

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 403 (002) – Elementary School Instruction in Physical Education  
3 Credits, Spring 2020  
Wednesdays 10:30am-1:10pm, RAC 2203 and Lynn Gym  
\*note a change in start time & field visit on 3 days

**Faculty**

Name: Risto Marttinen Ed.D  
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**Prerequisites/Corequisites**

PHED 201, 202, 273, 274, 275. Must be taken within one year of student teaching. Open to students with BSED status only.

**University Catalog Course Description**

Covers content, knowledge, and teaching methods for K-6 physical education, requires field experience.

**Course Overview**

Pre-school and elementary physical education curriculum content is the focus while teaching appropriately designed lessons to children in schools. Physical education curriculum based on the Skill Theme Approach to Grades Pre-K-5 is applied along with National Standards for the “new physical education.”

**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**

At the completion of this course, teacher candidates must be able to:

1. Due to instruction make observable improvements on the motor skills of children and motivate them to participate in locomotor, manipulative and non-locomotor patterns.
2. Use technology for preparing lessons, for direct use by students, and for educating the broader community.
3. Collaborate with your cooperating teacher to develop and execute lesson plans that meet the needs of diverse student populations.
4. Apply movement concepts of space awareness, effort and relationships to educational games, fitness, gymnastics, and dance in lesson planning and execution
5. Interact with your mentor teachers and course instructor about your growth and development as a teacher and your impact on students.
6. Teach appropriate class management and instructional strategies to promote students’ personal & social behaviors conducive to a positive learning environment.
7. Self-evaluate your teaching through continuous written reflection.

8. Discuss with professional teachers and community the value of physical education for children emphasizing specific health and physical benefits.
9. Show commitment in your teaching to SHAPE National Standards and appropriate practices (COPEC) so that every child learns.
10. Engage in the ongoing development of your professional philosophy of teaching elementary physical education and demonstrate that philosophy in your field experience
11. Show ability to arrange and manage equipment, space and time for equitable and appropriate practice.
12. Show appropriate professional dispositions by joining and attending VAHPERD and/or SHAPE America meetings.
13. Promote safety, cooperation and mutual respect among learners.

### **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**

Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa 2012. *Children Moving 9th Edition*. New York, NY: 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.

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)**

### **Field Experience Requirement:**

**Background Investigation Requirement** - All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

- A minimum of 15 hours field experience at an elementary school must be completed to pass this course. This will be in addition to time spent in the field with the class. You will be assigned to 3 mentor teachers specifically selected by Dr. Marttinen and will complete your field experiences at those sites within the designated timeframe.
- **Appropriate Dress:** Teaching dress is defined by the *PHED Dress Code* and is required for “teaching days.” You are expected to order clothing with Mason insignia for field experience. If you cannot afford the cost of the polo for teaching please contact Dr. Marttinen at the beginning of the semester to make accommodations.
- During your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher

### **Requirements**

1. **Classwork and Reflections (10%)<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, on-line discussion, and at-home assignments reflecting on their learning.
  - c) This includes: behavior modification assignment; advocacy items; portfolio etc
2. **Scope and Sequence (20%)<sup>1,3</sup>**

Teacher candidates will develop a scope and sequence for one grade level for one quarter for elementary schools. The content to be included will be described in detail on a different document.

  - a) This must follow a skill themes approach appropriate for elementary schools.
  - b) Teacher candidates will turn in a scope and sequence, at least 2 formal assessments embedded in to the lessons, and a one-page justification of the scope and sequence.
3. **Field experience (25%)<sup>3,4,6</sup>**
  - a) Teacher candidates must complete at least 15 hours of field experience.
  - b) Teacher candidates will teach at least one lesson and prepare a lesson plan in collaboration with their master teacher.
  - c) Teacher candidates will reflect and systematically analyze their practice (described in detail on blackboard with on-line lecture).

4. Waples Mill School teaching experience (15%)<sup>1,3,4,6</sup>
  - a) Teacher candidates will develop one lesson plan (modified for 3<sup>rd</sup> and 5<sup>th</sup> grade) and deliver it to two classes at Waples Mill during the semester.
  - b) Teacher candidates will reflect on their own teaching after their teaching experience (follow prompt on blackboard)
  - c) Teacher candidates will record their lesson and systematically observe the video.
5. 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> – 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.

\*Attendance is taken at 10:30 am. 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.

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

• **Course Performance Evaluation Weighting**

- Classwork/Reading weighted @10%
- Scope and Sequence weighted @20%
- Field experience weighted @25%
- Waples Mill teaching weighted @15%
- Mid-Term weighted @15%
- Final Paper weighted @15%
- Total 100%

**Grading Policies**

93 - 100% = A	<b>90 - 92.9% = A-</b>	
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](mailto: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](mailto: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>

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](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

## Class Schedule

Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Jan 22	Skill Themes Intro	Introduction to Skill Themes and Course Lab: Movement Experiences and IA's	<u>Reading</u> Ch.1 Graham Ch. 2 Graham  List of Elementary Placements Due
Week 2 Jan 29	Lesson Planning Objectives (+VA SOL's) Fundamental Movement Skills	Lab: Fundamental Movement Skills and IA's	<u>Reading</u> PEHOS articles + reflection on discussion board <u>Assignment</u> PEHOS reflection
Week 3 Feb 5th	Movement Components & Skill Theme Development/Application & Lesson Planning Planning and organizing an activity	Explanation of Field Work  Lab: Movement Components & Skill Development; Organization and Instruction	<u>Reading</u> Ch. 6 Graham IA blog <u>Assignment</u>
Week 4 Feb 12	Teaching Styles; Lesson Planning Culturally Responsive Pedagogy; Demographics and culture of school site	Lab: Mosston's Teaching Styles Demonstrated  Lab: Time to work on LP's with partner	<u>Reading</u> Ch. 10 Graham Infographic Mosston <u>Assignment</u> IA lesson due
Week 5 Feb 19	Behavior Management Motivation & Attitude  <i>TPSR</i>	Restorative Youth Sports Case Studies  Intro to Scope and Sequence Assignment  Lab: Restorative Practices and behavior management	<u>Reading</u> Restorative Approaches Graham Ch 9 <u>Assignment</u> Lesson Plan due for Waples  <i>Start Field Experience</i>
Week 6 Feb 26	Reflective Teaching	Lab: Teaching IA's with peers	<u>Reading</u> Graham Ch 4 & 7  <u>Assignment</u> IA lesson plan

Dates	Topic	Content/Activity	Readings/ Assignments
Week 7 Mar 4	Movement concepts and development (space, awareness, effort, relationships)	Lab: Practice teaching Waples LP	<u>Reading</u> Ch. 13, 14, 15 Graham <u>Assignment</u> Final Lesson Plan Waples due
Week 8 Mar 11	SPRING BREAK	SPRING BREAK	SPRING BREAK
<b>Week 9</b> <b>Mar 18</b> Meet @ Waples	<b><u>Observe in schools</u></b>	Teaching IA's at Waples	<u>Assignment</u> behavior modification assignment due Friday
<b>Week 10</b> <b>Mar 25</b> Meet @ Waples	<b>Teaching @ Waples</b>	Group 1 teaches two classes	<u>Assignment</u> Reflection on teaching IA's due
<b>Week 11</b> <b>April 1</b> Meet @ Waples	<b>Teaching @ Waples</b>	Group 2 teaches two classes	<u>Assignment</u> Group 1 Teaching reflection Due
Week 12 April 8	Assessment Using Technology	Review of teaching experience Lab: technology integration	<u>Reading</u> Ch. 12 Graham  <u>Assignment</u> Group 2 Teaching reflection Due
Week 13 April 15	Mid Term	Lecture: Systematic Observation	<u>Assignment</u> 2 of 3 rubrics Due
Week 14 April 22 <b>AERA/SHAPE</b>	Field Experience time	Risto gone @ AERA + SHAPE	
Week 15 April 29	Health-Related Fitness	Lab: stations and fitness activities	<u>Reading</u> Ch. 27 Field Work Due
Week 16 May 6 LAST class	Legal Liability Supervision and Safety Advocacy		<u>Reading</u> Ch. 33 and case studies <u>Assignment</u> Portfolio check
Finals Week May 13	<b>Final Exams</b>	<b>Take home final "bold statement"</b>	<u>Assignment:</u> Final Exam

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