

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

PHED 404 – Middle and High School Instruction in Physical Education (3)
Spring 2011

DAY/TIME:	M – W 1:30 – 2:45	LOCATION:	Freedom Center Rm 218
PROFESSOR:	Dr. Dominique Banville		
OFFICE LOCATION:	Bull Run Hall Rm 201c	OFFICE HOURS:	MW 12:30 – 1:15 pm
PHONE NUMBER:	703-993-3579	FAX NUMBER:	703-993-2025
EMAIL ADDRESS:	dbanvill@gmu.edu		

PREREQUISITES:

PHED 201, PHED 202, PHED 273, PHED 274, PHED 275, PHED 306, PHED 403, and 75 credit hours.

COURSE DESCRIPTION:

An examination of curriculum, content, and teaching methods appropriate for middle and high school physical education programs. The course includes teaching experiences at the middle and high school levels in public schools.

COURSE OBJECTIVES

At the completion of this course teacher candidates should be able to:

1. Use different form of assessment (e.g. formative, peer, self) in order to evaluate learners' motor, cognitive, and affective skills and use that information to inform the learner, and design activities appropriate to learners' need in all three domains.
2. Apply a systematic approach to curriculum development for identifying, selecting and implementing learning activities appropriate for a wide range of skill ability and learning styles.
3. Accommodate learners' different styles of learning by using different means of communication (e.g. poster, task card) when peer-teaching in class and during the field experience.
4. Develop a sequence of lesson plans related to motor skills taught at their field experience placement that is appropriate, realistic and relevant to learners and implement one of the lesson plan.
5. Develop a unit plan (i.e. program and instructional goals, tasks, instructional strategies, assessment procedures, & safety issues) that will accommodate different learning styles.
6. Teach a lesson from the unit plan to peers, and modify it to ensure learner progress, motivation, and safety, if necessary.
7. Use reflective techniques with their learners such as self-assessment and reflection on their knowledge, experiences, and skills, to foster learner responsibilities for one's own learning.
8. Use available technology and other kinds of resources (e.g. printed material) to select and implement appropriate learning experience, identify strategies to promote physical activities in schools and in the community, and foster personal growth.
9. Teach rhythm, educational gymnastics, games and fitness type of activities that will appeal to learners and encourage them to be active inside and outside of the school.
10. Develop activities in which learners have to demonstrate appropriate personal and social behavior such as respect for other and cooperation, in order to have a productive environment.
11. Describe different motivational strategies to manage learners' behaviors and improve learning.
12. Describe and use teaching styles that stimulate interactions, involve the learners cognitively, and promote different ways of thinking.
13. Use their field experience to establish connections with partners in the field to support eventual learner growth.
14. Describe the different major educational philosophies and values orientations, and recognize teaching behaviors that will reflect them.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

Further, upon completion of this course, students will meet the following professional accreditation standards: 2008 National Initial Physical Education Teacher Education Standards (NASPE)

3.1	Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2	Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3	Design and implement content that is aligned with lesson objectives.
3.4	Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5	Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6	Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
4.1	Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2	Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3	Provide effective instructional feedback for skill acquisition, student learning, and motivation.
5.1	Select or create appropriate assessments that will measure student achievement of goals and objectives.
6.1	Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
6.3	Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4	Communicate in ways that convey respect and sensitivity.

REQUIRED READINGS

Buck M. M., Lund, J. L., Harrison, J.M., & Blakemore, C. C. (2006). Instruction strategies for secondary school physical education (6th ed.). Boston: McGraw Hill.

REQUIRED FEES

A mandatory 2-hour session with the professional staff of the EDGE – The Mason Center for Team and Organizational Learning will be held on March 2, 2011 and a fee of \$15 is required no later than February 23, 2011. Cash or Check made to George Mason University will be accepted.

ACADEMIC INTEGRITY

GMU is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.. When in doubt (of any kind) please ask for guidance and clarification.

EVALUATION

1. Classwork (50 pts – 12.5%)
 - a) Teacher candidates will teach, evaluate peers and demonstrate an understanding of the readings through active, knowledgeable class discussion.
 - b) Teacher candidates will complete various in-class and at-home assignments.
2. Unit plan (100 pts – 20%)

Teacher candidates will develop an activity unit for secondary schools. The content to be included will be described in details on a different document.
3. Field experience (100 pts – 25%)
 - a) Teacher candidates must complete at least 15 hours of field experience.
 - b) Teacher candidates will teach at least one lesson and prepare a sequence of three lesson plans.
 - c) Teacher candidates will reflect on their practice.
4. Professional Portfolio (50 pts – 12.5%)
 - a) Teacher candidates will maintain a portfolio. The content to be included will be described in details on a different document.
5. Exams
 - a) Mid term 50 pts (12.5%)
 - b) Final 50 pts (12.5%)

Grading Scale

388 – 400 = A+ 372 – 387=A 360 – 371=A- 348 – 359 =B+ 332 – 347=B 320 – 331=B-
308 – 319=C+ 292 – 307=C 280 – 291=C- 240-279=D <240 = F

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”*= 1 absence
- o 3-4 absences = 10 grade points
- o 5 absences or more = 15 grade points

*Attendance is taken at 1:30 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

COURSE OUTLINE

WEEK 1

- Jan 24 (M): Presentation of the outline; Field Experience Set up; Chapter 1: The Roles of Education and PE; Distribution of the Value Orientations Inventory (VOI)
- Jan 26 (W): Guest Speaker Candidate Dr. Amber Philips **VOI Due**; Chapter 6 - interpretation of VOI – **CLASS WILL BE HELD IN BRH 247**

WEEK 2

- Jan 31 (M) Philosophies of Education. Chapter 6: pp. 140-147 Curriculum patterns **Determine 1st Peer Tg episode.**
- Feb 2 (W) Guest Speaker Candidate Mr. Matthew Ferry – Sport Education Model – **CLASS WILL BE HELD IN BRH 247**

WEEK 3

- Feb 7 (M): Where are we? Be prepared to teach a lesson in **rhythms at the SECONDARY SCHOOL LEVEL. BRING A DVD-R**
- Feb 9 (W): Peer Teaching – **Confirmation of Field Experience.**

- WEEK 4 *Start Field Experience*
Feb 14 (M): Finish Peer Teaching. Distribute Video analysis assignment. Continue Chapter 6 Curriculum patterns & Basic curriculum design pp. 147-158.
Feb 16 (W): Finish Chapter 6. Adventure Education
- WEEK 5 *Continue Field Experience – Reflection due*
Feb 21 (M): Fitness in the curriculum in action. Come prepare to exercise with Heart Rate Monitors ☺ **Video analysis assignment due**
Feb 23 (W): Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 235-249. Explanations for Unit Plan. **\$\$\$ for the Edge due (\$15).**
- WEEK 6 *Continue Field Experience – Reflection due*
Feb 28 (M): Chapter 7: Unit and Lesson Planning, Appendix A pp. 403-406
Mar 2 (W): Experiential Education in the Gym! **1:15 – 3:15** – The EDGE
- WEEK 7 *Continue Field Experience – Reflection due*
Mar 7 (M): Finish Chapter 7. Review Mid-Term – **1st Portion of Unit Plan due.**
Mar 9 (W): **Mid-term**
- WEEK 8 *Continue Field Experience – Reflection due*
Mar 14 (M): SPRING BREAK
Mar 16(W): SPRING BREAK
- WEEK 9 *Continue Field Experience – Reflection due*
Mar 21 (M): Chapter 5: pp. 95 – 102, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment.
Mar 23 (W): Continue Chapter 5-8;
- WEEK 10 *Continue Field Experience – Reflection due*
Mar 28 (M): Finish Chapter 5-8; **Discussion** – Mandatory topic: PE at the Middle or High School Level. Explanations Teaching Styles assignment. **2nd Portion of Unit Plan due.**
Mar 30 (W): AAHPHERD Conference – No Class
- WEEK 11 *Continue Field Experience – Reflection due*
Apr 4 (M): Teaching style assignment: come prepare to move!
Apr 6 (W): Chapter 9: Instructional Styles and Strategies.
- WEEK 12 *Continue Field Experience – Reflection due*
Apr 11 (M): Chapter 11: Assessing Student Performance.
Apr 13 (W): Continue Chapter 11
- WEEK 13 *Last Week of Field Experience*
Apr 18 (M): Finish Chapter 11. **Field experience material due.**
Apr 20 (W): A different rhythmic activity: Stomping. Come prepare to... Stomp! ☺
- WEEK 14 *Continue Field Experience – Reflection due*
Apr 25 (M): **Unit Plan due – Begin Peer Teaching**
Apr 27 (W): Peer Teaching
- WEEK 15 *Continue Field Experience – Reflection due*
May 2 (M): Peer Teaching; **Final version of Unit Plan due (if needed)**
May 4 (W): Let's learn some international games! Review Final. **Portfolio Due**

FINAL: Per Final Exam Schedule, Wednesday May 11, 2011, 1:30 – 4:15 pm



Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
 - For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].
-