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 purposes 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 KIN 235

Course Justification - “Team Games and Sports” (2 credits) is a physical activity-based class that 150 minutes of class time each week in 75-minute segments for 15 weeks. Students are expected to work in a group of 3-4 students and they are expected to work with different people as much as they can during a semester. They are required to develop a sequence of learning activities for each team sport. Each group member develops a sequence of learning activities and shares the sequence with all the team members the team can demonstrate the sequences to the entire class. Outside class assignments consist of reading materials, observing team sports, developing the sequence of learning activities, studying for quizzes, and preparing group presentations. The outside class assignments will require at least 4 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.

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 (40%)

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 (30%) will be taken at the beginning of each class.
  For KIN235, one percent of the attendance grade will be deducted for each absence unless the absence is documented with the Judicial Office. Students will be considered tardy after class roll is called or after daily application tasks are distributed. If you are late and come into class after attendance 3 times, it will be considered one absence. If you are absent more than 8 times, you will fail the course, because it will be impossible for you to complete the work.

  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.**

  There is a 20-point perfect attendance bonus at the end of the semester for students who have no absences or tardies of any kind.

- Daily Application Tasks (10 %) - 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.

**Lesson and Management Plans (Group and individual) (25%)**

**Group Presentation (17%)** - Working in groups, students will develop a group lesson plan and management plan and demonstrate them during their presentation. Each group will be evaluated for their group performance and individual performance. They will peer-evaluate not only the presentations of other groups, but also their own group presentation. After the group presentation, each student will be required to turn in an individual reflection paper based on their experience during group work.

**Individual Lesson and Management Plans (8%)** - 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 (10%)** - 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 (10%)** - 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 it opens. 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 (15%)** - Students will submit sequences of learning activities and review one scholarly journal article relating to topics discussed and covered in class throughout the semester.

- Note: All assignments, unless specified by the instructor, 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>Skill and Gameplay Performance</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, 5i, 6j, 6q,</td>
</tr>
</tbody>
</table>
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: Skill Analyses – Teacher and Self Analysis of individual performance
- Teacher and Self Analysis of individual performance

Documentation:
Game Performance Assessment Instrument- (GPAI) score sheet(s)
- GPAI self-assessments sheet with ratings completed
- A concluding statement of the personal (strengths and weaknesses) in general based upon your game play

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Demonstrate knowledge of course content through online quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>Major tenets of and rationale for using student centered teaching models, A Tactical Games Approach (TGA) &amp; Sport Education (SE) to teach invasion and field-run-score games</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>Major tenets of and rationale for using the student-centered teaching model-Personalized System of Instruction (PSI) Basic rules, skills, strategies for Basketball</td>
</tr>
<tr>
<td>Quiz 3:</td>
<td>Rules, skills, strategies for Team Handball</td>
</tr>
<tr>
<td>Quiz 4:</td>
<td>Rules, skills, tactics for Soccer and Hockey</td>
</tr>
<tr>
<td>Quiz 5:</td>
<td>Rules, skills, tactics for Volleyball</td>
</tr>
</tbody>
</table>

| 1.1,1.3 | 3a |
| 3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6 | 1.1,1.3 |
| 3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6 | 1.1,1.3 |
| 1.1,1.2,1.3,1.4,2.1,2.3 | 3a |
| 2g,3i,3j,3k,3p,3q,3r,4j,4k,4l,4n,4o,5i,5s,7j,7k,7n | 2g,3i,3j,3k,3p,3q,3r,4j,4k,4l,4n,4o,5i,5s,7j,7k,7n |
| 1.1,1.2,1.3,1.4,2.1,2.3 | 3a |
| 4j,4k,4l,4n,4o, | 4j,4k,4l,4n,4o, |
IV. Evaluation and Assessments (Grading):

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; DATs</td>
<td>40% (DATs earned daily)</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Skills Assessments</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plans, Management Plans, and Teaching</td>
<td>25%</td>
</tr>
<tr>
<td>(Group &amp; Individual)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Scale: A= 90-100%, B= 80-89.9%, C=70-79.9%, D=60-69.9%, F= < 60%

➢ **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 (from 100) for improper disposition that are observed.**

**Assignment Explanations**
- Quizzes over the rules, history, strategies, and terms of each sport will come from the *Physical Education Activity Handbook* and will be given using the online learning system.
- 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
KIN 235 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/sills 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)**
  A sport specific activity (time, organization, etc.) as a warm-up that consists of detailed instructions must be designed. You may do a mini-game as warm-up or alternate dynamic stretches. Static stretches may be used as a cool-down.

- **Skill Instruction**
  Should include a detailed description of how to perform the skill/skills being taught. Utilize the textbook for the description and you must cite source. If you utilize another source, MUST include a detailed reference of the source. Take into consideration body positioning and specific body movements for each part of skill. 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.

**KIN 235 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 demonstration 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>Communication</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 80m</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 KIN 235 is based upon NASPE Standard 2 Skill Competencies.

**NASPE 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.

All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

**Element Statement 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.**

**Unacceptable** – Teacher Candidate (TC) can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). TC demonstrates movement skills at the control level. Skills competency is at the recreational level of motor performance.

**Acceptable** – TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine movement patterns into a sequence. TC demonstrates movement skills at the utilization level across a variety of physical activities. TC demonstrates competency in a variety of physical activities.

**Target** – TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine and adapt skills during game play. TC consistently performs at the utilization level of motor competency across all activities. TC demonstrates proficiency in a variety of physical activities.

**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 come to the next class prepared. 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 is 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.
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, drivers 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.

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 receive an important phone call during class, please 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 or tablets may be used for NOTE TAKING ONLY. 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. Also 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 suing electronic devices may be requested to leave the classroom.

Professionalism:
You are working towards a degree to become a professional, so you should demonstrate professionalism in your behavior, including your appearance, and speech. Proper modest athletic attire should be worn during class that will allow for movement and safety during class. Unprofessional attire should be avoided, which means NO sagging pants, No caps/hats, No sunglasses in the classroom and building.

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 instructor. 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.

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.

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.

Exam Conduct:
- You may not wear sunglasses during exams
- You will be asked to either remove your cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk.
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during exams may be construed as cheating and result in associated disciplinary action. Keep in mind that you must put away any electronic devices including smartwatch during exams
- Bathroom breaks or leaving the room for any reason will not be allowed during exams
- No food or drink will be allowed during exams. This includes water and gum
- Engagement in suspicious behaviors during exams may be construed as cheating by the instructor and are ground s for dismissal from the examination and an automatic “0” on the examination as well as further disciplinary action at the discretion of the instructor. Suspicious behaviors may include talking with others, roving eyes, tapping your hands or feet as signals.
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 changes 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.
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
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</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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<tr>
<td>Softball</td>
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<tr>
<td>Basketball</td>
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<tr>
<td>Soccer</td>
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<tr>
<td>Football</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 _______________
This schedule is tentative and subject to change due to possible scheduling conflicts regarding the use of the facilities for special activities. All changes, if any, will be announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15</td>
<td>Introduction, The SFA Way, I Care, Place in groups, D2L Introduction, Livetext/Watermark Intro</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Introducing Games Classification and Categories</td>
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<tr>
<td>2</td>
<td>1/20</td>
<td>Martin Luther King Jr. (No Class)</td>
<td></td>
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<tr>
<td></td>
<td>1/22</td>
<td>Games Classification and Categories: Target, Net, Field, and Invasion. Basic Skills, Rules, and Games Strategies</td>
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<tr>
<td></td>
<td></td>
<td>Authentic skill assessment</td>
<td></td>
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<tr>
<td>3</td>
<td>1/27</td>
<td>Introducing Curriculum Models: Teaching Games for Understanding, Tactical Games Curriculum Model and Sports, Education Model etc. Games Categories: Invasion, Field, Net/wall Games Type of Assessment for Teachers and Students (Team Sport Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/29</td>
<td>Authentic Assessment Evaluation (Pre-test) Basic Skills and Small-Sided Games Introducing the Personalized Sports Instruction System (PSIS) Model of Instruction and start on PSIS</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/3</td>
<td>Online Assignment (Assignments) Analyzing Invasion games/sports Quiz 1: Games Classification</td>
<td>Article Review I</td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td>Invasion Games: Basketball, Team Handball, Soccer, Hockey, and Ultimate Frisbee etc. Basic Rules, Skills, and Games Strategies for Basketball Small-sided Games (mini-games) Teaching Games for Understanding and Tactical Games Models * Article Review</td>
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<td></td>
<td>S.1: Sequence of Basketball skills</td>
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<tr>
<td>5</td>
<td>2/10</td>
<td>Basketball &amp; Sequence of basic skills Basic Skills using Peer Teaching: Small-Sided games Authentic Assessment and Game Skills: Demonstration of Peer Quiz 2: Basketball</td>
<td></td>
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<tr>
<td></td>
<td>2/12</td>
<td>Introduction to Team Handball: Basic Rules, skills, and strategies Teaching Games for Understanding (TGfU) and Tactical Games Models</td>
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<tr>
<td>6</td>
<td>2/17</td>
<td>Team Handball &amp; Sequence of Basic skills Game Strategies: Offense/Defense Small-sided Games (mini-games)</td>
<td>S.2: Sequence of Team handball skills</td>
</tr>
<tr>
<td></td>
<td>2/19</td>
<td>Team Handball Skills using peer teaching Small sided game Authentic Assessment and Game Skills: Demonstration of Peer Quiz 3: Handball</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/24</td>
<td>Soccer Basic Rules, skills, and strategies Small-sided Games (mini-games)</td>
<td>S.3: Sequence of Soccer skills</td>
</tr>
<tr>
<td></td>
<td>2/26</td>
<td>Soccer and Sequence of Basic skills Tactical Model of Instruction Soccer Authentic Assessment and Game Skills</td>
<td></td>
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<tr>
<td>8</td>
<td>3/2</td>
<td>Introduction to Hockey: rules, skills, strategies Game Skills and Strategies Small-Sided Games</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Due/Notes</td>
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<td>3/4</td>
<td>Hockey &amp; Sequence of Basic Skills&lt;br&gt;Hockey Skills using peer teaching&lt;br&gt;Small-sided games&lt;br&gt;Authentic Assessment and Game Skills: Demonstration of Peer Quiz 4: Soccer &amp; Hockey</td>
<td>S.4: Sequence of Hockey skills</td>
<td></td>
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<tr>
<td>3/9-3/13</td>
<td><strong>S.4: Sequence of Hockey skills</strong></td>
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<tr>
<td>3/16</td>
<td>Introduction to Fielding/Striking Games: Softball&lt;br&gt;Softball/baseball: Rules, skills, and Strategies&lt;br&gt;Game Skills and Strategies&lt;br&gt;Small-sided games</td>
<td></td>
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<tr>
<td>3/18</td>
<td>Softball &amp; Sequence of Basic Skills&lt;br&gt;Softball skills using peer teaching&lt;br&gt;Softball Authentic Assessment and Game Skills</td>
<td>S.5: Sequence of Softball skills</td>
<td></td>
</tr>
<tr>
<td>3/23</td>
<td>Introduction to Net Games: Volleyball&lt;br&gt;Volleyball rules, skills, strategies&lt;br&gt;Game Skills: Bumping/Setting, &amp; Serving, Small-sided games</td>
<td>S. 6: Sequence of Volleyball skills</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Volleyball &amp; Sequence of Basic Skills&lt;br&gt;Volleyball Skills using Peer Teaching&lt;br&gt;Small-sided Games&lt;br&gt;Volleyball Authentic Assessment and Game Skills&lt;br&gt;Sign-ups for Group presentation</td>
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<tr>
<td>3/30</td>
<td><strong>Quiz 5: Volleyball</strong>&lt;br&gt;Small-sided Game**</td>
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<tr>
<td>4/1</td>
<td>Games Classification: Invasion, Field, and Net Games&lt;br&gt;Group work- (Outlines for Group Lesson and Management Plans)</td>
<td></td>
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<tr>
<td>4/6</td>
<td>Group work (Group Lesson Plan, Management Plan, and Equipment List)</td>
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<tr>
<td>4/8</td>
<td>Group Presentation I&lt;br&gt;All group Lesson and Management Plans and Equipment Lists should be uploaded into D2L by Noon regardless of their presentation dates</td>
<td>Group Lesson &amp; Management Plans Due</td>
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<tr>
<td>4/13</td>
<td>Group Presentation II</td>
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<tr>
<td>4/15</td>
<td>Group Presentation III</td>
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<tr>
<td>4/20</td>
<td>Group Presentation IV&lt;br&gt;Reviewing group presentation and Planning individual Project. Reflective Teaching</td>
<td>Individual Reflection paper</td>
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<tr>
<td>4/22</td>
<td>Individual Project -Individual Lesson Plan, Management Plan</td>
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<tr>
<td>4/27</td>
<td>Discuss Individual Lesson Plan and Management Plan</td>
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<tr>
<td>4/29</td>
<td>Discuss All Individual Lessons, Management Plans and Equipment Lists&lt;br&gt;All Individual materials should be uploaded into both Livetext/Watermark and D2L <strong>by May 1</strong></td>
<td>All Individual documents <strong>Due May 1</strong></td>
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<tr>
<td>5/8</td>
<td>May 8 (Final Exam Day)</td>
<td></td>
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</table>