KIN 234.001 Innovative Games Spring 2019

Instructor: Sharon Rice
Office: HPE 209
Office Phone: 936-468-1527
Office Hours: MW 10:00-11:00am,
Course Time & Location: MW 1:00-2:15pm
Shelton Gym 242
Office Hours: MW 10:00-11:00am,
Credits: 2 Semester Hours
Office: HPE 209
Office Hours: MW 10:00-11:00am,
TT 8:30-9:30am. Or by appointment
Other Contact: 468-3503 (Main Office)
Email: rices2@sfasu.edu

Prerequisites: None

I. Course Description: Kin 234 Innovative Games and Sports
   This course incorporates fundamentals, skills, and strategies of new and/or novel games and sports.
   There is a $20.00 course fee associated with Kin 234

II. Intended Learning Outcomes/Goals/Objectives:
   This course supports SFA’s strategic plan Initiative #4: Develop a learner-centered environment.
   This course supports SFA’s COE Goal #2: Prepare teachers, support personnel, and educational leaders.
   This course supports the College of Education’s (COE) mission by preparing physical educators who are
   competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon
   academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior

SFA B.S. Kinesiology Program Learning Outcomes (PLO)Addressed:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts
   and the utilization of available technology in assessing fitness levels, performance, and
   physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are
   developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes Addressed: Kin 234
By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved with many innovative
   activities and games (PLO 4,5).
2. demonstrate reasonable performance competency in various innovative activities (PLO1,4).
3. provide experiences that a future physical education teacher may draw upon when handling groups with a
   large number of participants (PLO 5).
4. develop a lead-up games approach to the teaching of traditional game skills (PLO1, 4,5).
5. understand and explain the safe procedures needed to operate adventure programs (PLO 5).
6. explain the basic skills needed to participate in adventure based programs (PLO 1,4,5)

Professional Organization Standards Incorporated
This course also supports the following Physical Education Standards of the Texas State Board for Educator
Certification.
   Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps
   students develop these skills.
   Standard III. The physical education teacher uses knowledge of individual and group motivation and behavior to
   create and manage a safe, productive learning environment and promotes students’ self-management, self-
   motivation, and social skills through participation in physical activities.
   Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a
   diverse society.
   Standard X. The physical education teacher understands the legal issues and responsibilities of physical
   education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and
   risk management.

NASPE Standards Addressed:

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and
theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill and Fitness Based Competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

CAEP Standards addressed in this course:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 4: CONTENT KNOWLEDGE
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standards addressed in this course:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
ISTE Standards addressed in this course:
Standard 1: Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
Standard 3: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
Standard 4: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Assignment and Standards Alignment

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>NASPE - National Association for Sport and Physical Education</th>
<th>CAEP - Council for the Accreditation of Educator Preparation</th>
<th>ISTE - International Society for Technology in Education</th>
<th>InTASC - Interstate Teacher Assessment and Support Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes - Demonstrate knowledge of course content through online quizzes</td>
<td>1.2, 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 3.4, 4.4, 4.5, 4.6, 6.4,</td>
<td>1.1, 1.3</td>
<td>3a</td>
<td>4i</td>
</tr>
<tr>
<td>Lesson Plan Project Students will develop a detailed lesson plan for K-5 and teach to a small group of K-5 students.</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6</td>
<td>1.1, 1.3, 4.2</td>
<td>1b, 3d,</td>
<td>1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 3a, 3c, 3d, 3f, 3g, 3i, 3j, 3k, 3l, 3m, 3n, 3q, 3r, 4a, 4d, 4f, 4h, 4j, 4l, 4o, 4r, 7a, 7c, 7e, 7f, 7g, 7l, 7n, 7p, 7q, 8a, 8b, 8c, 8d, 8e, 8f, 8h, 8i, 8j, 8l, 8m, 8n, 8p, 9a, 9g, 9l</td>
</tr>
<tr>
<td>Student Observations - TC’s observe students (K-6) being physically active and in a PE setting</td>
<td>6.2</td>
<td>1.3</td>
<td></td>
<td>9a</td>
</tr>
<tr>
<td>Professional Disposition - A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>3d, 4c</td>
<td>2i, 9a, 9m, 9n, 9o</td>
</tr>
</tbody>
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III. A. Course Assignments, Activities, Use of Technology:
- Students will be expected to participate in physical activities. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3,4)
- Students will be required to utilize technology to take online quizzes and obtain articles pertaining to innovative sports. Students are expected to take online quizzes on the first day the tests open in order to allow for enough time to address any technical difficulties before the availability time of the assessment expires. Please contact the SHACK at 468-4357 if you have any problems accessing online quizzes or other technology problems. (PLO: 2)
- Students will need to login to the online learning system regularly for class information.
- Students are required to take daily notes and utilize these notes for the end of semester notebook test.
- Students will be required to develop an innovative game and teach it to the class. (PLO: 1, 3, 4, 5)

**B. Instructional Strategies**
- Lecture, drills, practice, and in-class play will be utilized for instruction.
- Attendance will be taken at the beginning of each class.

**IV. Evaluation and Assessments (Grading):**

The final grade in this course will be determined on the following factors:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Teaching</td>
<td>25%</td>
</tr>
<tr>
<td>Exams/Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance</td>
<td>50%</td>
</tr>
</tbody>
</table>

(Each day you attend is worth 3.5 pts.)

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<59%

The PCOE Professional Dispositions information is stated later in the syllabus. Students are expected to display professional dispositions during class time and interacting with the professor. Five points will be deducted for improper dispositions that are observed.

**V. Tentative Course Outline/Calendar:** See end of Syllabi

**VI. Text:** The Textbook for this course in provided in D2L: Innovative Games and Sports KIN 234 Activity Manual, Stephen F. Austin State University

**LiveText Statement:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system with the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

*If you have questions about obtaining or registering your LiveText account, call ext. 7050 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.*

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be
thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement.

In the COE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Attendance: Students are expected to attend all classes and be on time. Attendance will be recorded. After 4 absences, each absence will deduct 5 percentage points off the total class average (TCA). A tardy is 1/4 of an unexcused absence. A student must notify the instructor prior to a university-sponsored trip that will cause an absence. Students should contact the office of Student Rights and Responsibilities (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. Students will be allowed to makeup 3 weeks (6 days for a 2 day a week course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp. Makeup work for excused absences may consist of: written papers over missed material, online assignments, article searches, or others as assigned. No makeup work for unexcused absences will be given. Students who have 3 weeks (6 days) or more of excused and/or unexcused absences before the drop date will be required to drop the course. After the drop date, students with a total of 8 or more excused absences will be given a Withheld Grade (WH) and must retake the course within one calendar year from the end of the semester in which they receive a WH, or the grade becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents
and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu
The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010).

During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress.

Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with students.

2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.

3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.

4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of the Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed from the Educator Certification Program.
   c. The dean will respond in a timely manner.
   d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.
Stephen F. Austin State University James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: _________________________ From:_________________________ Date:____________

All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated.

In the SFA Classroom:
___ Poor Punctuality
___ Poor work quality
___ Dominates class discussion / group activities
___ Volatile / overly emotional
___ Lack of participation in class activity
___ Assignments not returned in a timely manner
___ Inappropriate behavior that distracts or disrupts the class
___ Poor attendance
___ Negative attitude
___ Inappropriate comments
___ Missing assignments
___ Inattentiveness (sleeping, texting, etc...)
___ Hostility to instructor
___ Lack of interest
___ Failure to meet class requirements
___ Hygiene issues
___ Unable to accept criticism
___ Unacceptable language
___ Cheating / Plagiarism
___ Lack of empathy / interest in teaching
___ Other:

At the Practicum / Student Teaching Site:
___ Lack of integrity in professional performance
___ Poor punctuality
___ Poor attendance in classes and field placement
___ Poor adherence to hours required of cooperating teachers
___ Inconsistent daily preparation to teach
___ Unacceptable language with children / youth
___ Requires excessive guidance
___ Displays non-professional behavior
___ Evidence of cheating
___ Inappropriate social interaction with pupils / teachers
___ Inappropriate physical contact with pupils / teachers
___ Failure to be open to new ideas
___ Displays hostilities toward teachers
___ Failure to interact with all learners
___ Lack of interest in teaching
___ Lack of empathy, interest, or care for students
___ Lack of self-control in the classroom setting
___ Volatile / overly emotional reactions under stress
___ Deficient in instructional skills
___ Lack of knowledge of content
___ Does not participate in public school campus activities
___ Refusal to accept constructive suggestions
___ Does not work well with others
___ Displays negative attitudes
___ Does not take initiative in group projects / work
___ Dominates group discussion / activities
___ Does not complete individual assignment/work for group project
___ Unable to interact effectively with children/youth collaboration
___ Ineffective use of written / oral language
___ Hygiene issues
___ Does not willingly help other candidates
___ Failure to implement constructive suggestions
___ Other
IX. Additional Policies:

- Cell phones should be turned off during class (even if they are in your backpack). No other electronic devices are permitted in the class unless approved by the instructor.
- No objects may be on a person that will hinder their participation in physical activities or endanger other students (i.e. cell phones, excessive jewelry, etc.)
- Proper modest athletic attire should be worn during class that will allow for movement and safety during class. Street clothes, tank tops, cutoffs, boots, mid-drifts, spaghetti straps, sagging, etc. are not allowed. Proper athletic non-marking shoes should be worn. **Students who are not dressed in proper attire will be counted tardy.**
- Late assignments will result in a 20-point deduction for each class period it is late. This does not apply to online assessments. Online assessments may not be taken after the due date.
- Makeup exams will be allowed for excused absences as stated in the Academic Affairs Policies. The instructor should be notified prior to the exam if the student is going to be absent. Students are responsible for scheduling make-up tests and are to be made up within one week of the exam date.
- Students who are injured or are unable to participate must have documentation from a trainer/doctor and will be given modifications to the activities or alternative assignments.
- Any behavior that would disrupt classroom instruction will not be tolerated and the student will be asked to leave and must meet with the instructor before re-admittance to the class.
- Health insurance is not provided by the university or the Department of Kinesiology and Health Science.
- No beverages, food, or tobacco are permitted in class.
- Lockers are available by contacting the locker room attendant.
Fill out and return this page to the professor

Student Information Sheet

Full Name: _______________________________ Name you go by: ______________________________

Hometown & High School ______________________ Transfer Student(Y/N) from ______

Classification: Fr So Jr Sr Major __________ Minor __________ Local Phone # ______

Seeking Teacher Certification (Y / N ) Career/Future Job ________________________________

Hobbies or favorite activities __________________________________________________________

________________________________________________________________________________

Activity/Sports History

Place an X in the areas of your sport/activity experiences. You may add to the list of sports/activities and your experience.

<table>
<thead>
<tr>
<th>Sport/Activity</th>
<th>Junior High Team</th>
<th>High School Team</th>
<th>College Intramurals</th>
<th>NCAA College Team</th>
<th>Adult City League</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
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<tr>
<td>Softball</td>
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<td>Basketball</td>
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<td>Soccer</td>
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<td>Football</td>
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<td>Tennis</td>
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<td>Golf</td>
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</table>

I have read the Syllabi for KIN 234 and understand all of the requirements for the course

Printed Name _________________________________________________________________

Signature _________________________________________________________________

Date __________________
<table>
<thead>
<tr>
<th>Day</th>
<th>Week</th>
<th>KIN 234.1 MW Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to class, Information Sheet, Go over Syllabus</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Teach juggling, Place in groups of 4. Discuss Notebook Grade</td>
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</tr>
<tr>
<td>2</td>
<td>Juggling Quiz, can you teach this skill? What is a warm-up, cool-down? Why are they important. Warm-up Dynamic; Cool-down Static</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quiz over Warm-up, Cool-down: MVP …classroom management. 3 whistle, Toothpick, Drop your Anchor.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teach Rice Ball—Rules, strategies and skills will be covered for each of the sports/activities covered in the rest of the course. Emphasis upon providing a safe environment, class management and maximizing physical activity will also be demonstrated for each of the sports/activities.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Break into groups to teach the class. Pick the day the group will teach</td>
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<tr>
<td>4</td>
<td>Sink the Bismarck (History) Play song-teach game</td>
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<td>4</td>
<td>PacMan—Muscles Cross-Curriculum Health</td>
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<td>5</td>
<td>Pillow Polo Baseball</td>
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<td>5</td>
<td>Teach throwing and catching. Monster Ball</td>
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<td>6</td>
<td>War Ball</td>
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<td>6</td>
<td>Hula Hoop Activities</td>
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<td>7</td>
<td>Introduce the <a href="http://WWW">WWW</a>. Endless relay…music plays while walking</td>
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<td>7</td>
<td>Meet at track for <a href="http://WWW">WWW</a>. Quiz grade for straws that are collected</td>
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<td>8</td>
<td>Assign Dodgeball article</td>
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<td>8</td>
<td>Group work</td>
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<td>9</td>
<td>Baseball-Pillow polo baseball, rules and play. Hand ball rules</td>
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<td>9</td>
<td>Hula Hoop tag. Sharks and Seals Rules and strategies</td>
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<td>10</td>
<td>Combine…NFL Style</td>
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<td>10</td>
<td>Stations: Why, How Assign group work</td>
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<td>11</td>
<td>Groups 1-2 Teach Class</td>
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<td>11</td>
<td>Groups 3-4 Teach Class</td>
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<td>Groups 5-6 Teach Class</td>
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<td>12</td>
<td>Groups 7-8 Teach Class</td>
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<td>13</td>
<td>Groups 9-10 Teach Class Make up day</td>
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<tr>
<td>13</td>
<td>Teach Quiditch Rules</td>
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<td>14</td>
<td>Play Quiditch</td>
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<tr>
<td>15</td>
<td>Class Notebooks are due.</td>
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<tr>
<td>15</td>
<td>Reflection Paper (Exam)</td>
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<td>16</td>
<td>Final Exam</td>
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<td>Instructor reserves the right to modify the course outline.</td>
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