

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, Fall 2022

Faculty

Faculty Names: Risto Marttinen Ed.D and Alba Rodrigues M.S

Office hours: 12:15-1:15pm Wednesdays and by appointment

Weekly Sessions: Wednesday 1:30-2:30 in RAC 2203 and 2:45-4:10pm in the gym

October 12th, 19th and 26th the class will meet at Robinson Secondary School and will start earlier @1pm to accommodate the secondary PE teaching lab.

Office location: RAC 2109

Office phone: 703-993-7109 (zoom meetings are preferred over phone calls, please email me to schedule)

Email address: rmartin@gmu.edu

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 10-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) to evaluate students' motor, cognitive, and affective skills and use that information to design developmentally appropriate activities.
2. Apply a systematic approach to curriculum development for implementing learning activities appropriate for a wide range of skill ability and learning styles.
3. Accommodate different styles of learning by using various means of communication (e.g., poster, task card, technology).
4. Develop a sequence of lesson plans that is appropriate to students at their field experience placement.
5. Teach one of the lessons of the sequence developed to students at their field experience placement.
6. Develop a unit plan appropriate for middle or high school physical education.
7. Teach selected content from the unit plan to peers.
8. Use reflective techniques to foster students' responsibilities for one's own learning.

9. Describe different motivational strategies to manage students' behaviors and improve learning.
10. Utilize a variety of teaching styles to stimulate interactions, involve the students cognitively, and promote different ways of thinking.
11. Establish connections with partners in the field to support students' growth.
12. Explain the different major educational philosophies and values orientations.

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

Brusseau, T. A., Erwin, H., Darst, P. W., & Pangrazi, R. P. (2020). *Dynamic physical education for secondary school students*. Human Kinetics. ***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).

- Your GMU email address and Blackboard (www.blackboard.gmu.edu) are required in this class. You will retrieve assignments and course materials from these sites.

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

Requirements

1. Classwork and Reflections (15%)^{1,4,6}
 - a) Teacher candidates will teach, evaluate peers, and demonstrate an understanding of the readings through active, knowledgeable class discussion and activities.
 - b) Teacher candidates will complete various in-class and at-home assignments reflecting on their learning including case-studies.
2. Unit plan (25%)^{1,3}

Teacher candidates will develop an educational unit for secondary school PE. 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 with a selected cooperating teacher.
 - b) Teacher candidates will teach at least one lesson and prepare a sequence of three lesson plans.
4. Robinson Teaching Labs (20%)^{1,3,4,6}
 - a) Teacher candidates will co-teach one secondary class at Robinson Secondary.
 - b) Students will complete an initial observation reflection (5%), one teaching reflection (5%), one observation reflection (5%), and one co-planned lesson plan (5%)
5. Exam
 - a) Midterm (15%)¹ - Will focus on the material covered up to that point and will consist of short answers (typed)
6. VAHPERD (10%) – Students will co-plan and deliver a professional presentation at VAHPERD. This conference is in Reston, VA from Nov 4-6th, 2022.

• 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 @15%

Unit plan weighted @25%

Field experience weighted @15%

Robinson Teaching Labs @20%

Mid-term Exam @ 15%
VAHPERD @10%
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		

Class Schedule

Class Schedule			
Week 1 8/24	Introduction of class	Overview of Assignments Lecture: Adventure Education & Outdoor Education Lab: Adventure/Experiential Education *Assign groups for non-traditional peer teaching *Discuss VAHPERD	<u>Reading</u> Syllabus <u>Assignment</u> Video intro on blackboard
Week 2 8/31	Models Based Practices in PE introduction Introduce Unit Plan assignment	Debate: “why do we have PE”? Lecture: Models Based Practices in PE and Casey (2014) discussion Activity: Unit Planning & Lesson Planning. Lab: Work on teaching in week 3 Distribution of short form Value Orientations Inventory (VOI).	<u>Reading</u> Ennis Ch 7 Casey (2014) +Podcast Ch. 3 & 4 Brusseau <u>Assignment</u> Fill out VOI
Week 3 9/7	Non-traditional games/sports	Debate: “which type of curriculum metaphor did you relate with the most” Introduction of field experience Lecture: non-traditional (attitudes, role of informal sport)	<u>Justen O’Connor podcast</u> <u>Assignment</u> VOI reflection due 20min Lesson plan due

		Lab: Peer Teaching in groups 20min/ea group (Spike Ball, can-jam, corn-hole/frisbee golf)	
Week 4 9/14	Fitness Teaching Model	Debate: “Are we exercise physiologists or PE teachers?” Lecture: Fitness teaching model; Learn to lesson plan and work on Robinson lessons Lab: Olympic lifts and structuring a workout in HS.	<u>Reading</u> Brusseau Ch 16 + strength training sub-section <u>Assignment:</u> Corrective feedback on lifts
Week 5 9/21	Introduce Sport Education <i>Start Field Experience</i> Risto in NOR	Debate: “on-line physical education” Lecture: Sport Education Introduction Lab: Sport Education Frisbee Demonstration	<u>Reading</u> Sport Ed Chapter Sport Ed Podcasts <u>Assignment</u> Unit Plan Idea due
Week 6 9/28	Introduce Tactical Games Approach Risto in NOR	Lecture: Tactical Games Approach Activity: Tactical Games through self-defense	<u>Reading</u> Tactical Games Chapter Tactical Games Podcast Ovens Video
Week 7 10/5	CASEL and SEL Practice for Robinson Lab	Lecture: CASEL and SEL Lab: Practice peer teaching Robinson lessons	<u>Reading</u> CASEL reading CASEL videos <u>Assignment</u> Case Study Stephen
Week 8 10/12	Robinson	Observe at Robinson Secondary	<u>Assignment</u> Due outline of Unit Plan Case Study Donna
Week 9 10/19	Robinson Team 1 teaches	Team 1 teaching Team 2 observing @ Robinson Secondary	<u>Assignment</u> Case Study Amanda/Alec

			Reflection
Week 10 10/26	Robinson Team 2 teaches	Team 2 teaching Team 1 observing @ Robinson Secondary	<u>Reading</u> Dyson chapter <u>Assignment</u> Reflection Case Study TBD
Week 11 11/2	Mid Term VAHPERD	Mid Term & Practice GOLF presentation	VAHPERD Nov 4, 5 & 6 Attendance mandatory
Week 12 11/9	Fitness Testing in Secondary PE	Debate: “what should the focus of PE in secondary schools be” Lecture: Fitness testing and discussion on Phillips et al., (2017) Activity: Student initiated fitness testing & Functional Fitness	<u>Reading</u> Phillips, Marttinen, Mercier, (2017) <u>Assignment</u> Case Study
Week 13 11/16	Mosston’s Teaching Styles	Debate: “Exercise as punishment? What is the purpose of discipline?” Lecture: Mosston’s Teaching Styles Lab: Demonstrate Mosston’s teaching styles in gym	<u>Reading</u> Ch. 8 Brusseau Podcasts <u>Assignment</u> Reflection on fitness testing <u>Assignment</u> *Last week of field Experience
		Thanksgiving break	

Week 14 11/30	CSPAP	<p>Debate: “What is PE’s role in getting kids active <i>outside of school?</i>”</p> <p>Lecture: CSPAP, Sport Based Youth Development</p> <p>Lab: After-School PE</p> <p>Unit plan presentations</p>	<p><u>Reading</u> Ch. 13 Brusseau</p> <p>Unit plan Due for all students (see prompt)</p> <p>Field Experience Assignment Due</p> <p><u>Assignment:</u> After-school case study x 2</p>
Week 15 12/7	Peer teaching	Unit Plan Presentations/Dance Teaching	Unit plan presentations
Finals Week	Final Exams		<p><u>Assignment:</u> Final Exam 12/7/22 1:30pm</p>

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

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 <https://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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- 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>
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential 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 <https://cehd.gmu.edu/students/>.