

Mayville State University

EDUC 482, Secondary Methods and Number

Fall, 2025

3 Semester Hours

Course and Instructor Information

Instructor Name: Scott Parker

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Hours of Availability: 8:00-3:00 M-F

Instruction Mode: online

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Online

Available as arranged with instructor

Course Description

Education 482 is an educational class combining Secondary Methods in Health and Physical Education and a Secondary Education Field Experience. The physical education student will spend 8 weeks in the classroom and 8 weeks interning at a local school. This class is designed to assist the upperclassman (Junior - Senior) in preparing to develop techniques and strategies in teaching physical education and health.

Co-requisites: Admission in Teacher Education

Course Objectives

1. Identify the qualities and characteristics that a good Health & PE teacher must develop in order to be the best at his/her occupation. (INTASC 1-10)
2. Explore the goals of teaching PE/Health and the kinds of activities that are needed to teach in order to achieve these goals. (INTASC 1,2, 4, 7)
3. Develop lesson plans appropriate to teaching an activity unit to high school & middle school students. This lesson plan development will fit the needs of the students, accomplish the goals of Health & PE, and correspond accurately to the curriculum guideline that has been set down by the school district. The National and State P.E. and Health standards will be reviewed. (INTASC 2,3,4,5,6,7,8)
4. Establish adaptations to lesson plans in order to support the needs of diverse learners (INTASC 2)
5. Explore how to communicate with students in such a way that class discipline is established in a positive manner and students stay on task because they are motivated to do so by the instructor's expertise in discipline and motivation. (INTASC 2,3,4,5,6)
6. Discuss essentials to good class management and organization. (INTASC 3,5)
7. Discuss evaluation & assessment procedures dealing with grading. (INTASC 8,9)

8. Practice effective teaching styles, strategies, and techniques that have been presented in this class. (INTASC 1, 3,4,5)
9. Investigate the laws governing liability in Physical Education and Health. (INTASC 5,9,10)
10. Develop a physical education/health teaching philosophy statement (INTASC 1,2,7).
11. Contact cooperating teacher and establish a relationship and a observation schedule.
12. Observe and participate in a k-12 Physical Education course
13. Create and use a lesson that will be observed by the instructor of the course.
14. Develop a journal for each observation hour.
15. Input data into Task Stream.

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health and Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Standards Alignment (Health and Physical Education Program Approval Standards-ND ESPB):

Health Education ESPB Standards:

- 18015.1 Content Knowledge-Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas.
- 18015.1 Content Knowledge-Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- 18015.1 Content Knowledge-Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- 18015.1 Content Knowledge-Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- 18015.2 Planning-Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.
- 18015.2 Planning-Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
- 18015.2 Planning-Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- 18015.2 Planning-Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
- 18015.2 Planning-Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.
- 18015.2 Planning-Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.

- 18015.3 Implementation-Component 3.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
- 18015.3 Implementation-Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- 18015.3 Implementation-Component 3.c: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
- 18015.3 Implementation-Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
- 18015.3 Implementation-Component 3.e: Candidates reflect on student learning outcomes and instructional practices and adjust lessons to meet the diverse needs of all learners.
- 18015.4 Assessment-Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
- 18015.4 Assessment-Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- 18015.4 Assessment-Component 4.c: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.
- 18015.5 Professionalism-Component 5.a: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
- 18015.5 Professionalism-Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- 18015.5 Professionalism-Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- 18015.5 Professionalism-Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- 18015.5 Professionalism-Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
- 18015.5 Professionalism-Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

Physical Education ESPB Standards:

- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

- 2.b Plan and implement progressive and sequential content that aligns with short- and long term plan objectives and that addresses the diverse needs of all students.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Required/Recommended Materials and Technologies

Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide by NASPE, 2011. (3RD)

PHYSICAL BEST ACTIVITY GUIDE FOR MIDDLE & HIGH SCHOOL LEVELS BY NASPE- (3RD)

FITNESSGRAM & ACTIVITYGRAM,, 4TH . HUMAN KINETICS

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing.

HPER STUDENT LEARNING OUTCOMES (SLO).

SLO # 1 – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

****SLO #2** – HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO #3 – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO #4 - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement

Secondary Professional Education SLO #3: Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology in educational settings.

Course Expectations

While doing your field experience:

1. Students must dress to participate in whatever activity is being taught that day. Street shoes of any type will not be allowed. **Please have footwear that is used only in the building.**
2. Students must be prepared for all classes.
3. At the onset of class, close your computers. You will be directed if/when it is appropriate to use them
4. Cell phones shall be turned off.
6. Maintain a good working relationship with the cooperating teacher and school.

INSTRUCTOR/STUDENT COMMUNICATIONS:

1. Students are accountable for all academic communications sent to their Mayville State University email.
2. Students can expect an email response time of 48 hours during the week.
3. Preferred method of communication is face to face or emails.

Method of Evaluation/Grading

1. Attendance - you are expected to be in class every day. You are expected to attend all field experience sessions at the school or site assigned to you. Please notify the professor prior to your absence.

Remember this class is 2 hours long—any misses means you have missed 2 class periods.

2. Micro-teaching assignments
3. Written assignments and reading assignments
4. Portfolio (3 ring binder) – organized in units of class discussion
5. HPER Philosophy statement.
6. Active participation in cooperative learning activities and class discussions
7. Activity Unit
8. National Standards and Introductory activities
9. **Complete log of field experience**
10. **Assignments and syllabus subject to change during the course depending on the need of the**

students.

1. Grading Scale:

A = 90%

B = 80%

C = 70%

D = 60%

F = below 60%

2. Points and/or grades may be awarded for any/all work assigned and submitted.
3. A quiz may be given at any time.
4. Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make-up in the case of an excused absence
5. Any and all work submitted must be of upper level college quality to be acceptable for grading.

Course Timeline/Schedule

[See blackboard.](#)

ASSUMPTION OF RISK: There are many special benefits from the activities being offered to students by the Division of HPER. Within the activities it must be understood that there are dangers that may lead to injury to students. Therefore, the purpose of this section is to make all students aware that dangers do exist and that participation is done with the understanding that risks are involved. It is to be further understood that students must share in the responsibility for their own safety and the safety of others.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is

if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, “Important Student Information,” which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

References/Bibliography

Darst. P. & Pangrazi, P. (2012). *Dynamic Physical Education for Secondary School Students* (7th ed.). San Francisco, CA: Benjamin Cummings.

Darst P. & Pangrazi P. (2009). *Instructor's Manual and Test Bank for Dynamic Physical Education for Secondary School Students* (6th ed.). Pearson/Benjamin Cummings.

Doolittle S. & Fay T. *Authentic Assessment of Physical Activity for High School Students*. NASPE

Fronske, H. *Teaching Cues for Sport Skills for Secondary School Students*. (3rd ed). San Francisco, CA: Benjamin Cummings

Lambert, L. (2007). *Standards-Based Assessment of Student Learning* (2nd ed). NASPE

Meeks, Heit, Page. (2010). *Comprehensive School Health Education* (6th ed). Boston: McGraw Hill

NASPE. *Moving Into the Future, National Standards for Physical Education*, (2nd ed). McGraw-Hill.

NASPE. *101 Tips for Beginning Teachers of Physical Education*. Pamphlet.

Sanderson, Zelman. (2015). *Comprehensive Health*. Tinley Park, Ill: Goodheart-Willcox Co, Inc.

Tannehil, D., Lund, J. (2010). *Standards-Based Physical Education Curriculum Development*. 2nd Ed.
Sudbury, Ma: Jones & Bartlett.

Winnick, J & Short, F. (1999). *The Brockport Physical Fitness Test Manual*. Champaign, IL: Human Kinetics.