



PHED 275 - *Field & Invasion Games*
Spring 2010

DAY/TIME:	Thursday 4:30 - 7:10PM	LOCATION:	Recreation Activities Center RAC
Instructor	Tony DeGregorio	EMAIL ADDRESS:	AJDeGregorio@fcps.edu
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OFFICE HOURS:	By appointment only		

PREREQUISITES PHED 275

Designed to improve motor skills and knowledge of teacher candidates in selected team and group activities and sports. (BSED Status only)

COURSE DESCRIPTION

Focus is skill development and content knowledge in team sports/field and invasion games such as softball, basketball, soccer, and ultimate disc. In-depth practice of skill progressions, strategies, officiating and use of authentic assessment is required.

COURSE OBJECTIVES

After completion of this course, pre-service teachers should be able to:

1. Demonstrate effectively the motor skills central in each team sport/field and invasion game in this course.
2. Provide the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
3. Show key strategies used in each team sport/field and invasion game during play.
4. Select and administer appropriate, valid and reliable skill tests
5. Utilize rubrics as part of student assessment and apply examples of authentic assessment
6. Interpret skill test data and use as feedback for learners
7. Organize different sporting events such as meets and tournaments
8. Show working knowledge of team sport/field and invasion game rules by actively officiating

COURSE OVERVIEW

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
4. Confer with the instructor when the need arises.

PHED 275 is among the activity series including PHED 273 & 274 in the PHED Program designed to develop motor skills instruction and content knowledge about current, innovative and international games and activities in schools. Activities must support appropriate teaching practices based on the age group and experience of students in schools. Upon completion, students in this course will meet the following two accreditation standards based on the NASPE/NCATE National Standards for Beginning Physical Education Teachers.

Standard 1: Content knowledge. Understand physical education content and disciplinary concepts related to the development of a physically education person.

Standard 2: Growth and Development: Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.

REQUIRED READINGS/TEXT

Dougherty, Neil (edited by). *Physical Activity & Sport for the Secondary School Student (5th edition)*. Reston, VA: AAHPERD Publications, 2002.

EVALUATION Individual assignments are graded on the point basis designated in parenthesis.

Requirement #1 - Participation [15%] - 150 pts (10 points/class attended) - Rubric located on Blackboard

- Attendance at all classes is expected. This is a hands-on, participatory course – you expected to be in attendance. Absenteeism will be reflected in one's final grade.
- Based on quality and quantity of daily participation, attitude, individual growth and group work in all classes.
- Class periods have been arranged into discussion and activity sessions. Please be sure to come prepared to each class period dressed and ready for active participation in a variety of team sport activities.
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2

Out of Class Worksheets [10%] 100 points = 10 @ 10 points each

- Worksheet for each field and invasion activity we will cover are located on Blackboard.
- Worksheets should be completed prior to each introductory class lecture of that specific activity. [See *Tentative Class Schedule* - due dates noted].
- Worksheets will receive partial credit after lecture has begun! Tardy worksheets will receive further partial credit. If you expect to be absent, it is your responsibility to get worksheets to me prior to class.
- You are on your honor to complete each worksheet in preparation for lesson to be covered. Worksheets are not intended to be "busy work" but an overall preparation for upcoming lessons/lectures as well as something you could refer to in the future.

In-Class Activity Worksheet Assignments [10%] 100 points – 5 @ 20 points each

- In-class activities are designed to reinforce class topic
- Work will be completed during class and turned in for credit

Absent students will be given copy of in-class assignment/worksheet (**upon request**) and will receive partial credit upon return (next scheduled class)

Requirement #3 - Individual Learning Activity Presentation [10%] 100 points

- **Model** - For each team sport/field and invasion game, I [instructor] may present a basic skill[s] application and/or strategies lesson. My [instructor] lesson may consist of motor development, motor learning and/or biomechanics that relate to the skill[s].
 - Activity Choices - Ideas for these activities could be taken from required text, pecentral.com, or any suitable resource (or create your own)
 - Instruction of skill theme lesson
 - Reinforcement Activity/Game Related lesson
 - Ideally implementing or modifying official game rules and procedures with appropriate officiating

You will prepare & present a lesson using the following criteria - Rubric located on Blackboard:

- **Individual Learning Activity Presentation [10%] 100 points** must take into consideration a basic team sport/field and invasion game.
- Presentation and development of an activity:
 - That relates to and strengthens basic skills (Skills Lesson)
 - That relates to and strengthens basic/specific game skills (Game Related Lesson)
 - Example - a lead-up activity, progressive game or drill (presentation objectives should relate to skill criteria chosen)
 - Some aspects of cognitive thought and cooperative strategy and/or teamwork should be included.
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the game/unit we are covering.

General Overview Lesson Plan [5%] 50 points [examples – on *Blackboard*] should be used during the presentation and turned in prior to the presentation. It should include:

- *Lesson Objective* - skills to be taught reinforced and/or evaluated.
- *Cues* - to be verbalized and/or demonstrated to teach, reinforce and/or evaluate learned skill[s].
- *Class Logistics* - grouping, number of players, facility set-up and diagram.
- *Game/Activity* - rules [modified].

Rubric Criteria for evaluating your lesson presentation - Rubric located on Blackboard:

Organization and transmission, Control of class/on-task time, Flow of lesson/proper skill progression

- **Presenter** is responsible for seeing that all equipment needed for presentation is obtained and that after class, all equipment is returned.
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement*.

- Be creative, innovative, and resourceful as you plan and implement these lessons.
 - **Sign-up sheets will be distributed during second or third class.**
 - Presenter[s] will teach lesson to remainder of class.
 - Presentation should last **20 - 30 minutes**.

Requirement #4 Mid-Term Exam [10%] 100 Points

Requirement #5 Rubric/Assessment [10%] 100 Points

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen

Requirement #6 Motor Skills Development 100 Points

- As pre-service teachers and future physical educators, you should have developed or will develop the critical elements needed to present the basic skills of the activities involved with this course. You will be assessed through out this course on the motor skills relative to soccer, flag football, floor hockey, basketball and softball. Rubric located on Blackboard.

FINAL EXAM Written Objective [20%] 200 Points

- Multiple choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.

This course will be graded on a point system, with a total of 1000 possible points.

Grading Scale Breakdown

✓ Participation	15%	150 Points	<i>Attendance = 10 points per class.</i>
✓ Worksheets – Out of Class	10%	100 Points	
✓ Worksheet - In-Class Activity	10%	100 Points	
✓ Individual Learning Activity Presentation	10%	100 Points	
✓ <i>General Overview Lesson Plan</i>	<i>(5%)</i>	<i>(50 Points)</i>	
✓ Mid Term Exam	10%	100 Points	
✓ Rubric/Assessment	10%	100 Points	
✓ Motor Skills Development	10%	100 Points	
✓ Final Exam	20%	200 Points	
	TOTAL	100%	1000 Points

- All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
- For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

TENTATIVE COURSE SCHEDULE Spring 2010

Date	Topic <i>Note: Faculty reserves the right to alter the schedule as necessary.</i>	Reading/Assignment – Class Activity
1/21/10 #1	<ul style="list-style-type: none"> Introduction – Review of Syllabi Fielding and Invasion Games - Locomotor Travel/Space Awareness, Effort & Relationships Skills [p] & activity Developmentally Appropriate Physical Education-[p] 	<ul style="list-style-type: none"> Obtain required email attachments Obtain required text Read Chapter 3
1/28/10 #2	<ul style="list-style-type: none"> FCPS POS Review Scope & Sequence Pie Charts] [p] Review <i>F & I Games related Movement Skills [bba]</i> Instructional Skill Themes [<i>in-class worksheet #1</i>] Sport to Skill [<i>handout</i>] Throwing and catching skills – worksheet review 1 	<ul style="list-style-type: none"> Review Chapter 3 Read Chapter 20, <u>Team Handball</u> <ul style="list-style-type: none"> Read <i>F & I Games related Movement Skills [bba]</i>
2/4/10 #3	<ul style="list-style-type: none"> <i>Learning Strands & Activity [p] [in-class worksheet #2]</i> <i>Gen' LP Overview [handout] – develop rubric</i> Worksheet review 1 –Team Handball 	<ul style="list-style-type: none"> Throwing and catching skills activity Team Handball activity
2/11/10 #4	<ul style="list-style-type: none"> Team Sports Game Designation by Goal [<i>in-class worksheet #3</i>] Chasing, Fleeing & Dodging Skills – worksheet review 2 	<ul style="list-style-type: none"> Chasing, Fleeing & Dodging Skills activity
2/18/10 #5	<ul style="list-style-type: none"> Worksheet review 2 – Flag Football Rubric, Assessments, Critical Elements - Assessment Vocabulary [<i>in-class worksheet #4</i>] 	<ul style="list-style-type: none"> Read Chapter 10 <i>Flag Football</i> <i>Critical Elements Activity</i>
2/25/10 #6	<ul style="list-style-type: none"> Kicking & Punting Skills – worksheet review 3 Assessing Children's Progress in Games – Authentic Assessment [req. #5] 	<ul style="list-style-type: none"> Read Chapter 24 <i>Ultimate</i> <i>Assessment Activity – Authentic Assessment</i> <i>Presentations</i>
3/4/10 #7 Mid-Term	<ul style="list-style-type: none"> Worksheet review 3 –Soccer Mid-Term Exam In-Class Naismith Worksheet #5 (Take Home) 	<ul style="list-style-type: none"> Read Chapter 17 <i>Soccer</i> <i>Presentations</i>
3/18/10 #8	<i>Indianapolis AAHPERD</i>	
3/25/10 #9	<ul style="list-style-type: none"> Ball handling/dribbling skills – worksheet review 4 <i>Review Required Safety Protocols</i> Worksheet review 4 –Basketball Return Mid Term & Naismith Worksheet #5 	<ul style="list-style-type: none"> <i>Ball handling/dribbling skills activity</i> Read Chapter 6 <i>Basketball</i> <i>Presentations</i>
4/1/10 #10	<ul style="list-style-type: none"> Striking skills w/ long- handled implements – worksheet review 5 	<i>Presentations</i>
4/8/10 #11	<ul style="list-style-type: none"> Worksheet review 5 – Hockey In-Class Worksheet #6 	<ul style="list-style-type: none"> Read Chapter 11 <i>Floor Hockey</i> <i>Presentations</i>
4/15/10 #12	<ul style="list-style-type: none"> Worksheet review 5A – Lacrosse 	<ul style="list-style-type: none"> Read Chapter 11 <i>Lacrosse</i> <i>Presentations</i>
4/22/10 #13	<ul style="list-style-type: none"> Worksheet review 6 – Softball Fielding and Invasion Games – [p] 	<ul style="list-style-type: none"> Read Chapter 18 <i>Softball</i> <i>Presentations</i>
4/29/10 #14	<ul style="list-style-type: none"> Review for Final Exam, ("Clean-Up Lose Ends") 	<i>Presentations</i>
5/6/10 #15	<i>Final Exam</i>	

[p] = powerpoint presentation

[bba] = Blackboard Attachment

GMU Spring Break 3/11/10

Updated 1/17/10