

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 404 (001) – Middle and High School Instruction in Physical Education  
3 Credits, Spring 2019  
Mondays: 1:30-4:10 pm, Freedom Center, Rm 214  
\*note early start time (12:30) & field visit on Feb 25, Mar 4, & Mar 18

**Faculty**

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**Prerequisites/Corequisites**

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

**University Catalog Course Description**

Examines school curriculum, assessment, content, and teaching practices for middle and high school physical education programs. Requires field experience.

**Course Overview**

This course is designed to provide students with an understanding of the secondary school curriculum by examining different curriculum models appropriate for middle and high schools. A 15-hour field experience with selected physical education teachers is required to successfully complete this course.

**Course Delivery Method**

This course will be delivered using lectures, on-line lectures, podcasts, discussion, field experience and teaching experiences with youth.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following

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 Standards**

Upon completion of this course, students will have met the following professional standards:  
*National Standards for Initial Physical Education Teacher Education (2017)* (SHAPE America)

#### **Standard 1. Content and Foundational Knowledge**

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program

#### **Standard 3. Planning and Implementation**

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

#### **Standard 4. Instructional Delivery and Management**

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

#### **Standard 6. Professional Responsibility**

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Recommended Texts

Darst, Pangrazi, Bruseau, & Erwin. Dynamic Physical Education for Secondary School Students (8<sup>th</sup> edition) Pearson \*\* or any other recent previous version

## Additional resources

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.

And other Selected Readings, Podcasts, and on-line lectures chosen and approved by the professor.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

## Assignments and Examinations (note: superscript aligns to National Standards)

### Requirements

1. Classwork and Reflections (10%)<sup>1,4,6</sup>
  - 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 reflecting on their learning.
2. Unit plan (20%)<sup>1,3</sup>

Teacher candidates will develop an activity unit for secondary schools. The content to be included will be described in detail on a different document.

  - a) This must follow a specific curriculum model appropriate for secondary schools (e.g., sport education, tactical games)
  - b) Teacher candidates will turn in a unit plan, block plan, and at least 2 formal assessments embedded in two of the three lessons (either formative or summative).
3. Field experience (25%)<sup>3,4,6</sup>
  - 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.
  - c) Teacher candidates will reflect and systematically analyze their practice (described in detail on blackboard with on-line lecture).
4. Osbourne Park HS teaching experience (15%)<sup>1,3,4,6</sup>
  - a) Teacher candidates will develop and deliver a lesson plan for one class at Osbourne Park HS during the semester.
  - b) Teacher candidates will reflect on their own teaching after their teaching experience (follow prompt on blackboard)
  - c) Teacher candidates will complete two in-depth reflections of their peers' teaching in the two sessions they do not lead.
5. Exams
  - a) Midterm (15%)<sup>1</sup> - Will focus on the material covered up to that point and will consist of short answers (in-class, handwritten or typed)
  - b) Final (15%)<sup>1</sup> – Bold Statement (see blackboard for prompt)

• **Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2018-2019), “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) absence is permitted
- o Two (2) “tardies”\*= 1 absence
- o Two (2) “early departures”\* = 1 absence
- o Additional absences beyond 1 will result in 5% deduction from final grade

\*Attendance is taken at 1:30 pm. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

• **Course Performance Evaluation Weighting**

Classwork/Reading	weighted @10%
Unit plan	weighted @20%
Field experience	weighted @25%
Osbourne Park HS teaching	weighted @15%
Mid-Term	weighted @15%
Final Paper	weighted @15%
Total	100%

• **Grading Policies**

Grading Scale for calculation of final course grade

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
67 - 69.9% = D+	63 - 66.9% = D	60 - 62.9% = D-
< 59.9% = F		

**Professional Dispositions** Students are expected to exhibit professional behaviors and dispositions at all times.

Knowing the policies and procedures for the University and the College are major keys to student success! Some of the key policies and procedures that you need to know are highlighted in this section. The [University Catalog](#) and the [Office of the University Registrar](#) are excellent resources for information on topics that are not covered in this section. Students are also encouraged to contact the [CEHD Office of Student and Academic Affairs](#) via email at [cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu) or phone at 703-993-2080 if you have questions

**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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

### Class Schedule

Course Content and Outline			
Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Jan 21	No School MLK Day		<u>Reading</u> Casey (2014) +Podcast Ennis Ch. 7 <u>Assignment</u> “All about you” Jan 25th 5pm
Week 2 Jan 28	Introduction of class	<b>Debate: “why do we have PE”?</b> <b>Distribution of short form Value Orientations Inventory (VOI).</b> <b>Distribute Field Experience Overview of Assignments</b> Activities: Adventure/Experiential Education Lecture: Adventure Education & Outdoor Education	<u>Reading</u> Ennis Ch 7 <u>Assignment</u> Fill out VOI

		Activity: Adventure Ed activities in gym	
Week 3 Feb 4th	Models Based Practices in PE introduction  Introduce Unit Plan assignment  Introduction of schedule at Osbourne Park	<b>Debate: “which type of curriculum metaphor did you relate with the most”</b> Lecture: Models Based Practices in PE and Casey (2014) discussion Activity: Unit Planning & Lesson Planning.	<u>Reading</u> Casey (2014) +Podcast Ch. 3 & 4 Darst <u>Assignment</u> VOI reflection due  Peer Teaching Groups Set
Week 4 Feb 11	Fitness Teaching Model	Lecture: Fitness teaching model  Activity: Olympic lifts and structuring a workout in HS.  LEARN to lesson plan and work on fitness lessons	<u>Reading</u> Fitness chapter 16 Darst + p. 476-484 “strength training sub section”  Draft of Lesson Plan due
Week 5 Feb 18	Cooperative Learning <i>Start Field Experience</i>	<b>Debate: “on-line physical education”</b> Lecture: Cooperative Learning Activity: CL activities, dance, jig saw  Peer teaching Osbourne Park lessons	<u>Assignment</u> All lesson plans due for Osbourne Park HS
<b>Week 6</b> <b>Feb 25</b> 12:30 class @ OP	<b>Front Squat (9<sup>th</sup>)</b>		<u>Reading</u> <u>Assignment</u> Final lesson plan due for groups 1 and 2
<b>Week 7</b> <b>Mar 4</b> 12:30 class @ OP	<b>Back Squat (9<sup>th</sup>)</b>		<u>Reading</u>  <u>Assignment</u> Final lesson plan due for groups 3 and 4 Reflection 1 <b>Distribute Video Analysis Assignment.</b>
Week 8 Mar 11	SPRING BREAK	SPRING BREAK	SPRING BREAK
<b>Week 9</b> <b>Mar 18</b> 12:30 class @ OP	<b>Dead Lift (9<sup>th</sup>)</b>		<u>Reading</u>  <u>Assignment</u> Final lesson plan due for groups 5 and 6 Reflection 2

Week 10 Mar 25	Introduce Tactical Games Approach	Lecture: Tactical Games Approach Activity: Tactical Games through soccer (indoor)	<u>Reading</u> Tactical Games Chapter <u>Assignment</u> Reflection 3
Dates	Topic	Content/Activity	Readings/ Assignments
Week 11 April 1	Introduce Sport Education	<b>Debate: “Are we exercise physiologists or PE teachers?”</b> <b>Debate: “Don’t smile until December if you want your students to behave”</b> Lecture: Sport Education Introduction Activity: Sport Education Frisbee Demonstration	<u>Reading</u> Siedentop chapter <u>Assignment</u>
<b>Week 12</b> <b>April 8</b> <b>AERA</b>	Mid Term	Lecture: Mid Term (1hr 15min) Activity: Student led Dance instruction 20 min per group (3, 3, 2, 2 groups)	Risto gone @ AERA + SHAPE
Week 13 April 15	Fitness Testing in Secondary PE	<b>Debate: “what should the focus of PE in secondary schools be”</b>  Lecture: Fitness testing and discussion on Phillips (2017)  Activity: Student led fitness testing	<u>Reading</u> <u>Phillips, Marttinen, Mercier, (2017)</u>  <u>Assignment</u>
Week 14 April 22	Mosston’s Teaching Styles	<b>Debate: “Exercise as punishment? What is the purpose of discipline?”</b> Lecture: Mosston’s Teaching Styles Activity: Demonstrate Mosston’s teaching styles in gym	<u>Reading</u> Ch. 8 Darst <u>Assignment</u> Reflection on fitness testing <u>Assignment</u> *Last week of field Experience

Week 15 April 29	CSPAP	<b>Debate: “How should PE be tested?”</b>  <b>Debate: “What is PE’s role in getting kids active <i>outside</i> of school?”</b> Lecture: CSPAP, Sport Based Youth Development Activity: After-School PE Unit plan presentations	<u>Reading</u> Ch. 13 Darst  Unit plan Due for all students (see prompt)  Field Experience Assignment Due
Week 16 May 6 LAST day of class	Peer teaching	Unit Plan Presentations	
Finals Week May 13	<b>Final Exams</b> <b>Take home final “bold statement”</b>		<u>Assignment:</u> Final Exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.