Masks (cloth face coverings)

Students must wear masks or cloth face coverings over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


This 16 week course is offered in a hybrid format combining face-to-face instruction with online learning. Approximately 50% of the course will be taught face-to-face and 50% will be taught online. The course materials will be organized using D2L. The Online sessions will be a blend of self-paced and group activities using D2L and other Web sites. Activities will consist of interactive modules, group work, video analyses, individual projects, and quizzes.

I. Course Description:

Demonstration and practice of basic skills and rules of various team sports. Students will be assessed in sports skills and authentic application of these skills for accountability and accreditation purposed required by NCATE/NASPE. This course includes an accreditation assignment and requires it to be submitted into Livetext/Watermark. There is a $20.00 course fee associated with KINE 2235.

Course Justification - “KINE 2235 Team Games and Sports” (2 credits). Students are expected to analyze the characteristics of games based on games classification, especially team games and sports. Students are required to develop sequences of learning activities by using transferrable skills in team games and sports throughout the semester. In class, they are expected to share the sequences with other students through collaborative activities in order to expand the sequencing, contributing to their own lesson plan. The outside class assignments require at least 5 hours of outside work each week.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community. More information found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

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, confident, 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:

By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved in various team sports (PLO 4,5).
2. demonstrate reasonable performance competency in various team sports. (PLO 1,3,4)
3. analyze fundamental skills and determine performance errors and corrections. (PLO 1,3,4)
4. plan and conduct an appropriate class presentation including warm-up components, skill preparation, and group management skills. (PLO 5)
5. describe the different teaching models utilized in physical education. (PLO 5)

Professional Organization Standards Incorporated

This course also supports the following exemplary objectives from the THECB:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Use logical reasoning in problem solving; and
7. Integrate knowledge and understand the interrelationships of the scholarly disciplines

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.

**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.

**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 2: Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

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.

Standard 5: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
III. A. Course Assignments, Activities, Use of Technology:

Attendance and Daily Application Tasks

Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. 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)

- **Attendance (200 pts.)** for meeting in class, will be taken at the beginning of each class. Attendance is mandatory. Roll will be called. If you come into class late two times, it will be considered one absence. For on line participation, I will check your progress on D2L. An absence must be documented with the Judicial Office in order to be excused. **The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.**

- **Daily Application Tasks (100 pts.)** - Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

- In this class each student is required to have at least one conference with the professor (Dr. Bae) during the semester.

**Lesson and Management Plans (Group and individual)**

*Group Lesson and Management Plan (100 pts.)* - Students will participate in on line group work by sharing their knowledge and information in order to develop a lesson plan (game creation) and management plan. Each student will be required to submit or turn in an individual reflection paper based on their experience with group work.

*Individual Lesson and Management Plans (100 pts.)* - Each student will be required to develop their own individual lesson and management plans. Individual lesson plan should not be the same as their group lesson plan in terms of skill development or skill learning. Each individual lesson plan and management plan must be submitted into both D2L and Livetext/Watermark for accountability and accreditation requirements for NASPE/NCATE. (PLO: 1, 3, 4, 5)

**Skills Assessments (100 pts.)** - Students will be assessed in their psychomotor skill proficiency in the various sports covered in class. Students are expected to practice skills outside of class to become proficient in the psychomotor skills. Your scores for authentic skill acquisition will be entered into Livetext/Watermark for accountability and accreditation requirements for NASPE/NCATE. (PLO: 1, 3, 4)

**Quizzes (100 pts.)** - Students will be required to utilize technology to take online quizzes and obtain articles pertaining to team sports. Students are expected to take online quizzes on the first day they open. Please contact the SHACK at 468-4357 if you have any problems accessing online quizzes or other technology problems. Students will need to have their SFA online learning system account activated and checked regularly for class information.

**Individual Assignments (300 pts) -** Students will submit sequences of learning activities, video analyses, and review one scholarly journal article relating to topics discussed and covered in class throughout the semester.

➢ NOTE: All assignments, unless specified by the professor, must be typed. No work will be accepted unless it is typed. NO late work will be accepted without special permission. Absence is no excuse for not knowing.

B. Instructional Strategies
- Lecture, skills, practice, and in-class play will be utilized for instruction.

**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><strong>Skill and Gameplay Performance</strong></td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3</td>
<td>1.1, 1.3, 4.2</td>
<td>2d, 3a, 3d, 4c, 5b</td>
<td>4j, 4k, 4l, 4n, 4o</td>
</tr>
<tr>
<td>Teacher Candidates (TCs) demonstrate the ability to perform skills and make appropriate tactical decisions in game like settings for the following team games: volleyball, soccer, softball, and basketball. Some skill performance will be videotaped in class using IPAD technology while other skills/gameplay will be performed live. Documentation: <strong>Skill Analyses</strong> – Teacher and Self Analysis of individual performance • Teacher and Self Analysis of individual performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation: <strong>Game Performance Assessment Instrument</strong> (GPAI) score sheet(s)</td>
<td></td>
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</tr>
<tr>
<td>• GPAI self-assessments sheet with ratings completed • A concluding statement of the personal (strengths and weaknesses) in general based upon your game play</td>
<td></td>
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</tr>
</tbody>
</table>

1.1, 1.2, 1.3, 1.5
2.1, 2.3
| **Quizzes** - Demonstrate knowledge of course content through online quizzes |
|-----------------|-----------------|-----------------|-----------------|
| **Quiz 1** (in class): Major tenets of and rationale for using student centered teaching models, A Tactical Games Approach (TGA) & Sport Education (SE) to teach invasion and field-run-score games |
| 3.3,3.4,3.6,4.1,4.2,4.4, 3.4,4.5,4.6 |
| 1.1,1.3 |
| 3a |
| 2g,3i,3j,3k,3p,3q,3r 4j,4k,4l,4n,4o,5i, 5s, 7j,7k,7n |
| **Quiz 2** (on line): Major tenets of and rationale for using the student-centered teaching model-Personalized System of Instruction (PSI) Basic rules, skills, strategies for Basketball |
| 3.3,3.4,3.6, 4.1,4.2,4.3,4.4, 4.5,4.6 |
| 1.1,1.2,1.3,1.4, 2.1,2.3 |
| 1.1,1.3 |
| 3a |
| 2g,3i,3j,3k,3p,3q,3r 4j,4k,4l,4n,4o,5i, 5s, 7j,7k,7n |
| **Quiz 3**: (on line) Rules, skills, strategies for Team Handball |
| 1.1,1.2,1.3,1.4, 2.1,2.3 |
| 1.1,1.3 |
| 3a |
| 4j,4k,4l,4n,4o, |
| **Quiz 4**: (on line) Rules, skills, tactics for Soccer and Hockey |
| 1.1,1.2,1.3,1.4, 2.1,2.3 |
| 1.1,1.3 |
| 3a |
| **Quiz 5** (on line): Rules, skills, tactics for Volleyball |
| 1.1,1.3,4.2 |
| 1b,3d |
| **Lesson Plans** Students will develop a detailed lesson and management plan that will include: equipment list, Instant activity/warm-up, instruction, practice time and closing activity. |
| 1.1,1.2,1.3,1.5, 2.1, 2.3,3.5,4.1,4.2,4.3, 4.4,4.6 |
| 1.1,1.3,4.2 |
| 1b,3d, |
| **Assignments** Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal article relating to topics discussed and covered in class throughout the semester. |
| 1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 5,15.3 |
| 1.3 |
| 1a |
| 1d,1e, 2a, 2h, 4b, 4l, 5h,5j, 6b, 7a, 7b, 7c, |
IV. Evaluation and Assessments (Grading):

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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90% - 100% (900-1000 points)</td>
<td>A 90% - 100% (900-1000 points)</td>
</tr>
<tr>
<td>B 80% - 89.9% (800-899.99 points)</td>
<td>B 80% - 89.9% (800-899.99 points)</td>
</tr>
<tr>
<td>C 70% - 79.9% (700-799.99 points)</td>
<td>C 70% - 79.9% (700-799.99 points)</td>
</tr>
<tr>
<td>D 60% - 69.9% (600-699.99 points)</td>
<td>D 60% - 69.9% (600-699.99 points)</td>
</tr>
<tr>
<td>F 59.9% &amp; below (599.99 points or fewer)</td>
<td>F 59.9% &amp; below (599.99 points or fewer)</td>
</tr>
</tbody>
</table>

Note: Kinesiology Majors must earn a minimum grade of C.

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

Assignment Explanations
- Quizzes over the rules, history, strategies, and terms of each sport will come from the Teaching sport concepts and skill (3rd ed.) (required text) and the Physical Education Activity Handbook (recommended text) and will be given using the online learning system on D2L.
- Skills in each sport will be assessed as required by NCATE/NASPE guidelines. There will be criteria based and authentic assessment conducted in the class.
- Each student will be required to develop and teach a lesson plan.
- Detailed descriptions of assessments are below.

KINE 2235 Team Games and Sports Peer Teaching Assignment

- The Lesson Plan Assignment will be submitted in Livetext/Watermark.
  - Students will be placed into groups of 3-4 students or may choose their own group members. Students may choose their sport and skill to teach.
  - Each group will turn in one typed lesson plan and each member must upload the lesson plan into Livetext/Watermark.
  - Group members who do not contribute/help with the group’s lesson plan will be required to develop a lesson plan on their own. Members who have an excused absence on the day the group presents will be required to teach on an alternative day agreed upon by the professor.
  - The detailed lesson plan should be developed to lead the class through a 40 minute lesson which includes a sport specific warm-up, teaching of a sport specific skill/skills (MUST include reference for skill information), practicing the skill/skills, and if time allows an activity/game that incorporates the skill taught.
  - Each group member must be the lead teacher in at least one part of the lesson.
“Skills” need to cover the basics when instructing and demonstrating. Skill information can be found in your textbook and detailed instructions on the skill/skills need to be included in your lesson plan.

Organization of the students for each part of the lesson plan should be included in the lesson plan. (Organization of students: how groups are made, are they placed in lines, circles, etc.)

Teaching groups are responsible for picking up and taking back equipment on the day they teach.

Equipment lists and lesson plans must be submitted in Livetext/Watermark by the due date as stated in class.

Other Helpful Hints

Do not sign up for a date or let the professor sign you up for a date that conflicts with something you have already scheduled.

Lesson Plan Guidelines

- **Equipment**
  
  A complete list of all needed equipment with specific numbers should be included on the lesson plan and the Equipment Request Form (found at the end of this document) should be filled out and turned in also.

- **Instant Activity/Warm-up (3-5 Minutes)**
  
  Students will design a sport specific activity (time, organization, etc.) as a warm-up that consists of detailed instructions. You may do a mini-game as warm-up or alternate dynamic stretches played as spring board for the main learning activities, not static stretches. Static stretches may be used as a cool-down before closure at the end of class.

- **Skill Instruction**
  
  Should include a detailed description of how to perform the skill/skills being taught. Use the textbook for the description and you must cite each source you use. Take into consideration body positioning and specific body movements for each part of the skill you describe. A demonstration and explanation of the skill should occur in presentation. Skill instruction can be done by one student teacher to the entire group or each student teacher can teach the skills to a specific group.

- **Practice Time**
  
  Include a detailed description of an effective skill practice session that maximizes student engagement in learning activity. Practice time should be designed to organize students, space, and time, equipment, and safety to practice in order to maximize student engagement in learning activities. However, students should not be placed in a competitive situation to practice skills. A demonstration of the practice time skill/skills should be given to the class. Partner practice time should be utilized if it is appropriate for the skill being taught. (Most basic skills can utilize practice with a partner.) This maximizes the number of times students practice the skill. After partner practice, can utilize other group practice time formations (shuttle, parallel lines, semi-circle formation, or other innovative drill formations).

- **Closing Activity**
  
  The closing activity should include a detailed description of an activity/mini-game that emphasizes the skill/skills taught in the lesson. The closing activity should not be another skill. Rather it should be an enjoyable and short activity so that the students can remember the lesson and expect the/a next lesson. As such scaffolding, a brief process of reviewing skill learned in the lesson is effective. Utilize small group activities designed to allow for maximum student participation is suggested. The closing activity should be demonstrated for the class.
# KINE 2235 Peer Teaching Evaluation Form

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Target -3 pts.</th>
<th>Acceptable – 2pts.</th>
<th>Unacceptable-1 pts.</th>
<th>0 pts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan</strong></td>
<td>Lesson plan has complete list of all equipment to meet learning objectives and maximize student learning &amp; activity. Equipment request form filled out properly.</td>
<td>List lacks equipment which may minimize student activity and equipment request not completed.</td>
<td>List does not include specific amounts of equipment for maximum student activity and learning on lesson plan and no equipment request form.</td>
<td>No equipment list is included.</td>
<td></td>
</tr>
<tr>
<td><strong>Instant activity/ Warm-up</strong></td>
<td>Detailed description of an appropriate sport specific activity as a warm-up which includes physical activity, stretches, and organization.</td>
<td>Reasonable description of appropriate activities and organization.</td>
<td>Activities or organization that does not address proper warm-up techniques.</td>
<td>No Instant activity/warm-up</td>
<td></td>
</tr>
<tr>
<td><strong>Skill Instruction</strong></td>
<td>Complete detailed description of the process of a developmentally appropriate sport specific skill.</td>
<td>Description of sport skill is reasonably sufficient for instruction.</td>
<td>Description of sport skill was insufficient in describing the fundamentals of the skill.</td>
<td>No skill description included</td>
<td></td>
</tr>
<tr>
<td><strong>Practice Time</strong></td>
<td>Detailed description of an effective skill practice activity, which maximizes student learning and activity. Non-competitive</td>
<td>Activity description is reasonable with appropriate activities.</td>
<td>Description lacks detail and does not maximize student activity and learning. Competitive situations.</td>
<td>No practice time included</td>
<td></td>
</tr>
<tr>
<td><strong>Closing Activity</strong></td>
<td>Activity description is detailed and incorporates the above specific skill and maximizes activity for all students.</td>
<td>Activity description is reasonable with appropriate activities, which incorporates skill.</td>
<td>Description lacks detail, does not include skill taught, and does not maximize student activity and learning.</td>
<td>No closing activity to practice skill was included.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Appropriate forms were turned in on the due date and on time. Equipment &amp; Lesson Plan</td>
<td>Forms turned in on the due date but after the specified time.</td>
<td>Forms were turned in after due date and time or where not complete.</td>
<td>Forms not turned in to teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lesson contributed to the accomplishment of instructional objectives. (On time, equipment ready, student management, active most of class)</td>
<td>Lesson was reasonably well thought out and contributed to objectives.</td>
<td>Lesson was poorly directed and was not organized as far as equipment, timely, student management, and student activity.</td>
<td>No organization was included.</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction Demonstration of Skill/Skills</strong></td>
<td>Detailed instruction of skills. Demonstrations were simple, clear, and concise.</td>
<td>Adequate and minimally clear instructions &amp; demonstrations</td>
<td>Instruction of skills &amp; demonstrations left students confused.</td>
<td>No demonstratio n of skills or drills</td>
<td></td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Continually directed and observed activity. Monitored and gave feedback to students.</td>
<td>Maintained reasonable supervision of activities.</td>
<td>Showed little to no attention to supervising students and monitoring student progress</td>
<td>No supervision or feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Communicatio n</strong></td>
<td>Concise clear instructions. Excellent verbal cues and voice quality to control class. Location of students maximize communication.</td>
<td>Complicated directions. Adequate verbal cues and voice quality for control.</td>
<td>Poor, inaccurate directions which added to inadequate control. Weak voice and poor language skills. Organization of students does not maximize 90m</td>
<td>Did not communicate with students during the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

A = 30-27; B=26-24; C=23-20; D=19-17; F <16
29=97, 28=93, 27=90, 26=87, 25=83, 24=80, 23=77, 22=73, 21=70

Total Points _________
The Process Skill Analysis in KINE 2235 is based upon NASPE Standard 2 Skill Competencies.

Element Statement 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Unacceptable – TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities. TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity.

Acceptable – TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities. TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive tactics) while participating in physical activity.

Target – TC correctly selects what to do and executes that selection appropriately in a variety of activities. TC executes advanced strategies using skills at appropriate times and/or appropriate situations. In addition, TC anticipates and gains an advantage while participating in physical activity.

V. Tentative Course Outline/Calendar:

See the course outline/calendar on the last page of this document

VI. Readings (Required and recommended):

- **Required Textbooks**

- **Recommended Textbooks**

LIVETEXT/WATERMARK

This course uses the LiveText/Watermark 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/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark 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:

Class Attendance and Preparation for Class:

**SFA Attendance Policy (6.7)** - Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.


**Absence is no excuse for not knowing.** You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND be prepared for the next meeting. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.**

**Class preparation is your responsibility.** Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

**Daily attendance and active participation** are expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Test materials are presented in class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses should 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. It is also the responsibility of the student to notify the instructor prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

**Students with Disabilities Policies (6.1 & 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, 468-3004/468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

**Student Academic Dishonesty Policy (4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.
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, resubmission 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).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

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): Acceptable Student Behavior
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program at SFA. Information regarding the Early Alert program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Masks (cloth face coverings) MUST be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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.texas.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 936-468-1740 or snyderke1@sfasu.edu.

IX. Additional Policies/Other Relevant Course Information:

Insurance:

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Medical Conditions:

Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the professor. Student must provide proper documentation, in order to not participate in activities.

Personal Illnesses, Family Emergencies:

Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

Professionalism:

You are working towards a degree to become a professional, so you should demonstrate professionalism in your behavior, including your appearance, and speech.

Students will be required to appear, and behave professionally. Attendance and assignments due will be considered as parts of professional conduct. Also, each member should communicate respectfully with the instructor and classmates both in person and on line.
General Classroom Civility:

**Students as future professionals** should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspapers, complete work from other classes, talk to their neighbors, sleep during class, or use cell phones or smart watches to text, access social media, or for any other purpose, or engage in other activities that are distracting to the instructor or other students. Any student found violating **this code of conduct** will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the **dispositions** essential to becoming effective professionals according to standards for educator preparation recommended by NASPE, CAEP, and InTASC. If you anticipate an emergency phone call, you may leave your phone on, but leave the room if you get a call. Display of a lack of respect will be addressed and documented. Additionally, be aware that beverages, food, or tobacco are not permitted in the gym and class.

**Proper Attire:** Students will wear masks indoors at all times. You are expected to wear proper modest athletic attire that will allow for movement and safety during activity lessons. Sneakers or running shoes are the only footwear allowed in the gym. Unprofessional attire should be avoided, which means NO sagging pants, No tank tops, cutoffs, caps or hats, No sunglasses in the classroom and building.

**Electronic Devices:**

Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. This includes earpieces or Bluetooth devices. If you anticipate an important phone call curing class, please alert the professor in advance, and when the call comes leave the classroom to answer it. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching. (See also General Classroom Civility)

Laptops and tablets may be used for NOTE TAKING ONLY, unless directed by the instructor for assignments during class. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

**E-mail etiquette:**

When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.

**Exam Conduct:**

- Both tests in class and on line have the same expectation.
- You may not wear sunglasses during an exam
- You will be asked to either remove your hat or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)!
- No food or drinks will be allowed during exams - this includes water and gum
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
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 not are 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 for 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.
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
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>Experience</th>
<th>Junior High</th>
<th>High School</th>
<th>College Intramurals</th>
<th>NCAA College Team</th>
<th>City League</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
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<td>Softball</td>
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<td>Basketball</td>
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<tr>
<td>Tennis</td>
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<tr>
<td>Golf</td>
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</tbody>
</table>

I have read the Syllabi for KIN 235 and understand all of the requirements for the course

Printed Name ________________________________

Signature ________________________________________________

Date __________________
### [KINE 2235.1. Team Games and Sports] Semester Calendar – Fall 2020

Dates may change at the discretion of the instructor. If a date change is required, it will be announced in class or in Brightspace. All times listed are Central Standard Time (CST).

<table>
<thead>
<tr>
<th>Date</th>
<th>Before-Class Work</th>
<th>In- and After-Class Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25 (In Class)</td>
<td>None</td>
<td>Orientation, Syllabus Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Team Games &amp; Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>D2L:</strong> Complete Syllabus Quiz by Aug. 30 at 11:59pm</td>
</tr>
<tr>
<td>August 27 (In Class)</td>
<td>Preparation: Visit SHAPE America website – ‘Physical Literacy’</td>
<td>Overview NASPE’s Standards &amp; Learning Domains</td>
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<td>Moving into the future</td>
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<td>Grade-Level Outcomes for K-12 Physical Education</td>
</tr>
<tr>
<td>September 1 (In Class)</td>
<td>Preparation: Read Chapter 1</td>
<td>Chapter 1: Tactical Game Explanation</td>
</tr>
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<td>Games Classification</td>
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<tr>
<td>September 3 (Online)</td>
<td>Preparation: Read Chapter 2</td>
<td>Chapter 2- Principles of Games Teaching &amp; Learning</td>
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<td>Games Classification</td>
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<td><strong>D2L:</strong> Dropbox - Physical Literacy Concept by September 7 at 11:59pm</td>
</tr>
<tr>
<td>September 8 (In Class)</td>
<td>Preparation: Read Chapter 4 - Getting Started with Tactical Games Teaching</td>
<td>Chapter 4: Getting Started with Tactical Games Teaching</td>
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<td>Pedagogical Principle for Developing Problem Solving</td>
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<td>Games Classification</td>
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<td>Authentic Assessment Evaluation</td>
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<tr>
<td>September 10 (Online)</td>
<td></td>
<td>Review Games Classification</td>
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<tr>
<td>September 15</td>
<td>Quiz 1 (In Class)</td>
<td><strong>D2L:</strong> Watch videos</td>
</tr>
<tr>
<td>September 17 (In Class)</td>
<td>Preparation: Read Chapter 7: Invasion Games</td>
<td>Chapter 7 – Invasion Games</td>
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<td>Games Classification: Invasion Games</td>
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<td>Basic Rules, Skills, and Games Strategies for Basketball</td>
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<td>Sequence of Basketball</td>
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<td></td>
<td>Small Group activities (Lab)</td>
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<td></td>
<td>Authentic Assessment and Game Skills</td>
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<td></td>
<td><strong>D2L:</strong> Folder -Basketball Chapter</td>
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<tr>
<td>September 22 (In Class)</td>
<td>Preparation: D2L: Developmental Task</td>
<td>Chapter 12: Basketball</td>
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<td>Basketball &amp; Sequence of basic skills</td>
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<td>Developmental Task Analysis</td>
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<td>Small Group activities/Small-Sided games</td>
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<tr>
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<td><strong>D2L:</strong> Folder -Basketball Unit.</td>
</tr>
<tr>
<td>September 24 (Online)</td>
<td></td>
<td><strong>D2L:</strong> Complete Basketball Quiz by September 28 at 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td><strong>D2L:</strong> Dropbox – Sequence of Skills for Basketball by September 24 at 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td><strong>D2L:</strong> Watch Video</td>
</tr>
<tr>
<td>September 29 (In Class)</td>
<td>Preparation: D2L: Read Team Handball</td>
<td>Introduction to Team Handball: Basic Rules, skills, and strategies</td>
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<tr>
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<td></td>
<td>Sequence of Team Handball</td>
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<td></td>
<td></td>
<td>Small Group activities (Lab)</td>
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<td></td>
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<td><strong>D2L:</strong> Folder – Team Handball(Rules, Skills, &amp; Strategies etc.)</td>
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<tr>
<td>October 1 (Online)</td>
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<td>Team Handball</td>
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<td>Handball &amp; Sequence of basic skills</td>
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<td>Small Group activities/Small-Sided games</td>
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<td><strong>D2L:</strong> Folder -Handball Unit.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
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<tr>
<td>October 6</td>
<td><strong>Preparation:</strong> D2L: Read Instructional Materials</td>
<td>Instruction and Management&lt;br&gt;Organization Plan&lt;br&gt;Management Plan&lt;br&gt;Small Group Activities (Lab)</td>
</tr>
<tr>
<td>(In Class)</td>
<td>D2L: Watch Video</td>
<td>D2L: Complete Handball <strong>Quiz</strong> by October 5 at 11:59pm&lt;br&gt;D2L: Dropbox – <strong>Sequence of Skills for Team Handball</strong> by October 1 at 11:59pm&lt;br&gt;D2L: Watch Video</td>
</tr>
<tr>
<td>October 8</td>
<td><strong>Preparation:</strong> D2L: Read Instructional Materials&lt;br&gt;SHAPE America Website: D2L: Dropbox - National Physical Education Standards by October 12 at 11:59pm&lt;br&gt;TEA Website: D2L: Dropbox – Texas Education Agency (TEA) by October 29 at 11:59pm</td>
<td>D2L: Dropbox – <strong>Sequence of Skills for Team Handball</strong> by October 1 at 11:59pm&lt;br&gt;D2L: Watch Video</td>
</tr>
<tr>
<td>(Online)</td>
<td><strong>Preparation:</strong> read Chapter 11 – Soccer&lt;br&gt;Chapter 11- Soccer (Levels)&lt;br&gt;Developmental Task Analysis&lt;br&gt;Organization Plan&lt;br&gt;Small Group activities (Lab)&lt;br&gt;Sequence of Basic Skills&lt;br&gt;Developmental Task Analysis&lt;br&gt;D2L: folder – Soccer (Basic Rules, Skills, and Strategies)</td>
<td>D2L: Dropbox – <strong>Sequence of Skills for Team Handball</strong> by October 5 at 11:59pm&lt;br&gt;D2L: Complete Soccer <strong>Quiz</strong> by October 19 at 11:59pm&lt;br&gt;D2L: Watch Video</td>
</tr>
<tr>
<td>October 13</td>
<td><strong>Preparation:</strong> D2L: Read Hockey Unit&lt;br&gt;Chapter 9: Striking and Fielding Games, Chapter 19 Softball, Chapter 20-cricket&lt;br&gt;Developmental Task Analysis – (Variables)&lt;br&gt;Small Group activities (Lab)&lt;br&gt;Introducing the Personalized Sports Instruction System (PSIS) Model of Instruction and start on PSIS&lt;br&gt;D2L: Folder – Hockey (Rules, Skills, and Strategies)&lt;br&gt;D2L: Dropbox – <strong>Video Analysis</strong> 2 by October 12 at 11:59pm</td>
<td>D2L: Dropbox – <strong>Sequence of Skills for Hockey</strong> by October 22 at 11:59pm&lt;br&gt;D2L: Complete Hockey <strong>Quiz</strong> by October 26 at 11:59pm</td>
</tr>
<tr>
<td>(In Class)</td>
<td>D2L: Watch Video</td>
<td>D2L: Dropbox – <strong>Sequence of Skills for Hockey</strong> by October 22 at 11:59pm&lt;br&gt;D2L: Complete Hockey <strong>Quiz</strong> by October 26 at 11:59pm</td>
</tr>
<tr>
<td>October 20</td>
<td><strong>Preparation:</strong> D2L: Read Hockey Unit&lt;br&gt;D2L: Watch Video</td>
<td>Hockey &amp; Sequence of Basic Skills&lt;br&gt;Small Group activities/Small-sided Activities&lt;br&gt;Authentic Assessment and Game Skills&lt;br&gt;D2L: Dropbox – <strong>Sequence of Skills for Hockey</strong> by October 22 at 11:59pm&lt;br&gt;D2L: Complete Hockey <strong>Quiz</strong> by October 26 at 11:59pm</td>
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<tr>
<td>(Online)</td>
<td><strong>Preparation:</strong> D2L: Read Hockey Unit&lt;br&gt;D2L: Watch Video</td>
<td>D2L: Dropbox – <strong>Sequence of Skills for Hockey</strong> by October 22 at 11:59pm&lt;br&gt;D2L: Complete Hockey <strong>Quiz</strong> by October 26 at 11:59pm</td>
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<td>October 27</td>
<td><strong>Preparation:</strong> Read Chapter 9 – Striking and Fielding Games, Chapter 19 Softball, Chapter 20-cricket&lt;br&gt;Group work</td>
<td>Chapter 9: Striking and Fielding Games - Softball &amp; Cricket&lt;br&gt;Chapter 19: Softball&lt;br&gt;Developmental Task Analysis – (Variables)&lt;br&gt;Small Group activities (Lab)&lt;br&gt;D2L: Dropbox – <strong>Journal Article Review</strong> by October 20 at 11:59pm&lt;br&gt;D2L: Folder – Softball (Rules, skills, and Strategies etc.)</td>
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<td>(In Class)</td>
<td>D2L: Watch Video</td>
<td>D2L: Dropbox – <strong>Journal Article Review</strong> by October 20 at 11:59pm&lt;br&gt;D2L: Folder – Softball (Rules, skills, and Strategies etc.)</td>
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<td>October 29</td>
<td><strong>Preparation:</strong> D2L: Read Hockey Unit&lt;br&gt;D2L: Watch Video</td>
<td>Softball skills&lt;br&gt;Sequence of Basic Skills – Batting/striking&lt;br&gt;Softball Authentic Assessment and Game Skills&lt;br&gt;D2L: Dropbox – <strong>Sequence of Batting Skills</strong> by November 2 at 11:59pm&lt;br&gt;D2L: Dropbox – <strong>Texas Education Agency (TEA)</strong> by October 29 at 11:59pm</td>
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<tr>
<td>(Online)</td>
<td><strong>Preparation:</strong> D2L: Read Hockey Unit&lt;br&gt;D2L: Watch Video</td>
<td>D2L: Dropbox – <strong>Sequence of Batting Skills</strong> by November 2 at 11:59pm&lt;br&gt;D2L: Dropbox – <strong>Texas Education Agency (TEA)</strong> by October 29 at 11:59pm</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
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</table>
| November 3 (In Class) | **Preparation:** Read Chapter 8 – Net and Wall Games and Chapter 16 Volleyball  
D2L: Watch Video  
Chapter 8 - Net and Wall Games & Chapter 16 -Volleyball  
Volleyball rules, skills, strategies  
Developmental Task Analysis  
Game Skills: Bumping/Setting, & Serving, Small-sided games.  
D2L: Folder – Volleyball  
November 5 (Online) | Chapter 16: Volleyball  
Sequence of Basic Skills  
Volleyball Skills using Peer Teaching  
Small-sided Gams  
Volleyball Authentic Assessment and Game Skills  
D2L: Dropbox – *Sequence of Skills* for Volleyball by October 29 at 11:59pm  
D2L: Complete Volleyball *Quiz* by November 2 at 11:59pm  
November 10 (In Class) | **Preparation:**  
- Read Material in D2L  
- Visit SHAPE America – NASPE  
- Visit TEA - TEKS  
Content Development – Lesson Plan  
Task Progression/Refinement/Application  
NASPE’s Standards and TEA Standards  
November 12 (Online) | D2L: Dropbox – *Group Lesson Plan (Game Creation)* & Management Plan by November 12 at 11:59pm  
November 17 (In Class) | **Preparation:**  
- D2L: Checklist for Individual Lesson Plan & Management Plan  
- Instructions for Lesson & Management Plan  
Individual Lesson Plan  
Lesson Objectives, Task Progression (Sequence), Small-sided Activity, Assessment (Rubrics)  
D2L: Dropbox – *Organizational Plan 2* by November 17 at 11:59pm  
November 19 (In Class) | **Preparation:** Individual Lesson plan  
*SHAPE America:* NASPE’s Standards  
*TEA - TEKS*  
Individual Lesson Plan  
Management Plan  
Discussion  
November 24 - 26 | **Thanksgiving**  
December 1 (In Class) | **Thanksgiving**  
December 3 (Online) | **LiveText:** Individual Lesson Plan by December 5 at 11:59pm  
D2L: Dropbox – *Individual Lesson Plan, Management Plan, & Reflection Paper* by December 5 at 11:59pm  
December | **Final Week**  