

GEORGE MASON UNIVERSITY  
Undergraduate Studies in Education  
School of Recreation, Health and Tourism

PHED 404 – Middle and High School Instruction in Physical Education (3)  
Spring 2009

DAY/TIME:	M – W 1:30 – 2:45	LOCATION:	Freedom Center Rm 218
PROFESSOR:	Dr. Dominique Banville		
OFFICE LOCATION:	Bull Run Hall Rm 205	OFFICE HOURS:	M 12:30 – 1:00/ 4:00 – 4:20 pm W 12:30 pm – 1:00 pm
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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). Instruction strategies for secondary school physical education (6<sup>th</sup> ed.). Boston: McGraw Hill.

## 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 – 25%)

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 lesson plans.
  - c) Teacher candidate 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, 2007-2008 p.35), “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 = 8 grade points
- o 5 absences or more = 12 grade points

## COURSE OUTLINE

### WEEK 1

Jan 21(W): Presentation of the outline, and Field Experience; Chapter 1: The Roles of Education and PE..  
Distribution of the Value Orientations Inventory (VOI).

### WEEK 2

Jan 26 (M) **VOI Due**; interpretation of VOI; Distribute metaphors assignment. Determine 1<sup>st</sup> Peer Tg episode.  
Jan 28(W) Philosophies of Education; **Metaphor assignment due. Field experience set-up.**

### WEEK 3

Feb 2 (M): Where are we? Be prepared to teach a lesson in **rhythms or educational gymnastics at the SECONDARY SCHOOL LEVEL. BRING A DVD-R**  
Feb 4(W): **Continue Peer Teaching;**

### WEEK 4

Feb 9 (M): **Finish Peer Teaching.** Distribute Video analysis assignment. Chapter 6: pp. 140-147 Curriculum patterns.  
Feb 11 (W): Continue Chapter 6 Curriculum patterns & Basic curriculum design pp. 147-158.

### WEEK 5

Feb 16 (M): Chapter 7: Unit and Lesson Planning, Appendix A pp. 403-406; **Video analysis assignment due**  
Feb 18 (W): Finish Chapter 7. Fairfax County Program of Study.

WEEK 6

- Feb 23 (M): Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 235-249. *Explanations for Unit Plan.*  
Feb 25 (W) Fitness in the curriculum in action. Heart Rate Monitors – Getting your heart rate in the appropriate zone. Come prepare to exercise ☺

WEEK 7

- Mar 2 (M): Chapter 5: pp. 95 – 102, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment.  
Mar 4 (W) Continue Chapter 5-8

WEEK 8

- Mar 9 (M): Spring Break  
Mar 11 (W) Spring Break

WEEK 9

- Mar 16 (M): Finish Chapter 5-8. **Discussion** – Mandatory topic: Dealing with PE at the Middle or High School Level (curriculum or clientele). Review Mid-term.. **1<sup>st</sup> Portion of Unit Plan due.**  
Mar 18 (W): **Mid-Term** – Distribute Teaching Style Assignment

WEEK 10

- Mar 23 (M): Teaching style assignment: come prepare to move!  
Mar 25(W): Chapter 9: Instructional Styles and Strategies

WEEK 11

- Mar 30 (M): Chapter 11: Assessing Student Performance. **2<sup>nd</sup> Portion of Unit Plan due.**  
Apr 1 (W): Continue Chapter 11

WEEK 12

- Last Week of Field Experience*  
Apr 6 (M): Finish Chapter 11  
Apr 8 (W): Chapter 4: Understanding the Learner, pp. 62-70 and 82-87. **Field experience material due**

WEEK 13

- Apr 13 (M): TBA  
Apr 15 (W): TBA

WEEK 14

- Apr 20 (M): **Unit Plan due – Oral Presentation.**  
Apr 22 (W): Begin Peer Teaching # 2

WEEK 15

- Apr 27 (M): Peer Teaching #2; **Final version of Unit Plan due (if needed)**  
Apr 29 (W): Case studies.

WEEK 16

- May 4 (M): Review Final. **Portfolio Due**

FINAL: Per Final Exam Schedule, Wednesday May 6 2009, 1:30 – 4:15 pm



- ❖ 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.
- ❖ Please consider signing up for Mason Alerts to be informed of what is going on off and on campus. Go to [alert.gmu.edu](http://alert.gmu.edu) to register for this free service.