I. COURSE DESCRIPTION
This course is designed to introduce a framework for the development of games, sports and activities through an inclusive and developmentally appropriate process of change, challenge and choice. A wide array of sports, sports-related games and activities (invasion, non-invasion, individual and team) are introduced, deconstructed for their current exclusivity and then reconstructed through a framework which seeks to change the existing exclusivity of the rules, to challenge participating students of all cognitive and physical abilities, and then build in a choice component into the activity.

II. RATIONALE
This course emphasizes the crux of developmentally appropriate game and activity design as to provide primary and secondary-based students the opportunity to successfully participate in and make healthy choices in their participation of lifetime activities. At a practical level, it introduces the fundamentals of teaching activity-based skills required for effective instruction in the elementary and secondary school settings.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner is dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession.

IV. TExES COMPETENCIES

Physical Education Standards for the Texas State Board for Educator Certifications: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC -12, this course addresses the following standards and competencies.

Competency 004 (Sports Activities) Standards I and III
The teacher understands and applies knowledge of individual, dual, and team sports and activities.

The beginning teacher:
• Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies, and types and uses of equipment for individual, dual, and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).

• Knows key elements of successful performance in individual, dual, and team sports and activities and strategies for improving students' performance, teamwork, and skill combinations.

• Applies knowledge of principles and techniques for selecting, adapting, and modifying sports activities to improve performance, promote the use of combinations of motor skills, and provide practice in specific sports skills in game like situations.

Competency 005 (Dance, Games, and Other Activities) Standards I and III
The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

The beginning teacher:
• Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices, and types and uses of equipment for creative movement, dance, and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social, and aerobic dance; circus arts).

• Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs, and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).

• Analyzes the importance of rules, discipline, cooperation, etiquette, and safety
practices in personal performance and other activities.
• Applies knowledge of issues and procedures (e.g., supervision; transitions;
  logistics related to the use of facilities, outdoor spaces, materials, staff, and
  technology) involved in engaging students in personal performance activities,
  fitness and outdoor activities, and nontraditional and cooperative games.
• Applies knowledge of principles and procedures for selecting, adapting, and
  modifying activities and games based on student characteristics, instructional
  goals, skill levels, range of individual variation, and exceptional needs.

V. COURSE LEARNING OUTCOMES & MEANS OF ASSESSMENT

A. Students will identify the fundamental movement skills that are developmentally
  appropriate within the sport/activity context and shape the activity to this
  observation.

B. Student will identify appropriate practices and integrate these into their practical
  experience as both an activity participant (student role) and leader (instructor role).
  -Observation of behaviors in respective role (as guided by behaviorally based rubric
    of appropriate practices)
  -Use of framing tool to revise each activity into the inclusive advocated version (by
    instructor and by peers).

C. Student will identify developmentally-appropriate forms of physical activity in each
  activity experienced and identify inappropriate practices of teacher and student
  behavior.
  -Checklist assessment tool for instructor and peer-based learning experiences

D. Student will demonstrate appropriate practice behaviors for quality instruction as
  they impart instruction of these class-based activities
  -Behavioral observation of instruction teacher-centered experiences with a
    behaviorally-based observation checklist of said advocated practices.
  -Student-centered instruction experiences with assessment of their ability to use the
    change, challenge, choice process
  -Assessment of their instruction plans; 3C-IPs (prerequisites to lesson plans) with
    stated 3 Cs to govern the devised activity experience.

VI. COURSE TOPICS

A. Change
B. Challenge
C. Choice
D. Inclusion
E. Developmentally appropriate movement and instruction
F. Change-Challenge-Choice process (instructional planning)
G. Change-Challenge-Choice practical experiences (as participant and peer instructor)
H. Appropriate practices in Physical Education
I. Inappropriate practices in Physical Education
J. National Association for Physical Education and Sport
K. Successful learning outcomes setting and assessments in Physical Education

VII. INSTRUCTIONAL METHODS and ACTIVITIES

A. Traditional quizzes, tests and instructional plans
B. Clinical experience in the 3C approach to instructional planning and implementation

VIII. EVALUATION AND GRADE ASSIGNMENTS

A. 5 quizzes (text and class-based) 100 pts 20%
B. Instructional plan (IP) construction 100 pts 20%
C. Implementation of IP to peers with 3C peer assessment 200 pts 40%
D. Final exam (text and class based) 100 pts 20%

Total 500 pts 100%

Point Deductions:
- Personal accountability development:
  - Attendance (1-2 absences free, 3=-10 points, 4=-200 points, 5=-30 points, >5=-40 points)

- Peer accountability development:
  - Professional comportment (dress, attitude, assistance). If you are not professionally dressed on your group instruction days, you will not earn credit for that assessment experience and your group will need to instruct without your assistance.

GRADES are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL. The following scale will be utilized:

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>450-500</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>400-445</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>350-395</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>300-345</td>
</tr>
<tr>
<td>59-&lt;%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

DEFINITION OF GRADES
Grades are distributed according to the following criteria:
A - Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

B - You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

C - You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.

D - You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

F - You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.

IX. COURSE SCHEDULE AND POLICIES

Schedule: Each class combines a theoretical (Stiehl, Morris and Sinclair, 2008) and a practical experience.

Part I: Basics of Change, Challenge, and Choice  Week 1
Chapter 1: Maximizing Participation: The Three Cs
Lecture: Beginning With Participant Needs
Relating Participants’ Needs to Program Goals
Implementing Strategies to Maximize Participation
Summary

Play time: Participating in one traditionally set activity and reflecting upon wait time to play, interaction and choice opportunities, opportunities for student success of all abilities. Contemplation of how this game might be re-addressed as to evoke opportunities for success by all and provide tangible moments for self-directed choices.

Chapter 2: Strategies to Introduce Change, Challenge, and Choice  Week 2-3
Lecture: Meeting the Needs of a Diverse Population
Strategies to Introduce Change, Practice opportunity
Strategies to Introduce Challenge, Practice opportunity
Strategies to Introduce Choice, Practice opportunity
Summary

Appropriate practices in Physical Education (NAPSE)
Inappropriate practices in Physical Education

Instructional Plan design for 3C approach (for all class plans and assessments)

Play time: Integration of appropriate practices in a 3C IP

**Chapter 3: The Language of Choice**  
Lecture: Effective Instructor Talk  
Effective Discipline  
Effective Participant Talk  
Summary

Play time: Classroom management workshop and practice during a 3CIP

**Chapter 4: Sharing Decision Making**  
Lecture: Phase 1: Identify the Need for Change  
Phase 2: Demonstrate Some Changes  
Phase 3: Grant Permission to Make Changes  
Phase 4: Use the Five Categories  
Phase 5: Alter the Degree of Difficulty  
Phase 6: Offer Appropriate Choices  
Lecture:

Appropriate choices and practices

Summary

Play time: Effective ways of inclusion in recess and after school play

Group practice of 3c approach in games

**Part II: Examples of Change, Challenge, and Choice**  
Chapter 5: Games  
Lecture: Couples Races  
Four-Corners Relay  
Maple Hill Ball  
Basketbowl  
Four-Corners Volleyball  
One Behind  
Parts of Speech

Play time:

IP Class practice with practice peer assessment tool

Experience of playing chapter 5 based activities
IP design and implementation of these activities

**Chapter 6: Adventure Activities**  
Lecture: Toss-a-Name  
Circle-the-Circle  
Speed Rabbit  
Switch, Change, Rotate  
School Improvement  
Iced Tea  
Keypunch  
Group Juggling  
Traffic Jam

Play time:

Experience of playing chapter 6 activities

Peer IP design, implementation & assessment for adventure activities

**Chapter 7: Fitness Activities**  
Lecture: Continuous Movement Program (CMP)  
Around the Gym We Go  
Swamp Tag  
1, 2, 3 Dragon  
Fitnessgram PACER Test  
Fitness Cups  
Station Folders  
Muscle Universe  
Health-Related Fitness Relay  
Food Pyramid Challenge  
Ab War  
Aerobic Home Fun  
Walk Across America Challenge

Play time:

Experience of playing chapter 7 activities

Peer IP design, implementation and assessment for fitness based activities

**Chapter 8: Dance Activities**  
Lecture: Ideas for Teaching Dance  
Cooperative Boxaerobics  
Time to Face the Music  
Creative Four Corners  
Chalk Walk
Seven Jumps
Tinikling

Play time:

Experience of playing chapter 8 activities

Peer IP design, implementation and assessment for dance activities

**Chapter 9: Sport and Recreational Activities**  
Week 13-14
Lecture: Volleybird
Kickball Over a Net
Rugsby
Bocce
Bocce Pole
Dodge ball (elimination via re-design)
Tapu-Ae
Tchoukball
Kwik Cricket
Korfball

Play time:

Experience of playing chapter 9 activities

Peer IP design, implementation and assessment for dance activities

**National Association of Sport and Physical Education**  
Week 15
Lecture: National standards and the 3C approach
The 3C approach and instructional alignment with appropriate practice
Class Summary & Discussion

**Policies:**
A. **Student Conduct Policies**
   1. **Attendance:** Attendance infractions are documented in this class and serve as indicators of professional behavior. Attendance is recorded at the beginning of class during each scheduled meeting.
      If you are going to be absent, if you’re going to be late, or if you must leave early, inform the instructor at the earliest opportunity (**not during class**).

Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness.

**The ability to work with your peers is crucial for success in this class.**
2. **Appropriate Classroom (& Gym) Behavior**: Appropriate practices expected in EC-12th physical education and advocated by NASPE are followed in this class. These are posted on line. Please familiarize yourself with these before we work through them in class time.

3. **Grading Policies**
   a. **Blackboard Gradebook**: Your grades are posted on Blackboard throughout the semester. *Corrections to your posted grade must be made WITHIN a WEEK of its posting.*
   
b. **Drop Policy**: Note the last day for a student to drop a class. You are strongly encouraged to monitor your grades (using the grade recording sheet in your packet and by monitoring your grades on Blackboard, especially before the drop date, to enable you to drop the course if your course grade is low. *Your course instructor CANNOT drop you under any circumstances.*
   
c. **Incomplete Grade**: Incompletes are given ONLY in the case of compelling and extenuating circumstances beyond the student’s control other than LACK OF TIME. Review the requirements under which an Incomplete may be removed and the consequence for failing to remove an incomplete may be found in your TAMU-CC Undergraduate Catalog.

**ACADEMIC DISHONESTY**

As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standards of academic honesty”. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own).

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment.
8. Failure of your Affective disposition aspect of the course.

**PROFESSIONAL ATTIRE**

Sportswear with university shirt of choice, sports shoe wear.

**X. TEXTBOOK**


**XI. BIBLIOGRAPHY**

The knowledge bases that support course content and procedures include:

Additional items of interest:

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

http://www.tea.state.tx.us/teks/116toc.htm


Example of test practices: JFekula@FekulaTestPrep.com

XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of
Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:


If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.