

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**School of Recreation, Health, and Tourism**  
**PHED 275 - Field & Invasion Games (2)**  
**SPRING 2014**

DAY/TIME: Thursday 3:00 – 5:40  
 INSTRUCTOR: Mr. Tony DeGregorio                      PHONE NUMBER: 703 993-7119  
 LOCATION: RAC Classroom & Cage Gym                      FAX NUMBER: 703-993-2025  
 OFFICE LOCATION: PW Bull Run Hall 225A  
 OFFICE HOURS: TH 2:00 RAC - By App't                      EMAIL ADDRESS: adegrego@gmu.edu

PREREQUISITES: None                      **Notes:** Open to BPRE and BSED PHED majors only.

**COURSE DESCRIPTION**

Skill and content knowledge in field and invasion games. Includes skill progression, strategies, officiating, and authentic assessment in activities such as softball, basketball, soccer, field events, and Ultimate Disc.

SEMESTERS TAUGHT: Fall & Spring

**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

**PROFESSIONAL ASSOCIATION STANDARDS**

Further, upon completion of this course, students will meet the following professional accreditation standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge	Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
Standard 2: Skill and Fitness Based Competence*	Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.
Standard 3: Planning and Implementation	Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management	Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Standard 5: Impact on Student Learning	Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Standard 6: Professionalism	Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

## 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.
5. Modeling - For each team sport/field and invasion game, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

## NATURE OF COURSE DELIVERY: FACE TO FACE

### REQUIRED READINGS/TEXT

- Dougherty, Neil (edited by). *Physical Activity & Sport for the Secondary School Student (6th edition)*. Reston, VA: AAHPERD Publications, 2010.
- Siedentop, Daryl, Hastle, Peter, van der Mars, Hans. *Complete Guide to Sport Education (2<sup>nd</sup> edition)*. Champaign, IL: Human Kinetics, 2011.

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** - Worksheets

Skill & Activity Worksheets [10%]

100 points = 5 @ 20 points each

Instructional Worksheet Assignments [10%]

100 points – 5 @ 20 points each

- Worksheets 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, to reinforce class topics as well as something you could refer to in the future.
- In some cases, work will be completed in class therefore, absent students during an in-class assignment/worksheet lose the opportunity to receive credit

**Requirement #3** – *Sport Education & Tactical Games Model* Learning Activity Presentation [20%] 200 points – 2 @ 100 points each

### **Presentation #1 Sport Education Model**

- You will be assigned a group and will prepare & present one scheduled *Sport Education* designed/modified lessons using the following criteria\_– (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)

- Each assigned group will consist of the following roles [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:  
Coach(s) - Fitness Specialist(s) – Referee - Equipment Manager
- Group members will be assigned roles they will perform for each activity.
- Activity Choices - Ideas for related activities could be taken from required text, pcentral.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
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class].

### Presentation #2 Tactical Games Model

- You will be assigned a group and will prepare & present one scheduled *Tactical Games* designed/modified lesson using the following criteria\_– (Rubric Criteria for evaluating your *Tactical Games* Learning Activity Presentation is located on *Blackboard*)
- Each assigned group will develop and present a Tactical Games lesson that relates to the assigned activity [Template for each individual presentation is located on *Blackboard*]:
- Activity Choices - Ideas for related activities could be taken from required text, pcentral.com, or any suitable resource (or create your own)
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]

### General Presentation Information

- 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 or progressive game (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 being taught!
- 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.
- Assigned presentation groups and activity will be distributed during second or third class period.
- Your presentation group will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

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

**Requirement #5** Rubric/Assessment [5%] 50 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.

Students not reaching the **competency level** will be given an incomplete and will be given a specific time frame and guidance to improve their motor skills. This could include intense practice and/or enrolling in an activity class that reinforces and improves the skills to the indicated competency level. At that time, student will be re-evaluated for their motor skill. If student does not reach the **competent level**, student will receive and F and will need to retake the course. Rubric located on Blackboard. **This assignment is a designated Performance-Based Assessment and scores will be recorded on TaskStream.**

**Requirement #7** Activity Portfolio [10%] 100 points - An accumulation of evidence about activities studied and experienced in PHED 273 & PHED 275. The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, instructional worksheets, in class group reflection worksheets and miscellaneous samples of student work.
- Cover should include your name and the title *Professional Portfolio Activities and Experiences PHED 273 (Net & Target Games) & PHED 275 (Field & Invasion Games)*, and maybe a graphic related to class subject
- A 3-ring binder
- Tabs to find things easily (One major tab for PHED 273 and others for skill and activity worksheet subject areas and one major tab for PHED 275 and others for skill and activity worksheet subject areas).
- Display your documents in plastic protective pages [optional]
- No spelling errors. Grammar is correct. Neat, clean, and well- organized. . Rubric located on Blackboard.

**FINAL EXAM**      Written Objective [10%]                                  100 Points

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

<b>Grading Scale Breakdown</b>		
Participation - Attendance = <b>10</b> points/class.	15%	150 Points
✓ Worksheets	20%	200
✓ Individual Learning Activity Pres.	20%	200
✓ Mid Term Exam	10%	100
✓ Rubric/Assessment	5%	50
✓ Motor Skills Development	10%	100
✓ Activity Portfolio	10%	100
✓ Final Exam	10%	200
<b>✓ TOTAL</b>	<b>100%</b>	<b>1000 Points</b>

<b>Grading Scale</b>		
900 - 1000	Points =	A
890 - 899	Points =	A-
850 - 889	Points =	B+
800 - 849	Points =	B
790 - 799	Points =	B-
750 - 789	Points =	C+
700 - 749	Points =	C
600 - 699	Points =	D
599 or less	Points =	F

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

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



Class/Date	<b>PHED 275 Agenda SPRING 2014</b> <i>Note: Faculty reserves the right to alter the schedule as necessary</i> <b>Topic</b>	<b>Reading/Assignments Due</b>
<b>1</b> <b>1/23</b>	1. Introduction – Review of Syllabi 2. Fielding and Invasion Games - Locomotor Travel/Space Awareness, Effort & Relationships Skills [pp] & [activity]	<ul style="list-style-type: none"> <li>• Obtain required email attachments</li> <li>• Obtain required text</li> </ul>
<b>2</b> <b>1/30</b>	1. ES – MS – HS Curriculum Review [overhead] 2. Sport to Skill [overhead] - Instructional Skill Themes 3. Throwing and catching <u>skills worksheet</u> review [#1] 4. Rink's Activity Stages [ovhd] 5. Open-Closed Group Activity 6. Sample Progression of Activities that lead up to Team Handball [activity]	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Read Chapter 20, Team Handball</li> <li>• Read F &amp; I Games related Movement Skills [bba]</li> </ul>
<b>3</b> <b>2/6</b>	1. Learning Strands [pp] 2. Game Worksheet review & assignment expectations –Team Handball 3. Team Handball/Water Polo Videos – Game Similarities 4. Intro to Sport Education Model [pp] 5. Implementing Sport Education Model with Team Handball [Model activity]	<ul style="list-style-type: none"> <li>• Distribute activity groups and presentation dates</li> <li>• <i>Instructional Skill Themes -Instructional worksheet <b>Due #1</b></i></li> </ul>
<b>4</b> <b>2/13</b>	1. Review Motor Skill Development Requirement 2. Chasing, Fleeing & Dodging Instruction [pp] 3. Worksheet review - Chasing, Fleeing & Dodging Skills 4. <b>Team Sports Specifications Instruction Group Activity</b> 5. Movement Skills Critical Elements Instruction & [activity]	<ul style="list-style-type: none"> <li>• <i>Chasing, Fleeing &amp; Dodging - Skills Worksheet <b>Due #2</b></i></li> <li>• Review Critical Elements information on Blackboard</li> <li>• <i>Learning Strands - Instructional Worksheet - <b>Due #2</b></i></li> </ul>
<b>5</b> <b>2/20</b>	1. Review Sport Ed Model “lesson plan” group preparation template 2. <i>Sample Progression of Activities that lead up to Flag Football [activity]</i>	<ul style="list-style-type: none"> <li>• Read Flag Football Worksheet [bba]</li> <li>• <i>Team Sports Game Specifications – Instructional worksheet <b>Due #3</b></i></li> </ul>
<b>6</b> <b>2/27</b>	1. Worksheet review - Kicking & Punting Skills 2. Review MS Unit Plan – Flag Football [ovhd/handout] 3. <i>Sample Progression of Activities that lead up to Soccer [activity]</i> 4. <b>Sport Education Presentation Group #1</b>	<ul style="list-style-type: none"> <li>• Read Chapter 13 Soccer</li> <li>• Read Soccer Worksheet [bba]</li> <li>• <i>Kicking &amp; Punting - Skills Worksheet <b>Due #3</b></i></li> </ul>
<b>7</b> <b>3/6</b>	1. Worksheet review - Ball handling/dribbling skills 2. <i>Sample Progression of Activities that lead up to Basketball [activity]</i> 3. <b>Sport Education Presentation Group #2</b>	<ul style="list-style-type: none"> <li>• <i>Ball handling/dribbling - Skills worksheet <b>Due #4</b></i></li> <li>• Read Text Chapter 5 Basketball</li> </ul>
<b>8</b> <b>3/20</b>	1. <b>Mid-Term Exam</b> 2. Review Basketball worksheet 3. Rubric ( <i>Requirement #5</i> ), Authentic Assessments [pp] 4. <b>Sport Education Presentation Group #3</b>	<ul style="list-style-type: none"> <li>• Read Basketball worksheet [bba]</li> </ul>

<p><b>9</b> <b>3/27</b></p>	<ol style="list-style-type: none"> <li>Worksheet review - Striking skills w/ long-handled implements</li> <li>Worksheet #5 Prep – Sport Education project synopsis</li> <li>Review Tactical Games Model “lesson plan” group preparation template</li> <li>Implementing <b>Tactical Games Model with Sample Progression of Activities</b> that lead up to Hockey [Model activity]</li> </ol>	<ul style="list-style-type: none"> <li><i>Striking w/ long- handled implements - Skills worksheet <b>Due #5</b></i></li> </ul> <p>Worksheet #5 Prep – Sport Education project synopsis - <i>Compilations of group presentation of Sport Education presentation. Gather all info and paste into assigned template on BB to be handed in on week 12.</i></p>
<p><b>10</b> <b>4/3</b></p>	<ol style="list-style-type: none"> <li>Field Hockey/Ice Hockey Video – Group Compare/Contrast</li> <li>Hockey <i>Sample Progression of Activities that lead up to LAX [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>Read Hockey worksheet [bba]</li> </ul>
<p><b>11</b> <b>4/10</b></p>	<ol style="list-style-type: none"> <li>Review rubric of Motor Skills Development (Req. #6)</li> <li>Review LAX Worksheet</li> <li><b>Tactical Games Presentation Group #1</b></li> </ol>	<ul style="list-style-type: none"> <li>Read Chapter 11 Lacrosse</li> <li>Read Lacrosse worksheet [bba]</li> </ul>
<p><b>12</b> <b>4/17</b></p>	<ol style="list-style-type: none"> <li>Fielding and Invasion Games – [pp]</li> <li>Sample Progression of Activities that lead up to Softball [activity]</li> <li><b>Tactical Games Presentation Group #2</b></li> </ol>	<ul style="list-style-type: none"> <li><i>Naismith – Instructional Worksheet <b>Due #4</b></i></li> <li>Sport Education project synopsis - <i>Instructional Worksheet <b>Due #5</b></i></li> </ul>
<p><b>13</b> <b>4/24</b></p>	<ol style="list-style-type: none"> <li>Review Required Safety Protocols</li> <li>Developmentally Appropriate Physical Education- [pp]</li> <li><b>Tactical Games Presentation Group #3</b></li> </ol>	<ul style="list-style-type: none"> <li>Read Chapter 20 Ultimate</li> <li>Read Chapter 15 Speedball</li> <li><b>Portfolio Requirement Due</b></li> </ul>
<p><b>14</b> <b>5/1</b></p>	<ol style="list-style-type: none"> <li>Baseball/Softball Group Reflection Activity</li> <li>Review for Final Exam, (“Clean-Up Lose Ends”)</li> </ol>	<ul style="list-style-type: none"> <li>Return Portfolios</li> <li>Read Chapter 14 Softball</li> <li>Read Softball Worksheet [bba]</li> <li><b>Rubric Requirement #5 Due</b></li> </ul>
<p><b>Final Exam 5/8 Thursday 3:00 – 5:40 PM</b></p>		

**Key:**

**bba** = Blackboard attachment

**pp** = Power point presentation [on Blackboard]

**ovhd** = overhead projector