

**PHED 3675****PHYSICAL EDUCATION IN MIDDLE AND SECONDARY SCHOOLS**

Semester Hours: 4

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education; PHED 3671

This course develops pedagogical skills and knowledge related to teaching physical education to middle and secondary school students. The course develops an understanding of the characteristics and needs of middle and secondary students, developmentally appropriate curriculum content in middle and secondary school physical education, and effective teaching skills for middle and secondary school physical education. The course provides opportunities to observe in the gymnasium and outdoor environments, and to plan, teach, and evaluate physical education lessons.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. describe the place of physical education in the middle and secondary school curriculum and implications for curriculum planning, scheduling, length of instructional units, and types of activities  
*(decision makers, proactive, knowledgeable, empathetic, culturally sensitive, adaptive, lifelong learners, leaders)*  
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003);
2. compare and contrast the philosophy of teaching middle and secondary school physical education with elementary school physical education  
*(decision makers, lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003);
3. identify common growth and development characteristics of middle and secondary school students and discuss how these characteristics impact effective teaching  
*(lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006);
4. identify effective management and organizational techniques to enhance learning in middle and secondary physical education  
*(lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);
5. integrate curricular scope and sequence in effective planning for middle and secondary school physical education  
*(lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);

6. develop unit plans that reflect developmentally and instructionally appropriate practices for middle and secondary school students  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Buck, Lund, Harrison, & Cook, 2007; Mood, Musker, & Rink, 2007; Rink, 2006);
7. analyze skill performance and provide appropriate feedback to learners  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Fronske, 2005; Mood, Musker, & Rink, 2007; Rink, 2006);
8. discuss how social, cultural, economic, and political factors in the community impact the middle and secondary school physical education curriculum  
*(lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003);
9. discuss the relationship among philosophy, objectives, and the selection of activities for a physical education curriculum as they relate to a diverse group of students with individual needs and interests  
*(lifelong learners, culturally sensitive, knowledgeable, proactive)*  
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003);
10. develop objectives and implement strategies to promote multicultural education in middle and secondary school physical education  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003);
11. implement strategies to create a learning environment that recognizes diversity of groups and uniqueness of individuals in middle and secondary school settings  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003);
12. individualize instruction to accommodate the developmental levels of all learners, including learners with disabling conditions  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003);
13. develop strategies to integrate learning across all three domains of learning  
*(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)*  
(Rink, 2006);

14. determine how physical education can be integrated with health and other content areas in a middle or secondary school environment  
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)  
(Rink, 2006; Silverman & Ennis, 2003);
15. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers  
(*decision makers, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners*)  
(Rink, 2006);
16. reflect on the effectiveness of lesson plans to accomplish psychomotor, cognitive, affective objectives with middle and secondary school students  
(*decision makers, lifelong learners, adaptive, knowledgeable, proactive, reflective*)  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006); and
17. modify planning and teaching practices based on peer observation, self-assessment, and problem-solving strategies  
(*decision makers, lifelong learners, adaptive, knowledgeable, proactive, reflective*)  
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J.E. (2006). *Teaching physical education For learning* (5th ed.). New York: McGraw-Hill.

### **References**

Buck, M., Lund, J., Harrison, J., & Cook, C. (2007). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw-Hill.

Fronske, H. (2005). *Teaching cues for sport skills for secondary school students* (3rd ed.). San Fransisco: Pearson.

Silverman, S., & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to the Conceptual Framework.** Because of the broad nature of the course, most conceptual framework descriptors are covered in the course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choose appropriate activities to teach middle and secondary school- aged children (**Assignments 2, 3, 4, 5**); *leaders*: take responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignments 2, 4**); *lifelong learners*: study the effectiveness of pedagogy and teaching practices and apply it to the field experiences and other real life experiences (**All Assignments**); *adaptive*: implement appropriate activities for all learners and adjust to changing teaching situations (**Assignments 2, 3, 4, 5**); *collaborative*: work with cooperating teachers, peers, and students to implement effective developmentally appropriate lessons (**Assignments 2, 3**); *culturally sensitive*: recognize and adjust to diverse populations by planning and implementing a variety of activities for all learners (**Assignments 1, 2, 3, 4**); *empathetic*: demonstrate sensitivity to the needs of all students and the profession (**Assignments 2, 3, 4**); *knowledgeable*: draw on acquired knowledge, experience, and current research demonstrates an understanding of the context when planning and implementing lessons (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**All Assignments**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching through systematic observation and analysis (**Assignments 2, 5**).

### Assignments

#### 1. Exam (100 points)

Students will take a final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. The exam will contain matching, multiple choice, short answer, true/false items, and a section of devoted to the analysis of teaching behaviors. The exam is cumulative from all three of the methods courses.

Course objectives: 1, 2, 3, 4, 5, 8, 9

#### 2. Field Teaching Experiences (60 points each)

Students will be required to teach skills and/or strategies to middle and students on 6 different occasions (gradual progression from small group to large groups). Students will focus on content development, task progression, assessment in physical education, integrating content within subject areas, and motivating students for developing physically active lifestyles in all planning, teaching, and reflection.

Unit Plan – Students will develop one unit plan for an eight-lesson unit on a sport or activity for middle school students, and one unit plan for an eight-lesson unit on a sport or activity for secondary school students (15 points each – 2 times only).

Lesson Plan - Students will complete one lesson plan for each teaching experience, based on the above unit plans. A specific grading rubric will be provided one week prior to each teach (20 points).

Teaching - Students will practice effective teaching skills by teaching middle and secondary students on a semi-weekly basis. Each teaching experience must be audio-taped by the student for future review and reflection. A specific grading rubric will be provided one week prior to each teach (30 points).

Reflection - Students will complete a 2 page reflection on each teaching experience. Guiding questions with a grading rubric for each reflection will be provided to the students one week prior to each teach (10 points).

Course objectives: 6, 7, 10, 11, 12, 13, 14

### 3. Systematic Observations (10 points each)

Students will observe 6 teaching experiences of their peers. After each observation, students are required to complete a specific systematic observation based on the pre-determined criteria for each lesson. Based on the data, a one-page written description and critique of the lesson must be completed. Copies must be given to the person who taught the lesson, and to the course instructor. Specific grading rubrics will be provided to the students one week prior to each observation.

Course objectives: 15

### 4. Position Paper (20 points)

Students must complete a four-page position paper on the following topic: “Strategies for Promoting a Physically Active Lifestyle”. Guiding questions and a specific grading rubric will be provided.

Course Objective: 1

### 5. Portfolio (30 points)

One teaching lesson plan and one self-reflection from the middle school teaching experiences and one teaching lesson plan and one self-reflection from the secondary school teaching experiences must be uploaded on Foliotek prior to exam week. Students must provide a two-page written reflection paper describing how the teacher adapted his/her teaching to meet the needs of middle and secondary students.

Course objectives: 16, 17

## GRADING POLICY

A = 540-600 points	90-100%
B = 480-539 points	80-89%
C = 420-479 points	70-79%
D = 360-419 points	60-69%
F = less than 360 points	less than 60%

## CLASS POLICIES

### Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student’s immediate family;

- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

**E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

**Professional Disposition**

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

**Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

**Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

**Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of

his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

### **Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

#### Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\* If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

**CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Course Introduction and Syllabus Middle and Secondary School Curriculum; The Purpose of Physical Education for Adolescents National Standards for Middle and Secondary
<b>2</b>	Teaching Lifetime Sports and Activities; Long-Term (Unit Plans) and Short-Term (Lesson Plans) Planning
<b>3</b>	Content Development; Task Progression; Assessment in Physical Education
<b>4</b>	Integrating with Subject Areas Motivating Students for Physical Activity
<b>5</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Rules, Routines, Discipline
<b>6</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Extensions and Refinements
<b>7</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Application and Assessment Tasks
<b>8</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Integrating Subject Matter in Physical Education
<b>9</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Integrating Health and Physical Education
<b>10</b>	<u>Field Experience</u> in Secondary School On-Site Seminar: Motivating Students
<b>11</b>	Planning Sessions
<b>12</b>	<u>Field Experience</u> in Middle School On-Site Seminar: Teaching Large Groups
<b>13</b>	<u>Field Experience</u> in Middle School On-Site Seminar: Teaching for Diversity
<b>14</b>	<u>Field Experience</u> in Middle School On-Site Seminar: Students With Disabilities
<b>15</b>	<u>Field Experience</u> in Middle School On-Site Seminar: School and Community Team and Individual Sports
<b>16</b>	Final Exam