCEDURES:
Daily labs, attendance, in-class and group activities 40%
Written Assignments (papers, lesson plans, in-class written assignments, homework, reflections, student assessments, etc.) 30%
Quizzes, Exams, Teaching children in the field, 1 test grade will be used for attendance. Total days attended, whether excused or not divided by total possible 20%
Professionalism (See Rubric) 10%

A = 94% - Exceptional student: always prepared, completes quality work ahead of time, inclusive and helpful in group work, preparation and clean-up time, plays nice with others! We in the profession expect all teacher/leaders to be this type of person.
B = 85% - Good student: Does what is asked but not more, does not always put forth best effort, work may be inconsistent (sometimes good sometimes not), has to be asked to help in group work, set up clean up, etc. If you fall here you need to work on your professionalism and dispositions. Do you want to be a contributor to your profession or just a warm body?
C = 75% - If you are not above average in your work ethic and professionalism, you better start thinking about a different career!
D = 65% and below Not acceptable.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES

XIII. PREREQUISITES:
HPE 175
XIV. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.