

**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 2021  
Mondays: 1:30-4:10 pm, RAC 2203 and 1200 B,  
**\*note early start time (12:30) & field visit on Oct. 27, Nov 3, 10, and Nov 17**

**Faculty**

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**Prerequisites/Corequisites**

BSED Status Only.

**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 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, on-line lectures, podcasts, discussion, 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.

## **Recommended Texts**

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 (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 and at-home assignments reflecting on their learning.
2. Unit plan (20%)<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 15 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. Secondary School teaching experience (15%)<sup>1,3,4,6</sup>
  - a) Teacher candidates will develop and deliver a lesson plan for two classes at Glasgow MS during the semester.
  - b) Teacher candidates will reflect on their own teaching after their teaching experience (follow prompt on blackboard)
  - c) Teacher candidates will complete two in-depth reflections of their peers' teaching in the two sessions they do not lead.
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)

### • Course Performance Evaluation Weighting

Classwork/Reading	weighted @10%
Unit plan	weighted @20%
Field experience	weighted @25%
Secondary School teaching	weighted @15%
Mid-Term	weighted @15%
Final Paper	weighted @15%
Total	100%

### • 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. 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.

• **Grading Policies**

Grading Scale for calculation of final course grade

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		

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

**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://coursessupport.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](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

Course Content and Outline			
Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Aug 25	Introduction of class	<b>Debate: “why do we have PE”?</b> Distribute Field Experience Overview of Assignments Activities: Adventure Education	
Week 2 Sept 1	Adventure Education	<b>Debate: “which type of curriculum metaphor did you relate with the most”</b> Lecture: VOI & Adventure Education <b>Activity: Your turn to present an Adventure Ed activity!</b>	<u>Reading</u> Ennis Ch 7 <u>Assignment</u> <b>VOI Due August 29</b> Find an Adventure Ed activity to present to the group
Week 3 Sept 8	Models Based Practices (MBP) in PE introduction Introduce Unit Plan assignment Introduction of schedule at <b>Glasgow MS</b>	<b>Debate: “Are we exercise physiologists or PE teachers?”</b> 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> “All about you” <b>due 9/5</b> Peer Teaching Groups Set
Week 4 Sept 15	Cooperative Learning	<b>Debate: “on-line physical education”</b> Lecture: Cooperative Learning Activity: CL activities, dance, jig saw	<u>Reading</u> Dyson &Grineski (2011) and Dyson, Griffin & Hastie (2004)
Week 5 Sept 22	Introduce Sport Education <i>Start Field Experience</i>	<b>Debate: “Don’t smile until December if you want your students to behave”</b> Lecture: Sport Education Introduction Activity: Sport Education Frisbee Demonstration	<u>Reading</u> Siedentop chapter in BB
Week 6 Sept 29	Introduce Tactical Games Approach	<b>Debate: “How should PE be tested?”</b> Lecture: Tactical Games Approach Activity: Tactical Games through badminton	<u>Reading</u> Tactical Games Chapter
Week 7 Oct 6	Fitness Teaching Model	<b>Debate: “what should the focus of PE in secondary schools be”</b> Lecture: Fitness teaching model  Lecture: Fitness testing and discussion on Phillips & al. (2017)  Activity: Olympic lifts and structuring a workout in HS. Work on fitness lessons	<u>Reading</u> Fitness chapter 16 Darst + p. 476-484 “strength training sub section” Phillips, Marttinen, & Mercier (2017)  Draft 1 of Lesson Plans for Glasgow <b>due at time of class (HARD COPY –(HC)</b>

<b>Dates</b>	<b>Topic</b>	<b>Content/Activity</b>	<b>Readings/ Assignments</b>
Week 8 Oct 13	Mosston's Teaching Styles	<b>Debate: "Exercise as punishment? What is the purpose of discipline?"</b> Lecture: Mosston's Teaching Styles Activity: Demonstrate Mosston's teaching styles in gym	<u>Reading</u> Ch. 8 Darst <u>Assignment</u> Reflection on fitness testing Draft 2 of Lesson Plans for Glasgow <b>due at time of class (HC)</b>
Week 9 Oct 20	Mid Term	Lecture: Mid Term (1hr 15min) Activity: Student led Dance instruction	
<b>Week 10</b> Oct 27 12:30 @ Glasgow	<b>TBD</b>	Session 1 – Two groups will teach one class of students (Grade 7 OR 8) while the other two groups will observe	<u>Assignment</u> Final lesson plan for <b>Groups 1 &amp; 2 due at time of class (HC)</b>
<b>Week 11</b> Nov 3 12:30 @ Glasgow	<b>TBD</b>	Session 2 – Two groups will teach one class of students (Grade 7 or 8) while the other two groups will observe	<u>Assignment</u> Final lesson plan for <b>Groups 3 &amp; 4 due at time of class (HC) – Reflection from Group 3&amp;4 on Session 1 Due on Oct 31 on BB</b>
<b>Week 12</b> Nov 10 12:30 @ Glasgow	<b>TBD</b>	Session 3 – Two groups will teach one class of students (Grade 7 or 8) while the other two groups will observe	<u>Assignment</u> Final lesson plan for <b>Groups 1 &amp; 2 due at time of class (HC)</b> <b>Reflection from Group 1&amp;2 on Session 2 Due on Nov 7 on BB</b>
<b>Week 13</b> Nov 17 12:30 @ Glasgow <b>*Last week of field Experience</b>	<b>TBD</b>	Session 4 – Two groups will teach one class of students (Grade 7 or 8) while the other two groups will observe	<u>Assignment</u> Final lesson plan for <b>Groups 3 &amp; 4 due at time of class (HC)</b> <b>Reflection from Group 3&amp;4 on Session 3 Due on Nov 14 on BB</b>
Week 14 Nov 24	<b>Thanksgiving Break</b>	<b>NO CLASS</b>	<b>Reflection from Group 1&amp;2 on Session 4 Due on Nov 21 on BB</b>
Week 15 Dec 1	Peer teaching	Unit Plan Presentations	<b>Field Experience Assignment Due on 11/28</b> <b>Unit Plan due 11/28</b>
Finals Week Dec 8	<b>Final Exam</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.