

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 404 (002) – Middle and High School Instruction in Physical Education
3 Credits, Fall 2019
Mondays: 1:30-4:10 pm, Freedom Center, Rm 214
*note early start time (12:30) & field visit on Oct. 28, Nov 11, and Nov 18

Faculty

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Prerequisites/Corequisites

PHED 201, PHED 202, PHED 273, PHED 274, PHED 275, PHED 306.

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, Brusseau, & Erwin. *Dynamic Physical Education for Secondary School Students* (8th)

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 received past the deadline but within 48 hours of that deadline will be accepted for 50% of its value. No assignments will be accepted beyond 48 hours after the deadline.

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

Requirements

1. Classwork and Reflections (10%)^{1,4,6}
 - 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%)^{1,3}

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 3 formal assessments.
3. Field experience (25%)^{3,4,6}
 - 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%)^{1,3,4,6}
 - 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%)¹ - Will focus on the material covered up to that point and will consist of short answers (in-class, handwritten or typed)
 - b) Final (15%)¹ – 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 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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 Aug 26	Introduction of class	<ul style="list-style-type: none"> • Debate: “why do we have PE”? • Distribution of short form Value Orientations Inventory (VOI). • Distribute Field Experience Overview of Assignments Lecture: Adventure Education & Outdoor Education Activities: Adventure/Experiential Education	<u>Reading</u> Ennis Ch 7 <u>Assignment</u> Fill out VOI
Week 2 Sept 2	No School Labor Day		<u>Assignment</u> “All about you” due 9/1

Dates	Topic	Content/Activity	Readings/ Assignments
Week 3 Sept 9	Models Based Practices (MBP) in PE introduction Introduce Unit Plan assignment Introduction of schedule at OPHS + PWCS PD	Debate: “which type of curriculum metaphor did you relate with the most” 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 9/8 Peer Teaching Groups Set
Week 4 Sept 16	Cooperative Learning	Debate: “on-line physical education” Lecture: Cooperative Learning Activity: CL activities, dance, jig saw	<u>Reading</u> Dyson &Grineski (2011) & Dyson, Griffin & Hastie (2004) <u>Assignment</u>
Week 5 Sept 23	Introduce Sport Education <i>Start Field Experience</i>	Debate: “Are we exercise physiologists or PE teachers?” Debate: “Don’t smile until December if you want your students to behave” Lecture: Sport Education Introduction Activity: Sport Education Frisbee Demonstration	<u>Reading</u> Siedentop chapter in BB <u>Assignment</u>
Week 6 Sept 30	Introduce Tactical Games Approach	Lecture: Tactical Games Approach Activity: Tactical Games through soccer (indoor)	<u>Reading</u> Tactical Games Chapter
Week 7 Oct 7	Fitness Teaching Model	Debate: “what should the focus of PE in secondary schools be” Lecture: Fitness teaching model Lecture: Fitness testing and discussion on Phillips & al. (2017) Activity: Olympic lifts and structuring a workout in HS. Work on fitness lessons	<u>Reading</u> Fitness chapter 16 Darst + p. 476-484 “strength training sub section” Phillips, Marttinen, & Mercier (2017) Draft 1 of Lesson Plan for OPHS due at time of class (HARD COPY – (HC))
Week 8 Oct 15 (Tuesday)	Mosston’s Teaching Styles	Debate: “Exercise as punishment? What is the purpose of discipline?” 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 Draft 2 of Lesson Plan for OPHS due at time of class (HC)

Dates	Topic	Content/Activity	Readings/ Assignments
Week 9 Oct 21	Mid Term	Lecture: Mid Term (1hr 15min) Activity: Student led Dance instruction 20 min per group	<u>Assignment</u> Lesson Plan for Dance Lesson Due at time of class (HC)
Week 10 Oct 28 12:30 @ OPHS	Hollow Body Hold (9th)	Distribute Video Analysis Assignment	<u>Assignment</u> Final lesson plan for Groups 1 & 2 due at time of class (HC)
Week 11 Nov 4		PWCS Professional Development @ Freedom Center	
Week 12 Nov 11 12:30 @ OPHS	Arched Body Hold (9th)		<u>Assignment</u> Final lesson plan due for groups 3 and 4 Reflection 1
Week 13 Nov 18 12:30 @OPHS	Burpee (9th)		<u>Assignment</u> Final lesson plan due for groups 5 and 6 Reflection 2 *Last week of field Experience
Week 14 Nov 25	CSPAP	Debate: “How should PE be tested?” Debate: “What is PE’s role in getting kids active <i>outside</i> of school?” Lecture: CSPAP, Sport Based Youth Development Activity: Unit plan presentations	<u>Reading</u> Ch. 13 Darst <u>Assignment</u> Reflection 3 Unit plan Due 11/24 Field Experience Assignment Due 11/24
Week 15 Dec 2	Peer teaching	Unit Plan Presentations	
Finals Week Dec 16	Final Exams Take home final “bold statement”		<u>Assignment:</u> Final Exam

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