

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 2018
Mondays/3:30-6:10 pm, Freedom Center, Rm 214

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 a Lecture format.

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 (2008)* (National Association for Sport and Physical Education (NASPE))

Standard 1: *Scientific and Theoretical Knowledge*: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 3: *Planning and Implementation*: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: *Instructional Delivery and Management*: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 6: *Professionalism*: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Required Texts

Buck M. M., Lund, J. L., Harrison, J.M., & Blakemore, C. C. (2006). *Instructional strategies for secondary school physical education (6th ed.)*. Boston: McGraw Hill.

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 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

Requirements

1. Classwork (50 pts – 12.5%)
 - 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.
2. Unit plan (100 pts – 25%)

Teacher candidates will develop an activity unit for secondary schools. The content to be included will be described in detail on a different document.
3. Field experience (100 pts – 25%)
 - 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. This assignment is a Performance-Based Assessment and work will have to be submitted on Task Stream.
 - c) Teacher candidates will reflect on their practice.
4. Professional Portfolio (50 pts – 12.5%)
 - a) Teacher candidates will maintain a portfolio. The content to be included will be described in details on a different document.
5. Exams
 - a) Mid term 50 pts (12.5%) - Will focus on the material covered up to that point and will consist of short answers, true or false and multiple choice questions.
 - b) Final 50 pts (12.5%) – Will be partially cumulative and mainly focus on the material covered after the mid-term, and will consist of short answers, true or false and multiple choice questions.

• Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “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 Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences = 10 points
- o 5 absences or more = 15 points

*Attendance is taken at 3:30 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	50 pts – 12.5%
Unit plan	100 pts – 25%
Field experience	100 pts – 25%
Professional Portfolio	50 pts – 12.5%
Mid-Term	50 pts – 12.5%
Final	<u>50 pts – 12.5%</u>
Total	400 pts

• Grading Policies

388 – 400 = A+ 372 – 387=A 360 – 371=A- 348 – 359 =B+ 332 – 347=B
320 – 331=B- 308 – 319=C+ 292 – 307=C 280 – 291=C- 240-279=D <240 = F

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

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 follow the university policy stating that all sound emitting devices shall be turned off 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

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

WEEK 1

Jan. 22: Lecture/Discussion: Presentation of the syllabus and course overview and preparing for an organized and successful semester. **Distribution of the Value Orientations Inventory (VOI). Distribute Portfolio Assignment. Distribute Unit Plan Assignment. Distribute Field Experience Overview/Assignment.**
Lecture/Discussion: Ch 1, The Roles of Education and PE; Ch 6, Philosophies of Education.

Week 2

Jan. 29: Curricular Models: Dance Ed., Fitness Ed
Curriculum Models: Adventure/Outdoor Ed.
Lecture/Discussion: (Ch 2, Responsibilities of PE teachers.) **VOI, 1 paragraph Philosophy Due.**

Week 3

Feb. 5: Curriculum Models: Sport Ed. and Focused Fitness
Lecture/Discussion: Ch 6, Scope and Sequence; Ch 7, Unit and Lesson Planning, Ch 11, Assessment. **Review Unit Plan Assignment.**

Week 4

Feb 12: Lecture/Discussion: Ch 5, The Three Learning Domains; Ch 8, Performance Objectives, Content analysis and Pre-assessment. **Review Field Experience Overview/Assignment.**
Activities: Adventure/Experiential Education
Mandatory Fitness Testing. This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded.

Week 5

Feb 19: *Start Field Experience*
Discussion: How to write a Unit Plan.
Discussion: How to write a series of Lesson Plans.
Preview 1st Peer Teaching Activity. 1st Portion of Unit Plan Due.

Week 6

Feb 26: *Continue Field Experience – Reflection due*
Activity: Peer Teaching. Be prepared to teach a lesson in **Dance/rhythms at the SECONDARY SCHOOL LEVEL. BRING A Video Recorder/FLIP camera!**
Activity: Peer Teaching.
Distribute Video Analysis Assignment. Assign Mid-Term Readings.

Week 7

March 5: *Continue Field Experience –*
Mid-Term

March 12: Spring Recess

Week 8

March 19: *Continue Field Experience – Reflection due*
Portfolio Check
Student teaching Instructional Strategies Intro. Ch. 9

- Week 9
March 26: *Continue Field Experience – Reflection due*
Lecture/Discussion: Ch 9, Instructional Styles and Strategies, cont. **Distribute Teaching Styles Assignment. 2nd Portion of Unit Plan Due**
- Week 10
April 2: *Continue Field Experience – Reflection due*
Activity Teaching Lab: **Teaching Styles Assignment Due (Fitness Development Activity)**
Activity Teaching Lab cont.
- Week 11
April 9: *Continue Field Experience – Reflection due*
Activity Teaching: Presentation and teaching from Unit Plan
Activity Teaching: Presentation and teaching from Unit Plan
- Week 12
April 16: *Last Week of Field Experience*
Activity Teaching: Presentation and teaching from Unit Plan
Activity Teaching: Presentation and teaching from Unit Plan
- Week 13
April 23: Activity Teaching: Presentation and teaching from Unit Plan
3rd Portion of Unit Plan Due.
Fitness Testing. This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded.
- Week 14
April 30: Activity Teaching: Presentation and teaching from Unit Plan. **All Field Experience Materials Due. Portfolio Due.**
- WEEK 15
May 7: Reading Day.
- WEEK 16
May 14: FINAL Class, ALL course Material must be submitted. Final Exam.