Instructor: Sharon Rice
Course Time and Location:
11-12:15 HPE 203 MW
Office: HPE 228A
Office Hours:
1:00-2:00 pm MW
11:00am-12:00pm T-TR
Office Phone: 468-1527
Alt Contact: 468-3503
Email: rices2@sfasu.edu
Credits: 3
Prerequisites: KINE 2234, 2235 or KINE 2236

Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday. If you email me at rices2@sfasu.edu the response to the email will be quicker.

I. Course Description & Purpose:
The purpose of this course is to develop foundational skills, knowledge and dispositions for teaching physical education to adolescents’ ages 13-19 years. Students will gain knowledge of lesson planning, instructional strategies, instructional design, and assessment, which they will then apply to a limited number of controlled teaching situations. This course is designed to provide a base of knowledge and experience for teaching secondary physical education to ensure success in the remainder of the program.

Course Justification
KINE 3333 Concepts of Secondary Physical Education (3 credit hour course) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and a final exam. Students will be taught the various aspects for teaching secondary physical education to 7th-12th grade students. Content in the course will incorporate knowledge learned in the required majors’ physical activity-based courses to develop appropriate lesson plans/unit plans for secondary physical education. Successful completion of lesson plans/unit plans will require significant amount of outside of class time. The lesson plans/unit plans are part of the requirements for our national accrediting organization – SHAPE America. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Delivery Modality-Face to Face

II. Intended Learning Outcomes/Goals/Objectives:

College of Education’s (PCOE) Mission
This course supports the College of Education’s (COE) mission by preparing physical educators who are competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior.

SFA B.S. Kinesiology Program Learning Outcomes (PLO) Addressed:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
KINE 3333.001 Concept of Secondary Physical Education

**Student Learning Outcomes:**

Upon completion of the course the student will be able to:

1. Identify the characteristics of effective teaching in secondary physical education (content development, assessment, use of time, and feedback). (PLO 5; NASPE 3,4)
2. Identify appropriate content for meeting the cognitive, social and psychomotor needs of secondary physical education students. (PLO 3, 4, 5; NASPE 3,4)
3. Identify student learning as the product of teaching. (PLO5; NASPE 3,4)
4. Write objectives in the three domains of learning. (PLO 5; NASPE 3)
5. Design and deliver appropriate and clear movement tasks and authentic assessments for secondary learners. (PLO 1,3,4,5; NASPE 1,3,4,6)
6. Design and deliver instruction that facilitates maximum activity and meets other criteria or learning experiences. (PLO 3, 5; NASPE 3)
7. Develop and deliver content of a lesson in relation to the nature of the skill (closed, open). (PLO 1,3,4,5; NASPE 1,3,6)
8. Identify and provide accurate, specific feedback that is appropriately matched to the movement tasks. (PLO 5, NASPE 1, 3, 4, 6)
9. Gain an understanding of a variety of instructional models appropriate for secondary physical education (A Tactical Games Approach, Sport Education, Fitness Education, Teaching for Personal and Social Responsibility) (PLO 5; NASPE 3,4)
10. Demonstrate the ability to use at least one non-direct instructional model. (PLO5; NASPE 4)
11. Recognize and begin to develop personal managerial skills that contribute to a productive and safe learning environment in secondary physical education. (PLO 5; NASPE 4,6)
12. Analyze and evaluate lessons in terms of: objectives, clarity of presentation, task development, use of time and feedback. (PLO5; NASPE 3,4).
13. As a follow-up to fitness testing in KIN 100 teacher candidates will demonstrate continued competent health-related physical fitness on the American College of Sports Medicine (ACSM) battery of fitness tests. A student should accumulate 17/25 points on the components of the health-related fitness test. (PLO 2, NASPE 2,6).

**TEExES Standards for Physical Education EC-12 (State Board for Educator Certification)**

**PHYSICAL EDUCATION STANDARDS**

**Standard I.** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Standard II.** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**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 IV.** The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

**Standard V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
Standard VII. The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

Standard VIII. The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Standard IX. The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

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.

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*

Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. **Quizzes** - Provide the opportunity for me to understand the clarity of my teaching and you to assess your learning on an on-going basis. Content of quizzes will include, but is not limited to, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material presented or discussed during labs, and material from handouts provided by the instructor. Both specific content and application of content are stressed. Chapters and content covered for each of the exams will be announced in class.

2. **Teaching/lesson plans** - Students will lesson plan and teach in micro teaching settings. These experiences provide you the opportunity to “try out” or apply in controlled and safe situations the teaching skills you are developing. Teaching experiences will be evaluated based on lesson plans as well as from live observation and video.

3. **Teaching reflections** - Create an opportunity for reflections on your own teaching and that of your classmates with respect to the effective teaching criteria under study. They tend to document not only your ability to “look at” your own teaching, but also your understanding of the teaching content.

4. **Daily application tasks** - Students will demonstrate understanding of concepts and issues in elementary physical education through a variety daily application task. Information on each task will be provided in class. These tasks will include but are not limited to participation in a variety of physical activities as well as the design of learning experiences for quality physical education/physical activity settings.

5. **Lesson Plan Project** - Students will complete a comprehensive Lesson Plan Project - this will be discussed in further detail later in the semester. This project is a critical assignment related to accountability and accreditation.

6. **Instructional Methods and Activities**
   **Instructional Strategies, use of Technology:**
   A variety of instructional methods are modeled during the course and include, but are not limited to the following:
   1. Traditional Experiences such as lecture (using PowerPoint), and class discussion
   2. Clinical Experiences such as group work, cooperative activities, and lab exercises
   3. Micro/peer teaching and evaluation
   4. PowerPoint presentations are posted on D2L
   5. Swivl technology will be used to analyze teaching as well as explore ways to enhance learning in secondary PE settings.

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

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Quizzes (6)</td>
<td>300</td>
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<tr>
<td>Teaching (3)</td>
<td>150</td>
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<tr>
<td>Teaching reflections</td>
<td>75</td>
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<tr>
<td>Daily application tasks</td>
<td>150</td>
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<tr>
<td>Lesson plan project (3)</td>
<td>100</td>
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<tr>
<td>Discussion Post</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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Grade is based on the % of the total points assigned during the semester (approximately 900 points). See Section III for points available for each assignment

- **A** = 90 – 100% of point total
- **B** = 80 – 89.9% of point total
- **C** = 70 – 79.9% of point total
KINE 3333.001 Concept of Secondary Physical Education

D = 60 – 69.9% of point total
F = below 60% of point total

All assignments must be typed...no work will be accepted unless it is typed

V. Tentative Course Outline/Calendar:

Week 1
Introduction, the value and purpose of secondary physical education, Why adolescents need physical education, Characteristics of quality secondary physical education (SHAPE America: Appropriate Practices Document)
Teaching physical education: an orientation

Week 2
Effective Teaching Skills- Designing Learning Experiences
Criteria for a learning experience Lab (dress for activity)

Week 3
Factors That Influence Learning
Introduction to concepts related to growth, development, and maturation of adolescents and how these interact with their ability to perform motor skills

Week 4
Task Presentation
Getting the attention of the learner, sequencing content and organization, clarity of communication, ways to communicate, selecting and organizing learning cues

Week 5
Planning and implementation TEACH 1 (teaching a closed skill)

Week 6
Planning – Establishing goals and learning outcomes consistent with secondary content standards/TEKS, Content analysis and development- planning for extension, refinement and application tasks

Week 7
Teaching During the Activity
Providing feedback and modifying tasks, Plan TEACH 2

Week 8
Planning and implementation TEACH 2 (teaching an open skill w feedback)

Week 9
Assessment in the Instructional Process
Types of physical education (secondary level) formative and summative assessment, grading in secondary physical education

Week 10
Developing and Maintaining a Learning Environment
Management system, Hellion’s Instructional Model for developing self-control

Week 11
Instructional Models in Secondary Physical Education (Metzler c-2)
Non- Direct Instruction-Cooperative Learning in physical education (Metzler c-10), Adventure Ed

Week 12
Instructional Models continued- Fitness Education
Instructional Models continued- A Tactical Games Approach, Sport Education

Week 13
TEACH 3 – Planning a non-direct style middle school lesson with formative assessment

Week 14
TEACH 3- Implementation– Lesson Plan Project due
VI. Required Text/Readings/Materials:
(THESE ARE DIGITAL RESOURCES)

Access to Desire2Learn to download class lectures and handouts - recommend bringing them to class

VII. Course Evaluations: It is important that you fill out the course evaluation at the end of this course. I would like direct feedback on my teaching as well as the relevance on the course assignments to the content learning.

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken 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 (full-time and part-time) annual evaluation processes, 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. Therefore, your response is critical. In the College of Education, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Event identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.
Class Attendance and Excused Absence: 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.

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

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

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

Withheld Grades: Semester Grades Policy (HOP Policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs.hops/02-206.pdf

• Students with Disabilities
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

### Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf)

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.

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SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

#### On-campus Resources:

**The Dean of Students Office (Rusk Building, 3rd floor lobby)**

- [www.sfasu/deanofstudents](http://www.sfasu/deanofstudents)
- 936-468-7249
- dos@sfasu.edu

SFASU Counseling Services
- [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

Health and Wellness Hub
- 936-468-2401

SFASU Human Services Counseling Clinic
- [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
- Human Services Room 202
- 936-468-1041

  - **The Health and Wellness Hub “The Hub”**
    - Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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. Other Relevant Course Information:

- Students are expected to: be considerate and respectful, read class texts, attend class, complete assignments on time, participate in class, and communicate effectively.
- Cell phones may not be in use and must be turned off during class. No other electronic devices are permitted in the class unless approved by the instructor.
- No objects may be on a person that will hinder their participation in physical activities or endanger other students (i.e. cell phones, excessive jewelry, etc.)
- When in the gym proper modest athletic attire should be worn during class that will allow for movement and safety during class. Street clothes, tank tops, cutoffs, boots, mid-drifts, spandex/tights spaghetti straps, etc. are not allowed. Under garments must be covered at all times during physical activities. Proper athletic non-marking shoes should be worn.
- Health insurance is not provided by the university or the Department of Kinesiology and Health Science.
- No beverages, food, or tobacco are permitted in class.
**KINE 3333.001 Concept of Secondary Physical Education**

**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.


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

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

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

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

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

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

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

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

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

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. Please remove any earpieces or Bluetooth devices during class. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

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.

General Classroom Civility:
Students 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 newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, 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 (NASPE Standard 6). Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Exam Conduct:
- 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

Assessments in this course align with the following additional professional teacher education related standards:
### Assignment and Standards alignment

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<tr>
<td>CAPSTONE: Teacher Candidates (TCs) will develop a learning segment consisting of three lesson plans that scaffold each other. TC will then teach the lesson. The TC will be videotaped teaching the class using Swivl technology. The TC will complete three commentaries for this assignment and will identify activities for students of different skill level. (Capstone of the course)</td>
<td>2a,2b</td>
<td>1.1, 1.3, 4.2</td>
<td>1.1k,1.2k,1.3k,1.4, 1.5k,1.6k,1.8k, 1.10k,1.11k,1.12k, 1.13k,1.15k,1.1s, 1.2s,1.3s,1.4s, 1.5s,1.6s,1.8s,1.9s, 1.10s,1.12s, 1.13s 2.3k,2.4k, 2.5k,2.7k,2.8k, 2.9k,2.10k,2.1s, 2.2s,2.3s,2.4s,2.5s, 2.6s,2.7s,2.11s, 2.13s,2.15s,3.1k, 3.2k,3.2k,3.4k,3.6k 3.7k,3.8k,3.10k, 3.11k,3.12k,3.14k, 3.15k,3.1s,3.2s, 3.3s,3.4s,3.5s,3.6s, 3.9s,4.1k,4.2k,4.3k 4.4k,4.5k,4.2s,4.3s, 4.4s,4.5s,5.1k,5.2k, 5.3k,5.4k,5.1s,5.2s, 5.3s,5.4s,6.1k,6.2k, 6.3k,6.4k,6.5k, 6.6k,6.7k,6.8k, 6.1s,6.2s,6.3s,6.4s, 6.5s,6.6s,6.8s,6.9s, 6.10s,6.12s7.1k, 7.3k,7.1s,7.2s,7.3s, 8.1k,8.2k,8.3k, 8.4k,8.3s,9.1k, 9.2k,9.3k,9.4k, 9.1s,10.4k,10.5k, 10.6k10.2s,10.4s, 10.5s</td>
<td>1c,2b,3c,5b,5c, 6d, 7c</td>
<td>4j,4k,4l,4n,4o,5i, 6j,6q</td>
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<tr>
<td>Documentation:</td>
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<tr>
<td>TASK 1,2&amp;3</td>
<td>Video (swivl), Reflection, Instructional Material</td>
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</tbody>
</table>

#### Quiz 1
The value and purpose of secondary physical education. Why adolescents need physical education. Characteristics of quality secondary physical education. The three learning domains

| | 1a,1b,1c,1d, 1e,1f | 1.1,1.3 | 2.3k,2.4k,2.5k,2.7k 2.10k, | 5b,5c | |

#### Quiz 2: Legal issues and responsibilities of P.E. Teacher

| | 1a,1b,1c,1d, 1e,1f | 1.1,1.3 | 10.1k,10.2k,10.3k, 10.4k,10.5k,10.6k | 5b,5c | 2,3i,3j,3k,3p,3q, 3r,4j,4k, 4l, 4n, 4o,5i,5s,7j,7k,7n |

#### Quiz 3: Develop an appropriate record keeping plan (injuries, equipment, Safety)

| | 1a,1b,1c,1d, 1e,1f | 1.1,1.3 | 2.3k,2.4k, 2.5k,2.7k 2.10k, | 5b,5c | 2,3i,3j,3k,3p,3q, 3r,4j,4k, 4l,4n,4o,5i,5s, 7j,7k,7n |
### Quiz 4: How to motivate students
- 1a, 1b, 1c, 1d, 1e, 1f
- 1.1, 1.3
- 2.11s, 2.13s, 2.15s
- 5b, 5c
- 2.3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n

### Quiz 5: Rules of games and how to group students
- 1a, 1b, 1c, 1d, 1e, 1f
- 1.1, 1.3
- 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.14k, 3.15k
- 5b, 5c
- 2.3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n

### Quiz 6: Examples of instructional materials, exit tickets, word wall, objectives, three learning domains
- 1a, 1b, 1c, 1d, 1e, 1f
- 1.1, 1.3
- 4.1k, 4.2k, 4.3k, 4.2s, 4.3s, 4.4s, 4.5s
- 5b, 5c
- 2.3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n

### Individual Project (Developing Activities that leads up to a game)
- 1.a, 1.b, 1.c, 1.d, 1.e, 3.a, 3.b, 3.c, 3.d
- 1.1, 1.3, 4.2
- 1.7k, 2.2s, 2.3s, 2.4s, 2.5s, 2.7s, 3.1k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.9s, 3.10s, 5.1k, 5.2k, 5.4k, 5.4s, 6.5k, 6.6k, 7.4k
- 6b, 6d, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2c, 2j, 2l, 2m, 2n, 3a, 3c, 3d, 3f, 3g, 3i, 3j, 3k, 3l, 3m, 3n, 3q, 3r, 4a, 4d, 4f, 4h, 4j, 4l, 4o, 4r, 5i, 5l, 6n, 7a, 7c, 7e, 7j, 7k, 7l, 7n, 7p, 7q, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8l, 8m, 8n, 8p, 9a, 9g, 9l

### Assignments
- 5a, 6.a, 6.b, 6.c
- 1.3
- 9.1k, 9.2k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.6k, 10.1s, 10.2s, 10.3s, 10.4s, 10.5s
- 1b
- 1d, 1e, 2a, 2h, 4b, 4l, 5h, 5j, 6b, 7a, 7b, 7c