KINE 3550.001: Pedagogical Skills, Strategies and Management in Physical Education and Movement for Children
SPRING 2020
PEB 216

Andrew Colombo-Dougovito, Ph.D, CAPE
Email: andrew.colombo-dougovito@unt.edu
Office: PEB 210-A
Lecture: T/Th 12:30-1:50 pm

Pron: Ko-lom-bow – Dug-o-vee-toe
Phone: 940-565-3403
Drop-in Hours: T/Th: 2:00-3:00pm
Schedule: https://calendly.com/amcd

Course Description:
Effective use of communication and pedagogical skills and strategies to enhance student engagement and learning. Focuses on developmentally appropriate physical education at the EC–6 level, highlighting movement education theory and application. Candidates are provided with opportunities to learn and implement effective demonstrations, explanations and instructional cues and prompts, linking physical activity concepts to appropriate learning experiences. Candidates are afforded both peer teaching and field based applications of content.

Recommended Text:


Student Learning Objectives

By the end of the course, the student will be able to (through practical assessment and in writing):

1. Understand and demonstrate the impact of physical education and physical activity on growth, health, and psycho-social factors in elementary children.
2. Describe the impact of physical education and physical activity on growth, health and psycho-social factors during childhood.
3. Perform, describe and teach developmentally appropriate physical education lessons based upon the National Standards, TEKS and movement education theory.
4. Reflect in writing on lesson design, instruction and student learning, presenting clear tactics that when implemented would improve student learning.
5. Describe and apply use of the movement language words (word recognition and application) in physical activity.
6. Identify in writing and show an understanding of developmentally appropriate teaching (including stages of motor development) as applied to the teaching of physical activity lessons.
7. Apply critical teaching skills and instructional strategies such as goal-setting, feedback, directions, and motivation.
8. Reflect in writing on lesson plan instruction how change in teacher performance will impact student learning and/or instructional goals and decisions.

This course is based upon: New Teacher Standards (NCATE/NASPE)

- **Standard 1.** The candidate knows and applies discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- **Standard 2.** The candidate is a physically educated individual with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.
- **Standard 3.** The candidate plans and implements developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.
- **Standard 4.** The candidate uses effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- **Standard 5.** The candidate utilizes assessments and reflection to foster student learning and inform instructional decisions.
- **Standard 6.** The candidate demonstrates dispositions essential to becoming an effective professional.

This course addresses the standards at the introductory level. Standard 2 is assessed via in-class activity. Standards 1 and 6 are assessed informally. Although these Standards are specific to physical education teacher candidates, all teacher candidates in this course are expected to demonstrate these Standards.
Assignments
Lecture Assignments and Exams (through Canvas Online; 360 points):

- **Video Introduction (5 points)** – During the first week of class, you will video-record an introduction to yourself and post this as an “unlisted” video on YouTube. This skill is important for the final project.

  **Due Date:** 01/21/2020 on Canvas at 11:59p

- **Three exams (110 points – 55 points x 2 exams)** – Exam 2 will cover material from half of semester, and exam 2 will cover material from last half. Each exam will be administered online (via Canvas) during the specific exam period and will include 55 multiple-choice questions based on class notes, assigned class readings, and class discussions.

  **Exam 1:** 03/05/20 on Canvas; start between 12:30p-2:00p  
  **Exam 2:** 05/07/20 on Canvas; start between 10:30a-12:00p

  You will have 120 minutes to complete each exam, once you have started. If you miss the scheduled log-on time for the exam, you will not be allowed to take it and will earn a zero for the exam.

- **In-class Responses – Participation/Attendance (30 points)** – At points during each lecture, students will respond to prompt questions using iClicker. Responses mark your attendance for the class (no penalty for incorrect responses). As long as you respond to 1 or more prompts during class, your attendance will be marked. *There is no make up for these points if you miss lecture.* Questions will not only test your understanding of the material, but will encourage a more critical in-depth analysis of the material presented in both the lecture and online learning modules. Each attended class is worth 2 points. A “check-in” will occur at the end of each activity day to capture attendance.

  **Due Date:** Ongoing – During each lecture.

- **Lesson plans (60 points: 30 points x 2 lesson plan [groups])** – In your teaching group, you will create a cohesive lesson for your student accounting for age, developmental level, and unique needs. Grading for each lesson is based on individual effort, although you should ensure that your group is creating a cohesive overall lesson.

  **Due Date:** Ongoing - Due at 12:29p on day you are scheduled for lab (See schedule)

- **Observations (50 points: 10 points x 5 observations [individual])** – During our activity days, when you are not teaching or participating, you will be completing an observation of the teaching behaviors of your peers.
Due Date: Ongoing - Due at 12:29p on day you are scheduled for lab (See schedule)

- **Teacher Reflections (30 points)** – Reflection is a vital part of teaching and growing as a professional in any field. After each teaching lesson, you will be expected to reflect on how the lesson went, what went well/not well, and what you think you could do better in the future. Further information will be presented in class.

  **Due Date:** 04/28/20 at 12:29p

- **Assessment Write-ups (20 points)** – Assessment will be a key part of your future careers. During an activity day, we will assess each other using two different assessments. We will discuss in class how to conduct the assessment and will have opportunities to practice prior to the live assessment. As individuals, you will mark down the scores and turn in one sheet as a group on Canvas.

  **Due Date:** 02/04/20 at 12:29p

- **Brain Breaks or Field/Rainy Day (35 points)** – Throughout the semester, you will work on creating activities to build in activity into the classroom. For EC-6 and non-KINE cert, you will present a few of these activities to peers. KINE cert, you will create a field day and rainy day alternative activities. These will be discussed further in class.

  **Due Date:** 04/30/20 at 12:29p

- **Public Service Announcement (20 points)** – As a group, you will create a short public service announcement about a certain topic that is geared toward your fellow teachers. These PSAs will be presented to the class.

  **Due Date:** 04/28/20 at 12:29p

- **Teacher Interview (20 points)** – You will interview a teacher about how they build physical activity into their classroom and what planning for classroom instruction is like. After the interview, you will write a short reflection about what you learned and how this may have influenced your future considerations.

  **Due Date:** 04/28/20 at 12:29p

- **Peer Evaluation (5 points)** – In order to ensure accountability to your group during our class, each group member will complete a reflection of their group members attendance and participation for the lab section, and a self-reflection. Scores will be averaged.

  **Due Date:** 05/07/20 at 10:29a (before Exam 2)
Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>344-385 pts (90-100%)</td>
<td>C</td>
<td>267-305 pts (70-79%)</td>
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<tr>
<td>B</td>
<td>306-343 pts (80-89%)</td>
<td>D</td>
<td>235-266 pts (60-69%)</td>
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<tr>
<td>C</td>
<td>&lt;234 pts</td>
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Student Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of Total</th>
<th>Poss. Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Video Introduction</td>
<td>1.3%</td>
<td>5 pts</td>
<td></td>
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<tr>
<td>2. Exams (2)</td>
<td>28.6%</td>
<td>110 pts</td>
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<tr>
<td>3. Participation &amp; Contribution</td>
<td>7.8%</td>
<td>30 pts</td>
<td></td>
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<tr>
<td>(week)</td>
<td></td>
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<tr>
<td>4. Lesson Plans (2)</td>
<td>15.6%</td>
<td>60 pts</td>
<td></td>
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<tr>
<td>5. Teacher Reflection (2)</td>
<td>7.8%</td>
<td>30 pts</td>
<td></td>
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<tr>
<td>6. Brain Break or Field/Rainy Day</td>
<td>9.1%</td>
<td>35 pts</td>
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<tr>
<td>7. Public Service Announcement</td>
<td>5.2%</td>
<td>20 pts</td>
<td></td>
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<tr>
<td>8. Assessment Scoresheets</td>
<td>5.2%</td>
<td>20 pts</td>
<td></td>
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<tr>
<td>9. Teacher Interview</td>
<td>5.2%</td>
<td>20 pts</td>
<td></td>
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<tr>
<td>10. Teaching Observations (5)</td>
<td>12.9%</td>
<td>50 pts</td>
<td></td>
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<tr>
<td>11. Peer Evaluation</td>
<td>1.3%</td>
<td>5 pts</td>
<td></td>
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<tr>
<td>12. Extra Credit</td>
<td>[x pts]</td>
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Total 100% 385 pts

Frequently Asked Questions (FAQ) and Instructions

How can I get the best grade possible?
1. You are strongly encouraged to download your notes, take notes during class, complete all readings, module quizzes, and assignments, and actively engage in class discussions.
2. You should complete the assigned, prior to lecture, on Canvas so you will be prepared to delve deeper into the content in class.
3. To prepare for the exams, utilize the online modules, your class notes, the readings and the Panopto videos, as exam questions may come from any one of these sources.
4. You must follow the instructions outlined in each assignment’s grading rubric. If you have any questions, please message me as early as possible.
5. Refer to the schedule for activity and teaching days. If you must miss one of these days, it is your responsibility to talk with me. Not doing so may result in a loss of points.
6. Please talk to me about any conflicts with scheduled assignments and exams.
7. You should check your grade book in Canvas weekly and contact me with questions. Do NOT wait until the end of the semester to ask questions.
8. You are expected to use Canvas to access class materials. It is your responsibility to make sure you are receiving emails from Canvas, familiarize yourself with and regularly
check Canvas as I will frequently post messages and instructions – failure to follow these instructions may result in the loss of credit. (See Canvas Instructions handout)

**What are the expectations during class?**

1. You will be expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no magazines, Kindles, etc.).

2. Technology use (i.e. tablet, laptops) is permitted and encouraged within this class for those who need it for note-taking and class activities. Further, mobile phones may be used as an iClicker responder—as this is a vital participation tool. **As an adult, it is your personal responsibility to use technology to benefit your education and not let it become a distraction.** Be aware of your use in relation to your classmates, what might not be a distraction for you, may be for others.

3. You must dress appropriately during the activity days of the class as you will be physically active. Avoid wearing clothing with offensive or controversial slogans, pants that are too low and/or expose underwear, shirts that are excessively short, tight, or low-cut, or inappropriate footwear (i.e. sandals, boots). If you come to class wearing inappropriate clothing, you will be asked to leave and you will receive an absence for the class.
   a. **Do not** wear halter tops, shorts that are too short, revealing clothing of any kind. You MUST be professionally dressed. Be professional and appropriate. Again, NO flip flops/sandals, boots, etc. No jewelry where it is not normally worn. NO GUM.

4. You can communicate with me through my faculty address (andrew.colombo-dougovito@unt.edu). When sending emails make sure you do not use ‘texting’ language and abbreviations. Instead, maintain a professional manner, insert your name, etc. If you send an unprofessional or disrespectful email, you may be asked to try again before you receive a response. You are representing yourself professionally through your papers and communication with me, and you may need a reference in the future. **Please allow 48 hours for an email response; do not expect a response the night before an assignment is due.** I do check email over the weekend, but not as frequently; emails received over the weekend will be responded to Monday morning. Be proactive and contact me early. I also have drop-in office hours (see above); if you can’t make those times, email me and we can meet at an alternative time or location in Denton.

**What happens if I plagiarize?**

1. It is expected that all submitted work is your own. You must not submit work that has been copied and pasted as this is considered plagiarism—this extends to lesson plans; even if it is only a single piece. If you plagiarize an assignment you will receive an F for that assignment and an academic integrity report will be filed with the University. If you have previous reports on file, UNT’s Academic Integrity Officer will determine repercussions.

2. This expectation of academic integrity extends to quizzes and exams, as well. All submitted work should be your own.
3. For this particular type of class, where working together with others is critical, cheating also refers to placing your name on a lesson plan to which you did not contribute or using a lesson plan from a former student. Either infraction may result in a zero for the particular assignment and/or loss of opportunity to re-do the assignment. There are specific sanctions within the Academic Integrity policy. Continued infractions may result in stronger sanctions.

Do I need to worry about attendance?
1. Attendance is a key part of this class. Our class will cover the theoretical concepts of teaching and apply this knowledge in the gym. It is expected that you are in attendance on each scheduled days.
2. There will be check-ins through iClicker throughout each class meeting. It is your responsibility to ensure you checked in for attendance. You are expected to arrive at lecture on time and you may be marked absent if you arrive more than 15 minutes late to class and the iClicker poll has already occurred. In-class responses on iClicker will count as your attendance and are worth a total of 30 points for the semester.
3. If you must miss class, you should let me know of the absence ahead of time, if possible. If you miss five (5) or more classes you will not receive any bonus points offered in the class. Excused absences will be granted for extenuating circumstances (e.g. illness, family emergency, etc); please inform me as soon as possible before or after the absence. I do not need "excuse" notes from your doctor, etc. It is your responsibility to discuss these absences with me; I am here to help you be successful.
4. Your absences/tardies are posted on iClicker so you should check the column regularly and contact me with questions.
5. Childcare Policy: If you worried about childcare and how this may impact your attendance, please discuss this with me at your earliest convenience. I am open to allowing you to bring your child to lecture or lab if you believe it will not impair your ability to concentrate,. Please discuss this with me before this occurs.

Will late assignment be accepted?
1. All assignments offer multiple attempts to submit the appropriate document and will close before class starts (12:29 pm) on the day that the assignment is due. Some assignments may have a due date of 11:59 pm—this is listed on the syllabus.
2. The "$*** Happens" Policy. Life happens and sometimes it hits you hard. For this class, you are afforded one late assignment for the semester to deal with this. If something happens and you need an extension for an assignment, please email me at andrew.colombo-dougovito@unt.edu at least 24 hours prior to the deadline. You only need to tell me that you invoke your “$*** Happens Extension” and you will be allow to turn that assignment prior to the next class period. No questions asked; you do not need to tell me a reason for this situation. Once you use up your 1 allowed late submission, all other late or missed assignments will be graded out of a zero (0). This may not be used for exams, quizzes, or "self-checks"; if you have a scheduling conflict with any of the aforementioned assignments, please talk with Dr. Colombo-Dougovito as early as possible prior to the scheduled assessment.
Will any extra credit or bonus points be offered?
1. No individual extra credit will be available, so please do not ask. Any extra credit opportunities offered throughout the semester are at the discretion of the instructor and will be offered equally to all students.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior:
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

Course Safety Procedures:
Students enrolled in KINE 3550 are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions (during Activity Days), students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students
choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**American with Disabilities Act Compliance:**
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. The designated liaison for the department is Dr. Andrew Colombo-Dougovito, Physical Education Building, Room 210-A, 940-565-3403. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair’s Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

**Family Educational Rights and Privacy Act (FERPA) Information:**
Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.
Student Evaluation Administration Dates:
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (noreply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Note: Extra credit will be offered for the completion of the evaluations; this will be discussed in class. I do read through these evaluations each semester and incorporate feedback from students into the upcoming semester. I greatly appreciate you taking the time to offer insightful feedback.

Sexual Assault Prevention:
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. If you feel you are in immediate danger, please call 911 or the police immediately. If you are experiencing any form of harassment, violence or assault, please know that you can report it to me. You should be aware that I am a mandatory reporter, which means that I am required to report these instances to the university's Title IX coordinator or Deputy Title IX Coordinator to investigate.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.
**Tentative Outline for Class Topics, Readings, and Assignments**

*Due dates and topics may be adjusted at the discretion of the instructor. Students will be notified prior, both in person and on Canvas, to any change in the schedule.*

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class</th>
<th>Online Before Class</th>
<th>Readings Before Class</th>
<th>Assignments Due Today</th>
</tr>
</thead>
</table>
| 1    | - Course Introduction  
- Classmate Introductions  
- Review Assignments  
- History of PE  
- Importance of PE | - Familiarize yourself with canvas  
- Develop contact method with group | - Chapter 1 (Abels & Bridges)  
- "Why kids need less class time..." on Canvas | All assignments due at 12:29 p, unless otherwise noted. |
| 1/14 | - PE for the Whole Child  
- PA for K-5  
- BRAIN BREAK  
- Recess | - Familiarize self with TEKS & SHAPE Nat. Standards | - Chapter 2 (Abels & Bridges)  
- SHAPE Position Statement  
- Whole Child Article  
- Activity Guidelines | |
| 1    | - The impact of PE  
| 1/21 | - Teaching for problem solving  
- BRAIN BREAK  
- Discuss Brain Breaks and Rainy Day/Field Day Assignment (due 4/30) | - "Including Critical Thinking..." on Canvas | - "Including Critical Thinking..." on Canvas | |
| 2    | Online lecture (No Class)  
- Reasons for Assessment  
- Types of Assessment  
- Programing | - Chapter 3 (Abels & Bridges)  
- Chapter 8 (SHAPE Standards) | - Chapter 3 (Abels & Bridges)  
- Chapter 8 (SHAPE Standards) | |
| 1/28 | Activity Day (Meet in Gym)  
- Participate in TGMD & FitnessGram | - Bring TGMD & FitnessGram Scoresheet | - Bring TGMD & FitnessGram Scoresheet | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity/Task</th>
</tr>
</thead>
</table>
| 4    | 2/4  | - Introduce Lesson Plan  
       - Goals and Objectives  
       - Aims, Feedback, Rewards  
       - Developmental Benchmarks  
       - TEKS & National Standards  
       - Brain Breaks 1-4  
       - Review Standards  
 |     |     | - Chapter 5 (Abels & Bridges)  
 |     |     | TGMD & FitnessGram Scoresheet due (Individual)  
| 4    | 2/6  | Activity Day (Meet in Gym)  
       - Sample Lessons  
       - Practice observation of teaching  
       - Bring observation scoresheet (can be digital)  
 |     |     |  
| 5    | 2/11 | - Teaching movement  
       - Body Awareness Activities  
       - Space Activities  
       - Effort Activities  
       - Relationship Activities  
       - Task Analysis  
       - Brain Breaks 5-8  
 |     |     | - Chapters 7-10 (Abels & Bridges)  
 |     |     | Observation Sheet of Instructor Due (Individual)  
| 5    | 2/13 | - Teaching Educational Games, Gymnastics, & Dance  
       - Brain Breaks 9-16  
       - Plan Lesson 1 (Movement Skill Focus)  
 |     |     | - Chapters 11-13 (Abels & Bridges)  
 |     |     | Lesson 1 Topic Due by 11:59 p (group)  
| 6    | 2/18 | - Reflective & Effective Teachers  
       - CSPAP  
       - Brain Breaks 17-21  
       - Group 1-6 present overview of lesson 1  
 |     |     | - Groups 1-6 prepare brief overview of lesson 1  
 | 6    | 2/20 | Activity Day (Meet in Gym)  
       - Group 1-6 teach lesson 1  
       - Group 1-12 Observe Teaching  
       - Bring observation scoresheet (can be digital)  
 |     |     | Lesson Plan 1 Due (Groups 1-6)  

12
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| 2/25  | - Teaching diverse learners  
- Modifications and accommodations  
- Brain Breaks 22-26  
- Group 7-12 present overview of lesson 1 | - Groups 7-12 prepare brief overview of lesson 1  
- Chapters 5-7 (Block) on Canvas  
Observation Sheet from Day 1 Due (Individual) |
| 2/27  | Activity Day (Meet in Gym)  
- Group 7-12 teach lesson 1  
- Group 1-12 Observe Teaching | - Bring observation scoresheet (can be digital)  
Lesson Plan 1 Due (Groups 7-12) |
| 3/3   | - First half synopsis  
- Break Breaks 27-30  
- Exam 1 Review  
- Write Exam Question | - Bring any questions of covered or uncovered content  
Observation Sheet from Day 2 Due (Individual) |
|       | First Exam  
Opens at 8 a  
Must finish the exam by 11:59 p Online | |
| 3/10  | SPRING BREAK  
NO CLASS  
SAFE TRAVELS | |
| 3/17  | - Behavior Management  
- Break Breaks 31-34  
- Introduce Public Service Announcement Assignment | - Chapter 6 (Winnick) on Canvas |
|       | Revisit Assessment, discuss authentic assessments  
- Break Breaks 35-38  
- Introduce Teacher Interview  
- Plan Lesson 2 (Transdisciplinary Activity Focus) | - Sign-up for PSA topic.  
PSA Topics Due (All Groups)  
Lesson 2 topic Due by 11:59 p (All Groups) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Class Responsibilities</th>
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<tbody>
<tr>
<td>3/24</td>
<td>- Lifetime Learning</td>
<td>- Prepare brief overview of lesson 1</td>
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<td>- Break Breaks 39-49</td>
<td>- &quot;Educating students for a lifetime...&quot; on Canvas</td>
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<tr>
<td></td>
<td>- Group 7-12 present overview of lesson 2</td>
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<td>3/26</td>
<td><strong>Activity Day (Meet in Gym)</strong></td>
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<td></td>
<td>- Group 7-12 teach lesson 1</td>
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<td>- Group 1-12 Observe Teaching</td>
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<td></td>
<td>- Bring observation scoresheet (can be digital)</td>
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<tr>
<td>3/31</td>
<td>- Theory in PE</td>
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<tr>
<td></td>
<td>- Break Breaks 50-60</td>
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<tr>
<td></td>
<td>- Group 1-6 present overview of lesson 2</td>
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<tr>
<td>4/2</td>
<td><strong>Activity Day (Meet in Gym)</strong></td>
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<tr>
<td></td>
<td>- Group 1-6 teach lesson 2</td>
<td></td>
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<tr>
<td></td>
<td>- Group 1-12 Observe Teaching</td>
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<tr>
<td></td>
<td>- Bring observation scoresheet (can be digital)</td>
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<tr>
<td>4/7</td>
<td>- Advocacy in Teaching</td>
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<tr>
<td></td>
<td>- Teacher Socialization</td>
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<tr>
<td></td>
<td>- Break Breaks 71-77</td>
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<tr>
<td></td>
<td>- &quot;Educators push to...&quot; on Canvas</td>
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<tr>
<td></td>
<td>- &quot;Addressing Physical Education Teacher Socialization...&quot; on Canvas</td>
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<tr>
<td>4/9</td>
<td>- Technology in Teaching</td>
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<tr>
<td></td>
<td>- Brain Breaks 61-70</td>
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<tr>
<td></td>
<td>- &quot;How technology can...&quot; on Canvas</td>
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<td>- &quot;Integrating technology...&quot; on Canvas</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>14</td>
<td><strong>No Class</strong></td>
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<tr>
<td>4/14</td>
<td>- Meet with group to plan, complete PSA</td>
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<tr>
<td>4/16</td>
<td>- Present Brain Breaks or Rainy Day/Field Day Assignment to 3 peers (video)</td>
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<tr>
<td>15</td>
<td><strong>No Class</strong></td>
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<tr>
<td>4/21</td>
<td>- Complete PSA (if needed)</td>
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<tr>
<td>4/23</td>
<td>- Interview teacher</td>
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<tr>
<td>16</td>
<td><strong>PSA Presentations</strong></td>
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<tr>
<td>4/28</td>
<td>- Feedback</td>
<td></td>
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<tr>
<td></td>
<td>- Ensure video is accessible, prepare synopsis of PSA</td>
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<tr>
<td></td>
<td>PSA Due (All Groups)</td>
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<td></td>
<td>Interview Reflection Due by 11:59 p</td>
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<tr>
<td>16</td>
<td><strong>Course wrap-up, second half synopsis</strong></td>
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<tr>
<td>4/30</td>
<td>- Exam 2 Review</td>
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<td>- Write Exam Question</td>
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<td>- Bring any questions of covered or uncovered content</td>
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<tr>
<td></td>
<td>Teaching Reflections from Lesson 1 &amp; 2 Due</td>
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<tr>
<td></td>
<td>Rainy Day/Field Day (KINE Cert)</td>
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<td></td>
<td>-- or -- Brain Break (EC-6 &amp; KINE non-cert)</td>
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<tr>
<td>17</td>
<td><strong>Second Exam</strong></td>
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<tr>
<td>5/7</td>
<td>10:30 a – 12:30 p</td>
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<td>Online</td>
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<td></td>
<td>(Peer Evaluation Due)</td>
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