

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 404 (003) – Middle and High School Instruction in Physical Education  
3 Credits, Fall 2024  
Wednesdays: 4:30-7:10 pm, RAC 2203 and 1200 B

**Faculty**

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**Required Prerequisites**

BIOL 124 (C or Better), BIOL 125 (D or better), PHED 202 (C or better), HEAL 250 (C or better), Cumulative GPA of 2.5, Completed a minimum of 45 credits

**University Catalog Course Description**

Examines school curriculum, 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 complete this course successfully.

**Course Delivery Method**

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

**Learner Outcomes or Objectives**

This course is designed to enable teacher candidates 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 Text**

Darst, Pangrazi, Brusseau, & 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 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. Your GMU email address and Blackboard ([www.blackboard.gmu.edu](http://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%)<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 (15%)<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) Teacher candidates will turn in a unit plan, block plan, and at least 3 formal assessments.
3. Field experience (25%)<sup>3,4,6</sup>
  - a) Teacher candidates must complete at least 10 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. Budgeting (7.5%)<sup>3,6</sup>
  - a) Teacher candidates will complete a budget proposal. Utilizing a mock budget to understand how to purchasing equipment impacts the physical education program, goals, needs and school priorities.
  - b) Teacher candidates will provide feedback of their peers' budget proposal.
5. Assessment (7.5%)<sup>1,3</sup>
  - a) Teacher candidates will develop appropriate assessments for secondary physical education.
  - b) Teacher candidates will explore different assessments utilized for physical education.
  - c) Teacher candidates will peer teach utilizing assessment tools and provide feedback to peers.
6. 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> – Will focus on the material after the mid-term and will consist of short answers (in-class, handwritten or typed)

### • Course Performance Evaluation Weighting

Classwork/Reading	weighted @15%
Unit plan	weighted @15%
Field experience	weighted @25%
Budgeting	weighted @7.5%
Assessment	weighted @7.5%
Mid-Term	weighted @15%
Final	weighted @15%
Total	100%

### • Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2023-2024), “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 the final grade

\*Attendance is taken at 4:45 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.

• **Grading Policies**

Grading Scale % for calculation of final course grade

A = 94 - 100	B+ = 88 - 89	C+ = 78 - 79	D = 60 - 69
A- = 90 - 93	B = 84 - 87	C = 74 - 77	F = 0 - 59
	B- = 80 - 83	C- = 70 - 73	

**Use of Generative AI**

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Professional Dispositions**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

**Class Schedule**

Class Schedule			
Week 1 8/28	Introduction of class	<p><b>Overview of Syllabus and Assignments</b></p> <p><b>Lecture:</b> Adventure/Outdoor Education</p> <p><b>Lab:</b> Adventure Education</p>	<p><u>Reading Syllabus Assignment</u></p>
Week 2 9/4	What is a Curriculum	<p><b>Lecture:</b> Curriculum to enhance learning and finish Adventure /Outdoor Ed</p> <p><b>Lab:</b> Peer Teaching Adventure Education/Cooperative Activity</p>	<p><u>Reading</u> Chapter 20 Textbook and Online Resources described on BB <u>Assignment</u> Fill out VOI and bring scores Present Adventure Ed Activity</p>
Week 3 9/11	Models Based Practices in PE introduction  Introduce Unit Plan assignment	<p><b>Lecture:</b> Models Based Practices in PE and Casey (2014) discussion</p> <p><b>Lab:</b> Finish Adventure Education Activity</p>	<p><u>Reading</u> Ch. 2&amp; 3 Textbook and Online Resources described on BB <u>Assignment:</u> Upload Adventure Ed Activity All About You!</p>

Week 4 9/18	Non-traditional games/sports	<p><b>Debate: Online PE in favor or not?</b></p> <p><b>Lecture:</b> non-traditional Activities (attitudes, role of informal sport)</p> <p><b>Lab:</b> Peer Teaching in groups 20min/group (Spike Ball, can-jam, corn-hole)</p>	<p><u>Reading</u> Chapter 17 Textbook and Online resources described on BB</p> <p><u>Assignment</u> Lesson plan due</p>
Week 5 9/25	Sport Education and Tactical Game`	<p><b>Lecture:</b> Sport Education &amp; Tactical Games Approach</p> <p><b>Lab:</b> Peer Teaching: Badminton using Tactical Games Approach</p>	<p><u>Reading</u> Online Resources described on BB</p> <p><u>Assignment</u> Unit Plan Idea due</p>

Week 6 10/2	Cooperative Learning	<p><b>Lecture:</b> Cooperative Learning</p> <p><b>Lab:</b> Using CL to teach Dance</p>	<p><u>Reading</u> Online Resources described on BB</p> <p><u>Assignment</u> State Mandatory Training on Restraint and Seclusion</p>
Week 7 10/9	Fitness Education and Fitness Testing in Secondary PE	<p><b>Lecture:</b> Fitness testing and discussion on Phillips et al., (2017)</p> <p><b>Lab:</b> Practice peer teaching</p>	<p><u>Reading</u> Ch. 15 and sub-section on Strength training from Ch. 19 Textbook; Online Resources described on BB</p>
Week 8 10/16	Mid-Term	Mid Term	
Week 9 10/23	Assessments	<p><b>Lecture:</b> Standards based assessments, developing assessments</p> <p><b>Lab:</b> Practice peer assessment</p>	<p><u>Assignment</u> Outline of Unit Plan</p>
Week 10 10/30	Budget	<p><b>Lecture:</b> Budgeting for your program, ordering equipment</p> <p><b>Lab:</b> Continue with peer assessment</p>	<p><u>Assignment</u> Assessment submitted in BB</p>
Week 11 11/6	Budget (cont.) and conflict resolution	<p><b>Lecture:</b> Continue with budget and peer feedback</p> <p><b>Lab:</b> Conflict resolution role play</p>	<p><u>Assignment</u> Budget proposal</p>

Week 12 11/13	CASEL and SEL	<b>Lecture:</b> CASEL and SEL <b>Lab:</b> TBD	<u>Reading</u> Online Resources described on BB
Week 13 11/20	Mosston's Teaching Styles	<b>Lecture:</b> Mosston's Teaching Styles <b>Lab:</b> Demonstrate Mosston's teaching styles in the gym	<u>Reading</u> Ch. 6 Textbook and Online Resources described on BB

			<u>Assignment</u> Teaching Style Assignment *Last week of field Experience
11/27		<b>Thanksgiving break</b>	
Week 14 12/4	CSPAP	<b>Unit Plan Presentations</b>	<u>Reading</u> Ch. 12 Textbook <u>Assignment:</u> Unit plan Due Field Experience Assignment Due
Finals Week 12/11	<b>Final Exam</b>		<u>Assignment:</u> Final Exam 12/11/24 4:30pm

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

### Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>

### CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).