

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
PHED 403: Elementary School Instruction (3)  
Spring 2011

DAY/TIME:	Monday / Wednesday	LOCATION:	PW Freedom Center 214
INSTRUCTOR:	Mr. Tony DeGregorio	EMAIL ADDRESS:	adegrego@gmu.edu
OFFICE LOCATION:	Occoquan Bldg.	PHONE NUMBER:	703 993-7157
OFFICE HOURS:	W- 1:00 – 2:00 p.m. TH 4:00 RAC- By appt.	FAX NUMBER:	703-993-2027

#### PREQUISITES

PHED 201, 202, 273, 274, 275, and 306; and BSED status

#### COURSE DESCRIPTION

Covers content, knowledge, and teaching methods for K-6 physical education. Requires field experience.

SEMESTERS TAUGHT: Fall and Spring

#### COURSE OBJECTIVES

At the completion of this course, teacher candidates 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.

## COURSE OVERVIEW

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.”

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

## 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.

## 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 & GRADING SCALE

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	
<u>Final Exam</u>	<u>15%</u>	<u>150</u>	
Total	100%	1000	

Completed Teaching Portfolio = non-graded requirement. Portfolios (2' wide, 3 ring binder with sectional dividers) must be properly composed and reviewed by instructor prior to class completion. Teacher candidates are expected to review their portfolios for grammar and spelling errors.

Professional dispositions = non-graded 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.

#### 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 to instructor 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 with accompanying rubric). Preparation materials for these requirements will be provided.  
*(Field Experience – during your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher.)*

TENTATIVE COURSE OUTLINE

Week/Date	Class Agenda	Additional Class Info	Assignments/Additional Info
1 1/24/11 1/26/11	<ul style="list-style-type: none"> <li>• Intro.</li> <li>• Expectations</li> <li>• Syllabus Review</li> <li>• Professionalism [C 33] PP</li> <li>• Dealing w/ Staff, Administration [C 33, p 674-681]</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifying statements</li> <li>• <i>Blackboard</i></li> <li>• Review Books</li> <li>• Developmentally Appropriate PE</li> <li>• “Hall Of Shame”</li> </ul>	<p>Read G1 p.3, 12 Normal Day, G2</p> <p>Related Movement Activity</p>
2 1/31/11 2/2/11	<ul style="list-style-type: none"> <li>• Establishing a Learning Environment [C 9]</li> <li>• Establishing Rules/Protocols PP</li> <li>• Classroom Mgmt &amp; Organization PP</li> </ul>	<ul style="list-style-type: none"> <li>• Graham CD 1, 2</li> <li>• TVID-Gym</li> <li>• TVIV-Protocols PDF</li> <li>• TVID-Protocols 1<sup>st</sup> Day</li> <li>• TVID-5<sup>th</sup> G W-Up</li> </ul>	<p>Read G3, G4</p> <p>Reinforcement reading [C9]</p> <p>Related Movement Activity</p>
3 2/7/11 2/9/11	<ul style="list-style-type: none"> <li>• Teaching techniques, strategies &amp; tips PP</li> <li>• Maintaining Appropriate Behavior [C 10] PP</li> <li>• Getting the Lesson Started [G5]</li> <li>• Instructing &amp; Demonstrating [G6]</li> <li>• <i>Discipline Case Study Activity</i></li> <li>• +/- <i>Interaction, Differential Treatment Video Tally Activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• Graham CD 4, 6, 15</li> <li>• TVID-Off Task Behavior</li> <li>• TVID-Procedure, Instruction Ball Hdlg</li> <li>• TVID-Eq P-Up, Dismissal I, II</li> <li>• Team Teaching</li> </ul>	<p>Read G5, G6</p> <p>Reinforcement reading [C10]</p> <p>Distribute F Exp assignments</p> <p>Related Movement Activity</p>
4 2/14/11 2/16/11	<ul style="list-style-type: none"> <li>• Motivating Children to Practice [G7]</li> <li>• Observing &amp; Analyzing [G8]</li> <li>• Reflective Teaching [C 5] [Field Experience Review]</li> </ul>	<ul style="list-style-type: none"> <li>• TVID-Dribble Lsn 5G</li> <li>• Graham CD 8</li> </ul>	<p>Read G7, G8</p> <p>Reinforcement reading [C5]</p> <p>Related Movement Activity</p>
5 2/21/11 2/23/11	<ul style="list-style-type: none"> <li>• Teaching Styles [Mosston] [C 13] PP</li> <li>• Perception/Projection and Your Future</li> <li>• Read “<i>An Innocent Man on Death Row</i>”</li> <li>• Review Dance Curriculum - PHED 274</li> </ul>	<ul style="list-style-type: none"> <li>• Video/interactive activity</li> <li>• Sweet GA Brown Ball Hdlg Activity</li> </ul>	<p>Read G9, Dance [C 29]</p> <p>Reinforcement reading [C11, C 2, C3 ,C29, C30, C31]</p> <p>Read C 16 Space Awareness</p> <p>Related Movement Activity</p>
6	<p style="text-align: center;">MID-TERM</p> <ul style="list-style-type: none"> <li>• Content - Skill Themes [G9] [C2] PP</li> </ul>		<p>Read G10, G11</p> <p>Related Movement</p>

Experience Period \*

2/28/11 3/2/11	<ul style="list-style-type: none"> <li>• <i>Developmental Progression Task Sheet</i></li> </ul>		Activity
7 3/7/11 3/9/11	<ul style="list-style-type: none"> <li>• Curriculum Planning PP <ul style="list-style-type: none"> <li>• Yearly, Unit &amp; Lesson Planning</li> <li>• Objectives, Learning domains [C 7, 8] - Part 2</li> <li>• Beginning School info, letters-Parents, [new] colleagues</li> <li>• Master Scheduling</li> <li>• <i>Proficiency Learning Activity</i></li> </ul> </li> </ul>	POS PP  Providing Feedback [G10] Building Critical-Thinking Skills [G11] Activities observed during F. Exp. share	<b>Prepare Skeleton Portfolio</b> Read [C 7, 8] <ul style="list-style-type: none"> <li>• Prepare Professional Disposition Req. Related Movement Activity</li> </ul>
8 3/21/11 3/23/11	<ul style="list-style-type: none"> <li>• Learning Styles Inventory</li> <li>• Learning Styles Review</li> <li>• Newsletter Intro</li> </ul>	<i>Professional Disposition Req. Due</i>	Naismith article  Related Movement Activity
9  3/28/11 3/30/11* *no class	<ul style="list-style-type: none"> <li>• Assessing &amp; Reporting Children's Progress [G13]</li> <li>• Evaluation / Assessment [C14] PP <ul style="list-style-type: none"> <li>◦ Communication! - Quality [vs. Quantity]</li> </ul> </li> <li>• Rubric Development [of F. Exp skill taught] Backward Design PP</li> </ul>	Activities observed during F. Exp. share <ul style="list-style-type: none"> <li>• PE Metrics Video "Level 3"</li> <li>• Graham CD 7</li> </ul>	Read G13, C14  Related Movement Activity

10 4/4/11 4/6/11	<ul style="list-style-type: none"> <li>• Study Your Own Teaching [C 15] Task Analysis</li> <li>• Varied Teaching Approaches [C 15] Task Analysis</li> <li>• Continuing to Develop as a Teacher [G14]</li> <li>• Building Positive Feelings [G12]</li> </ul>	Activities observed during F. Exp. share	Read C 15, G14  Related Movement Activity
11 4/11/11 4/13/11	<ul style="list-style-type: none"> <li>• Integrating Core Curriculum PP [MON]</li> <li>• Special Education [C 6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT <i>PP</i> [WEDS]</li> </ul>	<ul style="list-style-type: none"> <li>• Core Integration Activity</li> </ul> Activities observed during F. Exp. Share <ul style="list-style-type: none"> <li>• "Voice of a Low Achiever"</li> </ul>	Read C 6 <ul style="list-style-type: none"> <li>• <i>Newsletter Assignment Due</i></li> </ul> Mile Run Prediction Due Related Movement Activity
12 4/18/11	<ul style="list-style-type: none"> <li>• Facilities &amp; Equipment [C 9] <ul style="list-style-type: none"> <li>◦ <i>New Equipment Purchase Activity</i></li> </ul> </li> </ul>		Read C4 Related Movement

4/20/11			Activity
13 4/25/11 4/27/11	<ul style="list-style-type: none"> <li>* Rubric Presentation PP</li> <li>• <i>Rubric Development Activity</i> [MON]</li> <li>• Safety Rules for Outdoor Recess PP [MON]</li> <li>• “Public Relations” [WEDS]</li> <li>• Advocacy [C 33] Field Day [WEDS] <ul style="list-style-type: none"> <li>○ Excuse Notes</li> <li>○ FLE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter Review</li> <li>• Field Day [BB]</li> <li>• End of School Year “Culminators” [C 34]</li> </ul>	<p>Read C 9, C 33 Related Movement Activity</p> <ul style="list-style-type: none"> <li>• Gymnastic [C 30] assessment w/ rubric</li> </ul>
14 5/2/11 5/4/11	<ul style="list-style-type: none"> <li>• Implementing Fitness [C 4] [p 52 – 56]</li> <li>• Effective methods of conducting Fitness Testing – procedural review</li> <li>• Portfolio Check Off</li> <li>• Legal Liability [C9 p 143]</li> <li>• Monthly Time Table</li> <li>• Elementary School Guidance Counselors</li> <li>• Proper Attire activity</li> <li>• “Parting Shots”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mile Run Prediction Activity</i></li> <li>• TVID-Fitness HR W-Up</li> <li>• TVID-Liability PDF</li> <li>• Teaching Methods Review</li> <li>• Peter Choo</li> </ul>	<p>Read C9 p 143, C 34</p> <p>Voice Projection Whistles</p> <p>Related Movement Activity</p>
	Final Exam	Wed. 5/11/11 10:30 am – 1:15 pm	

Text reading assignment key:

G = *Teaching Children Physical Education – Becoming a Master Teacher*, Graham

C = *Children Moving – A Reflective Approach to Teaching Physical Education*, Graham

TVID = Tony DeGregorio made video

PP = Powerpoint presentation [on Blackboard]



- ❖ 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.
- ❖ All communication from the university, college, school and program will be sent to students through their Mason email account only. Students are responsible for the content of university communication sent to their Mason email account and are required to activate their account and check it regularly.
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu>]
- ❖ Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. [See <http://caps.gmu.edu>]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>.