

Course Syllabus
Spring 2026

Course number: PHE 3730
Course title: Pedagogy of Physical Education (6-12)
Credits: Four credit hours
Prerequisites: Admission to the Teacher Education program
Instructor: J. Lance Pickeral
Proctor Hall West 115
272-7102 ext. 5629
336-497-7302 (cell)
Lance.pickeral@greensboro.edu
Office hours: Mon/Wed – 3:00-4:30, T/TR – 9:30-11:30, 2:30-3:30
Other times by appointment

Course description: This pedagogy course, designed for physical education majors, prepares candidates to teach middle and high school physical education for populations with and without disabilities. Emphasis is on planning, implementing, and evaluating curricular models of instruction, as well as, effective teaching strategies and styles relevant to middle and high school physical education.

HLPE Objectives/SLO's

- 1. 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.**
- 2. Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.**
- 3. 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.**
- 4. 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**
- 5. Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.**
- 6. 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.

Course competencies:

Upon completion of this course, candidates will:

1. Be able to provide justification for physical education programs in middle and high schools.
2. Demonstrate knowledge of:
 - the Shape National Standards and the North Carolina Standard Course of Study Common Core Healthful Living curriculum.
 - the relationship between basic fundamental skill development and the development of specific sport skills.
 - instructional strategies in physical education based on research in teaching.
 - the importance of the reflective processes involved in planning, teaching, and evaluating.
 - management issues and techniques in 6-12 grade physical education.
 - physical education assessment techniques and tools.
 - the philosophy of inclusion and various disabilities of students mainstreamed in physical education.
 - federal and state legislation, techniques and methods of teaching physical activities to individuals with disabilities.
 - the importance of communication and collaboration with parents, colleagues and individuals in the community.
 - the elements of a positive, safe, and effective learning environment in secondary PE.
 - psychological and sociological issues faced by novice physical educators.
 - legal and liability issues in physical education.
 - global trends in health behaviors and physical activities.
3. Demonstrate the ability to:
 - develop lesson plans and a unit plan consistent with national and state standards/goals.
 - develop lessons that maximize opportunity for all students, regardless of ability, skill level, gender, race, culture, and other special differences.
 - develop a system of self evaluation to improve the instructional process.
 - develop a behavior management plan.
 - articulate his/her personal philosophy of physical education.
 - use computer software and other technology resources.
 - use assessment tools and techniques.
 - communicate and collaborate with peers through group discussions and class assignments.
4. Examine curricular materials and program models for 6-12 physical education programs.

Pedagogy Course SLOs for Evidences 3, 5, 6

1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.

1a.2 Draws on appropriate data to develop classroom and instructional plans.

1b.1 Engages in collaborative and collegial professional learning activities.

1c.1 Participates in professional development and growth activities.

1c.2 Begins to develop professional relationships and networks.

2b.3 Understands the influence of diversity and plans instruction accordingly.

2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.

3a.1 Develops and applies lessons based on the North Carolina Standards Course of Study.

3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.

3c.2 Relates global awareness to the subject.

3d.1 Integrates 21st century skills and content in instruction.

- 4a.1 Identifies developmental levels of individual students and plans instruction accordingly.
- 4a.2 Assess and uses resources needed to address strengths and weaknesses of students.
- 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
- 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.
- 4d.1 Integrates technology with instruction to maximize students' learning.
- 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.
- 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.
- 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
- 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.
- 5a.1 Uses data to provide ideas about what can be done to improve students' learning.
- 5b.1 Participates in recommended activities for professional learning and development.
- 5c.1 Uses a variety of research-verified approaches to improve teaching and learning.

E3 SLOs (1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 4h.1, 5c.1)

E5 SLOs (1a.1, 1b.2, 1b.3, 1c.2, 4b.1, 4h.1, 4h.2, 5a.1)

E6 SLOs (1b.1, 1c.1, 1c.2, 5b.1)

How to Succeed in This Course:

- Attendance: Attend class. More than two absences will affect the course grade. After the third absence the Professor reserves the right to reflect poor attendance in the final grade for the course.
- Punctuality: Be on time. Habitual tardiness will affect the grade (3=1 absence).
- Participation: Be prepared, attentive and participate in class.
- Assignments: Late assignments will result in a grade letter reduction for **EACH DAY** late.
- Exams: Take exams during the scheduled time periods. It is impossible to accommodate individual schedules or preferences.
- Cell phone: Please turn off the ring feature on all cell phones. It is not appropriate to interrupt class with cell phone use.
- Special needs: Notify the course instructor within the first two weeks of class.
- Honor code: Abide by the Academic Honor Code of Greensboro College. All infractions of the Honor Code will be addressed.

STATEMENT ON SEXUAL HARASSMENT:

Greensboro College, in accordance with Federal Title IX regulations, does not discriminate on the basis of sex or gender and prohibits gender or sex discrimination, including sexual harassment of any kind, in its programs and activities. Please be aware as an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a college employee. It is my goal that students feel able to share information related to life experiences in classroom discussions, in written work, and in one-on-one meetings. I will seek to keep shared information private to the greatest extent possible. However, I am required to report to the Title IX Coordinator any information regarding an incident of sexual harassment if it occurred on campus or happened while a student involved was attending Greensboro College. This includes situations involving sexual harassment, sexual assault, dating violence, domestic violence, stalking, cyber stalking or retaliation. Although I have to report the situation, the alleged victim will still have options about how the case will be handled, including whether or not to pursue a formal complaint. Our goal is to make sure students are aware of the range of options available and have access to resources if needed.

If a student wishes to speak confidentially to a college employee without it being reported to anyone, please ask me about whom to contact (Counselors, health professionals, and clergy). For more information regarding the sexual harassment policy and resources for further assistance, please visit the sexual harassment website:

<https://www.greensboro.edu/sexual-misconduct/>.

Academic Honor Code:

All academic endeavors at Greensboro College are based on the expectation and assumption that each student will uphold the highest principles of honesty and fairness. This expectation and assumption finds expression in the Academic Honor Code, which every student is committed to uphold. The Academic Honor Code states that every student is honor bound to:

- 1) refrain from cheating
- 2) refrain from plagiarizing
- 3) refrain from lying
- 4) refrain from misusing library, laboratory or computer equipment or materials
- 5) refrain from disruptive classroom behavior
- 6) comply strictly with all examination and testing procedures as may be prescribed by the College, the faculty or individual members of the faculty
- 7) report Academic Honor Code violations

ACCOMMODATIONS FOR DISABILITIES:

Greensboro College is committed to meeting the needs of all students and providing access for persons with learning, emotional, and physical differences. Reasonable accommodations are available to those students with diagnosed disabilities/differences. If you require accommodations, it is your responsibility to communicate your needs to the Office of Academic Accessibility (georgieann.bogdan@greensboro.edu). Students are advised to have a conversation with their professors about their strengths, challenges and accommodations.

Course Evaluation:

Exams.....	25%
Paper.....	25%
Participation.....	35%
Quiz.....	15%

Grading Scale:

A= 100-90, B= 89-80, C= 79-70, D= 69-60, F= 59-below

Required Text:

1. *Mitchell, S.A., Walton – Fisette, L.J., The Essentials of Teaching Physical Education Curriculum, Instruction, and Assessment, 2016, ISBN Number: 978-1-4925-0916-5*
2. EdTPA Handbook

Required Membership:

1. LiveText(113.00)----An active LiveText account with Field Experience module is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Greensboro College to help maintain our accreditation, to demonstrate the quality of our academic programs, and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account

with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

2. NCAAHPERD (\$15.00) You must belong to a professional organization of your discipline. In North Carolina that organization is NCAAHPERD. You can join this organization at www.ncaahperd.org. **You must become a member of this organization**

Class Schedule

Tentative Class Schedule (The Professor may adjust the pace of the course to meet the academic needs of the students and to meet public and private school schedules)

You are expected to read chapters/supplement(s) prior to class.