

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 3/9/2021 Date revised 04/13/2021

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Physical Education Methods
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU 8. Course Level: 3125

9. Number of Credits: Lecture 2 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

The purpose of this K-6 elementary classroom course is for students to develop knowledge and skills for planning, implementing, and evaluating developmentally appropriate and effective physical education progressions. Students will design and implement learning experiences that are safe, developmentally appropriate, culturally relevant and meaningful, with best practice principles used in the classroom. The course will consist of direct instruction, place- and project-based learning, oral presentations, demonstrations, reading. This course includes eight (8) hours of field experience. (Prerequisite: Acceptance into the Elementary Education Program at FDLTCC).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Acceptance into the Elementary Education Program at FDLTCC
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook, journal articles, YouTube videos, and guest lecturers

Pangrazi, R. and Beighle, A. (2020). Dynamic Physical Education for Elementary School Children, 19th Edition, Human Kinetics. ISBN: 9781492590262

Holt/Hale, S. and Hall, T. (2016, Feb.). Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-level Outcomes, Human Kinetics

14. **Course Content** (Provide an outline of major topics covered in course)

1. The value of physical education and physical activity at the elementary level.
2. Physical growth, motor development and learning, and fitness development of elementary children including assessment practices.
3. Integrating academic core subjects with physical education using the Ojibwe language, including Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum.
4. Methods used to teach indigenized physical education using effective planning, classroom management, organization, and diverse teaching styles.
5. Current trends and practices in physical education.
6. Research of development of teaching units of instruction and assessment for physical education.

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Instructional Delivery and Management: Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	B, D	2
Skill and Fitness-based Competence: Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	C, D	5
Impact on Student Learning: Create developmentally appropriate assessments that will measure student achievement of goals and	C, D	3

objectives in physical education.		
Scientific and Theoretical Knowledge: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	A	
Planning and Implementation: Design and implement content that is aligned with lesson objectives.	B	
Instructional Delivery and Management: Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	C	
Professionalism: Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	C	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN – Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

Provide the required documentation to show course meets required licensing/certification standards.

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

6G. understand how participation supports commitment;

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7B. understand how cultural and gender differences can affect communication in the classroom;

7C. understand the importance of nonverbal as well as verbal communication;

7D. know effective verbal, nonverbal, and media communication techniques;

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the concepts and the connections among them. The teacher must:

(3) understand and apply movement concepts and principles to the learning and development of motor skills; and

(4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

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