

GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism

PHED 404 – Middle and High School Instruction in Physical Education (3)  
Fall 2010

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, 202, 273, 274, 275, 306, and 403; and BSED status

COURSE DESCRIPTION:

Examines school curriculum, assessment, content, and teaching practices for middle and high school physical education programs. Requires field experience.

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 (6<sup>th</sup> 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 30 (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 1 (W): **VOI Due**; Chapter 6 - interpretation of VOI.

### WEEK 2

- Sept 6 (M) **NO CLASS – LABOR DAY RECESS**
- Sept 8 (W) Philosophies of Education. Chapter 6: pp. 140-147 Curriculum patterns **Determine 1<sup>st</sup> Peer Tg episode.**  
– **Class held in Occoquan 204**

### WEEK 3

- Sept 13 (M): The EDGE in the Gym! **1:15 – 3:15** Experiential Education (**\$15 to be paid ahead of time**)
- Sept 15 (W): TBD

### WEEK 4

- Sept 20 (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 22 (W): Peer Teaching

### WEEK 5

- Sept 27 (M): Finish Peer Teaching. Feedback Peer Teaching. Distribute Video analysis assignment.
- Sept 29 (W): Continue Chapter 6 Curriculum patterns & Basic curriculum design pp. 147-158. **Confirmation of Field Experience.**

WEEK 6	<i>Start Field Experience</i>
Oct 4 (M):	Finish Chapter 6. Fairfax County Program of Study. Explanations for Unit Plan.
Oct 6 (W)	Chapter 7: Unit and Lesson Planning, Appendix A pp. 403-406 <b>Video analysis assignment due</b>
WEEK 7	<i>Continue Field Experience – Reflection due</i>
Oct 11 (M)	<b>NO CLASS – COLUMBUS DAY RECESS</b>
Oct 12 (Tu)	Finish Chapter 7. Review Mid-Term
Oct 13 (W)	<b>Mid-term</b>
WEEK 8	<i>Continue Field Experience – Reflection due</i>
Oct 18 (M):	Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 235-249. <b>1<sup>st</sup> Portion of Unit Plan due.</b>
Oct 20 (W)	Fitness in the curriculum in action. Come prepare to exercise with Heart Rate Monitors ☺
WEEK 9	<i>Continue Field Experience – Reflection due</i>
Oct 25 (M):	Chapter 5: pp. 95 – 102, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment.
Oct 27 (W):	Continue Chapter 5-8; Distribute Teaching Styles assignment.
WEEK 10	<i>Continue Field Experience – Reflection due</i>
Nov 1 (M):	Finish Chapter 5-8; <b>Discussion</b> – Mandatory topic: Dealing with PE at the Middle or High School Level (curriculum or clientele). <b>2<sup>nd</sup> Portion of Unit Plan due.</b>
Nov 3 (W):	Teaching style assignment: come prepare to move!
WEEK 11	<i>Continue Field Experience – Reflection due</i>
Nov 8 (M):	Chapter 9: Instructional Styles and Strategies.
Nov 10 (W):	Chapter 11: Assessing Student Performance.
WEEK 12	<i>Continue Field Experience – Reflection due</i>
Nov 15 (M):	Continue Chapter 11
Nov 17 (W):	A different rhythmic activity: Stomping. Come prepare to... Stomp! ☺
WEEK 13	<i>Last Week of Field Experience</i>
Nov 22 (M):	Finish Chapter 11. <b>Field experience material due.</b>
Nov 24 (W):	<b>NO CLASS – THANKSGIVING RECESS</b>
WEEK 14	
Nov 29 (M):	<b>Unit Plan due – Oral Presentation</b>
Dec 1 (W):	Begin Peer Teaching # 2
WEEK 15	
Dec 6 (M):	Peer Teaching #2; <b>Final version of Unit Plan due (if needed)</b>
Dec 8 (W):	Let's learn some international games! Review Final. <b>Portfolio Due</b>

FINAL: Per Final Exam Schedule, Wednesday December 12, 2010, 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 professor.
  - ❖ All electronic devices must be turned off during classes. Laptop will not be tolerated if used for any purpose not related to this course
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