



THE UNIVERSITY OF UTAH

**DEPARTMENT OF EXERCISE & SPORT SCIENCE**

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***High School Methods 4710/6240 - 001***

**F A L L 2 0 1 5**

**INSTRUCTOR:** Tara Marchinek

**CLASS SCHEDULE:** Mon/Wed 10:45am-12:40 pm

**OFFICE HOURS:** M/W 1-2:15 or by appointment

**OFFICE:** HYPER-N 258

**CLASS LOCATION:** HPER W106/E 206

**Email:** Canvas is preferred or  
Tara.Marchinek@utah.edu

**Prerequisites:** Must be admitted to the PETE program and completion of Middle School Methods.

**Texts (required):**

Bulger, S.M., Mohr, D.J., Rairigh, R.M., & Townsend, J.S. (2007). Sport Education Seasons. Champaign, IL: Human Kinetics

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2006). Teaching Sport Concepts and Skills – A Tactical Games Approach (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics

NASPE (2011). Physical Education for Lifelong Fitness (3rd Ed.) -Physical Best Teacher's Guide. Champaign, IL: Human Kinetics

NASPE (2011). Physical Best Activity Guide-3rd Edition-Middle and High School Levels. Champaign, IL: Human Kinetics

The Cooper Institute (2010). Fitnessgram/Activitygram Test Administration Manual (Updated 4th Ed.). Champaign, IL: Human Kinetics.

**Additional Readings:** Additional readings including journal articles and book chapters may be assigned throughout the semester. These reading may be distributed in class or be made available through electronic reserve on the Marriott Library web page. It will also be helpful for you to become familiar with the ESS Research Guide website. The website address is [www.lib.utah.edu/reguides/exercise\\_science.html](http://www.lib.utah.edu/reguides/exercise_science.html) This website has information about professional organizations and databases to search for articles and books.

**Course Description:** ESS 4710/6240 represents the final methods course in the PETE curriculum. Students will learn aspects of teaching high school physical education including: characteristics of high school students, testing, grading, teaching lifetime activities, and effective teaching techniques. Students will complete training for the Physical Best Health-Related Fitness Specialist certification. Students will also receive field-based experiences at the high school level.

**Course Objectives:**

As a result of taking this class students will:

- 1) recognize and demonstrate the characteristics of effective teaching
- 2) promote and model the characteristics of a professional physical educator

- 3) discuss the role and status of high school physical education in America today and future directions for success in modern society
- 4) understand the physical activity and fitness status of youth and the socio-cultural factors effecting physical activity participation
- 5) learn how to perform various fitness tests in secondary schools and appropriate uses of fitness testing data within a health-related fitness curriculum
- 6) learn to develop appropriate curricula and lessons for high school students with a focus on health-related fitness and lifetime sport activities
- 7) learn about various curricular models used in high school settings
- 8) gain an understanding of the teacher/coach dilemma in high school physical education
- 9) demonstrate an understanding of the use of technology in physical education
- 10) compare and contrast common techniques of measurement and evaluation in high school physical education
- 11) understand legal issues as they relate to teaching physical education
- 12) learn the importance of involving parents, community, and fellow faculty in maintaining a quality physical education program
- 13) learn strategies to keep high school students motivated to participate in physical activity
- 14) design a unit plan for a component of health-related fitness to be used in a high school "Fitness for Life" course
- 15) observe and teach high school physical education classes
- 16) plan and conduct age-appropriate lessons at area high schools
- 17) critically reflect upon teaching effectiveness using coding instruments and guided questions

#### **Course Procedures and Expectations:**

- 1) Professional job expectations are that you will be there and on time. This course should be treated the same as it is a direct link to your future professional success.
- 2) Athletic apparel should be worn during gymnasium sessions. This means tennis shoes, t-shirts, and shorts. For teaching it is best to wear a collared shirt and shorts with a hem, and/or the mandatory PE warm-up suit.
- 3) You will be responsible for purchasing a Mini-DV for class and bringing that on the dates you are going to be videoed.
- 4) You will need access to a computer, the web, and a word processing program for course assignments.
- 5) For credit, assignments must be typed, double-spaced, 12-point font, with a cover page, and in APA format. In addition, assignments should be clearly written, grammatically correct, and free from spelling errors. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** Exceptions will be made on an individual bases and only in extreme documented emergencies and/or with a university excused absence.

**Code of Student Rights and Responsibilities:** All students are expected to adhere to the student code: web access [www.sa.utah.edu/code/](http://www.sa.utah.edu/code/) the code provides information about your rights and responsibilities as a student. Students who engage in academic misconduct (cheating, plagiarism, collusion, fraud, theft, etc.) will be subject to academic sanctions including, but not limited to, grade reduction, failing grade, or suspension or dismissal from the program or the University.

**Statement of Equal Access:** The University of Utah seeks to provide equal access to its programs, services, and activities for individuals with disabilities. To establish the existence of a disability and/or request reasonable accommodation for classes, please contact the Center for Disabled Students Services (CDSS) (160 Olpin Union Building, 581-5020). If arrangements are not necessary through the CDSS, but through the instructor, please bring concerns directly to the instructor so accommodations can be made.

## Evaluation:

- ✓ **ROPES Course Assignment** (20 points)
  - You will have the opportunity to write a brief two-page paper associated with the ROPES course experience relating what has been learned to application in a physical education setting.
- ✓ **Mid Term Exam** (50 points)
  - Students will register for the Physical Best Exam. This will count as the mid-term exam, and also will give the student the Physical Best Certification.
- ✓ **Attendance & Participation- UTE READY RUBRIC** (140 points)
  - This class should be treated like a job, meaning be on-time and be prepared to be fully participate in every aspect of this course. Students will self-evaluate daily on their UTE READY Rubric. Rating will be done during the last 10 minutes of each class. The instructor will also give the student a rating after class based on their participation during class.
- ✓ **Health-Related Fitness Portfolio** (310 points)
  - The assignment is designed for you to prepare a portfolio with materials for a high school "Fitness for Life" course. You are responsible for completing one portfolio for one component of health-related fitness that is taught in the Utah curriculum. You may choose from: Cardiovascular fitness, Muscular strength, Muscular endurance, Flexibility, Body composition, Weight control, Nutrition, and Stress management. This is a GREAT opportunity to exchange portfolios with classmates and come away with multiple units and lessons ideas!!!
- ✓ **Lesson Plans** (15 points each)
  - You will complete and hand in a lesson plan 1 week prior to each teaching experience. You will be expected to provide a copy of your plan to each member of this class. (See example on CANVAS)
- ✓ **Reflections** (10 points each)
  - You will be asked to reflect upon and evaluate your own teaching performance focusing on the things that went well in your lesson in addition to the things you need to improve upon and why!
- ✓ **Fitness Assessment** (55 points)
  - You will be required to complete a fitness assessment using FITNESSGRAM on a high school student and develop an exercise plan based on the results.
- ✓ **Observation & Interview** (50 points)
  - You will observe lessons and interview a teacher at an area high school.
- ✓ **Peer and Tactical Games Teaching** (32 points each)
  - Throughout the semester you will be asked to teach lessons, individually and in pairs, appropriate for high school physical education students. Sometimes you will teach your peers and sometimes you will work with high school students. You will be evaluated based on effective teaching behaviors.
- ✓ **Issue Debate** (100 points)
  - You will be responsible for preparing one side of a 15-minute debate relative to a current topic in physical education. This information will be presented using PowerPoint software and all students will be expected to provide a handout to all class participants. The handout should summarize important aspects of your debate topic and it should contain a list of references used in preparation for the debate.
- ✓ **PRAXIS 2 TEST** (100 POINTS).
  - You will register and take this test. At the moment, most states only require you to take the content knowledge section of the **test (0091)**. Taking the test this semester will give you an advantage in your job search. The test takes place at the University of Utah. See [www.ets.org/praxis](http://www.ets.org/praxis) for further details and register as soon as possible.

- ✓ **TEACHING CONTRACTS** (100 POINTS). By **12/9** you will need to have all the paperwork signed for your teaching internship that will take place in the spring term. All of the forms are downloadable from the PETE website.

**Assignment Outline ESS 4710/ 6240**

Participation (UTE READY RUBRIC)		140 PTS
ROPES ASSIGNMENT	9/3	20 PTS
MID TERM - PB EXAM	10/5	50 PTS
FITNESS ASSESSMENT	10/26	55 PTS
PEER PB/TACTICAL GAMES TEACHING	10/26 & 11/2	25 PTS
INTERNSHIP PAPERWORK		100 PTS
TEACHER OBSERV/ INTERVIEW	11/9	50 PTS
DEBATE UNIT	12/7 & 12/9	100 PTS
UNIT PLAN	12/9	310 PTS
9 LESSON PLANS (15 points each)	1 WEEK PRIOR TO TEACHING	135 PTS
9 REFLECTIONS (10 points each)	MON. AFTER TEACH	90 PTS
PRAXIS 2 SECTION 0091		100 PTS

TOTAL 1,175 PTS

**Grading Distribution (Percentage of Points Possible):**

A = 100-94%	C+ = 79-77%	D- = 62-60%
A- = 93-90%	C = 76-73%	F = 59% and below
B+ = 89-87%	C- = 72-70%	
B = 86-83%	D+ = 69-67%	
B- = 82-80%	D = 66-63%	

**ALL MAJOR PETE CLASSES MUST BE PASSED WITH A C- OR BETTER**

**VERY Tentative Course Outline: Subject to Change at Instructor's Discretion**

<b>Day and Date</b>	<b>Topic(s)</b>	<b>Assigned Readings/Assignments Due</b>
M 8/24	- Class Introductions - Discuss syllabus/evaluation - Present and future HS PE Directions - Effective Teaching in PE	Read- Corbin, <i>JIRPE</i> , 1997 Read-Public Health Read - Pangrazi & Corbin Article <i>JOPERD</i> , Sept. 1993 Read – AHA/NASPE 2006 Shape of the Nation Report Read – Appropriate practices for HS Physical Education <b><u>Assign – Teacher Interviews</u></b>
W 8/26	ROPES Course	<b><u>DUE ROPES Documents</u></b>
M 8/31	ROPES Course	
W 9/3	Discuss Ropes Experience & Discussion of Readings – What should the focus of PE be today?	Read – NASPE Ch 1, 2, 3 Read – Activity Guide Ch 1, 2  <b><u>Due – ROPES assignment</u></b>
M 9/7	LABOR DAY- NO CLASS	
W 9/9	Begin Physical Best Training Workshop	Read – NASPE Ch 4, 5, 6, 7, 8 Read – Activity Guide Ch 3, 4, 5 Read - Whitehead et al. article
M 9/14	Physical Best Training Workshop	Read - Darst & Armstrong Ch.6 & 7
W 9/16	Physical Best Training Workshop FITNESSGRAM PEER TEACHING	Read – NASPE Ch 9, 10, 11 Read – Activity Guide Ch 6, 7, 8 Read - Prusak & Dart Article Read Downing & Lander Article
M 9/21	Physical Best Training Workshop Peer Teachings	Read – NASPE Ch 12, 13, 14 Read – Activity Guide Ch 9, 10
W 9/23	Physical Best Training Workshop Peer Teachings Hand-out PB Certif. Exam	Read – FITNESSGRAM
M 9/28	Legal Issues Introduction to Tactical Games	Read Himberg et al. Ch 15 <b><u>Assign – Fitness Assessment Teaching Contracts DUE</u></b>
W 9/30	Practicum Teaching #1	
M 10/5	Tactical Games	Read – Mitchell, Oslin, & Griffin Chapters 1, 2, 3 <b><u>Due – PB Certif. Exam</u></b>
W 10/7	Practicum Teaching #2	Read Brown & Topper, <i>PHEJ</i> , 2006.
M 10/12-F 10/16	<b>NO CLASS – Fall Break</b>	
M 10/19	Practicum Teaching #3	
W 10/21	Practicum Teaching #4	

M 10/26	Tactical Games Peer Teaching	Tactical Game Peer Demos – W116 <b>Due – Fitness Assessment</b>
W 10/28	Practicum Teaching #5	
M 11/2	Tactical Games Peer Teaching	Tactical Game Peer Demos – W116
W 11/4	Practicum Teaching #6	
M 11/9	Introduction to Sport Education	Read – Bulger, et al., Chapters 1 & 2 <b>Due- Teacher Interview/ Observation</b>
W 11/11	Practicum Teaching #7	
M 11/16	Sport Education	Read – Bulger, et al., Chapters 3 & 4
W 11/28	Practicum Teaching #8	
M 11/23	Sport Education Season	Read – Bulger, et al., Chapters 5, 6, & 7
W 11/25	<b>No CLASS – Happy TG</b>	Work on Debate Presentations & Unit Plans
M 11/30	Classroom-High School PE Topic Debates	Read – Figone Article
W 12/2	Practicum Teaching #9	
M 12/7	Classroom - High School PE Topic Debates	
W 12/9	Classroom - High School PE Topic Debates Wrap up the semester	<b>Due – Unit Plan</b>

**Additional Readings May Be Required on a TBA Status**

**Due Dates for Lesson Plans and Reflections will be Determined Later Based on Individual Assigned Dates for Teaching**

## **Description of Debate Assignment (100 points total)**

**Introduction:** Throughout your school career, you will be faced with many philosophical dilemmas. Fitness testing in the schools and co-educational physical education are perennial debate topics. As a result of this assignment, I would like you to have a SOLID idea of the potential areas for discussion during these debates AND I would like you to have some professional resources (e.g., journal articles) from which you can generate your conclusions.

**Task:** For this assignment, you are expected to generate a 10-minute presentation covering the main issues relevant to your side of the debate (as has been discussed). You should generate your presentation in POWERPOINT and be prepared to do it using mediated classroom technology. After each person presents his/her side of a debate, there will be 5-10 minutes left for discussion of any aspect relevant to the topic. In addition to doing a powerpoint presentation, you should prepare a handout for distribution to everyone in the class. This handout should be printed in "6 slides per page" format and it should contain a list of references typed in APA format. Bring enough copies of your handout for others in this class.

**Some Tips for your presentation are as follows: 1) Minimize words on the overheads where possible; keep notes for yourself as necessary using the powerpoint "notes" format; 2) HIGHLIGHT (with color or underlining or bold) the MOST IMPORTANT words on each slide—especially if you have lots of text; 3) Immediately after your title slide, tell the audience what you plan to cover with your presentation (provide an outline); 4) Use graphics where possible to supplement your text; 5) Use CONTRASTING colors for your background and text (blue or green background with yellow or white writing works very well); 6) Experiment with using "bold" and "shadow" format for your presentation; additionally, experiment with using words that are added to your slide bullet-by-bullet (e.g., fly from the top)**

**Evaluation:** This assignment is worth 100 points. Forty-five (45) points will be assigned to your oral presentation (presentation style/effectiveness, clarity, conciseness, coverage of important points, voice projection/audience rapport) and forty-five (45) points will be assigned to your written summary (clear/concise, free from spelling & grammar errors, APA format used on reference list), and ten (10) points will be awarded for having copies of your presentation for everyone in the class.

**Topics:** Coeducational vs. Single-Gender format classes; Health-related vs. Team Sport Curriculum; BMI or Body Composition report cards ("for" or "against"); Knowledge proficiency testing out of PE ("for" or "against"); Fitness testing ("for" or "against"), Including Physical Education on school report cards (No Child Left on Their Behinds), etc.



August 2015

Dear Physical Educator,

The student who is presenting this letter is currently enrolled in Exercise & Sport Science 4710/6240 Methods of Teaching High School Physical Education. The purpose of this class is to expose students to teaching at the high school level, including field based teaching experiences.

A requirement in this class is for the student to complete various teaching experiences in a high school setting. The student will be required to teach a partial or full class each week beginning the week of September 30<sup>th</sup> through the week of December 2<sup>nd</sup>. They will be turning in lesson plans and reflections related to each of these experiences as part of their course requirements. The student will be making visits to observe and speak to you prior to the start of the experiences to gain familiarity with the school and students.

Your responsibility would be to allow the students' access to you, your classes, and the school for the times indicated. If you are willing to allow this student this opportunity, would you please indicate by signing this sheet that will serve as a contract between the students and me which identifies that they will be allowed to complete these experiences at your school. At the end of the expected time frame, I may contract you to see if the student did, indeed, meet his or her obligations as agreed upon.

Your help in the important training of our future teachers is greatly appreciated.

Sincerely,

Tara Marchinek, Ph.D. Candidate  
Phone: 530-604-6674  
T.Marchinek.25@gmail.com

Teachers Name: \_\_\_\_\_

School: \_\_\_\_\_

Signature: \_\_\_\_\_

Your Signature confirms that the student is permitted to complete these teaching experiences at your school.



## List of Teaching Experiences and Requirements

### Teaching Experience #1

Requirements: (Fitness-for-Life) Assist the teacher with roll call, etc. Complete a health-related fitness test assessment on all or a sub-set of the students in the class. You must explain why the assessment is important, how to complete the test, run the test, and provide a means of private personal feedback on each student's performance including what the score means.

### Teaching Experience #2

Requirements: (Fitness-for-Life) Assist the teacher with roll call, etc. Prepare a 10-15 minute lecture related to a component of health-related fitness to be delivered to the class. Prepare a homework assignment connected to the topic of the brief lecture to be completed and handed in the following class meeting.

### Teaching Experience #3

Requirements: (Fitness-for-Life) Assist the teacher with roll call, etc. Prepare and implement the main activity for the day's lesson. Remember this is not just a random activity; it must be connected to health-related fitness concepts currently being taught in the class. Include a means to evaluate student learning!

### Teaching Experience #4

Requirements: Teach a "fitness for life" class from start to finish including roll, warm-up, set-induction, main activity(s), and closure.

### Teaching Experience #5

Requirements: Teach a "fitness for life" class from start to finish including roll, warm-up, set-induction, main activity(s), and closure.

### Teaching Experience #6

Requirements: (Lifetime sports/activities class) Assist the teacher with roll call, etc. Prepare and implement a lesson to address a tactical problem. Design and implement a modified game, prepare and anticipate questions to ask students to help them solve a tactical problem, design skill practice situations that will help them solve the tactical problem when they engage in game play again.

### Teaching Experience #7

Requirements: (Lifetime sports/activities class) Same as Teaching Experience #6.

### Teaching Experience #8

Requirements: Teach a full class (roll call to closure) using the Tactical Games model to introduce a sport skill/concept.

Teaching Experience #9

Requirements: Teach a full class (roll class to closure) using the Tactical Games model to introduce a sport skill/concept.