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George Mason University
College of Education and Human Development
Health and Physical Education
PHED 404 (DL1) – Middle and High School Instruction in Physical Education
3 Credits, Fall 2020

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Faculty
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Office hours: Wednesday's after weekly meet up
Weekly Sessions: Start on Tuesday (12:01am) and end on Monday (11:59pm)
Office location: Fully on-line this semester
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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.

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.
Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on Tuesdays and end on Mondays.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 10 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed **on blackboard**. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Required Texts
Darst, Pangrazi, Bruseau, & 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 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 via zoom and discussion boards.
   b) Teacher candidates will complete various in-class and at-home assignments reflecting on their learning.
   c) Teacher candidates are expected to meet virtually via zoom a total of 6 times during the semester to discuss readings, issues in physical education, and other content in the class. Three of these meetings will occur in the first 8 weeks of the semester, and three will occur in the last 8 weeks.

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 2 formal assessments embedded in two of the three lessons (either formative or summative).
3. Field experience (15%)[3,4,6]
   a) Teacher candidates must complete at least 10 hours of field experience through virtual Atlas videos or (if possible) joining a virtual secondary class.
   b) Teacher candidates will teach (present virtually) at least one lesson and prepare a sequence of three lesson plans.
4. Case Studies (15%)[1,3,4,6]
   a) Teacher candidates will reflect on and engage with 4-8 case studies over the semester
   b) Students will present their reflection via blackboard
5. Peer Teaching (10%)
   a) Each student will teach one virtual class and teach one dance to a small-group.
6. Exams
   a) Midterm (15%)[1] - Will focus on the material covered up to that point and will consist of short answers (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.

- **Course Performance Evaluation Weighting**
  Classwork/Reflections weighted @10%
  Unit plan weighted @20%
  Field experience weighted @15%
  Case Studies weighted @15%
  Peer Teaching weighted @ 10%
  Mid-Term weighted @15%
  Final Paper weighted @15%
  Total 100%

Grading Policies

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

a.   Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

b.   Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c.   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.

d.   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://ds.gmu.edu/).

e.   Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

a.   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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

b.   For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Class Schedule

Week 1	Introduction		Reading

			Syllabus Assignment Video intro Screencast intro
Week 2	Introduction of class	**Debate: "why do we have PE"? Distribution of short form Value Orientations Inventory (VOI). Overview of Assignments** Activities: Adventure/Experiential Education Lecture: Adventure Education & Outdoor Education	Reading Ennis Ch 7 Casey (2014) +Podcast Assignment Fill out VOI
Week 3	Models Based Practices in PE introduction Introduce Unit Plan assignment Introduction of field experience	**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.	Reading Casey (2014) +Podcast Ch. 3 & 4 Darst Assignment VOI reflection due
Week 4	Fitness Teaching Model	**Debate: "Are we exercise physiologists or PE teachers?"** Lecture: Fitness teaching model Activity: Olympic lifts and structuring a workout in HS. LEARN to lesson plan and work on fitness lessons	Reading Fitness chapter 16 Darst + p. 476-484 "strength training sub section" Draft of Lesson Plan due Assignment: Discussion board post on corrective feedback on lifts
Week 5	Introduce Sport Education *Start Field Experience*	**Debate: "on-line physical education"** Lecture: Sport Education Introduction Activity: Sport Education Frisbee Demonstration	Reading Sport Ed Chapter Sport Ed Podcasts Assignment Unit Plan Idea due
Week 6		Lecture: Tactical Games Approach Activity: Tactical Games through	Reading Tactical Games Chapter

	Introduce Tactical Games Approach	soccer (indoor)	Tactical Games Podcast
Week 7	CASEL and SEL		<u>Reading</u> CASEL reading CASEL videos <u>Assignment</u> Case Study Stephen
Week 8	Virtual Learning & TBD	Time to work on unit plans	<u>Assignment</u> Due outline of Unit Plan Case Study Donna
Week 9	Activist Approaches		<u>Assignment</u> Case Study Amanda/Alec Dance lesson due
Week 10	Cooperative Learning	Lecture: Cooperative Learning Activity: CL activities, dance, jig saw	<u>Reading</u> Dyson chapter <u>Assignment</u> Reflection Virtual lesson idea due Case Study TBD
Week 11	Mid Term	Mid Term	
Week 12	Fitness Testing in Secondary PE	**Debate: "what should the focus of PE in secondary schools be"** Lecture: Fitness testing and discussion on Phillips (2017) Activity: Student initiated fitness testing	<u>Reading</u> Phillips, Marttinen, Mercier, (2017) <u>Assignment</u> Case Study
Week 13	Mosston's Teaching Styles	**Debate: "Exercise as punishment? What is the purpose of discipline?"** Lecture: Mosston's Teaching Styles	<u>Reading</u> Ch. 8 Darst <u>Assignment</u>

		Activity: Demonstrate Mosston's teaching styles in gym	Reflection on fitness testing Virtual teaching lesson due <u>Assignment</u> *Last week of field Experience
		Thanksgiving break	
Week 14	CSPAP	**Debate: "How should PE be tested?"** **Debate: "What is PE's role in getting kids active *outside* of school?"** Lecture: CSPAP, Sport Based Youth Development Activity: After-School PE Unit plan presentations	<u>Reading</u> Ch. 13 Darst <mark>Unit plan Due for all students (see prompt)</mark> <mark>Field Experience Assignment Due</mark> <u>Assignment:</u> After-school case study x 2
Week 15	Peer teaching	Unit Plan Video Presentations	Unit plan video
Finals Week	**Final Exams**	**Take home final "bold statement video"**	<u>Assignment:</u> Final Exam

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