

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 403 (001) – Elementary School Instruction in Physical Education  
3 Credits, Spring 2024  
Wednesdays 10:30am – 1:10pm, RAC 2203 and 1200B (Linn Gym)

**Faculty**

Name: Risto Marttinen Ed.D

Office hours: 9:00am- 10:00am Wednesday

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**Note: This class will meet off-campus on March 13<sup>th</sup>, March 20<sup>th</sup>, and April 3<sup>rd</sup> at Willow Springs Elementary School (5<sup>th</sup> grade 9:25-10:25; 6<sup>th</sup> grade 10:35-11:35; 4<sup>th</sup> grade 11:40-12:40)**

**Prerequisites/Corequisites**

BSED status only.

**Recommended Prerequisites:** PHED 273, 274, 275, & 306 (Any course listed may be taken concurrently)

**University Catalog Course Description**

Covers content knowledge, and teaching methods for elementary physical education. Requires field experience. Must be taken within one year of student teaching.

**Course Overview**

This course focuses on elementary physical education and covers methods of teaching, curriculum and assessment. Teacher candidates will use the Skill Themes and Movement Concepts approach, and state standards of learning to create developmentally appropriate lesson plans.

**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. Develop fundamental motor skills of elementary-age children.
2. Use the skill theme approach and state standards to create developmentally appropriate lesson plans.
3. Use technology to prepare lessons when appropriate.
4. Collaborate with your mentor teacher to develop and execute lesson plans that meet the needs of all students.
5. Teach appropriate class management and instructional strategies to establish a positive learning environment.
6. Self-evaluate your teaching through continuous written reflection and video analysis.
7. Develop a professional philosophy of teaching elementary physical education.
8. Demonstrate ability to arrange and manage equipment, space and time for equitable and appropriate practice.

## Professional Standards

Upon completion of this course, students will have addressed 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 Texts

Graham, G., Holt/Hale, S.A, Parker, M., Hall, T., & Patton, K. (2020). *Children Moving 10th Edition*. McGraw Hill.

\*note: you can get the E-Book, or any past version

## Additional resources (optional)

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 experience at an elementary school must be completed to pass this course. This will be in addition to any time spent in the field with the class. You must pass the field experience to pass the class.

- 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 (e.g., field day), evaluate peers, and demonstrate an understanding of the readings through active, knowledgeable class discussions.
  - b) Teacher candidates will complete various in-class, on-line discussion, and at-home assignments reflecting on their learning.
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 into 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 mentor teacher. You MUST observe before teaching.
  - c) Teacher candidates will reflect and systematically analyze their teaching (described in detail on blackboard with on-line lecture).
4. Elementary school teaching experience @ Willow Springs (15%)<sup>1,3,4,6</sup>
  - a) Teacher candidates will develop two lesson plans and deliver to an elementary school class.
  - b) Teacher candidates will reflect on their own teaching and evaluate their peers teaching a lesson (follow prompt on blackboard)
5. Teaching Philosophy (15%)<sup>4,6</sup>
  - a) Students will develop a written document describing their teaching philosophy (see rubric on blackboard)
6. Exam
  - a) Exam (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)

**\*Students must complete the field experience portion of the course to pass the class.**

### • Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2022-2023), “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 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.

• **Course Performance Evaluation Weighting**

- Classwork/Reflections weighted @10%
- Scope and Sequence weighted @20%
- Field experience weighted @25%
- Peer Teaching weighted @15%
- Teaching Philosophy @15%
- Exam 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. Please see: <https://cehd.gmu.edu/students/policies-procedures/> for more information. 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

## Class Schedule

Superscript numbers correlate with class objectives <sup>1</sup>

Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Jan 17	Intro <sup>3</sup> Skill Themes <sup>2</sup>	Introduction to Skill Themes  Movement Experiences and IA's	<u>Reading:</u> Syllabus Ch.1 Graham Ch. 2 Graham Ep 86 Skill Themes <u>Assignment:</u>  <i>List of Elementary Placements Due</i>
Week 2 Jan 24	Lesson Planning <sup>2,5</sup> Objectives (+VA SOL's)  Fundamental Movement Skills	Fundamental Movement Skills and IA's  Breakout: Working on objectives, cues, & critical elements	<u>Reading</u> Ch 6 Graham Ch 17 Graham <u>Assignment</u> PEHOS reflection Video FMS
Week 3 Jan 31	Movement Components & Skill Theme  Development/Application & Lesson Planning <sup>2,6,8</sup>  Planning and organizing an activity <sup>6</sup>	Explanation of Field Work  Movement Components & Skill Development; Organization and Instruction  Lab: Risto models 45min lesson	<u>Reading</u> IA blog Bring 2 instant activities.
Week 4 Feb 7	Movement concepts and development (space, awareness, effort, relationships) <sup>1,2,6,8</sup>	Developing lessons that teach through, about, and in movement  Lab: teach instant activity to peers	<u>Reading</u> Ch 9 Graham Skim Ch 14-16 <u>Assignment</u> IA lesson plan
Week 5 Feb 14	Lesson Planning <sup>2,3,5,6,8</sup>	Breakout: Time to work on LP's with groups (talk out loud)	<u>Reading</u>  <u>Assignment</u>  <i>Start Field Experience</i>
Week 6 Feb 21	Behavior Management <sup>8</sup> Motivation & Attitude	Intro to Scope and Sequence Assignment Lesson Planning work	<u>Reading</u> Graham Ch 8 <u>Assignment</u> Lesson Plan due

Dates	Topic	Content/Activity	Readings/ Assignments
Week 7 Feb 28	Teaching Styles	Lab: Mosston's Teaching Styles Demonstrated	<u>Reading</u> Ch. 10 Graham Infographic Mosston Podcasts  <u>Assignment</u> Final Lesson Plan
Week 8 Mar 6	Spring Break	Spring Break	Spring Break
Week 9 Mar 13 Meet @ Willow Springs	Observe and Teach IA Systematic Observation <sup>6</sup> Teaching Philosophy <sup>7</sup>	Lecture: Teaching Philosophy	<u>Reading</u> Ch. 11, 12, 13 Graham <u>Assignment:</u> Watch the systematic observation lecture Submit reflection
Week 10 Mar 20 Meet @ Willow Springs	Teaching at Willow Springs Reflective Teaching <sup>1,2,3,5,6,8</sup>	Reflective teaching	<u>Reading</u> Graham Ch 4 & 7 Lesson Plan & Reflection <b>First post on philosophy paper</b>
Week 11 April 27	<b>Back @ Mason</b> Culturally Responsive Pedagogy <sup>6</sup> TPSR <sup>5</sup>	Lecture: Discuss Philosophy & Restorative Youth Sports Case Studies Lab: Restorative Practices and behavior management Breakout: FMS QR code activity	<u>Reading</u> Restorative Approaches  Philosophy paper due
Week 12 April 3 Meet @ Willow Springs	Teaching at Willow Springs	Check in with Field Work Hours	<u>Reading</u>  <u>Assignment</u> Lesson Plan & Reflection
Week 13 April 10	RISTO @AERA in Philadelphia	Exam- In Class Typed	
Week 14 April 17	Assessment Using Technology <sup>3</sup>	Lecture: technology integration Lab: Field Day Planning	<u>Reading</u> Ch. 12 Graham <u>Assignment</u> Field Work Due

Dates	Topic	Content/Activity	Readings/ Assignments
Week 15 April 24	Health-Related Fitness <sup>1,8</sup> AND FIELD DAY!	Lecture: HRF online lecture Activity: Field Day	<u>Reading</u> Ch. 28 Fitness testing article (Phillips et al.) <u>Assignment</u> Teach Field Day Activity
Finals May 1 <sup>st</sup>	<b>Final</b> Scope and Sequence <sup>7</sup>	<b>Final</b> Scope and Sequence	May 1 <sup>st</sup> @ 10:30am

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

## 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 <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 Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

- 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 “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/> .