GEORGE MASON UNIVERSITY

Undergraduate Studies in Education

School of Recreation, Health and Tourism

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

Fall 2009

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

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PREREQUISTES:

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). Instruction strategies for secondary school physical education (6th ed.). Boston: McGraw Hill.

EVALUATION

1. Classwork (50 pts – 12.5%)

1. Teacher candidates will teach, evaluate peers and demonstrate an understanding of the readings through active, knowledgeable class discussion.
2. 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%)

1. Teacher candidates must complete at least 15 hours of field experience.
2. Teacher candidates will teach at least one lesson and prepare a sequence of three lesson plans.
3. Teacher candidates will reflect on their practice.

4. Professional Portfolio (50 pts – 12.5%)

1. 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**

* Two (2) absences are permitted

\*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.

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

COURSE OUTLINE

WEEK 1

Aug 31 (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)

Sept 02 (W): **VOI Due**; Chapter 6 - interpretation of VOI; Distribute metaphors assignment.

WEEK 2

Sept 7 (M) **NO CLASS – LABOR DAY RECESS**

Sept 9 (W) Philosophies of Education; **Metaphor assignment due**. Determine 1st Peer Tg episode.

WEEK 3

Sept 14 (M): Chapter 6: pp. 140-147 Curriculum patterns.

Sept 16 (W): Continue Chapter 6 Curriculum patterns & Basic curriculum design pp. 147-158.

WEEK 4

Sept 21 (M): Where are we? Be prepared to teach a lesson in **rhythms or educational gymnastics at the SECONDARY SCHOOL LEVEL**. ***BRING A DVD-R***

Sept 23 (W): Peer Teaching

WEEK 5

Sept 28 (M): Finish Peer Teaching

Sept 30 (W): Feedback Peer Teaching. Distribute Video analysis assignment. Finish Chapter 6. Fairfax County Program of Study. **Confirmation of Field Experience.**

WEEK 6 *Start Field Experience*

Oct 5 (M): Chapter 7: Unit and Lesson Planning, Appendix A pp. 403-406;Explanations for Unit Plan.

Oct 7 (W) TBD

WEEK 7 *Continue Field Experience – Reflection due*

Oct 12 (M) **NO CLASS – COLUMBUS DAY RECESS**

Oct 13 (Tu) Finish Chapter 7; Review Mid-Term; **Video analysis assignment due**

Oct 14 (W) **Mid-term**

WEEK 8 *Continue Field Experience – Reflection due*

Oct 19 (M): Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 235-249. **1st Portion of Unit Plan due.**

Oct 21 (W) Fitness in the curriculum in action. Come prepare to exercise with Heart Rate Monitors ☺

WEEK 9 *Continue Field Experience – Reflection due*

Oct 26 (M): Chapter 5: pp. 95 – 102, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment.

Oct 28 (W): Continue Chapter 5-8; Distribute Teaching Styles assignment.

WEEK 10 *Continue Field Experience – Reflection due*

Nov 2 (M): Finish Chapter 5-8; **Discussion** – Mandatory topic: Dealing with PE at the Middle or High School Level (curriculum or clientele). **2nd Portion of Unit Plan due.**

Nov 4(W): Teaching style assignment: come prepare to move!

WEEK 11 *Continue Field Experience – Reflection due*

Nov 9 (M): Chapter 9: Instructional Styles and Strategies.

Nov 11 (W): Chapter 11: Assessing Student Performance.

WEEK 12 *Continue Field Experience – Reflection due*

Nov 16 (M): Continue Chapter 11

Nov 18 (W): A different rhythmic activity: Stomping. Come prepare to... Stomp! ☺

WEEK 13 *Last Week of Field Experience*

Nov 23 (M): Finish Chapter 11. **Field experience material due**.

Nov 25 (W): **NO CLASS – THANKSGIVING RECESS**

WEEK 14

Nov 30 (M): **Unit Plan due – Oral Presentation**

Dec 2 (W): Begin Peer Teaching # 2

WEEK 15

Dec 7 (M): Peer Teaching #2**; Final version of Unit Plan due (if needed)**

Dec 9 (W): Let’s learn some international games! Review Final.  **Portfolio Due**

FINAL: Per Final Exam Schedule, Wednesday December 16, 2009, 1:30 – 4:15 pm

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|  | * All students are held to the standards of the George Mason University Honor Code.
* Students with Disabilities: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the .
* All electronic devices must be turned off during classes.
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