

PED 220: Individual Sports K-12- Fall 2012

Grand Valley State University
College of Liberal Arts & Sciences ~ Department of Movement Science

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Department #: 331-3515

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Office Hours: M 11:00-12:00, F 1:00-2:00 and by appt.

Course Day, Time, & Location: M/W/F 10:00-10:50 ~ FH 11 & Rec South Gym

Important Dates:	Drop deadline: 100% tuition refund	August 31
	Drop deadline: 75% tuition refund	September 21
	Drop deadline: "W" grade (Withdraw)	October 26

Text/Coursepack

Schmottlach, N., & McManama, J. (2010). *Physical Education Activity Handbook* (12th ed.). Benjamin Cummings

*Rowe, P. (2004). *Physical Education, K-12 Professional Instruction Guidelines*. Allendale, MI: Department of Movement Science.

*Packet includes *Physical Education K-12 Professional Instruction: Guidelines for Writing Unit Plans, Guidelines for Writing Behavioral Objectives, and Guidelines for Writing Lesson Plans*.

Course Description

The purpose of this course is to provide students with the knowledge, skills and competencies necessary to teach individual/dual lifetime sport skills and activities.

Course Overview

During this semester this course will provide prospective physical education teachers with a variety of learning experiences that will lead to the development of expertise in teaching learners individual/dual sports and lifetime activities in K-12 physical education settings. This will include content development as well as experiencing different individual activities.

Course Objectives

At the end of the course students will be able to:

1. Recognize the role of NASPE standards in developing quality physical education programs.
2. Identify and write learning goals and objectives in the cognitive, psychomotor, and affective domains
...*Assessment of Objective: lesson plans, quiz (NASPE Standards:1,3)*
3. Design and sequence appropriate learning experiences and tasks for learners of various experiences to meet identified goals.
 Assessment of Objective: lesson plans, SPA, teaching segments (NASPE Standards:1,3)
4. Demonstrate knowledge of the critical learning cues, instructional points, and prompts for selected individual and dual sports/activities in order to facilitate effective instruction.
 Assessment of Objective: quiz, SPA, written lessons (NASPE Standards:1,3)
5. Assess individual and group performance in order to design safe instruction that meets learner developmental needs in the psychomotor, cognitive, and affective domains.
 Assessment of Objective: SPA, written lessons, teaching segments, resource binder (NASPE Standards:5)

6. Provide learners with feedback on their performance through accurate assessment of learner responses to the original task.
 - Assessment of Objective: SPA, written lessons, teaching segments, resource binder (NASPE Standards:4,5)*
7. Understand a variety of teaching models that are appropriate for use with K-12 students.
 - Assessment of Objective: quiz (NASPE Standards:1)*
8. Demonstrate the ability to observe, teach, analyze and assess skills related to individual sports/activities for the purposes of both instruction and evaluation.
 - Assessment of Objective: Resource binder (NASPE Standards:1,3,4,5)*
9. Perform a variety of individual/dual activities.
 - Assessment of Objective: Personal performance development (NASPE Standards:2)*
10. Engage in a variety of reflective practices.

(See Michigan and NASPE Teacher Standards) Professional Standards for Michigan Teachers
http://www.michigan.gov/documents/mde/PE_Stnds.Bench_FINAL_2.14.07_186997_7.pdf
 NASPE National Standards for Beginning Physical Education Teachers (use the revised 2008)
<http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm>

Course Expectations

1. **Student Absences and Late Assignments:** The best learning is facilitated through participation in class, thus regular attendance in this course is important. Participation must include active engagement in classroom/pedagogical lab activities; simply attending class does not guarantee successful participation. Students are expected to attend every class session in its entirety. You will be permitted three (3) absences for the semester without penalty. However, if you miss a test, quiz or presentation/teaching, points cannot be made up. **Each absence after three will result in a reduction of one full letter grade (i.e. A to B) in your final grade.** If you miss a class, you are expected to take care of class business by checking with a classmate or on blackboard. Assignments are due at the beginning of the class on the assigned day. No late assignments will be accepted. **You must complete your peer teaching assignments in order to receive a passing grade in this class.** For excused absences, which must be communicated in advance, please see instructor to determine allowable make-up work.
2. Students will have **typed** and **completed** all assignments on or before the assigned date and time. This time refers to the beginning of the class period unless specified otherwise. There is **NO make-up opportunity** for in-class activities and absolutely **NO materials will be accepted after the due date.**
3. In the event of an absence, the student is responsible for getting copies of any handouts and/or class notes from classmates **prior** to the next class. If you are aware of an upcoming absence, please communicate with me to make any possible arrangements **prior** to the specific day(s).
4. A portion of your grade is based on group work so it is imperative that all students support the group's efforts. **Inadequate contributions to the group will result in working as an individual and/or the lowering of that person's grade.**
5. **Appropriate professional clothing** for teaching physical education and participating in PED 220 activities includes: Proper **footwear** (gym shoes) and **attire** that you can safely wear while being active is required. Remember that you will be acting as a role model for the children you will be teaching and should therefore **dress like a professional.**
6. You will not be given access into the recreation center or turf building without your student ID card, which is required for use of these facilities during class.

7. You will need to familiarize yourself with how to properly cite references in APA format to use throughout the semester.
8. **Blackboard** will be used for this class and you are responsible for having accurate contact information with GVSU to include a current email address that you check frequently. Announcements, assignments, various communications, and other materials will be posted regularly. **You** are responsible for acquiring all items for use in class.
9. Students should **refrain from using cell phones**, iPods, laptops, and other technology that could disrupt or distract the individual and/or the class. This means these items should be **turned OFF** (phones not set on vibrate) and stowed for the entire class period. Students will also avoid other distractions related to etiquette such as: doing other work in class, browsing the internet, excessive leaving and reentering of class, and/or any other off task behaviors. These distractions will result in a **reduction of personal performance development points** and possibly student dismissal for the remainder of the class period.
10. **Academic Integrity:** Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*. **You are responsible** for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. **Furthermore, be sure to reference sources at all times.** If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so to eliminate that uncertainty.
11. Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dsr>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me during office hours to discuss your specific needs.

Roles: During the semester you will be asked to engage in a variety of reflective activities. In order to better understand my expectations I will define what I believe are important roles in this course. Your role as a student learner is to be prepared and ready to learn; take appropriate risks and challenges; willingness to try new things, and to be open to a variety of learning experiences. My roles this semester are to help you connect what you read/learn to your teaching; provide you with guidance, and serve as a role model and resource.

Useful Websites

Michigan EPEC <http://www.michiganfitness.org/EPEC/default.htm>
(Exemplary Physical Education Curriculum)

Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD)

<http://www.mimahperd.org/>

<http://sports-media.org/>

<http://www.peuniverse.com/>

<http://www.pecentral.org/>

<http://www.pelinks4u.org/>

<http://www.aahperd.org/>

Evaluation*

I will be using Blackboard for this course so please check the site often. For help go to www.gvsu.edu/it/bb and select Help or call 616-331-2101.

Skill Performance (4)		
Climbing	10 pts	
Archery	10 pts	
Badminton	10 pts	
Orienteering	10 pts	
In class activities and assignments*	30 pts	
Exams/Quizzes	50 pts	
Teaching Segments(2)		
Teach 1	50 pts	
Teach 2	75 pts	
Reflections (2)	20 pts	
Systematic Observation (1)	10 pts	
Written Lesson Plans and SPAs(2)		
Lesson 1	50 pts	
Lesson 2	75 pts	
Resource Binder (Final)	200 pts	
	600	Total Points

**Unannounced quizzes and/or additional assignments will be given to promote further learning as needed*

Grading Scale:

Final grades will be assigned based on the percentage of points earned divided by total points possible. Mathematical principles for rounding to whole numbers are used in determining the final grade.

(For example, a calculation of 93.5% will be rounded up to a 94%, thus earning a grade of an A)

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
A	94-100	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	83-86	C	73-76	D	65-66
		B-	80-82	C-	70-72	F	0-64

PED 220: Detailed Assignment/Evaluation Descriptions

Personal Performance Development: Throughout the semester you will engage in a variety of classroom/pedagogical activities. You will **earn** points for your participation, NOT simply attendance, in these class periods. For full credit you must be on time and present for the entire class period, dressed appropriately, exhibiting professional behavior, all while being actively engaged in the given activity. In the event of ANY type of absence, there is **no way to make up these points.**

Skill development: Throughout the semester you will engage in a variety of physical activities. I will be assessing your skill development and personal performance regularly throughout the semester. It is expected that you will show improvement and be able to engage in these activities at a basic level. Additionally, in this course your badminton skills will be assessed for our NCATE accreditation process. For full credit you must be on time,

dressed appropriately, exhibiting professional behavior, all while being actively engaged in the given activity. In the event of ANY type of absence, there is no way to make up these points!

Skill Performance Analysis (SPA): You will need to use the SPA worksheet, based off of the guidelines packet, to complete this assignment for each lesson (elementary and secondary). The purpose of the SPA is to describe the specific steps, in order, for performing a skill and also decide on the most critical of these steps, along with a minimum of two common errors and correction strategies.

Written Lessons: This semester you will engage in a variety of teaching and planning experiences. In your 200 level PED courses it is expected that you will become familiar with the department lesson plan format and expectations (see the guidelines packet). In this course you may not be completing full written lesson plans but instead begin to work on the various components of a complete lesson. The primary focus this semester will be on writing objectives, organization and management of students, and instruction and demonstration of skills with the use of a skill performance analysis.

Teaching Segments of Lessons: You will not be teaching a full lesson in this course (expect to do this in your 300-400 level courses) but instead you will engage in two teaching segments. These lesson segments will have varying time length requirements based upon the developmental level and focus. You will get an opportunity to teach with a partner one time and as an individual one time during the semester. You will also need to complete a reflection to ensure that you can analyze your own teaching effectiveness.

Resource Binder: This will be the final project for this course. Therefore it should be noted that this is a large and comprehensive project that you should be working on throughout the semester, especially when given class time to do so! This binder will be composed of a variety of developmentally appropriate individual/dual activities, lesson plans, SPAs, parent newsletters, etc. More thorough and detailed information will be presented in class and available on Blackboard.

Tentative Timeline for PED 220 ~ Fall 2012
(Class dynamics may alter the following timeline/agenda)

Date		Location	Topic(s)	Task
8/27	M	Classroom	Syllabus & Overview	
8/29	W	Classroom	Intro to Physical Education	
8/31	F	Classroom	Standards & Objectives	In-class use of Guidelines Packet
9/5	W	Classroom	Skill Performance Analysis	
9/7	F	Classroom	Lesson planning	
9/10	M	Classroom	Intro to Elementary PE	ESPE sign-up
9/12	W	Classroom	Quiz 1	
9/14	F	South Gym	Elementary PE Lesson	
9/17	M	Tennis Court	Tennis- Elem	
9/19	W	Tennis Court	Tennis-Secondary	
9/21	F	South Gym	Elementary PE Teaching Segment	All Lesson Plans are due
9/24	M	South Gym	Elementary PE Teaching Segment	Individual teaching reflection due within one class period following teaching
9/26	W	South Gym	Elementary PE Teaching Segment	
9/28	F	South Gym	Elementary PE Teaching Segment	
10/1	M	South Gym	Elementary PE Teaching Segment	
10/3	W	No Class	Work on Lesson Plans	
10/5	F	Climbing Ctr	Climbing- Sign up for Secondary Lesson	
10/8	M	Climbing Ctr	Climbing	
10/10	W	Climbing Ctr	Climbing	
10/12	F	GV Spoting Goods	Archery	
10/15	M	GVSG	Archery	
10/17	W	Classroom	Elementary PE Test	
10/19	F	GVSG	Archery	
10/22	M	Classroom	Intro to Secondary PE	Climbing and Archery Quiz 2-
10/24	W	South Gym	Pickleball game play	
10/26	F	South Gym	Orienteering- w/o compass	
10/29	M	South Gym	Orienteering/Geocaching	Written lesson plan due on November 5. Individual reflection due within one class period following teaching
10/31	W	South Gym	Badminton- NCATE	
11/2	F	South Gym	Badminton- NCATE	
11/5	M	South Gym	Secondary PE Teaching Segment- Yoga and Pilates	
11/7	W	South Gym	Secondary PE Teaching Segment- Zumba and Aerobics	
11/9	F	Turf	Secondary PE Teaching Segment- Speedminton	
11/12	M	South Gym	Secondary PE Teaching Segment- Takraw skills	
11/14	W	South Gym	Secondary PE Teaching Segment- Takraw game play	
11/16	F	MAHPERD	No Class- work on final project	

11/19	M	South Gym	Secondary PE Teaching Segment- Handball	
11/21-25		Thanksgiving	No class	
11/26	M	South Gym	Secondary PE Teaching Segment- Martial Arts	
11/28	W	Turf	Secondary PE Teaching Segment-Disc Golf & Birdie Golf	
11/30	F	South Gym	Secondary PE Teaching Segment- Geocaching/Orienteering	
12/3	M	South Gym	Fitness Testing (K-12 PE Majors)	
12/5	W	South Gym/Outside	Secondary PE Teaching Segment- Snowshoeing/Geocaching/Orienteering	
12/7	F	Classroom	Review/Recap	Secondary PE Test
FINAL: Resource Binder Due December 11 @ 12:00 NOON				