



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

**COURSE: EDU 3125**

**Name:** Sara Montgomery

**Course Title:** Physical Education Methods

**MTC Goal Area:** \_\_\_\_\_

**Credits:** 2 **Pre-requisites:** None **Co-requisites:** \_\_\_\_\_

**Course Description:** The purpose of this course is for college students to develop knowledge and skills for planning, implementing, and evaluating developmental-appropriate and effective physical education progressions. The course will consist of direct instruction, place- and project-based learning, oral presentations, demonstrations, reading, video analysis, reflection writing and discussion, and peer evaluation. Eight (8) Field experience hours.

**Textbooks:**

Pangrazi, R., & Beighle, A. (2020). Dynamic physical education for elementary school children. Champaign, IL: Human Kinetics.

Holt/Hale, S., & Hall, T. (2016). Lesson planning for elementary physical education: Meeting the national standards & grade-level outcomes. Champaign, IL: Human Kinetics.

**Literature Reviews from these Journals:**

- a. Journal of Physical Education, Recreation, and Dance (JOPERD),
- b. Strategies,
- c. Journal of Teaching in PE (JTPE), or
- d. Research Quarterly for Exercise and Sport.

**Course Content:**

- A. The value of physical education and physical activity at the elementary level.
- B. Physical growth, motor development and learning, and fitness development of elementary children including assessment practices.
- C. Academic core subject integrated concepts in the language including Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum.
- D. Methods used to teach indigenized physical education using effective planning, classroom



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

management, organization, and diverse teaching styles.

E. Design and implementation of learning experiences that are safe, development-appropriate, culturally relevant and meaningful, with best practice principles used in the classroom.

F. Current trends and practices in physical education.

G. Research of development of teaching units of instruction and assessment for physical education.

**Outcomes and Assessments:**

- Describe and apply effective verbal and non-verbal communication skills across a variety of instructional formats.
- Describe and apply personal competence in motor skill performance for a variety of physical activities and movement patterns.
- Identify and create appropriate assessments that will measure student achievement of goals and objectives.
- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- Design and implement content that is aligned with lesson objectives.
- Interpret the changing dynamics of the environment and adjust instructional tasks based on student responses.
- Describe and apply behaviors that are consistent with the belief that all students can become physically educated individuals.

**Cultural Standards\*: listed at the end of the syllabus**

*Each course within the BS in Elementary Education program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

<b>Standard (must meet 3)</b>	<b>Learning Outcomes (2 for each standard) The student will:</b>	<b>Assessment</b>
<p><b>GWAYAKWAADIZIWIN</b> <i>Living a balanced way:</i> To provide students the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Outcome:</u> Community and Collaboration To develop teacher's who are reflective, connected educators who</p>	<p>Describe and apply effective verbal and non-verbal communication skills across a variety of instructional formats.</p>	<p>How do teachers of American Indian children become effective communicators in their classroom environments? Class lecture and interactive sessions will include YouTube video analysis of various levels of effective verbal and non-verbal communication skills in outdoor and indoor classroom environments including transition to and from the class. Class instruction sessions will also include content on Anishinaabe-specific communication styles including, but</p>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

<p>understand the interrelatedness of educating the whole child by including the community.</p>	<p>Describe and apply personal competence in motor skill performance for a variety of physical activities and movement patterns.</p>	<p>not limited to: not looking directly into the eyes of the speaker, gently or no handshaking, not walking over the legs of either gender, not touching the head of a child, and not scolding young children. Candidates will be provided training in systematic observation techniques to address teaching behaviors of their peers in verbal communication areas of presenting: enunciation of each word, using a gym voice, providing concrete examples, restating important information, using Ojibwemowin in the Fond Du Lac dialect, speaking at a moderate pace, and speaking confidently, and in non-verbal communication areas of body language as defined as facial expressions, head nods or hand gestures, and personal space, as defined as proximity and physical closeness between teacher and student and students.</p> <p>Design and lead two indigenized physical activity break lessons. Student-led indigenized physical activity break lessons are practicum experiences that provide opportunities to develop presentation skills with Anishinaabe-specific culture and language connections. Feedback, content, and context dictate the direction for effective instructional progressions. Feedback, a core component of formative assessment, is recognized as essential for improving teaching performance. Curricular content that is Fond Du Lac Band of Lake Superior Ojibwe-specifically meaningful may encourage students to perform academically higher than using a generic curriculum. Peer review is a method to assess and discuss the results with student led-instruction for in-class sessions. The candidate was also assessed with a class instruction rubric. Candidates will implement their refined lessons with</p>
---	--	---





**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		<p>students confidence and believing in themselves in the in-class and out-class environments. Candidates are encouraged to set challenging goals, communicate clear expectations, and provide genuine feedback. Another personal competency is encouraging higher order thinking with foundational skills. Additionally, increased empathy and being culturally responsive are personal competencies to be highly considered to be implemented in the curriculum. A TFL component includes idealized influence. Effective teacher candidates develop strong teaching and learning of their personal and cultural values and how they may interconnect with the teacher candidate-student relationship. The Seven Grandfathers Teachings may be utilized to develop discussion how personal values apply to cultural values. Universal values discussion may enhance higher order thinking as well. Assessment includes the reflection rubric for entries in the reflection journal.</p>
<p><b>DEBWEWIN</b> <i>Honesty and integrity</i> Encourage students to develop a deeper appreciation of their own worldview and the worldview of others.</p> <p><u>Outcome:</u> Assessment and Use of Data To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.</p>	<p>Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</p>	<p>Design and administer a STEAM activity to the class. The integrated activity included a skills test of student's choices of indigenous North American skillful movement, physical activity and fitness. The skills test was required to be measured for distance. Examples included but were not limited to: snowsnake throw for distance in the winter, wooden lacrosse throw for distance, and the Inuit game of the two-foot high kick. Each candidate administered their skills test to their peers. The candidates were provided scripted rules on how to execute their skills test. Distance was measured to the nearest inch. The performance tasks were measured for distance. Final data were analyzed by the class.</p>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

	<p>Describe and apply behaviors that are consistent with the belief that all students can become physically educated individuals.</p>	<p>Address in a class lecture the goal that all students can become physically educated individuals. In a one-minute write, the students were directed to list behaviors that were consistent with becoming physically educated. YouTube videos on physical fitness test components and Inuit games were shown to the class. The students were then directed to do a homework assignment to design an indigenized physical fitness test program and lead a class through the tests. The components of muscular endurance and muscular strength needed to be addressed with two fitness test measures. The project included Ojibwemowin directives and responses. The indigenized structure also included a sociocultural significance of the measures to a culture-specific tribal group. The homework assignment was due in two weeks. The students presented their projects to the class and were assessed with peer review and class instruction rubrics. The completed indigenized physical fitness testing program, including a picture of the student executing the test and a narrative, was included in a template that was included in the student's e-folio.</p>
--	---	--

**FDLTCC Competencies Across the Curriculum (CAC)\***

- 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.)



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s traditions and culture, knowledge of others’ traditions and cultures, the culture of work, culture of academic disciplines, and/or respect for global diversity.)

**Minnesota Professional Education License and Standards Board Standards (MN PELSB)\*\*** listed at the end of the syllabus. (Insert more rows as needed)

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard:  Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standards
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.	Students will be assessed in the following modules with various checks for understanding: Module 1 – School Age Indicators of Progress Module 2 – Motor Skill Development Module 4 – Physical and Mental Fitness Module 5 – Instructional Effectiveness Modules 7– Teaching Labs	<p>In Module 2, the candidates will identify and describe during class discussions developmentally appropriate outcomes for children and youth ages 5 to 12 that take into consideration differences such as culture, language, health status and physical and cognitive capabilities. In-class activities will be assessed with various checks for understanding.</p> <p>During Module 3, demonstrate that regularly performing a skill can affect, either positively or negatively, the learning of a second skill. There are six skill transfer that have been identified including transfer between skills, practice to performance, abilities linked to skills, limb to limb, principle to skill, and stages of learning. These include situations of positive and negative transfer of learning in the development of motor skills. In-class activities will be assessed with various checks for understanding.</p> <p>During Module 4, the candidate will plan developmentally appropriate activities in the social</p>	Design and implement content that is aligned with lesson objectives.	<p>GIKEND AASOWIN <i>Knowing Knowledge</i></p> <p>GWAYA KWAADI ZIWIN <i>Living a Balanced Way</i></p> <p>ZOONGI DE’ EWIN <i>Strong Hearted</i></p> <p>AANGW AAMIZI WIN <i>Diligence and Caution</i></p> <p>DEBWE WIN <i>Honesty and Integrity</i></p> <p>ZAAGI’ IDIWIN <i>Loving and Caring</i></p>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

			<p>emotional dimension that will meet the needs of students. SHAPE America has been proactive and innovative in developing the Crosswalk for SHAPE America National Standards and CASEL SEL Core Competencies, which embeds SEL competencies into the SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education. In-class activities will be assessed with various checks for understanding.</p> <p>During Module 5, candidates will be able to implement differentiation strategies. One of the strategies is called tiering. Tiering or modifying activities provides multiple ways in which students can learn, practice and demonstrate movement skills or fitness skills according to their own readiness level, ability and interests. In-class activities will be assessed with various checks for understanding.</p> <p>In Modules 7, the candidates will prescribe developmentally- and culturally-appropriate fun and physical fitness activities using effective instructional strategies to maximize students' learning time in Moderate-to-Vigorous- Physical Activity toward goals of motor skill competency and proficiency. In-class activities will be assessed with various checks for understanding.</p>		<p>ZHAWEN NINDIWIN <i>Compassion</i></p>
--	--	--	---	--	--



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

6G	understand how participation supports commitment;	Address in a class lecture the goal that all students can become physically educated individuals. Intrinsic and extrinsic motivation components are examined. The assessments include an initial one-minute write, in-class activities with various checks for understanding, and a final template of the program.	In Module 6, design an indigenized physical fitness test program. In a one-minute write, the students will be directed to list behaviors that were consistent with becoming physically educated. YouTube videos on physical fitness test components and Inuit games were shown to the class. The students were then directed to do a homework assignment to design an indigenized physical fitness test program and lead a class through the tests. The components of muscular endurance and muscular strength needed to be addressed with two fitness test measures. The project included Ojibwemowin directives and responses. The indigenized structure also included a sociocultural significance of the measures to a culture-specific tribal group. The homework assignment was due in two weeks. The students presented their projects to the class and were assessed with peer review and class instruction rubrics. The completed indigenized physical fitness testing program, including a picture of the student executing the test and a narrative, was included in a template that was included in the student's e-folio. In-class activities will be assessed with various checks for understanding.	Describe and apply behaviors that are consistent with the belief that all students can become physically educated individuals.	ZOONGI DE' EWIN <i>Strong Hearted</i>
7B	understand how cultural and gender differences can affect	In Module 4, class discussions will engage in conversations about race, ethnicity, culture, and gender. In-class	In Module 2, create a classroom culture to learn about biases, discrimination, prejudice, stereotypes to encourage the climate to be	Interpret the changing dynamics of the environment and adjust instructional tasks	AANGW AAMIZI WIN



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

	<p>communication in the classroom;</p>	<p>activities will be assessed with various checks for understanding.</p> <p>In Module 4, class discussion and in-class activities focus on the Seven Grandfathers Teachings. Assessment includes the reflection rubric for entries in the reflection journal.</p>	<p>strength-based, and inclusive of others with differences and similarities. Social identity, expression, roles, and influences lessons will address patterns of differential thinking and treatment. In-class activities will be assessed with various checks for understanding.</p> <p>Throughout the curriculum, effective teacher candidates develop strong teaching and learning of their personal and cultural values and how they may interconnect with the teacher candidate-student relationship. Although Module 7 focused on the Seven Grandfathers Teachings, the teachings may be utilized throughout the curriculum to develop discussion how personal values apply to cultural values. Universal values discussion may enhance higher order thinking as well. Assessment includes the reflection rubric for entries in the reflection journal.</p>	<p>based on student responses.</p>	<p><i>Diligence and Caution</i></p> <p>GWAYA KWAADI ZIWIN <i>Living a Balanced Way</i></p> <p>ZAAGI' IDIWIN <i>Loving and Caring</i></p>
7C	<p>understand the importance of nonverbal as well as verbal communication;</p>	<p>During Module 5, watch and discuss the video, Active Listening: How to Communicate Effectively. Assessment: Conduct the “Three Step Interview” activity.</p> <p>During Module 5, watch and discuss the video, Verbal and non-verbal communication strategies in HPE. Assessment: Conduct the “Think-Pair-Share” activity.</p>	<p>During Module 5, the candidates will be provided the foundation for effective communication and a supportive environment to facilitate open conversation among families, children and practitioners. The candidates will examine research and practice strategies supporting the use of oral expression in classrooms, essential for student engagement and success in literacy and mathematics with an emphasis toward integration of core subjects with</p>	<p>Describe and apply effective verbal and non-verbal communication skills across a variety of instructional formats.</p>	<p>ZOONGI DE'EWIN <i>Strong hearted</i></p>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		<p>During Module 5, watch and discuss the video, Teaching Expectations in Elementary PE through Movement. Assessment: Conduct the “Two Minute Talks” activity.</p>	<p>elementary physical education. In-class activities will be assessed with various checks for understanding.</p> <p>During Module 5, the students will be active in class lectures and discussion including interactive sessions with YouTube video analysis. Various levels of effective verbal and non-verbal communication skills in outdoor and indoor classroom environments including transition to and from the class. Class instruction and discussion sessions will also include Anishinaabe-specific communication styles including, but not limited to: not looking directly into the eyes of the speaker, gently handshaking, not walking over the legs of either gender, and not scolding young children. Candidates will be provided training in systematic observation techniques to address teaching behaviors of their peers in verbal communication areas of presenting successfully: defining your purpose, knowing your audience, dealing with logistics, knowing your location, clarifying objectives, finding material, structuring material, writing a presentation, rehearsing, believing in yourself, analyzing appearance, enhancing body image, improving your voice, eliminating tension, controlling nerves, speaking confidently, closing effectively, judging the mood of the audience,</p>	
--	--	--	---	--



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

			<p>dealing with questions, coping with hostility, and assessing your ability, and in non-verbal communication areas of body language as defined as facial expressions, head nods or hand gestures, and personal space, as defined as proximity and physical closeness between teacher and student and students.</p> <p>Based on the assessment of the “three step interview,” candidates will demonstrate small group roles and responsibilities as interviewer, interviewee, and reporter and will get the opportunity to play each role.</p> <p>Based on the assessment “think-pair-share,” candidates will brainstorm with a partner to develop social, listening and speaking skills.</p> <p>Based on the assessment “two minute talks,” candidates will share with a partner about their prior knowledge of the teaching expectations and to develop a new understanding for future knowledge with application of skills.</p>		
7D	know effective verbal, nonverbal, and media communication techniques;	Prior to Module 5, read two chapters of the Essential Manager’s Manual. The first chapter is Communicating Clearly and section Learning the Basics. The second chapter is Presenting Successfully and sections Preparing a Presentation, Preparing	Prior to Module 5, candidates will read two chapters of the Essential Manager’s Manual. Areas of effective non-verbal communication include communicating clearly: body language, gestures, and active listening. Areas of verbal communication include presenting successfully: defining your	Identify and create appropriate assessments that will measure student achievement of goals and objectives.	GIKEND AASOWI N <i>Knowing Knowledge</i> e



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		<p>Yourself, Delivering a Presentation, and Handling an Audience. Assessment: Students will write a reflection in their journal on each entry daily beginning in module 4 how the readings apply to their presenting experiences as an elementary physical education candidate. The assessment will use the reflection rubric.</p>	<p>purpose, knowing your audience, dealing with logistics, knowing your location, clarifying objectives, finding material, structuring material, writing a presentation, rehearsing, believing in yourself, analyzing appearance, enhancing body image, improving your voice, eliminating tension, controlling nerves, speaking confidently, closing effectively, judging the mood of the audience, dealing with questions, coping with hostility, and assessing your ability. The candidates will write in their reflection journal daily on each consecutive chapter section entry.</p>		
		<p>Prior to Module 5, read the blog article, Social Media in Physical Education. Assessment: Students will be administered a classroom opinion poll.</p>	<p>During Module 5, demonstrate the online use of the poll to determine agreement or disagreement of the use of twitter as a pedagogical strategy. The classroom opinion poll represents the opinions of the student population by conducting a series of questions and extrapolating generalities in ratio or within confidence intervals.</p>		

MN PELSB Content Standard	<i>8710.3200 Elementary education: Physical Education</i>	Assignment & Assessment	How does this show students will meet the standard:  <b>Based on the assignments and assessments, the student will:</b>	FDLTCC Learning Outcomes	Cultural Standard s
A6	apply the standards of effective practice in teaching students in	An orientation for the Indigenized Physical Activity Breaks in the Classroom will be held during Module 5.	During Modules 3 and 5, candidates will lead two indigenized physical activity break lessons with their peers. After refining the		



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

	<p>kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models;</p>	<p>Candidates will design and lead two indigenized physical activity break lessons between Modules 3 and 5. Student-led indigenized physical activity break lessons are practicum experiences that provide opportunities to develop presentation skills with Anishinaabe-specific culture and language connections. Feedback, content, and context dictate the direction for effective instructional progressions. Feedback, a core component of formative assessment, is recognized as essential for improving teaching performance. Curricular content that is Anishinaabe-specifically meaningful may encourage students to perform academically higher than a generic curriculum. Peer review is a method to assess and discuss the results with student led-instruction for in-class sessions. The student presenter was also assessed with a class instruction rubric. Students will implement their refined lessons with on-site practicum experiences in elementary schools at the 4-6 grade level serving the Fond du Lac Band of Lake Superior Ojibwe including but not limited to Fond du Lac Ojibwe School, Cloquet, Carlton, and Duluth.</p>	<p>lessons, the candidates will be presenting the lessons in a practicum environment at regional schools serving diverse populations but also native children at the 4-6 grade level.</p>		
--	---	---	---	--	--



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

K3	Understand and apply movement concepts and principles to the learning and development of motor skills.	During Module 4, design and administer a STEAM activity to the class. The integrated activity included designing a skills test of candidate's choices of indigenous North American skillful movement, physical activity and fitness. The skills test was required to be measured for distance. Examples included but were not limited to: snowsnake throw for distance in the winter, wooden lacrosse throw for distance, and the Inuit game of the two-foot high kick. Each student administered their skills test to their peers. The students were provided scripted rules on how to execute their skills test. Distance was measured to the nearest inch. The performance tasks were measured for distance. Final data were analyzed by the class.	During Module 4, design, administer, and assess a STEAM activity to peers: Indigenized Skills Test.	Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	ZHAWE NINDIWI N <i>Compassion</i>
K4	Understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.	During Module 4, the position paper orientation will occur. The position paper is due in two weeks. The position paper rubric will be the assessment.  An orientation for the Indigenized Physical Activity Breaks in the Classroom will be held during Module 5. Candidates will design	During Module 4, the candidates will write a position paper that connects Anishinaabe culture with health enhancing physical fitness. Candidates will need to include four-five learning experiences that relate to the Anishinaabe culture and explain how these experiences enhance student's physical fitness.  During Modules 3 and 5, candidates will lead two indigenized physical activity break lessons with their peers. After refining the lessons, the candidates will	Describe and apply personal competence in motor skill performance for a variety of physical activities and movement patterns.	ZAAGI'D IWIN <i>Loving and Caring</i>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

	<p>and lead two indigenized physical activity break lessons between Modules 3 and 5. Student-led indigenized physical activity break lessons are practicum experiences that provide opportunities to develop presentation skills with Anishinaabe-specific culture and language connections. Feedback, content, and context dictate the direction for effective instructional progressions. Feedback, a core component of formative assessment, is recognized as essential for improving teaching performance. Curricular content that is Anishinaabe-specifically meaningful may encourage students to perform academically higher than a generic curriculum. Peer review is a method to assess and discuss the results with student led-instruction for in-class sessions. The student presenter was also assessed with a class instruction rubric. Students will implement their refined lessons with on-site practicum experiences in elementary schools serving the Fond du Lac Band of Lake Superior Ojibwe including but not limited to Fond du Lac Ojibwe School, Cloquet, Carlton, and Duluth.</p> <p>During Module 4, watch the video series, Hands Up/ 1, 2 and 3:</p>	<p>be presenting the lessons in a practicum environment at regional schools serving diverse populations but also native children.</p> <p>During Module 4, the candidates illustrated either a concept map, Venn diagram, or word/idea web addressing components and/or principles meeting the goal of being physically and healthy literate including the objective of connecting to Anishinaabe-specific lifeways.</p>		
--	---	---	--	--



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		<p>Introduction to Physical and Health Literacy. Graphic organizers were implemented in class lectures and discussions. These can assess prior knowledge, record keeping during class lectures, and organizing knowledge after learning. After observing the video series, each candidate was directed to illustrate either a concept map, Venn diagram, or word/idea web addressing components and/or principles meeting the goal of being physically and healthy literate including the objective of connecting to Anishinaabe-specific lifeways. In-class activities will be assessed with various checks for understanding.</p>		
--	--	---	--	--

**Course Requirements & Assessment descriptions:**

<b>Criteria</b>	<b>Points</b>	<b>Due</b>
1. Daily Participation (8 days at 10 points a day) Discussions	80	
2. Check for Understanding (20 pts x 4) Lesson plans (2 PA break and 2 LP)	80	
3. Position Paper	100	
4. Journal/Video Reflection Papers (2 assignments at 20 points each)	40	
6. Indigenized Fitness Testing Project as a component of the position paper.	100	
7. Teaching Practicum Experience: In-class (5-1 hr. sessions at 50 points each)	250	
8. Teaching Practicum Experience: Out-of Class (1 sessions at 3 hrs. 50 points each) Lacrosse-Baaga'adowewin	150	
10. Final Examination	100	
<b>Total Points</b>	<b>900</b>	

**Requirements and Points:**

*\*Full descriptions of Competencies and Cultural Standards contained in the Appendix*



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	810-900
B	89-80	720-809
C	79-70	630-719
D	69-60	540-629

**Course Schedule: Please attach the course schedule/outline**

Week	Class Topic and Activity	Assignment and Due Date
Module 1 Orientation/Overview  Growth and Development	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Review FDLTCC Values - Dream Catcher Dialogue</li> <li>School Age Indicators of Progress</li> <li>Minnesota Phy ed Standards Cognitive Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Read for next week: Pangrazi &amp; Beighle (P&amp;B) Chapter 1 and 2 – Elementary School Physical Education and Growth and Development</li> <li>Read for next week: School Age Indicators of Progress</li> <li>Read for next week: P&amp;B Chapter 15 and 16 – Movement Concepts and Themes and Locomotor and Non-locomotor Skill</li> </ul>
Module 2 Motor Skill Development  Curriculum Development	<ul style="list-style-type: none"> <li>Motor Skill Competency</li> <li>Motor Skill Proficiency</li> <li>Designing a Quality Anishinaabe-specific Elementary Physical Education Curriculum</li> <li>Indigenous Game Play Perspectives Cultural/Gender Differences</li> </ul>	<ul style="list-style-type: none"> <li>Read for next week: P&amp;B Chapter 4 – Curriculum Development</li> <li>This week: Group circle work with discussion of positive and negative transfer of learning in the development of motor skills  <a href="https://www.youtube.com/watch?v=MpdKdFkaUqw">https://www.youtube.com/watch?v=MpdKdFkaUqw</a></li> <li>Choose your three favorite physical activity breaks from an internet search and be prepared to lead one next week.</li> <li>Read for next week: P&amp;B Chapter 5 – Lesson Planning</li> </ul>
Module 3 Lesson Planning	<ul style="list-style-type: none"> <li>Lesson Plan Development</li> <li>Indigenized Physical Activity Breaks in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Read for next week: Successfully Managing Students in Activity</li> </ul>





**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		<p>Instructional Effectiveness Wat Up/1, 2 and 3: Watch the video series and discuss this week: Hands Up/1, 2 and 3: Introduction to Physical and Health Literacy.</p> <ul style="list-style-type: none"> <li>• Administer the Health-related fitness self-assessment this week.</li> <li>• STEAM activity due date in two weeks.</li> </ul>
<p>Module 5 Instructional Effectiveness</p> <p>Movement Skills</p>	<ul style="list-style-type: none"> <li>• Essential Elements of Instruction</li> <li>• Effective Communication</li> <li>• Differentiated Instruction</li> <li>• Student-led Indigenized PA Breaks</li> <li>• Classification of North American Indigenous Physical Activity Teaching Movement Skills and Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the video series and discuss this week: Teaching Expectations in Elementary PE through Movement, Non-verbal Communication, Active Listening: How to Communicate Effectively, and Verbal and Non-verbal Communication Strategies in HPE</li> <li>• Review and discuss this week: The Games of Life Model</li> <li>• Watch the video for next week: Inclusive Physical Education: Students with Disabilities in PE/Sport</li> <li>• Read for next week: P&amp;B Chapter 9 - Children with Disabilities</li> </ul>
<p>Module 6 Students with Special Needs</p> <p>Assessment</p>	<ul style="list-style-type: none"> <li>• Least Restrictive Environment</li> <li>• Inclusion</li> <li>• Activity Accommodations</li> <li>• Student-led Indigenized PA Breaks</li> <li>• Formative Assessment Strategies</li> <li>• Rubrics</li> <li>• Grading</li> <li>• Indigenized Physical Fitness Testing Program Orientation</li> <li>• Student-led Indigenized PA Breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Read for next week: Assessment for Learning in Physical Education: The What, Why and How</li> <li>• Read for next week: P&amp;B Chapter 8 – Assessment</li> <li>• Read for next week: Part I – Holt/Hale and Hall textbook</li> <li>• Indigenized Physical Fitness Testing Program due in two weeks</li> <li>• Watch the video for next week: 11 PE Games</li> <li>• Review for remainder of course: P&amp;B Chapter’s 18 Review for remainder of course: Part II – Holt/Hale and</li> </ul>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

		Hall textbook - 30
Module 7 Teaching Lab: Specialized Skills I	<ul style="list-style-type: none"> <li>• Body Management Skills and Testing</li> <li>• Rhythmic Movement Skills and Testing</li> <li>• Gymnastics-related Skills and Testing</li> <li>• Student-led lesson instruction</li>   <li>• Cooperative Skills</li> <li>• Game Skills and Testing</li> <li>• Student-led lesson instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Review for remainder of course: P&amp;B Chapter's 18-30</li> <li>• Review for remainder of course: Part II – Holt/Hale and Hall textbook</li> </ul> <p><a href="https://www.youtube.com/watch?v=AgGY_CvGxAM">https://www.youtube.com/watch?v=AgGY_CvGxAM</a></p>
Module 8 Teaching Lab: Lifetime Activities and Sports Skills	<ul style="list-style-type: none"> <li>• Lifetime Activities and Sports Skills</li> <li>• Student-led lesson instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Review P&amp;B Chapter's 18-30</li> <li>• Review Part II – Holt/Hale and Hall textbook</li> </ul>
Final Examination	Final Examination	

**Appendix:**

**FDLTCC Competencies Across the Curriculum (CAC)**

**Information Literacy** – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

**Ability to Communicate** – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

**Problem Solving** – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

**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.

**Conceptual Framework**

**Vision**

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

**Mission**



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

**GIKENDAASOWIN – Knowing Knowledge**

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: [Integrates Content and Pedagogical Knowledge](#)

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology:* Use technology effectively to improve student learning.
- *Theory to Practice:* Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking:* Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: [Content and Pedagogical Knowledge](#)

To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

**GWAYAKWAADIZIWIN – Living a Balanced Way**

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: [Communication and Collaboration](#)



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

**ZOONGIDE’EWIN – Strong Hearted**

To provide a foundation on which we build and strengthen each teacher candidate’s resilience, innovation, and passion.

Disposition: [Vision and Leadership](#)

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: [Transformational Leadership](#)

To increase the teachers’ leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

**AANGWAAMIZIWIN – Diligence and Caution**

To develop teacher candidates’ capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

Disposition: Ethical Behavior

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: Ethical Practitioner

1. To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

**DEBWEWIN – Honesty and Integrity**

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: Data-Informed Practice

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: Assessment and Use of Data

2. To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

**ZAAGI' IDIWIN – Loving and Caring**

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: Equity, Social Justice, and Inclusion



## Anishinaabe and American Elementary Education Program

### Fond du Lac Tribal and Community College

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

#### Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

#### **ZHAWENINDIWIN – Compassion**

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

#### Disposition: Life-long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

#### Professional Outcome: Generation of New Knowledge

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

**MN PELSB Standards of Effective Practice (SEP) and/or Content Standards**

**SEP:** *8710.2000 Standards of Effective Practice*

Subpart 3. A. A teacher of children in kindergarten through grade 6 must:

- (6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models;

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;

Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- 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 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.



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

References:

Ali Mac. (2016, October 24). Verbal and non-verbal communication strategies in hpe [Video]. YouTube. <https://www.youtube.com/watch?v=MpdKdFkaUqw>

AMAZE Org. (2018, February 27). Active listening: How to communicate effectively [Video]. YouTube. [https://www.youtube.com/watch?v=BW82k7lwI\\_U](https://www.youtube.com/watch?v=BW82k7lwI_U)

Concepts and Principles of Motor Learning

Education Games. (2019, December 28). 11 fun physical education games [Video]. YouTube. [https://www.youtube.com/watch?v=AgGY\\_CvGxAM](https://www.youtube.com/watch?v=AgGY_CvGxAM)

Elementary PE Teacher.com. (2021). Social Media in Physical Education, Retrieved from <https://www.elementarypeteacher.com/social-media-in-physical-education/>

Empowered Youth Development Initiatives. (2021). Seven clans. [Poster]. 108833 Ninham\_Indigenous Poster Series\_raven.pdf

Empowered Youth Development Initiatives. (2021). Mamaajiin! [Posters].

108833 Ninham Indigenous Poster Series\_butterfly.pdf

108833 Ninham Indigenous Poster Series\_bear.pdf

108833 Ninham Indigenous Poster Series\_crab.pdf

108833 Ninham Indigenous Poster Series\_lynx.pdf

108833 Ninham Indigenous Poster Series\_frog.pdf

108833 Ninham Indigenous Poster Series\_fox.pdf

108833 Ninham Indigenous Poster Series\_crane.pdf

108833 Ninham Indigenous Poster Series\_deer.pdf

Espinosa, L., Hayslip, W., & Magruder, E.S. (2018). Practical and Proven Strategies for Teaching Young Dual Language Learners. [PowerPoint]. Retrieved from <https://tkcalifornia.org/wp-content/uploads/2018/10/Whit-Hayslip-Practical-and-Proven-Strategies-for-Teaching-Young-DLLs.pdf>

Heller, R., & Hindle, T. (2008). Essential manager's manual. New York City, NY: DK Publishing.

Holt/Hale, S., & Hall, T. (2016). Lesson planning for elementary physical education: Meeting the national standards & grade-level outcomes. Champaign, IL: Human Kinetics.



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**

Minnesota Department of Education. (2020). *Early Childhood Indicators of Progress: Minnesota's Early Learning*. Retrieved From The Minnesota Department of Education website:

<https://education.mn.gov/MDE/dse/early/highqualel/ind/>

OpheaCanada. (2013, March 1). Hands up/ 1, 2 and 3: Introduction to physical and health literacy [Video]. YouTube. [https://www.youtube.com/watch?v=\\_okRtLv-7Sk](https://www.youtube.com/watch?v=_okRtLv-7Sk)

OpheaCanada. (2013, March 1). Hands up/2: Introduction to physical and health literacy ([Video]. YouTube. <https://www.youtube.com/watch?v=e4PjX9mXYq8>

OpheaCanada. (2013, March 1). Hands u/3: Introduction to physical and health literacy [Video]. YouTube. <https://www.youtube.com/watch?v=cDudzvfZdBs>

Pangrazi, R. (2016). Successfully Managing Students in Activity. Retrieved From <https://education.uky.edu/khp/wp-content/uploads/sites/9/2016/06/Management-Discipline.pdf>

Pangrazi, R., & Beighle, A. (2020). *Dynamic physical education for elementary school children*. Champaign, IL: Human Kinetics.

QuickTeach PE. (2014, April 22). Inclusive physical education: Students with disabilities in pe/sport [Video]. YouTube. <https://www.youtube.com/watch?v=RzAp8rXl13g>

Rudisell, M.E., & Johnson, J. (2018). Mastery Motivational Climates for Early Childhood Physical Education: What Have We Learned Over the Years? *Journal of Physical Education, Recreation & Dance*, 89(6), 26-32.

SanBdCitySchools. (2018, October 16). Teaching expectations in elementary pe through movement [Video]. YouTube. <https://www.youtube.com/watch?v=r06mW6OaQ8k>

Specialized Education Services, Inc. (2020). Motivating students through choice [Video]. <https://sischools.com/2020/05/07/motivating-students-through-choice-providing-options-video/>

Starseed Media, Inc. (2015, February 26). The games of the north [Video]. YouTube. <https://www.youtube.com/watch?v=-tA-1r-cdao&t=1109s>

TedX Talks (2017, February 2). What makes a good teacher great?/Azul Terronez [Video]. YouTube. <https://www.youtube.com/watch?v=vrU6YJle6Q4&t=573s>



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**