



Course Syllabus: Techniques & Strategies of Individual & Dual Sports  
Gordon T. & Ellen West College of Education  
KNES 2413 Section 101  
Fall 2024

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller  
Office: Bridwell Hall 323  
Office hours: Tues 10-11 and 2-3, Wed 11-1, and Thurs 10-11, and Fri by  
appointment  
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Class Meeting Information

Tuesday/Thursday 8:00-9:20  
Bridwell Hall 204 and BH Gym 108  
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Lochbaum, M. (2020). *Connect Get Active w/Access* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill Companies.

Required digital materials for this course are part of the MSU Texas Access & Affordability. The money saving charge of \$36.75 + tax has been added to your student account, which is below the publisher's website price. This amount also includes connection to McGraw-Hill's website. More information about the program and accessing materials can be found on D2L under "First Day Stuff". You have the choice to "opt out" of this special pricing and find your material on your own. If you prefer to "opt out", the instructions will be in your my.msutexas.edu email on the second day of class. The last day to "opt- out" of this program is 9/03/2024. Please contact Jenny Denning at the MSU Bookstore if you have any questions. [jenny.denning@msutexas.edu](mailto:jenny.denning@msutexas.edu)

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

### Course Description and Overview

An introduction to selected individual/dual sport skill themes. An emphasis on rules, skills, strategies, and progressions. This course is intended to prepare future professionals to apply scientifically sound principles to individual/dual sport programs.

### Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (258), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Identify developmentally appropriate fundamental skills of individual/dual sports appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; Domain I; InTASC 4, 5; see TEKS list in appendix B)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of individual/dual sports. (SHAPE 2.a; Domain I and III; InTASC 4, 5)
- Identify relevant information related to individual/dual sports such as equipment, etiquette, safety, etc. (SHAPE 3.c, Domain I- C3; InTASC 4, 5; see TEKS list in schedule)
- Demonstrate and apply knowledge in planning lessons and designing appropriate learning experiences for participants. (SHAPE 3.a, 3.b; Domain III and IV; InTASC 2)
- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the individual/dual sport setting, including anticipatory, motivational, safety, and education. (SHAPE 4.a, 4.b; Domain III)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various ability levels. (SHAPE 1.d, 1.e, 3.d; Domain III and IV; InTASC 2, 5)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 3.d,4.d; Domain III and IV; InTASC 2, 5)
- Demonstrate the ability to teach the components of a practice session (including warm-up, drills, games, lead-up games, cool down). (SHAPE 1.a, 1.b, 3.b; Domain I and II)

- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.c; Domain I and III)
- Demonstrate the ability to recognize proper and improper technique in individual/dual sports skills (SHAPE 4.e, Domain I; see TEKS list in schedule)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; Domain III and IV; see TEKS list in appendix B)

See Appendix A for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

### Student Handbook

Refer to: [Student Handbook](#)

#### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

#### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar will be graded as a part of any course work. All work should be in your own words. I will give feedback on assignments when appropriate, including,

comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

Assignments	Weight
Comprehensive Final Exam	20%
Connect Assignments/Homework	10%
Entrance-Exit Slips/Quizzes	10%
Class Engagement and Participation (10 pts/day)	20%
Activity Lesson Plan and Presentation	10%
Bucket of Skills (3 @ 25 pts)	20%
Skills Assessments	10%
Total Weight	100%

Table 2: Range for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

#### Comprehensive Final Exam

The written exam counts as 100 points of your final grade. You will have 2 hours to complete the exam during our scheduled final exam time in December- see course schedule.

#### Connect Assignments/Homework

Prior to some class meetings you will have online assignments related to the current sport to complete through both McGraw Hill Connect and D2L. Dates are outlined below in the class schedule.

#### Exit/Entrance/Quizzes

These assignments are to check students understanding of knowledge on each of the sports covered and will take place at the beginning or ending of class. These are not always scheduled and students should always be prepared by checking D2L for homework each week.

### Engagement & Participation

This counts as 20% of your final grade. It is NOT the same as attendance. It includes physical participation, intelligent statements and sincere questions, and clear preparation for class, including dressing out appropriately.

Dress Code:

- \* All students are required to dress out for every class, unless otherwise notified.
- \* Shorts of proper length and *proper* shoes are of your choice (no flip-flops, boots, or sandal type shoes).

### Lesson Plan/Implementation

Using a provided template, you will write a lesson plan for an individual/dual sport skill and teach it to the class on your assigned day. All plans will be due to the D2L dropbox (see due date in schedule). You will sign up for teaching dates during class.

### Bucket of Skills

This is a practical exam to test your knowledge and ability to perform the skills taught in this course. You will be given a list of skills to prepare for the 3 dates listed in the schedule below.

### Skills Testing

Skills tests will be administered to evaluate students' skill acquisition for those skills taught and practiced in class.

### Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

### Important Dates

Last day for term schedule changes: August 29, 2024. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23, 2024. Check date on [Academic Calendar](#).

Deadline to file for May graduation: October 4, 2024. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 25, 2024 by 4:00 pm. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

## Attendance

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

## Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers

due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Instructor Class Policies

### Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

### Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2023-2024](#)

### Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

## College and University Policies

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants,

loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the



information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

## Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 [here](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Aug 27	Orientation and Syllabus	N/A	<ul style="list-style-type: none"> <li>Get Connect Text Online</li> <li>Complete the Sport Knowledge Rating Sheet</li> </ul>
Thurs	Aug 29	Fundamental Skills Golf	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C9; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A, 11/A; 116.64.c 1/A, 2/A,B,C,D,F, 3/B; InTasc 4, 5	<ul style="list-style-type: none"> <li>The First Tee- Teachers Tee Box</li> <li>Connect Ch. 12- Due 9/3</li> <li>Golf Skills Sheet- See D2L- Due 9/3</li> </ul>
Tues	Sep 3	Fundamental Skills Golf	N/A	N/A
Thurs	Sep 5	Golf- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C8, C9; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A,C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E, F, 3/B, 4A; InTasc 4, 5	<ul style="list-style-type: none"> <li>Review Rules in Ch. 12</li> </ul>
Tues	Sep 10	Golf- Game Play	N/A	N/A
Thurs	Sep 12	Fundamental Skills Pickleball	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C9; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	<ul style="list-style-type: none"> <li>Connect Ch. 19- Due 9/17</li> <li>Pickleball Skills Sheet- See D2L- Due 9/17</li> <li>USA Pickleball</li> </ul>
Tues	Sep 17	Fundamental Skills Pickleball	N/A	N/A
Thurs	Sep 19	Fundamental Skills Pickleball	N/A	N/A
Tues	Sep 24	Pickleball- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C8, C9; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	<ul style="list-style-type: none"> <li>Review Rules in Ch. 19</li> </ul>
Thurs	Sep 26	Pickleball- Game Play	N/A	Prepare for Bucket of Skills- see D2L
Tues	Oct 1	Bucket of Skills	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; D1-C3; DIII-C7; Intasc 2, 4	N/A
Thurs	Oct 3	Pre-skills Testing- Striking	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; DI; DIII; DIV- C12; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	<ul style="list-style-type: none"> <li>Connect Ch. 18- Due 10/8</li> </ul>
Tues	Oct 8	Fundamental Skills Badminton	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C9; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	<ul style="list-style-type: none"> <li>Badminton Skills Sheet- See D2L- Due 10/15</li> </ul>
Thurs	Oct 10	Fundamental Skills Badminton	Same as 10/8	<ul style="list-style-type: none"> <li>Review Rules in Ch. 18</li> <li>Insook Article</li> </ul>

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Oct 15	Badminton- Game Play	Same as 10/3	<ul style="list-style-type: none"> <li>Connect Ch. 14- due 10/17</li> <li>USTA Texas</li> </ul>
Thurs	Oct 17	Fundamental Skills Tennis	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C9; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	N/A
Tues	Oct 22	Fundamental Skills Tennis	Same as 10/17	<ul style="list-style-type: none"> <li>Prepare for Bucket of Skills-see D2L</li> </ul>
Thurs	Oct 24	Bucket of Skills	Same as 10/1	<ul style="list-style-type: none"> <li>Review Rules Ch. 14</li> </ul>
Tues	Oct 29	Tennis- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; DI; DIII; DIV- C12; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	N/A
Thurs	Oct 31	Tennis- Game Play	Same as 10/29	N/A
Tues	Nov 5	Lesson Planning for Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; DI, DIII, and DIV; InTasc 2, 4, 5	Lesson Plans due to D2L- 11/10
Thurs	Nov 7	Striking Skills Testing	SHAPE 4.e; DIII and DIV; InTasc 4, 5	
Tues	Nov 12	Striking Skills Testing	Same as 11/7	N/A
Thurs	Nov 14	Present Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; DI, DIII, and DIV; InTasc 2, 4, 5	N/A
Tues	Nov 19	Present Drills/Activities	Same as 11/14	N/A
Thurs	Nov 21	Fundamentals Bowling (online) <i>Undergraduate Research and Creative Activities Forum in CSC</i>	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; D1-C3; DIII-C7, C9; 116.12,13.b 3/A, 6/B,C; 116.14.b 3/A, 4/A, 6/B,C, 11/A; 116.16, 17.b 3/A, 4/B,C, 6/A,B,C, 11/A; 116.26, 27.b 2/B, 4/A, B, 6/A, B, C, 11/A; 116.28.b 2/B, 3/A, 4/A, B, 6/A, B, C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E,F, 4/A; InTasc 4, 5	<ul style="list-style-type: none"> <li>Connect Ch. 20- due 11/21</li> <li>Bowler'sEd</li> </ul>
Tues	Nov 26	Bowling Game Play	Same as 11/21	N/A
Thurs	Nov 28	<i>Thanksgiving Break-No Class</i>	N/A	N/A
Tues	Dec 3	Present Drills/Activities	Same as 11/14	N/A
Thurs	Dec 5	Present Drills/Activities	Same as 11/14	<ul style="list-style-type: none"> <li>Prepare for Bucket of Skills-see D2L</li> <li>See D2L for Final Exam Review</li> </ul>
Finals Week	Thurs. Dec. 12	Comprehensive Final Exam; Bucket of Skills in-person 8:00-10:00 am in BH 108	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; DI, DIII, and DIV; InTasc 2, 4, 5	N/A

## References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Insook, K. (2017). Teaching badminton through play practice in physical education. *JOPERD*, 88 (8), 7-14.

Mitchell, S.A., & Walton-Fisette, J.L. (2022). *Essentials of Teaching Physical Education*, 2<sup>nd</sup> ed. Champaign, IL: Human Kinetics.

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2021). *Teaching Sport Concepts and Skills*. 4<sup>th</sup> ed. Champaign, IL: Human Kinetics.

SHAPE America. (2019). *P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education*. Reston, VA: Author.

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SHAPE America. (2017). *2017 National Standards for Initial Physical Education Teacher Education*. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

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## Appendix A: Teacher Educator Standards/Competencies

### SHAPE National Standards for Initial Physical Education Teacher Education (2017)

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

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2. Skillfulness and Health-Related Fitness<sup>2</sup> Physical education candidates are physically literate individuals who can demonstrate skillful performance<sup>3</sup> in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

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.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

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.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback 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.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

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.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Texas Examinations of Educator Domains  
Physical Education EC-12 (258)

- Domain I- Movement Knowledge and Skills
- Domain II- Health-Related Fitness
- Domain III- The Physical Education Program
- Domain IV- Educating All Learners and Professional Practice
- Domain V- Constructed Response

Texas Examinations of Educator Competencies  
Physical Education EC-12 (258)

- Competency 001 (Motor Development & Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.
- Competency 002 (Movement Concepts & Biomechanics): Apply knowledge of biomechanical and movement concepts, principles and practices for developing, combining and integrating motor skills.
- Competency 003 (Movement Activities & Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.
- Competency 004 (Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.
- Competency 005 (Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.
- Competency 006 (Health & Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

- Competency 007 (Instruction & Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.
- Competency 008 (Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
- Competency 009 (Organization & Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.
- Competency 010 (Differentiation Strategies in Planning & Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.
- Competency 011 (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.
- Competency 012 (Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.
- Competency 013 (Constructed Response): In a written response, apply pedagogical content knowledge of physical education to design and implement appropriate instruction to achieve specific learning objectives.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students



who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
- Standard 4- Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.
- Standard 5- Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.
- Standard 7- Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.
- Standard 8- Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies.

Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.