



**PHED 403: Elementary School Instruction in Physical Education
Spring 2010**

DAY/TIME: Tuesdays 4:30 – 7:10 PM
Instructor: Mr. Tony DeGregorio
LOCATION: Recreation Activities Center RAC
PREREQUISITES: PHED 201, 202, 273, 274, 275
CREDIT HOURS: 3 semester credits

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COURSE DESCRIPTION:

Pre-school and elementary Physical Education curriculum content is the focus while teaching appropriately designed lessons to children in schools. Physical education curriculum based on the Skill Theme Approach for Grades Pre K-5 is applied along with National Standards for the “new physical education.”

COURSE OBJECTIVES: At the completion of this course, pre-service teachers must be able to:

1. Due to instruction make observable improvements on the motor skills of children and motivate them to participate in locomotor, manipulative and non-locomotor patterns.
2. Use technology for preparing lessons, for direct use by students, and for educating the broader community.
3. Collaborate with your cooperating teacher to develop and execute lesson plans that meet the needs of diverse student populations.
4. Apply movement concepts of space awareness, effort and relationships to educational games, fitness, gymnastics, and dance in lesson planning and execution
5. Interact with your mentor teachers and course instructor about your growth and development as a teacher and your impact on students.
6. Teach appropriate class management and instructional strategies to promote students’ personal & social behaviors conducive to a positive learning environment.
7. Self-evaluate your teaching through continuous written reflection.
8. Discuss with professional teachers and community the value of physical education for children emphasizing specific health and physical benefits.
9. Show commitment in your teaching to NASPE National Standards and appropriate practices (COPEC) so that every child learns.
10. Engage in the ongoing development of your professional philosophy of teaching elementary physical education and demonstrate that philosophy in your field experience
11. Show ability to arrange and manage equipment, space and time for equitable and appropriate practice.
12. Show appropriate professional dispositions by joining and attending VAHPERD and/or AAHPERD meetings.
13. Promote safety, cooperation and mutual respect among learners.

REQUIRED READINGS/TEXT:

Graham, George. *Teaching Children Physical Education Becoming a Master Teacher 3rd Edition*. Champaign, IL: Human Kinetics, 2008.

Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa. *Children Moving 8th Edition*. New York, NY: McGraw Hill, 2010.

CEHD’s 5 Core Values are integrated into the content of this course and include: Collaboration, Social Justice, Research based practice, Innovation & Diversity.

ATTENDANCE Policy:

- Students are expected to attend class. In-class participation is important to the individual student and to the class as a whole. Because class participant may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
- Attendance is recorded prior to the beginning of class.
- Arrivals up to 10 minutes late constitute a tardy.
- Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates on lecture notes, updates, changes of calendar and handouts due to absences.
- Assignments and tests must meet deadlines or no credit is earned. Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

EVALUATION:

Criteria for grading and Grading Scale:

A = 94-100%	940 - 100	B- = 80-83%	800 - 839	D = 60-69%	600 - 699
A- = 90-93%	900 - 939	C+ = 77-79%	770 - 799	F = <60	599 <
B+ = 87-89%	870 - 899	C = 74-76%	740 - 769		
B = 84-86%	840 - 869	C- = 70-73	700 - 739		

**There is a grade penalty for grammar and spelling errors on assignments.

** Students are responsible for all in class work regardless of absences.

Assignments:	%	Points	
Attendance (10 points/class)	15%	150	
Field Experience			
Weekly Journals (5)	10%	100	20 points each
Video Analysis (2)	10%	100	50 points each
Learner assessment tools (3)	15%	150	50 points each
Lesson Plans [2]	15%	150	75 points each
Mid Term Exam	10%	100	
Newsletter	5%	50	
Advocacy	5%	50	
Final Exam	15%	150	
Total	100%	1000	

Completed Teaching Portfolio = requirement. To avoid grade penalties, portfolios must be properly composed and turned in prior to class completion. There is a grade penalty for grammar and spelling errors on portfolios.

- 2' wide, 3 ring binder with sectional dividers

Professional dispositions = requirement. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate your dispositions throughout the semester and examine your commitment to the teaching profession.

Your GMU email address and Blackboard (//blackboard.gmu.edu) are required in this class. You will retrieve assignments and course materials from these sites.

- All students are held to the standards of the GMU Honor Code and the GMU Judicial Board
- Students with Disabilities: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the professor
- Students must regularly refer to <http://rht.gmu.edu> for academic forms and announcements.

Field Experience Requirement:

A minimum of 15 hour field experience at an elementary school must be completed to pass this course. You will be assigned to a mentor teacher specifically selected by Mr. DeGregorio and will complete your field experiences at those sites within the designated time.

Appropriate Dress: Teaching dress is defined by the PHED Dress Code and is required for “teaching days”. You are expected to order clothing with Mason insignia for field experience.

1. **Lesson Plans:** You will develop 2 typed lesson plans and evaluations using skill themes and movement concepts as the lesson focus. Use the official lesson plan format. Collaborate with your mentor teacher on lesson plan development.
2. **Video Self- Analysis:** You will videotape 2 teaching episodes that you teach alone. You will use **systematic observation tools** to analyze your taped lessons of 30-45 minutes, continuous taping from the beginning of class until the end.
3. **Weekly written journals:** You will keep weekly journals describing the context of your classes and specific student outcomes in the 3 learning domains. Assess your ability to manage and organize students, your relationship with your mentor teacher and your commitment to teaching.
 - Worksheet for each visit will be provided for you to turn in on class following each week in the schools.
4. **Learner Assessment Tools:** You will develop 3 assessment tools (2 rubrics [psychomotor & affective] and a cognitive test). Preparation materials for these requirements will be provided.