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### HEE 302.B01: Methods of Instructional strategies in Elementary Physical Education

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# METHODS OF INSTRUCTIONAL STRATEGIES IN ELEMENTARY PHYSICAL EDUCATION HEE 302 (PE Methods)

Spring 2021  
Tuesdays & Thursdays 8:00 - 9:20 am  
January 14 - April 22, 2021  
Classroom Spaces: Schreiber Gym, Moodle,  
Other Online Platforms

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am  
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## TEXTBOOKS

Dynamic Physical Education for Elementary School Children, 19<sup>th</sup> edition

Robert Pangrazi & Aaron Beighle; Pearson Education (ebook or physical text, older editions okay)

No Props No Problem: 150+ Outrageously Fun Group Games & Activities using No Equipment

Mark Collard; Playmeo (first or second edition okay)

## REQUIRED EQUIPMENT

- For your online work: Computer with internet access
  - You will need to be able to access Moodle independently and other platforms that I will guide you to and through.
  - If you are unfamiliar with Moodle, please seek help from [UM Online](#) or reach out to me directly.
- For face-to-face days:
  - Face mask
  - Something to write with (usually not needed, but good to have available)
  - Athletic shoes (no sandals on gym floor, please) & clothing you can move freely in

## COURSE DESCRIPTION

Application of educational theory in planning, analyzing, and presenting learning experiences to typical and atypical populations in elementary school physical education for children in grades K-8\*. Active participation required. (\* course catalog presently reads K-6)

## PURPOSE

The purpose of the course is to provide both theoretical and practical background to the art and science of teaching Health Enhancement (Physical Education) given its relevance for both elementary and middle school physical education and general education teachers. Central topics will include effective teaching, skill demonstrations, instruction and delivery, differentiation, and class management. Health and wellbeing topics will be touched on as part of the course.

## COURSE SCHEDULE OVERVIEW

Jan 14/19*: Welcome & Experiential Education	Jan 21/26: Differentiation & Inclusion	Jan 28/Feb 2: Child Development	Feb 4/9: Lesson & Unit Planning
Feb 11/16: Curriculum: DAWNE to DUSKE	Feb 18/23: Moving in PE & Beyond	Feb 25/Mar 2: Collaboration and Competition	Mar 9/11*: Health & SEL
Mar 23/25: Classroom Management	Mar 30/ Apr 1: Feedback, Assessment	Apr 6/8: Safety & Supports	Apr 13/15: Wellbeing & HPE as a Worldview

\* our first seven weeks are “Thursday/Tuesday” and our last five (six, actually) are “Tuesday/Thursday”

## **BLENDED**

To do our best to accommodate your safety and the safety of our campus and the Missoula community, this class will be both blended (in learning format) this semester. Our class sessions are somewhat shorter than they would normally be and there will be a small amount of additional online work.

## **ASSESSMENT**

Overview: This course is graded based on total points earned. For simplicity, the total points in the class equals 100. Points are earned for active participation (online and offline), weekly assignments (reading, written responses and reading quizzes), and larger assignments (described below). Please note that your attendance is required in this class - absences result in zero participation points and lost points overall.

### **Grading Scale:**

A: 93 - 100%	B+: 87 - 89.9%	C+: 77 - 79.9%	D: 60 - 69.9%
A-: 90 - 92.9%	B: 83 - 86.9%	C: 73 - 76.9%	F: below 60%
	B-: 80 - 82.9%	C-: 70 - 72.9%	

## **ASSESSMENT CATEGORIES**

The following is a brief description of each assessment category. See more detailed descriptions on the following pages. After reviewing the information in the syllabus, please feel free to ask me questions about the assignments in this class (in advance of their due dates).

**Participation (48%):** This class is experiential. Your active participation is required.

- Attendance is taken each class and will be monitored for offline contributions.
- Face-to-face Attendance Guide (1 point per session)
  - 1 - Active participation
  - 0.5 - Passive participation
  - 0 - Detrimental participation (!) OR First absence (excused)
  - -1 - Subsequent absences (excused or unexcused) - these lead to grade reductions!
- Offline Attendance Guide (2 points per week)
  - 1 point for daily exit tickets after classes (**due by midnight after each class**)
  - 1 point for weekly follow-up activity (**due by Friday midnight each week**)

**Weekly Homework (33%):** Keeping up on the reading and written reflections is important. Please don't let yourself fall behind.

- Weekly homework is **due on Moodle by 8 am** the day preceding the first class of the week - the first weekly homework assignment is due at 8 am on Wednesday, January 20. (After week 7, HW will be due on Monday mornings.)
- Weekly homework assignments consist of the following:
  - Reading two textbook chapters - read for information.
  - Completing a reading check/quiz - check for basic understanding & to surface questions.
  - Writing a reading reflection to me. I'll write back to you! Details explained later.
- Up to 3 points can be earned for each homework assignment. Quizzes are worth one point between them and your written reflection is worth up to two points.

- Late homework will earn a maximum of two points.

**Large(r) Assignments (19%):** Reflecting on and practicing the concepts of physical education are a critical and required part of the curriculum. There are four larger assignments to complete this semester.

- Observation Notes - 3 points
  - You will observe a PE class (either an online video or one happening live locally)
  - Guidance provided below and in class
  - **Due on Moodle by 8 am on Monday, February 1**
- Lesson Plan and Reflection - 7 points
  - You will prepare and lead a PE lesson for a target age group with clear lesson objectives
  - You will reflect on the elements of the lesson
  - Guidance provided below and in class
  - **Lessons begin during week 4 (Feb 4/9) and continue through class 13.**
  - **Reflection due on Moodle one week after you complete your lesson**
- Experiential Lesson Facilitation and Reflection - 6 points
  - You will prepare and lead an experiential activity and debrief for your classmates
  - You will reflect on the lesson using the experiential learning cycle model
  - Guidance provided below and in class
  - **Lessons begin during week 4 (Feb 4/9) and continue through week 13**
  - **Reflections are due on Moodle one week after you complete your lesson**
- End of Course Reflection - 3 points
  - You will choose from a range of prompts to prepare a written (or otherwise) reflection on some big ideas from the course
  - Guidance provided below and in class
  - **Due on Moodle by Monday, April 26** before the end of the day

## WEEKLY HOMEWORK IN DETAIL

- **Read** two assigned textbook chapters each week.
  - Reading schedule appears on the last page of the syllabus.
  - This is academic content - please read for information.
- **Reading check** each week.
  - Due by 8 am on the day preceding the first class of the week.
  - These quizzes are meant to be quick checks of basic ideas from the chapters as well as a chance to reflect on the chapter reading. They may also surface topics for discussion.
  - Each textbook chapter has a reading quiz of approximately 16 questions.
  - Quizzes (reading checks) are posted on Moodle.
  - You must complete them at a 90% rate or higher to receive credit.
  - You may retake the quiz as many times as needed to reach 90%.
  - If you have questions or disagreements about the quiz, note them and bring them to class.
  - Each of the two weekly quizzes is worth up to ½ a point.
- **Reading reflection** each week.
  - Due by 8 am on the day preceding the first class of the week (so I may read and respond).
  - Write two thoughtful paragraphs (approximately 150 words each if you are concerned about being too brief - longer is okay) about any parts of the readings from either chapter.
  - Submit on Moodle.
  - One paragraph should be about an **AHA!** (lightbulb) moment: something in the reading
    - that made sense to you in a new way, or...

- that helped you **connect** this course to other parts of your teacher preparation program or your prior experiences.
- The other paragraph should be about a **HMM?** (head-scratching) moment: something in the reading
  - that didn't make sense to you, or...
  - that seemed to contradict something else you have learned or believed, or...
  - that you'd be interested in thinking and learning further upon.
- Please refer directly to the textbook in your paragraphs (note page numbers) and cite sources (they do not have to be formal) if you are citing content beyond the textbook.
- Head your reflection with your name, the date, and the chapters you are reflecting on.
  - **If you are reading from an older edition, please note this in your heading.**
- I will typically write back to you in response to your paragraphs.
- Your thoughtful paragraphs are worth 1 point each.
- Late paragraphs receive a maximum of half credit.

## OBSERVATION NOTES IN DETAIL

You will observe a physical education teacher leading an actual physical education or health classes at a school. The class can be observed live or can be a recording that you watch online. There needs to be students, not just a teacher and a camera. After the observation, you will write-up your observation notes using the guidelines below. This assignment is due on Monday, February 1 at 8 am.

Your write-up should include a heading that gives your name and the setting of the observation. There should be six subsequent sections. Each of the six sections is worth ½ a point. You may format them as you wish. Use the questions below as *possible prompts* for your reflection. You do *not* need to touch on every question, but you should touch on all six (Planning, Equipment, Methodology, Instruction, Discipline/Management, Assessment) of the sections below. You may also want to comment on your perceptions of student engagement. Please consider adding sketches if you think they will be helpful. Observation reflections should be submitted through Moodle.

### Heading: Setting

- Whom you observed (teacher's name)
- Date of observation
- Location of observation (school)
- Class(es) you observed (grade level, approximate class size, number of classes, other pertinent details)

### Planning: Possible questions to respond to

- Did the teacher prepare ahead of time? Mental preparation ensures flow and continuity in a lesson.
- Did the teacher understand the “whys” of the lesson? Knowing why you are teaching something enables you to present it with greater strength and conviction.
- Did the teacher state instructional goals for the lesson? Students are more focused if they know what they are supposed to learn.
- Did the teacher plan the lesson so students can participate safely? Check that they have good areas for running; no slippery spots, broken glass, or objects to run into; adequate room for striking activities; and so on.

### Equipment: Possible questions to respond to

- Was equipment arranged before class? Proper equipment placement reduces management time and allows more time for instruction and practice.

- Did the teacher use enough equipment to keep all students involved and assured of maximum practice opportunities?
- Did the teacher select equipment appropriate for the students' developmental level (i.e., proper size and types of balls, basketball hoop height, hand implements)

**Methodology:** Possible questions to respond to

- Did the teacher constantly move and reposition themselves during the lesson? Moving allows you to be close to more students so you can reinforce and help them. It usually reduces behavior problems.
- Did the teacher teach with enthusiasm and energy? Energy and zest rub off on students.
- Did the teacher try to show just as much energy for the last class of the day as they did for the first class of the day?
- Did the teacher keep students moving during lesson transitions?
- Did the teacher plan their transitions carefully so it took little time to go to the next part of the lesson

**Instruction:** Possible questions to respond to

- Was the teacher alert for children who were having trouble performing the activities and needed some personal help? Children want to receive relevant but subtle help.
- Did the teacher praise students who made an effort or those who improved? Saying something positive to children increases their desire to perform at a higher level.
- Did the teacher give enough attention to each student's personalization and creativity? Everybody feels unique and wants to deal with learning tasks in a personal way.
- Did the teacher teach for quality of movement, or just offer many activities in attempting to keep students on task? Repetition is a necessary part of learning new skills.

**Discipline/Management:** Possible questions to respond to

- Did the teacher teach students to be responsible for their learning and personal behavior? Students need to learn responsibility and self-direction skills.
- Did the teacher preserve their students' self-esteem when correcting behavior? How could the teacher have handled situations better?

**Assessment:** Possible questions to respond to

- Did the teacher teach students to be responsible for their learning and personal behavior? Students need to learn responsibility and self-direction skills.
- Did the teacher bring closure to the lesson? This gives feedback about the effectiveness of instruction. It also allows students to reflect on what they have learned.
- Did the teacher ask for answers in a way that lets them quickly check that all students understand? Did the teacher evaluate the usefulness of activities they presented?
- Did the teacher make changes as quickly as possible to ensure their lessons were improving and better meeting students' needs?
- Did the teacher communicate with other teachers and the principal about things that need to be improved or better understood? For example, did the teacher say anything about classes arriving late, teachers arriving late to pick up their class, schedule problems that cause excessive work, etc.?

**Student Engagement (add to the end or include in relevant sections above)**

- Make observations about how well students were engaged individually and collectively throughout the course of the lesson.

*adapted from Dynamic Physical Education for Elementary School Children (18th ed.), p. 57-58*

## LESSON PLAN AND REFLECTION IN DETAIL

You will prepare an HPE lesson that could be delivered to a class of students and then deliver the lesson to your classmates (acting as the target age group). This lesson is meant to give you a safe opportunity to practice and reflect on your teaching skills. It is not meant to judge you as a novice teacher. Your lesson will be due on your assigned day in class. Your reflection will be due on Moodle one week after you complete your lesson. The lessons begin during week four.

### Lesson Plan:

You will create a lesson plan that could be taught to a targeted group of PE students. You may (but do not have to) use the **four-part lesson plan** (introductory activity, physical fitness, lesson focus, closing activity) as a guide as detailed in our text and on the [Dynamic PE ASAP website](#). You may use the Dynamic PE ASAP website, our textbook, or any other resources to build your lesson plan. Your lesson must include written **objectives** that cover the *cognitive*, *psychomotor*, and *affective* domains **and** that relate to the [Montana Health Enhancement Standards](#).

- Your lesson should last 30-45 minutes, depending on the age group.
- You should make clear the target age group for the lesson.
- Your lesson should be sufficiently detailed that another person could teach it.
- Your lesson should include at least two cognitive, two psychomotor, and two affective objectives.
- Your lesson should refer to specific Montana and SHAPE Standards & Benchmarks.
- You may format your lesson however you choose, but copying and pasting from Dynamic PE ASAP is by far the easiest and perfectly acceptable.
- The lesson preparation including objectives and standards is worth one point.
- The delivery of the lesson is worth three points.

### Lesson Reflection:

You will write up a reflection of how your lesson went. Use the reflective teaching questions (see above in the observation assignment and in our textbook) to guide your thinking. You should touch on all six sections, but may choose to emphasize some more than others. Your reflection should be a few pages (approximately 350-700 words) long. The lesson reflection is worth three points.

## EXPERIENTIAL EDUCATION LESSON AND REFLECTION IN DETAIL

You will have the opportunity to practice teaching in the context of experiential education. This lesson is meant to give you a safe opportunity to practice and reflect on your teaching skills. It is not meant to judge you as a novice teacher. Your lesson will be due on your assigned day in class. Your reflection will be due on Moodle one week after you complete your lesson. The lessons begin during week four.

### Experiential Education Lesson:

You will lead one experiential education activity for the class taken from [No Props](#) or another similar resource. Your lesson should not require specialized equipment; anyone should be able to teach it.

- You will sign-up for a class date and choose an activity from [No Props](#) (or something similar) to facilitate for our class.



- You can select (and possibly modify) a lesson from the No Props book or you can filter the activities on the Playmeo website (password protected, username and password will be available on Moodle) to select ones that are better suited to your goals.
- Choose an activity that is new to you (or that you have never led) - stretch yourself!
- You will be evaluated for preparedness, engagement (yours, not ours), exhibiting the values of experiential education (see the opening and closing chapters of No Props), and debriefing the activity.
- Your activity should last between five and fifteen minutes.
- Your debrief should last between three and five minutes.
- Use No Props or other resources to guide your debrief.
- In your class debrief, *do* solicit the group's experience of your activity.
- In your class debrief, *don't* tell the group what your intention for the activity was. Save that for your reflection, if you wish to talk about it.
- The facilitation of your experiential activity is worth up to 3 points.

### **Experiential Education Lesson Reflection:**

- Your lesson reflection is due one week after the class during which you facilitated.
- Your reflection should be headed with the name of the activity you led.
- Your reflection should include three sections: What? So What? and Now What? You may format them as you wish.
- The written reflection on your experiential activity is worth up to 3 points. Each section should be between half a page and a page in length.
- **What?**
  - Reflect on the details of "what happened" in the experience.
  - *Don't* describe how the activity was intended to go.
  - *Do* describe the actual experience of the participants and/or you as a facilitator.
  - Pay particular attention to noteworthy or surprising happenings.
- **So What?**
  - Generalize the "what?"
  - Make connections between the experiences in your activity and other experiences in this class, in other classes, or in your/humanity's out of school experiences.
  - Look for patterns that are generally true that came up during this activity.
- **Now What?**
  - Apply the "so what?" to relevant, future experiences.
  - Consider how the experience you facilitated can influence future experiences for your classmates, future students under your charge, or yourself - at school, home, work, or play.

*adapted from No Props (2005), p. 213 - 214*

### **END OF COURSE REFLECTION IN DETAIL**

At the end of this course, you will have the chance (and the expectation) to share some of your takeaways from this course. You have three formal prompts to choose from or you may choose your own prompt that gets at this purpose. You may write your response in narrative form or come up with an alternate means to organize and present your thinking and feelings. This assignment is due on Moodle on Monday, April 26, by the end of the day.

The prompt choices appear below. Please consider them as launch points, not restrictions.

1. **Revisit** this quote from Henri Amiel: "Health is the first of all liberties." Why is health and physical education important for elementary and middle school students?

2. **Reflect** on your biggest takeaways from this class. **What** did you experience in this class? **So what?** Why are you focusing on these experiences? **Now what** will you take forward with you into your life and your practices as a future teacher?
3. **Dream** about your ideal school. Describe how **health and physical education** would look in that ideal setting.
4. **???** Have another idea for where to run with your thinking? Go for it. Not sure? Ask me.

If you would like to write your response, I'd suggest a length of three to five pages (750-1250 words). If you prefer a different organizational or presentation format (diagram or drawing, audio or video recording, something else?), please develop your work to a level that would be commensurate with a three to five page paper. I am looking for depth and sincerity of thought, regardless of the format. This assignment is worth 3 points.

## **ACADEMIC HONESTY**

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana [Student Conduct Code](#). Any violation will result in a letter to the Dean recommending immediate expulsion, and a grade of "F."

## **CONCEPTUAL FRAMEWORK**

The Phyllis J. Washington College Of Education has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Phyllis J. Washington College Of Education believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher- dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

### *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

### *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

### *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning

environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

## DISABILITY STATEMENT

If you are a student with a disability and wish to request reasonable accommodations for you to perform to your highest potential in this course, please contact me privately to discuss the specific modifications before the start of the second class. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at [www.umt.edu/disability](http://www.umt.edu/disability).

## YOUR HEALTH AND SAFETY

The Student Advocacy Resource Center (SARC) provides free and confidential support to survivors of sexual assault, relationship violence, stalking, hate crimes, harassment, or other forms of discrimination. Our services include counseling as well as medical, legal, and academic advocacy. SARC is a confidential resource – contacting us does NOT mean that you are making a report to law enforcement or Title IX. You deserve to be safe, supported, and treated with care and respect. We also offer help to your friends, family, or partners. SARC is located in Curry Health Center, Room 108. Please visit us or call our office at 243-4429. Advocates are available on the 24-hour support line (406) 243-6559.

## (RELEVANT) COVID PRACTICES FROM UM AND ME

- Mask use is required within the classroom. This includes the gym. If we hold class outside and have adequate social distance, masks may be optional. [View UM's face covering policy](#).
- Each student is provided with a Healthy Griz kit. We expect students to clean their personal work space when they arrive for class, and before they leave the classroom. I expect students to help sanitize any equipment we used in class together.
- Refill stations for cleaning supplies/hand sanitizer will be set up around campus - please learn where they are and use them.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students are discouraged from congregating outside the classroom before and after class. Instructors should assign seating to ensure social distancing and take attendance to support contact tracing efforts. As we will be up and moving and mingling a lot, you will have to help us maintain appropriate distance from your classmates.
- Instructors should not allow more students in their classrooms at any time, for any reason, than the [maximum approved capacity](#). We have a huge space with great ventilation and high ceilings and will be well below the space limitations.
- Drinking liquids and eating food (which requires mask removal) is strongly discouraged within the classroom. You may bring a water bottle if you wish, but please do not bring snacks.
- There is high demand for spaces on campus to accommodate students with inadequate WiFi in their homes or quick turnarounds between face-to-face and remote classes. A list of remote learning spaces with the days and times available for student use will be posted on [the Keep on Learning website](#). There will be signs posted outside of these buildings and rooms to indicate their availability.
- Stay home and contact the Curry Health Center at (406) 243-4330 if you feel sick and/or if exhibiting COVID-19 symptoms. If you are unwell, please do not come to class. Keeping up on your work will allow you to manage the participation impacts of a few weeks of missed classes.

- If you are diagnosed with COVID-19, follow instructions for quarantine and contact your advisor so they can help you stay on track academically.
- Students, please remain vigilant outside the classroom and help mitigate the spread of COVID-19.

## MONTANA PEPP STANDARDS

PEPP stands for Professional Educator Preparation Program. Successful candidates will be able to:

- identify** critical elements of motor skill performance and **combine** motor skills into appropriate sequences for the purpose of improving learning;
- demonstrate** competent motor skill performance in a variety of physical activities;
- describe** performance concepts and strategies related to skillful movement and physical activity including fitness principles, game tactics, and skill improvement principles;
- describe** and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;
- demonstrate** knowledge and understanding of state and national content standards, current law, including those related to American Indians and tribes in Montana, and local program goals in physical education;
- identify, select, and implement** appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;
- demonstrate** understanding and use of current and proven instructional strategies, services, and resources to promote skillful movement and physical activities;
- use** organizational and managerial skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;
- use** a variety of developmentally and culturally appropriate practices to motivate K-12 students to participate in indoor and outdoor physical activity to promote physical and cognitive health;
- use** strategies to help students demonstrate responsible personal and social behaviors including mutual respect, support of others, safety, and cooperation that promote positive relationships and a productive learning environment;
- demonstrate** knowledge and use of instructional strategies to enhance communication among students in physical activity settings;
- demonstrate** knowledge and use technology tools and instruments to monitor students motor skills, development, and performance;
- demonstrate** strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and
- participate** in the professional health education and physical education community (e.g., school, district, state, tribal, and national) and within the broader education field.

Source: [opi.mt.gov](http://opi.mt.gov)

## DETAILED COURSE SCHEDULE

Session	Day & Date	Topic(s)	Reading (19th ed.)	Reading (Older eds.)	Exit Ticket	Follow-Up Activity
			Written HW due by 8 am the day <u>before the next class</u>		Due by midnight	Due by Fri. at midnight
0	Tues. 1/12	Class does not meet. Add a comment to the syllabus by 8 am, Wednesday 1/13.				
1*	Thurs. 1/14 & Tues. 1/19	Welcome & Experiential Ed.	6 & 9	5 & 7	Sticky notes for Greg	Amiel Quickwrite
2*	Thurs. 1/21 & Tues. 1/26	Inclusion & Differentiation	2 & 14	2 & 13	Video Intro	UDL
3* <b>Obs Due</b>	Thurs. 1/28 & Tues. 2/2	Child Development	1 & 5	1 & 3	Body Type Quiz	100th Monkey
4*	Thurs. 2/4 & Tues. 2/9	Lesson & Unit Planning	4 & 15	4 & 15	Two sticky notes	Resource Exploration
5*	Thurs. 2/11 & Tues. 2/16	Curriculum Planning	16 & 17	16 & 17	Two sticky notes	SHAPE Website
6*	Thurs. 2/18 & Tues. 2/23	Movement: PE & Beyond	21 & 22	21 & 22	Two sticky notes	Movement video
7*	Thurs. 2/25 & Tues. 3/2	Collaboration & Competition	10 & 13	11 & 12	Two sticky notes	Spencer Website
8**	Tue.3/9 & Thurs. 3/11	Health & SEL	7 & 18	6 & 18	Two sticky notes	CASEL site
Tues. 3/16 & Thurs. 3/18		No PE classes	Tuesday is a UM student break. Thursday we will not meet.			
9**	Tue. 3/23 & Thurs. 3/25	“Classroom” Management	8 & 19	8 & 19	Two sticky notes	Playmeo videos
10**	Tue.3/30 & Thurs. 4/1	Assessment & Feedback	11 & 20	9 & 20	Two sticky notes	Moodle forum
11**	Tue. 4/6 & Thurs. 4/8	Safety & Supports	3 & 23	14 & 23	Two sticky notes	Safety video
12**	Tue. 4/13 & Thurs. 4/15	Well-Being & HPE Worldview	--	--	Two sticky notes?	--
13**	Tue. 4/20 & Thurs. 4/22	Flex week	--	--	Two sticky notes?	Class survey
14 <b>Ref Due</b>	Tues. 4/27 & Thurs. 4/29	<i>Finals Week. No final exam. HPE &amp; EE Lesson Reflections due one week after your presentation. Lesson Observation due Mon. 2/1. Final Reflection due Mon. 4/26.</i>				

\* Weeks begin as Thurs/Tues flows and shift to Tues/Thurs in Week 8\*\*. No class Thursday, March 4.