



THE UNIVERSITY OF UTAH

DEPARTMENT OF EXERCISE & SPORT SCIENCE

TEACHING MIDDLE SCHOOL METHODS

ESS 4700/6230

S P R I N G 2 0 1 6

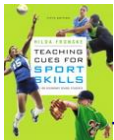
INSTRUCTOR: Tara Marchinek
CLASS SCHEDULE: T/TH 910-1030am
OFFICE HOURS: By appointment

OFFICE: HPER-N 258
CLASS LOCATION: HPER-N 218, W106 (GYM)
EMAIL: tara.marchinek@utah.edu or CANVAS

PREREQUISITES

ESS 3710 Teaching Elementary Physical Education Methods

REQUIRED TEXT



Teaching Cues for Sport Skills for Secondary School Students, 5/E

Fronske
©2012 | Benjamin Cummings | Published: 12/22/2010
ISBN-10: 0321734939 | ISBN-13: 9780321734938



Physical Education Activity Handbook, The, 12/E

Schmottlach & McManama
©2010 | Benjamin Cummings | Published: 02/16/2009
ISBN-10: 0321596390 | ISBN-13: 9780321596390

COURSE DESCRIPTION

This course is designed to help you, an ESS PETE Major Student, the opportunity to experience teaching within Middle School Physical Education. As a future teacher of physical education for middle school grade level children, this course will help you understand, recognize, analyze and demonstrate a range of teaching skills employed by successful (effective) physical educators, and to provide an understanding of the “skill based / small sided games approach to children’s middle school physical education curriculum. Emphasis will be placed on developing an applied understanding of both “how” and “what” to teach in middle school physical education. Students will teach middle school at various locations in Salt Lake City. The class will run alongside graduates taking middle school methods. This class is an experience of what happens within middle school physical education. After completion of the class, the student will be prepared to register for the high school methods class, and finish their school experience within an internship.

COURSE OBJECTIVES

- Describe the national standards for K–12 physical education and provide examples of how the content of Children Moving can be used to reach many of the suggested 6-8 guidelines.
- Define and provide practical examples of skill themes, movement concepts, and fitness/wellness concepts.
- Organize a developmentally appropriate progression for teaching each of the skill themes and movement concepts.
- Identify and provide appropriate movement tasks based on the observed skill level of children.
- Accurately describe an appropriate progression of cues (critical components) based on generic levels of skill proficiency.
- Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.

- Recognize and describe the important pedagogical skills that are thought to constitute effective physical education teaching and the context in which these skills are (are not) effective.
- Critically analyze and observe the process of teaching and learning in physical activity settings.
- Realistically and accurately reflect on the teaching process and the role of teacher.
- Write developmentally appropriate skill theme lesson plans using a “content development” format (tasks, cues, challenges).
- Develop and implement practical assessments with children as a way to check for understanding.
- Recognize computer technology as a tool to enhance teaching and learning in physical education.
- Use the World Wide Web and the telecommunication features of the Internet as a means to enhance teaching and learning in physical education.

COURSE POLICIES

1. **ATTENDANCE & PARTICIPATION:** As participants in this class you are expected to be an active contributor in the classroom and in the gymnasium.
 - a. In the classroom, students are expected to prepare for class by having read the assigned material **prior** to class (chapters, articles, and assignment descriptions).
 - b. In the gymnasium, students need to be dressed appropriately for activity (loose fitting clothing, and proper gym shoes, **NO FLIP FLOPS OR SANDALS**. Attendance WILL be taken during gym sessions and is part of the peer-teaching grade.
 - c. **ASSIGNMENTS.** All assignments are to be submitted by the due date given (see course outline). Assignments can be turned in electronically to my email or handed to me personally. **LATE ASSIGNMENTS** will be accepted. This means that if you hand in an assignment after the time of class you will receive a “0” as a grade for the assignment.
 - d. All assignments must be typed and written in APA style 6th Edition unless otherwise noted by the instructor, 12-font double-spaced.
2. All assignments must be stapled or paper clipped (if applicable). **ALL ASSIGNMENTS MUST HAVE A COVER PAGE: PLEASE INCLUDE NAME, COURSE NUMBER, ASSIGNMENT TITLE, AND DATE**
3. **CLARIFICATION/QUESTIONS.** Students will consult the instructor during office hours to clarify written assignments, review notes or readings when they are not clear or to discuss overall grades. Please schedule an alternate time to meet if office hours conflict.
4. **RESPECTFUL CLASSROOM.** All students are expected to help create a respectful classroom where every individual feels comfortable contributing and expressing his/her thoughts. **All students must turn off cell-phones prior to the start of class!**
5. **CANVAS.** All registered students are automatically listed in section 001 (Marchinek) on Canvas. Students will be able to access class readings, announcements, and assignments via this site. ***It is the student’s responsibility to check Canvas regularly as this is the best method of communication between student and professor outside of class.***
6. **APA 6TH EDITION REFERENCING FORMAT.** All students are expected to use APA format 6th Edition when referencing material in written assignments. It is expected that all students learned this skill in prior classes. If you are unsure of how to reference material using this format it is your responsibility to refresh your memory!
7. **HAVE FUN AND LEARN!**

THE CODE OF STUDENT RIGHTS AND RESPONSIBILITIES:

The code is provided in detail on the University of Utah web page (www.admin.utah.edu/ppmanual/8/8-10.html). The code specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc.

STATEMENT OF EQUAL ACCESS: The University of Utah and the Department of Health Education seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services

POLICY ON ACADEMIC DISHONESTY

The issue of academic dishonesty—which includes plagiarism, cheating, and other forms of misconduct—serves as a significant problem in higher education. While some forms of cheating do no more than compromise an individual student’s integrity, other forms of cheating, most notably plagiarism, constitute a violation of federal law.

Examples of academic dishonesty and plagiarism include:

1. Submitting work taken directly from a book, journal, or other written sources without proper citation.
2. Submitting work directly taken from another student without authorized collaboration.
3. Submitting work as the requirement for more than one course.
4. Submitting uncited work from internet sources (i.e., book reviews, website information).
5. The use of crib sheets or unauthorized reproduction of course examinations, or otherwise consulting class notes or study sheets without instructor consent during an exam.

For this course, each student is expected to submit work that constitutes his/her own effort, research, preparation, and production. Academic dishonesty will be dealt with in accordance with the guidelines and policies as outlined in the University of Utah Catalog, and will result in action ranging from reprimand from the instructor, to receiving a grade of 'F' in the course, to formal action taken by the university, which could result in being expelled from the school. These actions will be taken upon both to the perpetrator(s) of the offense as well as to any individual who assists another student in violating this policy.

Please note: Intent to deceive does not have to be present to be considered academic dishonesty. Please consult the course instructor if you are unsure of proper citation or assignment guidelines.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act, requires that reasonable accommodations be provided for students with physical, sensory, cognitive systems, learning and psychiatric disabilities. Please inform the instructor during the first week of class to discuss any such accommodations for this course.

ASSESSMENT MEASURES

1. **PEER TEACHING.** Students will have the opportunity to teach developmentally appropriate (DAP) activities to their peers during the semester. Details of each teaching experience will be discussed in class.
2. **OBSERVATIONS.** Students will complete **TWO** observations outside class during the semester. Students will be asked to observe students during a middle school physical education class. Observations will be completed during the semester and turned in via a reflection format (See Canvas for details).
3. **PRACTICUM TEACHING.** Students will get the opportunity to teach within middle school settings throughout the semester (HILLCREST JUNIOR HIGH SCHOOL). Lesson plans, reflections, and teaching performance evaluations will be part of the student's grade as previously experienced in the elementary methods classes.
4. **REFLECTIONS:** Students will complete a reflection every time they teach a lesson throughout the semester. They will also complete a reflection for each teacher they observe during their teaching experiences.

GRADING SCALE

Student's final grade in this course will be based on a percentage of total points earned. Grades are not negotiable! Grades will be assigned as follows:

<u>Percent</u>	<u>Grade</u>	<u>GPA Equivalent</u>	<u>Percent</u>	<u>Grade</u>	<u>GPA Equivalent</u>
93	A	4.0	74	C	2.0
90	A-	3.7	70	C-	1.7
87	B+	3.3	67	D+	1.3
84	B	3.0	64	D	1.0
80	B-	2.7	60	D-	0.7
77	C+	2.3	59.9	E	0.0

COURSE EVALUATION

	<u>POINTS EACH TIME</u>	<u>DUE DATE</u>
Peer Teaching	50	
PT Lesson Plan	25	Lesson Plans with in one week of your assigned teaching day. Reflection within one week of your assigned teaching day
PT Reflection	25	
Observations	50	
Practicum Teaching	50	
Practicum Teaching Lesson Plans	25	Lesson Plans with in one week of your assigned teaching day. Reflection within one week of your assigned teaching day
Practicum Teaching Reflections	25	
Final Project (Sport Portfolio)	200	
Participation	155	

WEEKLY COURSE SCHEDULE

Week	Date	Topic
1	1/12 1/14	Intro to Middle School methods/Sign-up for Teaching Experiences SHAPE Conference
2	1/19 1/21	LECTURE: USING RUBRICS IN PHYSICAL EDUCATION PEER TEACHING – ICE BREAKERS/TEAM BUILDING
3	1/26 1/28	PEER TEACHING – VOLLEYBALL/SOCCER PEER TEACHING – BADMINTON/SPEEDBALL
4	2/4 2/6	PEER TEACHING – FOOTBALL/ RUGBY PEER TEACHING – PICKBALL/ FLOOR HOCKEY
5	2/9 2/11	PEER TEACHING – SOFTBALL/ULTIMATE OBERVATION- HILL CREST JUNIOR HIGH
6	2/16 2/18	PEER TEACHING – BASKETBALL/TEAM HANDBALL OBSERVATION- HILL CREST JUNIOR HIGH
7	2/23 2/25	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
8	3/1 3/3	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
9	3/8 3/10	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
10	3/15 3/17	Spring Break Spring Break
11	3/22 3/24	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
12	3/29 3/31	PEER TEACHING- ZUMBA/CARDIO KICK BOXING PEER TEACHING- DISC GOLF
13	4/5 4/7	Observation at Clayton Middle School Observation at Clayton Middle School
14	4/12 4/14	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
15	4/19 4/21	PRACTICUM TEACHING- HILL CREST JUNIOR HIGH PRACTICUM TEACHING- HILL CREST JUNIOR HIGH
16	4/26	WRAP UP CLASS- FINAL PROJECT DUE; SPORT PORTFOLIO

Assignments

PT Lesson Format – 50 points each

Teach a 35-minute lesson that includes: a warm-up that addresses the daily lesson topic at least 2 drills with a skill base focus, one small-sided game, and a closure to wrap up the lesson.

PT lesson plans. – 25 points each

Use the lesson plan template included on CANVAS for each lesson taught

PT Reflections – 25 points each

This will be a written reflection based on the lesson. See CANVAS for format

Observation – 50 points each

You will be asked to observe 6 days of PE at a middle school (Hillcrest JH/Clayton MS/A school of your choice) and complete a reflection based on the CANVAS template.

Practicum teaching – 50 points each

You will teach 2-3, 50-minute lessons to a class of all girls or all boys at a local middle school. You will be evaluated using Teaching Evaluation Form. Lesson plans need to be submitted to me one week prior to your teaching experience in order for me to provide feedback before you teach your lesson. Reflections will be due within one week of your scheduled teaching day (SEE CANVAS FOR FORMAT).

Practicum lesson plans. – 25 points each

A full lesson plan will be completed and turned in to me within one week of your teaching experience in order for me to provide you feedback. (SEE CANVAS FOR TEMPLATE)

Practicum Reflections – 25 points each

You will turn in a reflection after every teaching experience. (SEE CANVAS FOR FORMAT)

Participation – 5 points each day

Participation in this class will be a vital piece to learning throughout this course. Your presence will only enhance each time we meet. If you miss more than three classes throughout the semester, your grade will go down by a FULL letter grade.

Final Project: Sport Portfolio – 200 points total

You will choose a sport that could be taught and included in an middle school physical education curriculum and complete a portfolio. (SEE CANVAS FOR RUBRIC)