

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (001) – Field & Invasion Games
3 Credits, Fall 2019
Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and Linn Gym

Faculty

Name: Mr. Tony DeGregorio

Office hours: Wednesdays 12:30-1:30 pm, Science & Tech Campus; Thursdays 1:30-2:30 RAC

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Prerequisites/Co-requisites:

None

Note: Open to BPRE and BSED PHED majors only.

University Catalog 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, hockey, team handball, flag football, lacrosse and Ultimate Disc.

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].

Course Delivery Method

This course will be delivered using a Lecture format and lab activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Demonstrate effectively the motor skills central in each team sport/field and invasion game in this course.
2. Identify stages of children's motor development in the content areas of field and invasion games.
3. Demonstrate competence in basic motor skills from the skill theme approach in the content areas of field and invasion games.
4. Apply a skill theme approach to developmentally appropriate areas of field and invasion games.
5. Provide the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
6. Show key strategies used in each team sport/field and invasion game during play.
7. Select and administer appropriate, valid and reliable skill tests
8. Utilize rubrics as part of student assessment and apply examples of authentic assessment
9. Interpret skill test data and use as feedback for learners
10. Organize different sporting events such as meets and tournaments
11. Show working knowledge of team sport/field and invasion game rules by actively officiating

12. Continue the ongoing process of developing a philosophy of teaching physical education and reflect on one's professional development.

Professional Standards

Upon completion of this course, students will meet the following professional standards:

National Standards for Initial Physical Education Teacher Education (2017), (SHAPE America)

Standard 1: Content and Foundational Knowledge	Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program
Standard 2: Skillfulness and Health-Related Fitness	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Standard 3: Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Standard 5: Assessment of Student Learning	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Standard 6: Professional Responsibility	Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Required Text:

- *Field and Invasion Games: George Mason University Human Kinetics Custom eBook*
- Graham, Holt/Hale, Parker, Hall, Patton, 2020 (eCreate). *Children Moving: A Reflective Approach to Teaching Physical Education, Tenth Edition.* McGraw Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

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

Assignments and Examinations

Requirement #1 - Research Assignment [40%] 400 points = 10 @ 40 points each

- Research Assignment Worksheets for each field and invasion Research Assignment are located on Blackboard.

- Research Assignment Worksheets should be completed prior to each introductory class lecture of that specific activity. [See *Tentative Class Schedule* - due dates noted].
- Research Assignment 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 worksheet to instructor prior to class.
- You are on your honor to complete each Research Assignment Worksheet in preparation for lesson to be covered. Research Assignment Worksheets are intended to be preparation for upcoming lessons/lectures, to reinforce class topics and as a resource you could refer to in the future.
- Absent students during an **in-class** Research Assignment will lose the opportunity to receive credit.

Requirement #2 – *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 instructional roles [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:
- Group members will decide among themselves which roles they will perform for each activity
- Activity Choices - Ideas for related activities could be taken from suggested texts, pcentral.com, or any suitable resource (or create your own)
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class]
- Each student will receive two grades – individual grade (75%) and group grade (25%). (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)

Presentation #2 Tactical Games Model

- Each assigned group will develop and present Tactical Games lessons that relates to the assigned activity
 - Each group member will prepare & present one scheduled *Tactical Games* designed/modified lesson using the criteria indicated from the model presentation and lesson template (Rubric Criteria for evaluating your *Tactical Games* Learning Activity Presentation and lesson plan template is located on *Blackboard*)
- Activity Choices - Ideas for related activities could be taken from related texts, books, pcentral.com, or any suitable resource with credit to the source (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)
- 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 session

- 1 absence 5% of your final grade
- 2 absences 10% of your final grade
- 3 absences 15% of your final grade
- 4 absences 20% of your final grade
- 5 absences 25% of your final grade [this occurrence will be followed by an instructor / student conference]

presentation group will teach lesson to remainder of class.

- There is no set time frame for presentations – quality presentations are expected

Requirement #3 Mid-Term Exam [10%] 100 Points

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

Requirement #4 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 #5 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 throughout this course on the motor skills relative to field and invasion games. *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 one of the designated performance-based assessments for the PHED Program and results will be uploaded on Blackboard for accreditation purposes.

Final Exam Written Objective [10%] 100 Points

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

Course Performance Evaluation Weighting

✓ Research Assignment Worksheets	40%	400
✓ Individual Learning Activity Pres.	20%	200
✓ Mid Term Exam	10%	100
✓ Rubric/Assessment	10%	100
✓ Motor Skills Development	10%	100
✓ Final Exam	10%	100
✓ TOTAL	100%	1000 Points

Other Requirements:

In accordance to Mason Attendance Policies University catalog, 2016-2017, “Students are expected to attend the class periods of the course for which they register. In-class participation is important to the individual students and t 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.

PHED 275 is a lecture/activity core course. We only meet once per week for two hours and 45 minutes so please plan ahead and schedule your appointments etc., around our class meeting time.

- Each absence = -50 points from your final grade
- Each tardy = -25 points from your final grade
- Each early departure = -25 points from your final grade

Grading Policies

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

PHED 275 Agenda FALL 2019

Note: Faculty reserves the right to alter the schedule as necessary

Class/Date	Topic	Reading/Assignments Due
1 8/29	<ol style="list-style-type: none"> 1. Introduction – Review of Syllabi - Requirements 2. Worksheet review & assignment expectations 3. Review Motor Skill Development Requirement 4. Fielding and Invasion Games [YES-NO-MAYBE] Activity 5. Fielding and Invasion Games [pp] 6. Team Sports Game Specifications Worksheet Due 	<ul style="list-style-type: none"> • Obtain syllabus via Bb, email • Familiarization with suggested readings • Read - <i>The Movement Framework</i> Gallahue
2 Invasion 9/5	<ol style="list-style-type: none"> 1. Motor Skills & Phases of Performance-Mitchell Book 2. Sport to Skill - Instructional Skill Themes In class activity 3. Related Critical Elements Throwing & Catching Review In class activity 4. Sample Progression of Activities that lead up to Team Handball [Gym Activity] 	<ul style="list-style-type: none"> • Throwing & Catching/Team Handball - Reference Material located on Blackboard • Read - <i>Motor Skills & Phases of Performance- Mitchell</i> • Read – <i>Manipulative Skills & Stages</i> Gallahue • Team Handball/Water Polo Videos – Game Similarities – Worksheet Prep
3 Invasion 9/12	<ol style="list-style-type: none"> 1. ES – MS – HS Curriculum Review 2. Teaching Curriculum Models 3. Volkswagen Commercial (Throwing & Catching) 4. Team Handball/Water Polo Videos – Game Similarities Worksheet Due 5. [Gym Activity] 	<ul style="list-style-type: none"> • Read - <i>Teaching Curriculum Models - Mitchell</i> • Distribute activity groups and presentation dates • Team Sport Games Designation by Goal – Worksheet Prep
4 Invasion 9/19	<ol style="list-style-type: none"> 1. Intro to <i>Sport Education Model</i> [pp] 2. Review <i>Sport Education Model</i> “lesson plan” group preparation template 3. Implementing <i>Sport Education Model</i> with Team Handball [Gym Activity - <i>Sport Education Model</i>] 4. Team Sport Games Designation by Goal Worksheet 	<ul style="list-style-type: none"> • Read - <i>Sport Education Model - Mitchell</i> • Team Handball/Water Polo Videos – Game Similarities – Worksheet Due • Movement Skills Critical Elements Instructional Research Due
5 Invasion 9/26	<ol style="list-style-type: none"> 1. Learning Strands [pp] 2. Chasing, Fleeing & Dodging Instruction [pp] 3. Sample Progression of Activities that lead up to Flag Football [Gym Activity] 	<ul style="list-style-type: none"> • Review/prep Learning Strands worksheet • Read – <i>Manipulative Skills & Stages</i> Gallahue • Chasing, Fleeing & Dodging/Flag Football - Reference Material located on Blackboard • Learning Strand Identification Worksheet Prep
6 Invasion 10/3	<ol style="list-style-type: none"> 1. Related Critical Elements Chasing, Fleeing & Dodging – Review In class activity 2. Learning Strand Connection Activity [in-class] - Soccer 3. Learning Strands - Instructional Worksheet – Due 4. Sample Progression of Activities that lead up to Soccer [Gym Activity] 5. Sport Education Presentation Group #1 [Chasing, Fleeing & Dodging – Flag Football] [Gym Activity] 	<ul style="list-style-type: none"> • Read – <i>Manipulative Skills & Stages</i> Gallahue
7 Invasion 10/10	<ol style="list-style-type: none"> 1. Related Critical Elements Kicking & Punting – Review In class activity 2. Sport Education Presentation Group #2 [Kicking & Punting – Soccer [Gym Activity] 	<ul style="list-style-type: none"> • Read – <i>Manipulative Skills & Stages</i> Gallahue • Kicking & Punting/Soccer - Reference Material located on Blackboard
8 Invasion 10/17	<ol style="list-style-type: none"> 1. Mid-Term Exam 2. Read, Reflect & React Activity [Bb]- <i>High School Sports: 1994 Revisited</i> <u>Is it Time to “Move the Cheese”?</u> 	<ul style="list-style-type: none"> • Review Tactical Games Podcast - Risto
9 Invasion	<ol style="list-style-type: none"> 1. Prep for Historical Research on an Invasion or Fielding sport, game or activity worksheet prep 	<ul style="list-style-type: none"> • Ball Handling/Basketball - Reference Material located on Blackboard

LHI 10/24	<ol style="list-style-type: none"> 2. Related Critical Elements Ball Handling – Review In class activity 3. Review Tactical Games Model “lesson plan” Individual preparation template 3. Implementing Tactical Games Model using - <i>Sample Progression of Activities that lead up to Hockey</i> [Gym Activity - Tactical Games Model] 4. <i>Sport Education</i> Presentation Group #3[Ball handling/Dribbling – Basketball] [Gym Activity] 	<ul style="list-style-type: none"> • Read – <i>Manipulative Skills & Stages</i> Gallahue • Read – <i>Tactical Games</i> – Mitchell •
10 Invasion LHI 10/31	<ol style="list-style-type: none"> 1. Rubric (Requirement #5), Authentic Assessments prep[pp] <ul style="list-style-type: none"> o Video Rubrics [underhand throw / Toss] 2. Related Critical Elements Striking LHI – Review In class activity 3. <i>Sample Progression of Activities that lead up to Basketball</i> [Gym Activity] 	<ul style="list-style-type: none"> • <i>Striking LHI/Hockey - Reference Material located on Blackboard</i> • Read – <i>Manipulative Skills & Stages</i> Gallahue • Read – <i>Assessment</i> - Mitchell • Read – <i>Manipulative Skill Rubrics</i> Gallahue
11 Invasion LHI 11/7	<ol style="list-style-type: none"> 1. Review Motor Skills Development (Requirement #6) 2. <i>Ice Hockey/Floor Hockey Compare Activity</i> [In class] 3. <i>Tactical Games Presentation Group #1</i> [Long-handled Implements – Hockey] [Gym Activity] 	<ul style="list-style-type: none"> • Read – <i>Assessment</i> - Mitchell • Read – <i>Manipulative Skill Rubrics</i> Gallahue
12 Fielding 11/14	<ol style="list-style-type: none"> 1. Fielding Games – [pp] 2. Related Critical Elements Striking LHI Baseball/Softball – Review In class activity 3. <i>Sample Progression of Activities that lead up to Softball</i> [Gym Activity] 4. <i>Tactical Games Presentation Group #2</i> [Long-handled Implements – Lacrosse] [Gym Activity] 	<ul style="list-style-type: none"> • Naismith – Instructional Research Due • <i>Striking LHI/Softball Baseball - Reference Material located on Blackboard</i> • Read – <i>Manipulative Skills & Stages</i> Gallahue • <i>Baseball/Softball Knowledge of Position Activity Prep</i>
13 Fielding 11/21	<ol style="list-style-type: none"> 1. <i>Baseball/Softball Knowledge of Position</i> In class Activity 2. <i>Tactical Games Presentation Group #3</i> [Throwing & Catching, Striking – Softball] 	
14 Fielding 12/5	<ol style="list-style-type: none"> 1. Review Required Safety Protocols 2. <i>Learning Strand Connection Activity</i> [in-class] - Baseball 3. Review for Final Exam (“Clean-Up Lose Ends”) 	<ul style="list-style-type: none"> • Rubric Requirement Due • <i>Historical Research on an Invasion or Fielding sport, game or activity instructional worksheet</i> Due
Final Exam 12/12 Thursday 10:30-1:15		

Key: pp = PowerPoint presentation [on Blackboard]

Reference Material	Sample Progression of Activities that lead up to:
Throwing & Catching Skill	Team Handball
Chasing, Fleeing & Dodging Skills	Flag Football
Kicking & Punting Skills	Soccer
Ball handling/dribbling Skills	Basketball
Striking skills w/ long- handled implements	Hockey
	Softball

Research Assignments [required 40 points each]
Team Sports Game Specifications [In-class]
Team Handball/Water Polo Videos – Game Similarities
Team Sport Games Designation by Goal
Learning Strand Identification
Sport Education Model group preparation “lesson plan”
Tactical Games Model Individual preparation “lesson plan”
Naismith Research
Historical Research on an Invasion or Fielding sport, game or activity
Baseball/Softball Knowledge of Position Research
Others may “pop-up” during the semester

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> ..