

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

PHED 404 – Middle and High School Instruction in Physical Education (3)
Fall 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 10:30 – 11:00/12:30 – 1:00
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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.

REQUIRED READINGS

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

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

Aug 29 (M): Presentation of the outline; Field Experience Set up; Chapter 1: The Roles of Education and PE; Chapter 2: Responsibilities of PE teachers. Distribution of the Value Orientations Inventory (VOI)

Aug 31 (W): **VOI Due**; Chapter 6 - interpretation of VOI.

WEEK 2

Sept 5 (M) **NO CLASS – LABOR DAY RECESS**

Sept 7 (W) **PHED MEETING 10:00 am– Bagel and Coffee!**

Philosophies of Education. Chapter 6: pp. 140-147 Curriculum patterns **Determine 1st Peer Tg episode. Class will be held in BRH 253**

WEEK 3

Sept 12 (M): Where are we? Be prepared to teach a lesson in **rhythms or educational gymnastics at the SECONDARY SCHOOL LEVEL. BRING A DVD-R or a FLIP camera!**

Sept 14 (W): Peer Teaching

WEEK 4

Sept 19 (M): Finish Peer Teaching. Feedback Peer Teaching. Distribute Video analysis assignment.

Sept 21 (W): The EDGE in the Gym! **1:15 – 3:15** Experiential Education **(\$15 to be paid ahead of time)**

WEEK 5

Sept 26 (M): Continue Chapter 6 Curriculum patterns & Basic curriculum design pp. 147-158. **Confirmation of Field Experience.**

Sept 28 (W): Finish Chapter 6. VA Standards. Explanations for Unit Plan. **Video analysis assignment due**

WEEK 6
Start Field Experience

Oct 3 (M): Chapter 7: Unit and Lesson Planning, Appendix A pp. 403-406

Oct 5 (W) Finish Chapter 7. Review Mid-Term

<u>WEEK 7</u>	<i>Continue Field Experience – Reflection due</i>
Oct 10 (M)	NO CLASS – COLUMBUS DAY RECESS
Oct 11 (Tu)	Mid-term
Oct 12 (W)	Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 235-249.
<u>WEEK 8</u>	<i>Continue Field Experience – Reflection due</i>
Oct 17 (M):	Fitness in the curriculum in action. Come prepare to exercise with Heart Rate Monitors ☺ 1st Portion of Unit Plan due.
Oct 19 (W)	Chapter 5: pp. 95 – 102, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment.
<u>WEEK 9</u>	<i>Continue Field Experience – Reflection due</i>
Oct 24 (M):	TBD
Oct 26 (W):	Continue Chapter 5-8; Distribute Teaching Styles assignment. 2nd Portion of Unit Plan due.
<u>WEEK 10</u>	<i>Continue Field Experience – Reflection due</i>
Oct 31 (M):	Finish Chapter 5-8; Discussion – Mandatory topic: Dealing with PE at the Middle or High School Level (curriculum or clientele).
Nov 2 (W):	Teaching style assignment: come prepare to move!
<u>WEEK 11</u>	<i>Continue Field Experience – Reflection due</i>
Nov 7 (M):	Chapter 9: Instructional Styles and Strategies.
Nov 9 (W):	Chapter 11: Assessing Student Performance.
<u>WEEK 12</u>	<i>Continue Field Experience – Reflection due</i>
Nov 14 (M):	Continue Chapter 11
Nov 16 (W):	A different rhythmic activity: Stomping. Come prepare to... Stomp! ☺
<u>WEEK 13</u>	<i>Last Week of Field Experience</i>
Nov 21 (M):	Finish Chapter 11. Field experience material due.
Nov 23 (W):	NO CLASS – THANKSGIVING RECESS
<u>WEEK 14</u>	
Nov 28 (M):	Presentation and teaching from Unit Plan – Unit Plan due
Nov 30 (W):	Presentation and teaching from Unit Plan
<u>WEEK 15</u>	
Dec 5 (M):	Presentation and teaching from Unit Plan; Final version of Unit Plan due (if needed)
Dec 7 (W):	Let's learn some international games! Review Final. Portfolio Due

FINAL: Per Final Exam Schedule, Wednesday December 14, 2010, 1:30 – 3:00 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/>].

