

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

PHED 404-002 Middle and High School Instruction in Physical Education (3)
Spring 2014

DAY/TIME:	Mon 3:30 pm-6:10 pm	LOCATION:	Prince William, Bull Run Hall 148
PROFESSOR:	Shylea Michaelis, M.Ed.		
OFFICE LOCATION:	Prince William Campus	OFFICE HOURS:	Available on appointment
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PREREQUISITES:

PHED 201, PHED 202, PHED 273, PHED 274, PHED 275, PHED 306, PHED 403, and 75 credit hours.

COURSE DESCRIPTION:

An examination of curriculum, content, and teaching methods appropriate for middle and high school physical education programs. The course includes teaching experiences at the middle or high school level in public schools.

COURSE OBJECTIVES

At the completion of this course teacher candidates should be able to:

1. Use different forms of assessment (e.g. formative, peer, self) in order to evaluate learners' motor, cognitive, and affective skills and use that information to inform the learner, and design activities appropriate to learners' needs in all three domains.
2. Apply a systematic approach to curriculum development for identifying, selecting and implementing learning activities appropriate for a wide range of skill ability and learning styles.
3. Accommodate learners' different styles of learning by using different means of communication (e.g. poster, task card) when peer-teaching in class and during the field experience.
4. Develop a sequence of lesson plans related to motor skills taught at their field experience placement that is appropriate, realistic and relevant to learners and implement one of the lesson plans.
5. Develop a unit plan (i.e. program and instructional goals, tasks, instructional strategies, assessment procedures, & safety issues) that will accommodate different learning styles.
6. Teach a lesson from the unit plan to peers, and modify it to ensure learner progress, motivation, and safety, if necessary.
7. Use reflective techniques with learners such as self-assessment and reflection on their knowledge, experiences, and skills, to foster learner responsibilities for one's own learning.
8. Use available technology and other kinds of resources (e.g. printed material) to select and implement appropriate learning experience, identify strategies to promote physical activities in schools and in the community, and foster personal growth.
9. Teach outdoor recreation/adventure, dance/rhythm, sports/games and fitness activities that will appeal to learners and encourage them to be active inside and outside of the school.
10. Develop activities in which learners have to demonstrate appropriate personal and social behavior such as respect for others and cooperation, in order to have a productive environment.
11. Describe different motivational strategies to manage learners' behaviors and improve learning.
12. Describe and use teaching styles that stimulate interactions, involve the learners cognitively, and promote different ways of thinking.
13. Use their field experience to establish connections with partners in the field to support eventual learner growth.
14. Describe the different major educational philosophies and values orientations, and recognize teaching behaviors that will reflect them.

PROFESSIONAL ASSOCIATION STANDARDS – NASPE/CAEP

- Standard 1: *Scientific and Theoretical Knowledge*: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- Standard 3: *Planning and Implementation*: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Standard 4: *Instructional Delivery and Management*: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Standard 6: *Professionalism*: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

SUGGESTED READINGS

- Buck M. M., Lund, J. L., Harrison, J.M., & Blakemore, C. C. (2006). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw Hill.
- Harris, J.A., Pittman, A.M., Waller, M.S., & Dark, C.L. (2002). *Social dance* (2nd ed.). San Francisco: Benjamin Cummings.
- Siedentop, D., Hastie, P.A., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign: Human Kinetics.
- Corbin, C.B. & Lindsey, R. (2007). *Fitness for life* (5th ed.). Champaign: Human Kinetics.
- Panicucci, Faulkington-Hunt, Rheingold, Kohut, & Constable. (2003). *Adventure Curriculum for Physical Education: High School*. Beverly, MA: Project Adventure.
- Selected Readings chosen and approved by the professor

ACADEMIC INTEGRITY

GMU is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. When in doubt (of any kind) ask for guidance and clarification.

NASPE NATIONAL STANDARDS AND VIRGINIA STANDARDS OF LEARNING

Both sets of standards identify fundamental and essential concepts, skills, competencies, and dispositions that are central to designing and teaching quality physical education programs. While they are not listed here, each set of standards is/will be provided and are accessible via electronic resourcing and will be central to students' work in this course.

NATURE OF COURSE DELIVERY

This course is a combination of face-to-face lessons and field based learning and teaching experiences.

EVALUATION-ALL ASSIGNMENTS ARE TO BE COMPLETED AND SUBMITTED AT THE BEGINNING OF CLASS THE DAY DUE OR NO CREDIT WILL BE GIVEN.

1. Classwork (50 pts – 12.5%)
 - 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 (100 pts – 25%)

Teacher candidates will develop an activity unit for secondary schools. The content to be included will be described in detail on a different document.
3. Field experience (100 pts – 25%)
 - a) Teacher candidates must complete at least 15 hours of field experience.
 - b) Teacher candidates will teach at least one lesson and prepare a sequence of three lesson plans. This assignment is a Performance-Based Assessment and work will have to be submitted on Task Stream.
 - c) Teacher candidates will reflect on their practice.
4. Professional Portfolio (50 pts – 12.5%)
 - a) Teacher candidates will maintain a portfolio. The content to be included will be described in details on a different document.
5. Exams
 - a) Mid term 50 pts (12.5%)
 - b) Final 50 pts (12.5%)

Grading Scale

388 – 400 = A+	372 – 387=A	360 – 371=A-	348 – 359 =B+	332 – 347=B	320 – 331=B-
308 – 319=C+	292 – 307=C	280 – 291=C-	240-279=D	<240 = 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 One (1) absences is permitted
- o Two (1) "tardies"*= 1 absence

*Attendance is taken at 3:30 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.

- o Two (1) “early departures”* = 1 absence
- o 2 absences = 10 grade points
- o 3 absences or more = 15 grade points

COURSE OUTLINE

WEEK 1

Jan. 27 (M): Lecture/Discussion: Presentation of the syllabus and course overview and preparing for an organized and successful semester. **Distribution of the Value Orientations Inventory (VOI). Distribute Portfolio Assignment. Distribute Unit Plan Assignment. Distribute Field Experience Overview/Assignment.**
Lecture/Discussion: Ch 1, The Roles of Education and PE; Ch 6, Philosophies of Education.

Week 2

Feb. 3 (M): Curricular Models: Dance Ed., Fitness Ed
Curriculum Models: Adventure/Outdoor Ed.
Lecture/Discussion: (Ch 2, Responsibilities of PE teachers.) **VOI, 1 paragraph Philosophy Due.**

Week 3

Feb. 10 (M): Curriculum Models: Sport Ed. and Focused Fitness
Lecture/Discussion: Ch 6, Scope and Sequence; Ch 7, Unit and Lesson Planning, Ch 11, Assessment.
Review Unit Plan Assignment.

Week 4

Feb. 17 (M): Lecture/Discussion: Ch 5, The Three Learning Domains; Ch 8, Performance Objectives, Content analysis and Pre-assessment. **Review Field Experience Overview/Assignment.**
Activities: Adventure/Experiential Education
Mandatory Fitness Testing (with Mr. DeGregorio on **2/17 and 4/21 from 2:30-3:30 pm - Both sessions have to be attended**). This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded on TaskStream.

Week 5

Feb. 24 (M): *Start Field Experience*
Discussion: How to write a Unit Plan.
Discussion: How to write a series of Lesson Plans.
Preview 1st Peer Teaching Activity. 1st Portion of Unit Plan Due.

Week 6

March 3 (M): *Continue Field Experience – Reflection due*
Activity: Peer Teaching. Be prepared to teach a lesson in **Dance/rhythms at the SECONDARY SCHOOL LEVEL. BRING A Video Recorder/FLIP camera!**
Activity: Peer Teaching.
Distribute Video Analysis Assignment. Assign Mid-Term Readings.

Week 7

March 10 (M): *Continue Field Experience –*
NO CLASS: GMU SPRING RECESS

Week 8

March 17 (M): *Continue Field Experience – Reflection due*
Mid-Term Exam

Week 9

March 24 (M): *Continue Field Experience – Reflection due*
Lecture/Discussion: Ch 9, Instructional Styles and Strategies. **Distribute Teaching Styles Assignment. 2nd Portion of Unit Plan Due**

Week 10

March 31 (M): *Continue Field Experience – Reflection due*
Activity Teaching Lab: **Teaching Styles Assignment Due (Fitness Development Activity)**
Activity Teaching Lab cont.

Week 11

April 7 (M): *Continue Field Experience – Reflection due*
Activity Teaching: Presentation and teaching from Unit Plan
Activity Teaching: Presentation and teaching from Unit Plan

Week 12 *Last Week of Field Experience*
April 14 (M): Activity Teaching: Presentation and teaching from Unit Plan
Activity Teaching: Presentation and teaching from Unit Plan

Week 13
April 21 (M): Activity Teaching: Presentation and teaching from Unit Plan
3rd Portion of Unit Plan Due.
Mandatory Fitness Testing (with Mr. DeGregorio on **2/17 and 4/21 from 2:30-3:30 pm** - Both sessions have to be attended). This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded on TaskStream.

Week 14
April 28 (M): Activity Teaching: Presentation and teaching from Unit Plan. **All Field Experience Materials Due. Final Version of Unit Plan Due.**

WEEK 15
May 5 (M): Activity Teaching: Presentation and teaching from Unit Plan.
Review Final. **Portfolio Due**

FINAL: Per Final Exam Schedule, Monday May 12, 2014, 3:30 pm – 6:10 pm

Note: Faculty reserves the right to alter schedule/nature of content and evaluation.

TASKSTREAM REQUIREMENTS

Every student registered for any PHED course with a required performance-based assessment is required to submit this assessment, "**Sequence of Lesson Plans**" to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.