

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 2020  
Lifetime Activities (Tennis, Soccer, Speedball, Ultimate Frisbee)  
3 Semester Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

**NASPE Standards**

**Standard 2: Skill and Fitness Based Competence\***

*Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.*

Elements – Teacher candidates will:

- ❖ 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- ❖ 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**GA PSC Standards**

**2.1 The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.**

2.0101 The program shall prepare candidates who can demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.0103 The program shall prepare candidates who can demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities.

## **COURSE DESCRIPTION**

Instructional techniques of golf, tennis, pickleball, orienteering, adventure education, rhythms, swimming, and badminton.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Dougherty, N. (2010). Physical Activity & Sport for the Secondary School Student, 6th Ed. NASPE – AAHPERD.

## **COURSE OBJECTIVES**

As a result of this exposure students should be able to:

1. Demonstrate and understanding of the historical background of the game of Tennis, Soccer, Speedball, and Ultimate Frisbee. **(InTASC S4)**  
**Activities/assignments: -** Written exams, Activities notebook
2. Demonstrate/develop an appreciation, understanding, competency level, and teaching cues and skill progressions for various skills associated with the game of Tennis, Soccer, Speedball and Ultimate Frisbee through practice both inside and outside of class. **(InTASC S4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103) (CPL 1.3)**  
**Activities/assignments: -** Written exams, skills test & Activities notebook
3. Demonstrate an acceptable understanding of the rules, terminology and strategies involved in the game of Tennis, Soccer, Speedball and Ultimate Frisbee. **(InTASC S4)**  
**Activities/assignments: -** Written exams, skills test & Activities notebook
4. Develop an understanding of the concepts, teaching techniques, skill analysis and assessments involved in instruction of beginning Tennis, Soccer, Speedball and Ultimate Frisbee. **(InTASC S4) (NASPE 2.3) (AL1.1)**  
**Activities/assignments: -** Written exams, skills test & Activities notebook
5. Demonstrate an understanding of sequential skills and drills to be used in Tennis, Soccer, Speedball and Ultimate Frisbee instruction. **(InTASC S4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103)**  
**Activities/assignments: -** Written exams, skills test & Activities notebook

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. **Attendance/Active Participation** - Students are expected to attend and actively participate in all class-related activities. Appropriate attire must be worn. Absences will result in a five-point deduction for each absence. A one-point deduction will be assessed for each day the student is late to class following the first tardy day. Students choosing not to display an interested attitude, including effort toward skill and knowledge enhancement, will not receive full participation points.
2. **Skill Assessment** - Students will be assessed on specific skills associated with tennis. An authentic skill assessment will be used to assess the serve, ground strokes, stroke consistency, and knowledge of rules and etiquette within the context of game play.
3. **Written Exam** - A written exam will be administered covering all assigned readings and content covered in the section.

4. **Electronic Notebook** -Notebook information including a table of contents, all notes, court lay-out, equipment and materials, skills, drills, terminology, rules, etiquette, strategies, outside readings, etc., (please refer to KSPE 2010/2020 Notebook Grading Rubric), for tennis will be sent to the instructor via Live Text for review and will also be housed in the student's electronic portfolio in Live Text.

## **COURSE EVALUATION**

### **ASSESSMENT:**

Attendance/Active Participation/Tardiness	30 pts
Skill Assessment	25 pts
Written Exams	25 pts
Notebook Information	20pts
<b>Total</b>	<b>100 pts</b>

### **EVALUATION**

90 - 100 pts = A  
80 - 89.9 pts = B  
70 - 79.9 pts = C  
60 - 69.9 pts = D  
< 60 pts = F

### **ATTENDANCE POLICY**

Students are expected to attend and actively participate in all class-related activities. Appropriate attire must be worn. One personal day will be allowed, but additional absences will result in a five-point deduction for each absence. A one-point deduction will be assessed for each day the student is late to class following the first tardy day. Students choosing not to display an interested attitude, including effort toward skill and knowledge enhancement, will not receive full participation points. Students are expected to bring a tennis racquet to class each day.

### **PROFESSIONALISM**

#### ***Professional Improvement Plan***

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone

numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.