

EVALUATION

1. Classwork (20%)
 - a) Teacher candidates will teach, evaluate peers and demonstrate an understanding of the readings through active, knowledgeable class discussion.
 - b) Teacher candidates will complete various in-class and at-home assignments.
2. Unit plan (15%)

Teacher candidates will work individually or in pairs to develop an activity unit for secondary schools. The content to be included will be described in details on a different document.
3. Field experience (25%)
 - a) Teacher candidates must complete at least 15 hours of field experience.
 - b) Teacher candidates will teach at least one lesson and prepare lesson plans.
 - c) Teacher candidate will reflect on their practice.
4. Professional Portfolio (10%)
 - a) Teacher candidates will maintain a portfolio. The content to be included will be described in details on a different document.
5. Tests (30%)

Mid term	15%;	Final	15%	
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Grading Scale

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to 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."

The following scale will be used

- o Two (2) absences are permitted
- o Two (2) "tardies"* = 1 absence
- o Two (2) "early departures"* = 1 absence
- o 3-4 absences = 2 grade points
- o 5 absences or more = 3 grade points

*Attendance is taken at 1:30 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

COURSE OUTLINE

WEEK 1

- Jan 23 (M): Presentation of the outline; Chapter 1: The Roles of Education and PE; Chapter 2: Responsibilities of PE teachers. Distribution of the VOI
- Jan 25 (W): Value Orientations Inventory and its interpretation; Philosophies of Education.; Distribute metaphors assignment. Determine 1st Peer Tg episode.

WEEK 2

- Jan 30 (M) Continue Philosophies of Education; **Metaphor assignment Due.**
- Feb 1 (W): Where are we? Be prepared to teach a lesson in **rhythms or educational gymnastics at the SECONDARY SCHOOL LEVEL.** Bring a mini-DVD!!!

WEEK 3

- Feb 6 (M): Continue Peer Teaching
- Feb 8 (W): Feedback peer-teaching. – Chapter 6: pp. 133-138 Curriculum patterns. Let's learn how to CHA-CHA ☺.

WEEK 4

- Feb 13 (M): Continue Chapter 6: pp. 133-138 Curriculum patterns. Distribute Videotape analysis assignment.
- Feb 15 (W): Continue Chapter 6 Curriculum patterns, & Basic curriculum design pp. 139-148.

WEEK 5

- Feb 20 (M): Chapter 7: Unit and Lesson Planning, Appendix A pp. 387-388; Explanations for Unit Plan Heart Rate Monitors – Getting your heart rate in the appropriate zone. Come prepare to exercise ☺.
- Feb 22 (W): **Videotape analysis assignment due.**

WEEK 6	
Feb 27 (M):	Come back on lesson on Heart Rate Monitors; Fairfax County Program of Study; Field experience set-up
Mar 21(W)	Chapter 5: pp. 91 – 98, The Three Learning Domains; Chapter 8, Performance Objectives, Content analysis and Pre-assessment. 1st Portion of Unit Plan due.
WEEK 7	
Mar 6 (M):	Continue Chapter 5-8. Confirmation of Field Experience. Review Mid-Term.
Mar 8 (W)	Mid-Term.
WEEK 8	<i>Start Field Experience</i>
Mar 13 (M):	Spring Break
Mar 15 (W)	Spring Break
WEEK 9	<i>Continue Field Experience – Reflection due</i>
Mar 20 (M):	Finish Chapter 5 and 8; Discussion – Mandatory topic: Dealing with PE at the Middle or High School Level (curriculum or clientele).
Mar 22 (W):	A different rhythmic activity: Stomping! Come prepare to... Stomp! ☺ <u>For Monday</u> : Teaching style assignment.
WEEK 10	<i>Continue Field Experience – Reflection due</i>
Mar 27 (M):	Chapter 9: Instructional Styles and Strategies; Short peer teaching episode using assigned Teaching Style.
Mar 29 (W):	Finish Chapter 9. Chapter 11: Assessing Student Performance. 2nd Portion of Unit Plan due.
WEEK 11	<i>Continue Field Experience – Reflection due</i>
Apr 3 (M):	Continue on Chapter 11. Let's Waltz!
Apr 5 (W):	Finish Chapter 11. Chapter 10: Program Activities and Material; Fitness in the curriculum pp. 226-239.
WEEK 12	<i>Continue Field Experience – Reflection due</i>
Apr 10 (M):	AERA Conference – TBD
Apr 12 (W):	AERA Conference – TBD
WEEK 13	<i>Last Week of Field Experience</i>
Apr 17 (M):	Chapter 4: Understanding the Learner, pp. 60-67 and 80-85
Apr 19 (W):	Unit Plan due – Oral Presentation; Field experience material due.
WEEK 14	
Apr 24 (M):	Begin Peer Teaching #2
Apr 26 (W):	Peer Teaching #2
WEEK 15	
May 1(M):	Chapter 13: Motivation & Discipline. Review Final;– Final version of Unit Plan due (if needed)
May 3 (W):	Let's play KinBall!. Portfolio Due

FINAL: Wednesday May 10, 1:30 – 4:15 pm



- ❖ All students are held to the standards of the George Mason University Honor Code.
- ❖ STUDENTS WITH DISABILITIES: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the professor.
- ❖ All electronic devices must be turned off during classes.