

EASTERN MENNONITE UNIVERSITY
Course Syllabus
PE 402 Middle and Secondary Physical Education
FALL 2011

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Class Time: MW5 or F5 and T or R1-5

Class Location: UC 124

cell: 540-746-0012

Required Texts:

Selected Chapters from the following textbooks:

Buck, M., Lund, J. L., Harrison, J. M. & Blakemore, C. L. (2006). *Instructional strategies for secondary school physical education* (6th ed.). New York: McGraw-Hill.

Rink, J. E., (2009). *Designing the physical education curriculum: Promoting active lifestyles*. New York: McGraw-Hill.

Rink, J. E., (2010). *Teaching physical education for learning* (6th ed.). New York: McGraw-Hill.

Course Description:

Physical education teacher candidates will explore appropriate instructional design for middle and high school physical education settings. Teacher candidates will combine theory and practice through a weekly practicum experience in a middle or high school health and physical education setting. The focus of the course will be on the development of the planning and implementation of a variety of developmentally appropriate instructional strategies and assessment practices to develop physically educated individuals. A reflective approach to physical education will be developed that will enable students to develop as reflective practitioners.

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Global Village General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Objectives: EMU Teacher Education Program outcomes are referenced in parentheses following each course objective. The student completing this course will be able to:

1. Devise lesson plans for long and short-term developmentally appropriate instruction that introduce, refine, extend, and apply motor skills and that are linked to the NASPE standards and VA SOL. (S, PK)
2. Reflect on lesson plans focusing on developmentally appropriate assessment strategies. (PK, I, C)
3. Demonstrate the ability to use and interpret learner performance data to inform instructional decisions and report student learning. (PK, I, C)
4. Develop and teach learning experiences based upon knowledge of best practice, maximum participation, fitness development, and the advantages and limitations of various instructional strategies. (S, PK, C)
5. Develop and teach a lesson to peers based upon the Teaching Games for Understanding approach. (S, PK, C)
6. Visually analyze motor skills and provide appropriate feedback during a lesson. (S, PK)
7. Provide appropriate feedback to peers during teaching experiences. (PK, L)
8. Develop a personal classroom management plan based upon the principles of effective management principles that promotes equitable and meaningful learning in physical activity settings for all students. (PK, Ca, L)
9. Participate in the professional physical education community through membership in VAHPERD and attendance at the VAHPERD State Conference. (PK, L)
10. Read and analyze current professional journal articles (S, PK, L)

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. [Adapted from the Council of Writing Program Administrators]. [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Evaluation Criteria

- All out-of-class assignments are to be word-processed.
 - Assignments submitted late will receive continuous point deductions (AT LEAST one point per week).
1. **Professional Organization Membership:** Students are required to join the Virginia Association of Health, Physical Education, Recreation, and Dance, as a student member, as part of the requirements for this course. Join online at <http://www.vahperd.org> (\$15.00)
DUE: Submit documentation of membership in Moodle by 11:59 pm Monday, September 12, 2011..... 10 points
 2. **Attend the 2011 VAHPERD State Convention: Saturday November 12, 2011** Attend and participate in the VAHPERD Convention in Reston, VA and submit a one-page reflection paper in Moodle **by 11:30 p.m. Sunday November 13, 2011** 20 points
 3. **Weekly Reflection Responses:** Submitted each week in Moodle
Due the day following your practicum in Moodle by 6:00 p.m..... 10 x 10 = 100 points
 4. **Professional Journal Article Reviews and Annotated Bibliography:** Read 5 journal articles from 5 different professional journals on **secondary (6-12) physical education** and write at a one-page (per article), include the following: summary of the article, personal reflection on the author's position and/or research conclusions, compare and contrast his/her opinions with your own, provide justification for your opinion.
DUE: Wed. October 19, 2011..... 5 x 5 = 25 points
 5. **Peer Teaching:** Teach, participate, reflect and provide peer feedback during in class teaching experiences. **May include some Friday class sessions.**
DUE: as assigned throughout the semester 50 points
 6. **90-minute Middle School Physical Education Lesson Plan:** Using the EMU Physical Education lesson plan format develop a middle school physical education lesson. The goal of this assignment is mastery learning; therefore, all components of the lesson plan must receive a 'Competent' rating. If any one of more components of the lesson plan receives a "Does not meet expectations' rating, the student will be expected to re-submit the lesson plan until a 'Competent' rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. **Re-submission should include: 1) the lesson plan rubric; and 2) the original lesson plan with revisions typed in bold text.**
The lesson plan criteria, which include Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction, will be used for admission to student teaching decisions beginning July 2012.
DUE: Wednesday, November 9, 2011 by 11:55 pm..... 75 points
 7. **Unit Plan:** Develop a Teaching Games for Understanding unit plan for an assigned individual or team sport. **DUE: Wednesday November 30, 2011** 150 points

8. **Video Analysis of TGFU Lesson:** Turn in a typed copy of the lesson plan, video and completed lesson reflection that includes analysis and reflection from two of the following sources after watching yourself teach on the video: feedback chart, Moderate to Vigorous Physical Activity time (MVPA), Academic Learning Time-Physical Education (ALT-PE), and/or Opportunities To Respond (OTR). Meet with course instructor for an individual conference to discuss your lesson and how you documented that your students learned the objective of your lesson. **DUE: Video Analysis and Reflection Paper due** during scheduled conference with instructor..... 50 points
9. **Teach a Physical Education Lesson:** During your practicum experience develop and teach at least a 30-minute lesson. Submit in a word processed copy of your lesson plan and a completed lesson reflection.
DUE: the Monday after you teach in Moodle..... 20 points
10. **Management Plan for Middle School Physical Education:** develop and present to the class a 5 minute interactive multimedia presentation (create a video, podcast, etc.) to be used during the first class of the school year to introduce yourself to your students and to let your student's know your philosophy of physical education and what specifically you expect from them throughout the year (classroom management, cooperation, etc.). **Presentation and electronic copy are DUE: Wednesday December 14, 2011 at 1:30 p.m. as Final Exam** 25 points
11. ***Practicum Evaluation rubric completed by your practicum teacher will be used for admission to student teaching decisions.***

Total Points Possible 550 points

Grade/Percent	Points	Grade/Percent	Points	Grade/Percent	Points
A 96-100	528-550	B- 86-88	473-488	D+ 71-74	390-411
A- 94-95	517-528	C+ 83-85	456-472	D 67-70	368-389
B+ 92-93	506-516	C 79-82	434-455	F 0-66	0-367
B 89-91	489-505	C- 75-78	412-433		

Please note components of this course that may impact your admission to student teaching:

Practicum Evaluation rubric completed by your practicum teacher will be used for admission to student teaching decisions.

The lesson plan criteria, which include Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction, will be used for admission to student teaching decisions beginning July 2012.

90-minute Middle School Physical Education Lesson Plan: Using the EMU Physical Education lesson plan format develop a middle school physical education lesson. The goal of this assignment is mastery learning; therefore, all components of the lesson plan must receive a 'Competent' rating. If any one of more components of the lesson plan receives a "Does not meet expectations' rating, the student will be expected to re-submit the lesson plan until a 'Competent' rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. **Re-submission should include: 1) the lesson plan rubric; and 2) the original lesson plan with revisions typed in bold text.**

PE 402 Middle and Secondary Physical Education

Designing and Writing a 90-Minute Physical Education Lesson Plan

PURPOSE:

The ability to be an effective teacher in the physical education setting hinges upon the ability to teach new content in an interesting, relevant, meaningful way. For years we thought that it solely relied upon whether one had the gift of teaching; however, effective teaching research seems to correlate organization with effective lesson plans. The ability to write an effective lesson plan hinges on the teacher's ability to develop lesson plans that provide for the appropriate extension, refinement, application, and assessment of skills and strategies and to organize learning activities, tasks, and transitions in a safe and effective manner.

WHAT TO DO:

1. Choose a middle school grade level and prepare a 90-minute physical education lesson plan for a team or individual sport activity based on Virginia SOLs and the NASPE National Standards. In keeping with EMU's Academic Integrity policy, this assignment may NOT duplicate a previously submitted and/or evaluated lesson plan if you wish to receive credit for this assignment.
2. Write a narrative description that provides the following background to your lesson (excerpts from ED 411 Documentation of Student Learning: Introduction):
 - Description of the students and school (use pseudonyms): number in the class, age, cultural profile, academic profile, and a brief description of the school.
 - Learning environment: describe the gymnasium or field set up, length of class, and available materials.
 - Prior knowledge: Complete a developmental content analysis
 - Outcomes for the learning experience that relate directly to your assessment of student learning.
 - Describe your plan for differentiation/modification of instruction to meet the diverse learning needs of your students.
3. **Develop the lesson according to the following lesson plan template and submit according to the dates identified on the rubric:**
 - Number of students
 - Safety considerations
 - Equipment and materials
 - Write three developmentally appropriate instructional objectives. Align outcomes to Virginia SOLs and NASPE outcomes.
 - Identify the **time** required for each portion of your lesson
 - Describe in detail the Learning Activities & Extension Tasks and Organization & Transitions of the lesson
 - Clearly identify the organization of the students and the teacher for each portion of the lesson
 - Clearly identify the strategies you will use to support/differentiate instruction to meet the diverse learning needs of ALL students
 - Describe in detail the Skill Cues & Refinement and Application/Assessment Tasks for each portion of your lesson
 - Clearly link your assessment strategies to your lesson objectives

Final Lesson Plan Due Wednesday November 9, 2011 by 11:30 pm

Eastern Mennonite University

Physical Education Lesson Plan Rubric

Criteria	Exemplary-3	Competent-2	Does Not Meet Expectations-1	Score (Weight)
Introductory Information (due Sept. 23)	Thorough and accurate statement of lesson content, grade level, SOL's and NASPE outcomes, safety considerations, materials needed	Partially complete or accurate statement of lesson content, grade level, SOL's and NASPE outcomes, safety considerations, materials needed	Information is missing, inaccurate or inappropriate; Safety considerations are not appropriately addressed	(__X 2 = __)
Instructional Objectives¹ (due Sept. 23)	Objectives are measurable, clear and concise; stated using the ABCD format and address all three domains of learning	Objectives are measurable; stated using the ABCD format and address the psychomotor and cognitive domains	Objectives are not measurable, clear and/or concise; are not stated in ABCD format and address only one domain of learning	(__X 2 = __)
Lesson Introduction/Closure (due Sept. 30)	Lesson introduction is specific and includes set induction, scaffolding, instant activity (when appropriate) is brief & related to the lesson; details of closure focus are included	Lesson introduction is general and includes set induction, scaffolding, instant activity (when appropriate) is related to the lesson; closure focus included	Lesson introduction, set induction and/or scaffolding are missing; Instant activity is missing or does not relate to lesson; closure is missing or inappropriate	(__X 1 = __)
Instruction: Demonstrations¹ (due Oct. 21)	Demonstrations are clearly described, appropriate and skill pinpointing is clearly and concisely stated	Demonstrations are described, appropriate and skill pinpointing stated	Demonstrations are not described, and skill pinpointing is missing or not accurately stated	(__X 2 = __)
Instruction: Organizational Information¹ (due Oct. 21)	Lesson plan contains appropriate organizational information to indicate class formations, teacher positioning, and equipment placement for each part of the lesson	Lesson plan contains organizational information to indicate class formations, teacher positioning, and equipment placement for each part of the lesson	Lesson plan is missing or contains inappropriate organizational information to indicate class formations, teacher positioning, and equipment placement for each part of the lesson	(__X 1 = __)
Instruction: Learning Activities¹ (due Oct. 21)	All learning activities are appropriate and ALL are clearly matched to the lesson objectives and assessments	Learning activities are appropriate and matched to the lesson objectives and assessments	Learning activities are not appropriate or are not matched to the lesson objectives and/or assessments	(__X 2 = __)
Instruction: Learning Activities¹ (due Oct. 21)	Learning activities follow appropriate skill development, reflect best practice, and transitions are clearly explained	Learning activities follow appropriate skill development, reflect best practice and transitions are explained in general terms	Some of the learning activities follow appropriate skill development and/or transitions are not explained	(__X 3 = __)

Criteria	Exemplary-3	Competent-2	Does Not Meet Expectations-1	Score (Weight)
Instruction: Teaching Cues¹ (due Oct. 21)	Relevant and appropriate teaching cues describe specific student behaviors and appropriate content development including refinement, extension, and application cues	Appropriate teaching cues describe specific student behaviors and appropriate content development including refinement, extension, and application cues	Teaching cues to describe specific student behaviors and content development including refinement, extension, and application cues are missing or inappropriate	(__X 2 = __)
Instruction: Modifications/ Differentiation of Instruction¹ (due Nov. 9)	Appropriate and thoughtful modifications are identified and described for students including: skill progression, equipment, verbal instructions for students who are ESL speakers	Modifications are identified and described for students including: skill progression, equipment, verbal instructions for students who are ESL speakers	Modifications are not identified and described for students and are missing one of more of the following: skill progression, equipment, verbal instructions for students who are ESL speakers	(__X 2 = __)
Assessment¹ (due Oct. 7)	Clearly linked to learning outcomes, student activities, and monitored throughout the lesson	Assessment loosely linked to learning outcomes, student activities, or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes, student activities, or monitored throughout the lesson	(__X 2 = __)
Narrative: Description of the students and school (due Sept. 23)	Explicit description of the number of students, age, cultural profile, academic profile, and through description of the school	Complete description of the number of students, age, cultural profile, academic profile, and brief description of the school	Incomplete or missing description of the number of students, age, cultural profile, academic profile, and brief description of the school	(__X 2 = __)
Narrative: Learning environment (due Sept. 23)	Explicit description the room set up, length of class, and available resources	Complete description of the room set up, length of class, and available resources	Incomplete or missing description of the room set up, length of class, and available resources	(__X 1 = __)
Narrative: Developmental Content Analysis (due Sept. 23)	Thorough and accurate statement of Extension, Refinement, and Application of Skill Cues	Partially complete or accurate statement of Extension, Refinement, and Application of Skill Cues	Incomplete or inaccurate statement of Extension, Refinement, and Application of Skill Cues or missing a category	(__X 3 = __)
Total				/75

NOTE: The goal of this assignment is mastery learning; therefore, all components of the lesson plan must receive a 'Competent' rating. If any one of more components of the lesson plan receives a "Does not meet expectations' rating, the student will be expected to re-submit the lesson plan until a 'Competent' rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. **Re-submission MUST include: 1) the lesson plan rubric; and 2) the original lesson plan with revisions typed in bold text.**

¹Criteria will be used for admission to student teaching decisions beginning July 2012. Assignment is completed when a competent "2" rating is achieved in every category.

Secondary Physical Education Standards-Based Unit Planning Process

1. Major unit focus
 - Rationale for Unit
 - Central organizer
 - Goals, national, & state standards
2. Culminating product & rubric
3. Learning activities & performance-based assessments
4. Digital Pictures
5. Grading
6. Block plan
7. Lesson Plans
8. Critical resources
9. Research base used to support rationale and learning strategies

1. **Major unit focus**

Rationale for Unit: Why have you selected to teach this unit to this group of students at this time of year? What is the relationship of this unit to the mission of Physical Education at your school?

Central Organizer: Theme, concept, content, a skill, an issue, a problem, or a question relevant to students. Make the unit relevant to your students—it should connect to the rest of your curriculum in some way.

Goals, national and state standards: Identify what each student should know, understand & be able to do by the conclusion of the unit and are a guide to the teacher to appropriate learning activities. Identify instructional goals that cover the scope of the outcomes you wish to achieve in the unit.

The number of goals is determined by the:

- Developmental level
- Task Analysis
- Length of unit
- Equipment & facilities

2. **Culminating product & rubric**

How will the **students** & teacher know if the goals have been achieved & to what level? Culminating experience (summative assessment) must be designed before implementation of unit and linked directly to your learning objectives. Consider time and unit length. Include the actual assessment tools. Identify how your individual assessments will be will become to a letter grade for your students.

Rubrics

- Criteria used for judging student performance (skills and strategies)
- Clear criteria to insure students are judged fairly
- Provided specific feedback to the student
- Criteria is specific & measurable
- Shared with students ahead of time

Types of Rubrics

- Checklists
- Point system rubrics
- Analytic rubrics
- Holistic
- Generalized & Task-Specific

3. **Learning activities & performance-based assessments**

- These lead the students toward achievement of the standards & goals
- Experiences that enable & encourage learning (progressions, extensions, refinements, learning cues &/or applications)
- Performance-based assessments integrated throughout the unit to provide feedback (continuous assessment)
- Formative assessments throughout the unit must be included.

Learning Activities	Extensions and Applications	Refinement cues	Assessments (represent all domains)	Motivational Strategies	Differentiation/ Modifications for specific students

4. **Digital Pictures:** Include a digital picture of each stage (preparation, execution, and follow-through) for all of the key skills in your unit (you must teach a minimum of 4 skills and include the pictures for these skills in your unit)
5. **Grading:** Criteria utilized to assign students a unit grade based on summative and formative assessments.
6. **Block plan** (a minimum of 10 days)
- Scope & sequence
 - Progression of learning & assessment activities
 - Task Analysis
7. **Lesson Plans**
- 5 days of **instructional** lesson plans (including the one submitted on Nov. 9th)
8. **Critical resources**
- Adequate facilities (Inside, Outside, or Off-campus facilities)
 - Equipment
 - Print and multimedia resources
9. **Research base used to support rationale and learning strategies**
- Reference material utilized & needed (Provide APA citation for these resources)
 - Research base referenced in APA annotated bibliography format

DUE: Final Unit Plan Due on Wednesday November 30, 2011 in Moodle by 11:55 pm.

Secondary Physical Education Standards-Based Unit Plan Rubric

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Unit Focus: Rationale (X 1) (due Sept. 28)	Explicit and defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Description and/or rationale as to why the unit was selected for this group of students at this time of year is missing or indefensible.
Unit Focus: Mission of Physical Education (X 1) (due Sept. 28)	Thorough and accurate statement of the relationship of this unit to the mission of physical education.	Accurate statement of the relationship of this unit to the mission of physical education.	Weak or missing statement of the relationship of this unit to the mission of physical education.
Unit Focus: Central Organizer (X 1) (due Sept. 28)	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is loosely organized or not organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.
Unit Focus: Goals, Standards (X 2) (due Sept. 28)	Unit goals are clearly developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are not linked to appropriate and specific NASPE and VA SOL.
Unit Focus: Goals, Standards (X 2) (due Sept. 28)	Unit goals clearly guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals do NOT guide the development of appropriate learning activities OR do NOT cover the scope of the unit outcomes.
Assessment: Culminating Product (X 4) (due Oct. 28)	The summative assessment clearly articulates to the student and teacher the level of student achievement for each goal.	The summative assessment articulates to the student and teacher the level of student achievement for each goal.	The summative assessment does not provide the student and/or teacher information regarding the level of student achievement for each goal.
Assessment Tools: Rubrics (X 4) (due Oct. 28)	Multiple (4 or more) types of rubrics are used to judge student performance.	Several (3) types of rubrics are used to judge student performance.	Two or fewer types of rubrics are used to judge student performance.
Assessment Tools: Rubrics (X 3) (due Oct. 28)	Rubrics meet all 5 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 4 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 3 or fewer of the criteria to ensure fairness, equity, and consistency.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Assessment Tools: Grading (X 1) (due Oct. 28)	Criteria utilized to assign students a unit grade is based on appropriate summative and formative assessments.	Criteria utilized to assign students a unit grade is based on summative and formative assessments.	Criteria utilized to assign students a unit grade is missing summative and/or formative assessments.
Assessment Tools: Grade (X 1) (due Oct. 28)	Complete and thorough outline of how each of the assessments will be transferred to a numerical grade.	Complete outline of how each of the assessments will be transferred to a numerical grade.	Outline of how each of the assessments will be transferred to a numerical grade is missing or incomplete.
Learning Activities: Linked to Standards (X 2) (due Nov. 30)	Learning activities are clearly linked and lead students to the achievement of the standards and goals.	Learning activities are linked and lead students to the achievement of the standards and goals.	Learning activities are not linked and/or do not lead students to the achievement of the standards and goals.
Learning Activities: Extensions/ Applications (X 3) (due Nov. 30)	Experiences enable and encourage student learning by appropriately addressing all the levels of content analysis (Rink, 2006).	Experiences enable and encourage student learning by addressing all the levels of content analysis (Rink, 2006).	Student learning experiences address some the levels of content analysis (Rink, 2006) or is missing.
Learning Activities: Assessment (X 3) (due Nov. 30)	Learning activities represent all domains and are appropriately matched to formative and summative assessments.	Learning activities represent all domains and are matched to formative and summative assessments.	Learning activities do not represent all domains and/or are not matched to formative and summative assessments.
Learning Activities: Motivational Strategies (X 2) (due Nov. 30)	Motivational strategies are clearly articulated to address the learning needs of ALL students.	Motivational strategies are articulated to address the learning needs of the majority of students.	Motivational strategies are articulated to address the learning needs of a small group of students.
Learning Activities: Differentiation /Modification for specific students (X 3) (due Nov. 30)	Appropriate and thoughtful modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.	Appropriate modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.	Modifications are NOT identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Digital Pictures (X 2) (due Oct. 28)	Professional looking and easy to see digital pictures for 4 or more basic skills clearly depicting the preparation, execution, and follow-through stages.	Professional looking and easy to see digital pictures for 4 basic skills depicting the preparation, execution, and follow-through stages.	Digital pictures for 3 or fewer basic skills depicting the preparation, execution, and follow-through stages that are not professional looking and/or easy to see
Digital Pictures (X 2) (due Oct. 28)	Pictures clearly and succinctly guide the observer toward the critical elements of each skill.	Pictures clearly guide the observer toward the critical elements of each skill.	Pictures do not guide the observer toward the critical elements of each skill.
Block Plan (X 7) (due Nov. 16)	Block of 10 lessons reflects best practice; scope and sequence clearly demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of 10 lessons reflects best practice; scope and sequence demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of fewer than 10 lessons; may not reflect best practice; and/or scope and sequence does not demonstrate a developmentally appropriate progression of learning and/or assessment activities.
Lesson Plans (X 4) (due Nov. 30)	A score between 55-66 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for 5 days of instructional lesson plans.	A score between 44-54 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for five (5) days of instructional lesson plans.	A score of fewer than 44 points, with one or more indicator as Does Not Meet Expectations (using the physical education lesson plan rubric) for five (5) or fewer days of lesson plans.
Critical Resources (X 1) (due Oct. 28)	Unit plan designed to effectively and appropriately utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan designed to utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan design does not utilize facilities (inside, outside, & off-campus), equipment, print or media materials, or technology to enhance student learning.
Research Base (X 1) (due Oct. 28)	Rationale, learning strategies, and assessment are supported by research & referenced using APA	Rationale and learning strategies are supported by research and referenced using APA 6.0.	Rationale and learning strategies are not supported by research or referenced using APA 6.0.
Total			____/150 points

**PE 402 Middle and Secondary Physical Education
Fall 2011 Tentative Schedule**

Aug 31 (W) "Prior to Class" Assignments:

1. Read Rink Chapter 7: *Foundations of the Middle School Curriculum*

Class Session Activities:

1. Introduction to Secondary Physical Education Block
2. Discussion of Quality Physical Education Programs
3. NASPE Standards for Initial Preparation of Physical Education Teachers and NBPTS for Physical Educators

Sept 5 (M) "Prior to Class" Assignments:

1. Read Rink Chapter 9: *Foundations of the High School Curriculum*
2. Post a question or comment for Mande on our Moodle Wiki about teaching middle or high school physical education

Class Session Activities:

1. Guest Speaker: Amanda Madden, Frederick County Middle School "The Real World of Teaching Secondary Physical Education"

Sept 7 (W) "Prior to Class" Assignments:

1. Meet in the MAC Lab CC234

Class Session Activities:

1. Introduction to Journal Article and Annotated Bibliography Assignment due October 19th
2. Guest Speaker: Stephanie Bush, EMU Instructional Librarian "*Searching with the EMU databases to find **quality** health and physical education articles*".

Sept 12 (M) "Prior to Class" Assignments:

1. Read Buck, Lund, Harrison, & Blakemore Chapter 6: *Basic Principles of Curriculum Design*
2. Answer the questions posted on the class Moodle Wiki
3. Join VAHPERD (www.vahperd.org) as a Future Professional Member and submit documentation in Moodle by 11:59 pm.

Class Session Activities:

1. Orientation to Practicum experiences, expectations and In-School Observation reports
2. Characteristics of Adolescent Students and designing physical education programs to meet the needs of Adolescent students
3. Foundations of a Quality Middle and High School Physical Education Curriculum

Sept 13 (T) or 15 (R) In-School Observation #1: Protocol and Characteristics of Students (HCPS closed Tuesday Sept 13)

Sept 14 (W) "Prior to Class" Assignments:

1. Read Buck, Lund, Harrison, & Blakemore Chapter 7: *Unit and Lesson Planning*
2. Download and know the 6-12 VA SOL Physical Education
http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Class Session Activities:

1. Components of an effective Lesson Plan
2. Unit Plans—more than a series of lessons
3. Handout EMU Physical Education Lesson Plan Template
4. Assign unit plan topics

Sept 19 (M) “Prior to Class” Assignments:

1. Read Buck, Lund, Harrison, & Blakemore Chapter 8: *Performance Objectives, Content Analysis, and Preassessment*
2. Bring at least three lesson objectives to share with the class

Class Session Activities:

1. Connecting Objectives, Content Analysis and Assessment to enhance student learning

Sept 20 (T) or 22 (R) In-School Observation #2: Curriculum focus and organization

Sept 21 (W) “Prior to Class” Assignments:

1. Read Rink Chapter 5: *Content Analysis and Development*
2. Start your Content Analysis chart for your lesson plan (include at least 3 skills and/or concepts)

Class Session Activities:

1. Introduction to Content Analysis
2. Extension, Refinement, and Application
3. Developmental Analysis
4. How does all this fit into my lesson and unit plan?

Sept 23 (F) Submit in Moodle: Assigned Lesson Plan Sections by 11:55 pm

Sept 26 (M) “Prior to Class” Assignments:

1. Read Read Rink Chapter 3: *Designing Learning Experiences and Tasks*
2. Prepare for peer teaching lesson on Learning Cues

Class Session Activities:

1. Designing the movement task
2. Transitions
3. Designing Safe Experiences and Teacher Liability
4. Student Decision Making in Environmental Arrangements
5. Nature of Motor Content on the Design of the Learning Experience
6. Peer Teaching: Focusing on Learning Cues—*Come dressed for activity*

Sept 27 (T) or 29 (R)) In-School Observation #3: Preparing to Teach a Physical Education and a Health Lesson

Sept 28 (W) “Prior to Class” Assignments:

1. Rink Chapter 4: *Task Presentation*
2. Prepare for peer teaching lesson focusing on Transitions and Designing Tasks

Class Session Activities:

1. Communicating with the Learner
2. Organizing Learning Cues
3. Peer Teaching Session: Focusing on Transitions and Designing Tasks—*Come dressed for activity*
4. **Submit in Moodle: Assigned Unit Plan Sections by 11:55 pm**

Sept 30 (F) Submit in Moodle: Assigned Lesson Plan Section by 11:55 pm

Oct 3 (M) “Prior to Class” Assignments:

1. Prepare for peer teaching lesson on Content Analysis and Development

Class Session Activities:

1. Peer Teaching: Focusing on Content Analysis and Development—*Come dressed for activity*

Oct 4 (T) or 6 (R) In-School Observation #4: Fitness Testing

Oct 5 (W) “Prior to Class” Assignments:

1. Read Buck, Lund, Harrison, & Blakemore Chapter 9: *Instructional Styles and Strategies*

Class Session Activities:

1. Direct and indirect instruction
2. Spectrum of Teaching Styles
3. Teaching Strategies: interactive teaching, station teaching, peer teaching, cooperative teaching, self-instructional strategies, cognitive strategies, and team teaching

Oct 7 (F) Submit in Moodle: Assigned Lesson Plan Section by 11:55 pm

Oct 10 (M) “Prior to Class” Assignments:

1. Read Rink Chapter 7: *Teacher Functions During Activity*

Class Session Activities:

1. Documenting Moderate to Vigorous Physical Activity (MVPA), Academic Learning Time-Physical Education (ALT-PE), Opportunities To Respond (OTR), and Teacher Feedback
2. Withitness and Overlapping
3. Maintaining a Safe and Productive Learning Environment
4. Providing Feedback to Learners

**Oct 11(T) or 13 (R) In-School Observation #5: OTR and Time on Task data collection
(HCPS has an early release on Tuesday Oct 11 and is closed Thursday Oct 13)**

Oct 12 (W) “Prior to Class” Assignments:

1. Prepare for peer teaching lesson Focusing on Feedback

Class Session Activities:

1. Peer Teaching: Focusing on Feedback—*Come dressed for activity*

Oct 17 (M) “Prior to Class” Assignments:

1. Complete Diversity portion of EMU Field Experience Report
2. Prepare for peer teaching lesson Focusing on Feedback

Class Session Activities:

1. Peer Teaching: Focusing on Feedback—*Come dressed for activity*

Oct 18 (T) or 20 (R) In-School Observation #6: Instructional strategies and demonstrations

Oct 19 (W) “Prior to Class” Assignments:

1. Submit Annotated Bibliography Assignment in Moodle by 11:59 pm
2. Prepare for peer teaching lesson Focusing on Instructional Strategies

Class Session Activities:

1. Peer Teaching: Focusing on Instructional Strategies—*Come dressed for activity*

Oct 21 (F) Submit in Moodle: Assigned Lesson Plan Sections by 11:55 pm

Oct 24 (M) FALL BREAK: NO CLASS

Oct 25 (T) FALL BREAK: No In-School Observation:

(HCPS has an early release on Tuesday Oct 25)

Oct 27 (R) In-School Observation #7: Differentiation of Instruction and Inclusion Strategies

Oct 26 (W) "Prior to Class" Assignments:

1. Prepare for peer teaching lesson Focusing on Instructional Strategies

Class Session Activities:

1. Peer Teaching: Focusing on Instructional Strategies—*Come dressed for activity*

Oct 28 (F) Submit in Moodle: Assigned Unit Plan Sections by 11:55 pm

Oct 31 (M) "Prior to Class" Assignments:

1. Prepare for peer teaching lesson on Content Analysis and Development

Class Session Activities:

1. Peer Teaching: Focusing on Content Analysis and Development—*Come dressed for activity*

Nov 1 (T) In-School Observation #7: Differentiation of Instruction and Inclusion Strategies

Nov 3 (R) In-School Observation #8: Reflection on Teaching a Physical Education Lesson

Nov 2 (W) "Prior to Class" Assignments:

1. Work on 90-Minute Middle School Physical Education Lesson Plan

Class Session Activities:

1. No Class Clinical Faculty Training

Nov 7 (M) "Prior to Class" Assignments:

1. Bring all of your unit information with you to class and meet in the **MAC LAB** (CC234)

Class Session Activities:

1. In class work on Unit Plan

Nov 8 (T) No In-School Observation: Parent Teacher Conferences/Election Day

Nov 10 (R) In-School Observation: In-School Observation #9: Health protocol and differences in student behavior and performance in the health classroom

Nov 9 (W) "Prior to Class" Assignments:

1. Complete 90-Minute Middle School Physical Education Lesson Plan

Class Session Activities:

1. No Class Clinical Faculty Training

Nov 9 (W) Middle School Physical Education Lesson Plan Due in Moodle by 11:55 pm

Saturday November 12 VAHPERD Convention, The Hyatt Regency, Reston, VA

Nov 14 (M) "Prior to Class" Assignments:

1. Prepare for peer teaching lesson Focusing on Teaching Games for Understanding

Class Session Activities:

1. Peer Teaching: Focusing on Teaching Games for Understanding—*Come dressed for activity*

Nov 15 (T) In-School Observation #8: Reflection on Teaching a Physical Education Lesson (HCPS has an early release on Tuesday Nov 15)

Nov 17 (R) In-School Observation: In-School Observation #10: Reflection on Teaching a Health Lesson AND Take your teacher a Thank you note

Nov 16 (W) “Prior to Class” Assignments:

1. Prepare for peer teaching lesson Focusing on Teaching Games for Understanding

Class Session Activities:

1. Peer Teaching: Focusing on Teaching Games for Understanding—*Come dressed for activity*
2. Introduction to the Management Plan for Middle School Physical Education due Dec 14th

Nov 16 (W) Submit in Moodle: Assigned Unit Plan Sections by 11:55 pm

Nov 21 (M) “Prior to Class” Assignments:

1. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lessons 1 and 2—*Come dressed for activity*

Nov 22 (T) In-School Observation: In-School Observation #9: Health protocol and differences in student behavior and performance in the health classroom

Nov 23 (W) NO CLASS: THANKSGIVING VACATION

Nov 24 (R) No In-School Observation: THANKSGIVING VACATION

Nov 28 (M) “Prior to Class” Assignments:

1. Complete Observation Report #9: Health protocol and differences in student behavior and performance in the health classroom
2. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lessons 3 and 4—*Come dressed for activity*

Nov 29 (T) or (Dec 1 R If needed) In-School Observation #9: Health protocol and differences in student behavior and performance in the health classroom

Nov 30 (W) “Prior to Class” Assignments:

1. **Submit** Physical Education Unit Plan in Moodle by 11:55 pm.
2. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lessons 5 and 6—*Come dressed for activity*

Nov 30 (W) Submit in Moodle: Final Unit Plan by 11:55 pm

Dec 5 (M) “Prior to Class” Assignments:

1. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lessons 7 and 8—*Come dressed for activity*

Dec 6 (T) or (Dec 8 R If needed) In-School Observation #10: Reflection on Teaching a Health Lesson AND Take your teacher a Thank you note

Dec 7 (W) “Prior to Class” Assignments:

1. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lessons 9 and 10—*Come dressed for activity*

Dec 12 (M) “Prior to Class” Assignments:

1. Prepare for TGFU Lesson if applicable

Class Session Activities:

1. Peer Teaching: TGFU Lesson 11—*Come dressed for activity*
2. Self Evaluation and Reflection of NASPE Standards and what do I believe

FINAL EXAM: Tuesday December 14, 2011 at 1:30 p. m.

Opening Day of School Management Plan multimedia presentations given to class and submitted electronically in Moodle

Change, Challenge, Choice

Modification of existing games/activities may be necessary to meet the needs of diverse learners. Offering children choices among appropriate challenges (or tasks) not only creates a more inclusive environment but also empowers children by allowing them to make decisions about how they want to participate (Morris, et al. 2006).

- Changes to tasks can be made across five areas (players, organizational pattern, equipment, movement, rules/limits)
- Changes in these areas challenge students at appropriate levels
- Choice among appropriate tasks or challenges further ensures that the needs of diverse learners are met

Examples of Choices				
Grouping	Movements	Equipment	Conditions	Organizational Pattern
Age Coed Mixed skill levels Similar skill levels Season of birthday (fall/spring) Clothing color Favorite.... Drawing #s	Locomotor Nonmanipulative Manipulative Movement wheel To music, to the beat of a tambourine, etc.	Nets Walls Rackets Bats Scarves Ropes Music Hoops Heart rate monitors Scoops Spots Mats Wedges Volley birds Climbing harness	One bounce Using a wedge Four beats Lower net All must hit Three step rule Using two points of balance May run to 1 st or 3 rd base Until the music stops without feet Within boundaries	Scattered In lines In rows With a partner In corners Back to back Elbow to elbow with two people Against wall Across from your group

Graham, G., Holt/Hale, S. A., & Parker, M. (2010). *Children moving* (8th ed.). Boston: McGraw Hill, (pp. 90-92).