

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 2018
Mondays: 1:30-4:10 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 lectures, 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, 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 (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 (25%)^{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
 - b) Teacher candidates will turn in a unit plan, block plan, and at least 3 sequenced lesson plans with 2 formal assessments embedded in two of the three lessons (either formative or summative).
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. This assignment is a Performance-Based Assessment and work will have to be submitted on Task Stream.
 - c) Teacher candidates will reflect and systematically analyze their practice (described in detail elsewhere).
4. Professional Portfolio (10%)^{1,6}
 - 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 (15%)¹ - Will focus on the material covered up to that point and will consist of short answers
 - b) Final (15%)¹ – Will be cumulative and focus on how to effectively teach and assess secondary physical education. The final will be a take-home written final that will be turned in as a paper on or before the final day.

• **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 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	40 pts weighted @10%
Unit plan	100 pts weighted @25%
Field experience	100 pts weighted @25%
Professional Portfolio	40 pts weighted @10%
Mid-Term	60 pts weighted @15%
Final Paper	<u>60 pts</u> weighted @15%
Total	400 pts

• **Grading Policies**

372 + =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.

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://coursesupport.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 27th	Introduction of class	Debate: “why do we have PE”? Distribution of the Value Orientations Inventory (VOI). Distribute Field Experience Overview of Assignments Explain Nov 5th Event Activities: Adventure/Experiential Education	<u>Reading</u> Ennis Ch 7 <u>Assignment</u> All about you Due Sept 2 nd Fill out VOI
Labor Day	No School Labor Day		<u>Reading</u> Casey (2014) +Podcast Ennis Ch. 7 <u>Assignment</u> All about you Sept 2 5pm

Week 2 Sept 10 th	Models Based Practices in PE introduction Introduce Unit Plan assignment	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 write up due Peer Teaching Groups Set
Week 3 Sept 17 th	Fitness Testing in Secondary PE	Lecture: Fitness testing and discussion on Phillips (2017) Activity: Student led fitness testing Mandatory Fitness Testing. This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded.	<u>Reading</u> <u>Phillips, Martinen, Mercier, (2017)</u> <u>Assignment</u>
Week 4 Sep 24 th	Introduce Tactical Games Approach <i>Start Field Experience</i>	Debate: “on-line physical education” Lecture: Tactical Games Approach Activity: Tactical Games through soccer (indoor)	<u>Reading</u> Tactical Games Chapter <u>Assignment</u> Reflection on fitness testing due (follow prompt)
Week 5 Oct 1 st	Introduce Adventure Education	Debate: “who is responsible for student learning? Student or Teacher?” Lecture: Adventure Education & Outdoor Education Activity: Adventure Ed activities in gym	<u>Reading</u> Adventure Education Article
Week 6 Oct 9th *NOTE Tuesday Class	Introduce Sport Education	Debate: “what is the role of sport in PE?” Lecture: Sport Education Introduction Activity: Sport Education Frisbee Demonstration	<u>Reading</u> Siedentop (1996) <u>Assignment</u> Distribute Video Analysis Assignment.
Week 7 Oct 15 th	Cooperative Learning	Debate: “How do you address gender norms in PE?” Lecture: Cooperative Learning Activity: CL activities, dance, jig saw	<u>Reading</u> Dyson TBA <u>Assignment</u>

Week 8 Oct 22 nd	Mid Term	Debate: “Don’t smile until December if you want your students to behave” Lecture: Mid Term Activity: Student led Dance instruction 30 min per group (3 groups)	<u>Reading</u> None <u>Assignment</u>
Dates	Topic	Content/Activity	Readings/ Assignments
Week 9 Oct 29 th	Practicing for Nov 5 th event Lesson Plan Due	Debate: “Are we exercise physiologists or PE teachers?”	<u>Reading</u> None <u>Assignment</u>
Week 10 Nov 5 th	PW County Professional Development Presentations	PW County Professional Development Presentations Post session debrief	Make sure to note earlier start time for the day
Week 11 Nov 12 th	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>
Week 12 Nov 19 th	CSPAP	Debate: “What is PE’s role in getting kids active <i>outside</i> of school?” Lecture: CSPAP, Sport Based Youth Development Activity: After-School PE	<u>Reading</u> Ch. 13 Darst <u>Assignment</u> *Last week of field Experience
Nov 22	Thanksgiving Break		
Week 13 Nov 26 th	Peer Teaching	Debate: “How should PE be tested?” Student led: Fitness Testing. This assignment is a designated Performance-Based Assessment for accreditation purpose and scores will be recorded. Two Unit Plan Presentations	<u>Assignment:</u> Ch. 16 Darst <u>Unit plan Due for all students (see prompt)</u>

Week 14 Dec 3 rd	Peer teaching	Debate: “What should PE teach? Sports? Fitness? Skills? Habits?” 5 Unit Plan Presentations	<u>Reading</u> <u>Assignment</u> Field Experience Assignment Due
Week 15 Dec 10	<u>Reading Day</u>	<u>Reading Day NO CLASS</u>	<u>Reading</u> <u>Assignment</u>
Finals Week Dec 17	Final Exams Take home final write up on curriculum models, pros and cons		<u>Assignment:</u> Final Exam

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