

Game On! ND PE State Standards

EDUC 600, 1 professional development credit

Instructor Information:

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Text:

Resources provided FREE of charge to the first 25 registrants at each training site that have completed the on-line Pregame tutorial.

Society for Health and Physical Education (SHAPE). (2013). *Scope and Sequence for K-12 Physical Education Chart*. Reston, VA: Author.

Couturier, L., Chepko, S. & Hale, S. (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Champaign, IL: Human Kinetics. ISBN-13: 9781450496261, \$35.00.

Description:

This course is a four part series including:

- **Pregame: Warming Up to the Standards** - Get ready for the game with an online tutorial designed to provide foundational knowledge necessary to complete the course.
- **First Half** - Receive a comprehensive overview of the standards including sample standards-based tasks and activities based on best practice.
- **Half Time** - During half time, use backward design to further develop curriculum content on your own with the information and guidance received in the First Half.
- **Second Half** - Participate in developmental level specific curriculum development, explore core content integration, and develop strategies for advocacy for physical education.

National Board for Professional Teaching Standards:

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments. This course aligns with all 5 of those standards.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Objectives:

Participants will be able to:

Pregame:

1. Understand the ND Physical Education Standards and Outcomes training process and option to earn credit.
2. Understand how to access and read the 2015 ND Physical Education Standards and Outcomes document.
3. Explain the difference between standards, outcomes, and curriculum.
4. Describe why the standards and outcomes were updated and research outcomes.

First Half:

1. Explain how to read the 2015 ND Physical Education Standards and Outcomes document.
2. Know and understand major difference between the 2015 ND Physical Education Standards and Outcomes and the 2008 ND Physical Education Standards and be able to distinguish areas of local curriculum that may need modification.
3. Use backward design to plan curriculum based on the 2015 ND Physical Education Standards and Outcomes.
4. Identify appropriate curriculum planning resources to facilitate implementation of the 2015 ND Physical Education Standards and Outcomes.

Second Half:

1. Build a working knowledge of the new Presidential Youth Fitness Program (PYFP) and identify which 2015 ND Physical Education Standards and Outcomes may be integrated.
2. Identify areas of the physical education curriculum for core content area integration and provide examples of activities that meet multiple outcomes.
3. Work with grade-level peers to plan and develop curriculum using the 2015 ND Physical Education Standards and Outcomes.
4. Develop strategies to use the 2015 ND Physical Education Standards and Outcomes to advocate for local programs.

Tentative Schedule (subject to change):

Dates (see below)	Topics	Assignments Due	Time Breakdown
Pregame (On own)	Introduction Training process and credit Standards, outcomes, and curriculum Basis for new standards and research	Pregame Task Sheet	>1 hour
First Half <i>Day 1</i>	Reading the standards document Differences and local curriculum Backward design Resources	Bring completion certificate	8:00 am – 4:00 pm = 7 hrs.
Half Time (On own)	Implementation Presentations Outdoor and Indoor Recess School-wide Daily Physical Activity Class Summary	One UbD/Cliff Notes One sample assessment	> 2 hours
Second Half <i>Day 2</i>	PYFP Core content integration Grade-level planning Advocacy strategies	Course Reflection	8:00 am – 4:00 pm = 7 hrs.

ND Statewide Training Locations and Dates (organized by local REA):

Bottineau – 10/1/15 and 3/7/16 course completion March 17, 2016
 Bismarck – 9/30/15 and 2/10/16 course completion February 19, 2016
 Fargo – 10/14/15 and 3/30/16 course completion April 8, 2016
 Minot – 11/9/15 and 2/3/16 course completion February 12, 2016
 Grand Forks – 10/12/15 and 3/23/16 course completion April 1, 2016
 Williston – 9/26/15 and 4/16/16 course completion April 25, 2016
 Dickinson – 9/23/15 and 4/13/16 course completion April 22, 2016

Course Requirements:

1. *Attend entire Game* - Pregame, First Half and Second Half
2. *Scavenger Hunt* – bring completed certificate to First Half
3. *Sample UbD/Cliff Notes and One Assessment* – bring to Second Half
4. *Course reflection paper due one week after day 2*

Required Student Resources:

See *Text* section
 ND State Standards and Outcomes document and Computer

Evaluation: Letter Grade Rubric (A – F)

	A = 4 Points	B = 3 Points	C = 2 Points	F = 1 Point	Points
Attendance	Participant attends all sessions	Participant missed a session. Instructor was given prior notice. Make up work was assigned.	Participant missed a session. Make up work was assigned.	Contact hours do not total >30 hours	—
Pregame Task Sheet	Assignment is complete. Responses are strongly related to course content.	Assignment is complete. Responses are related to course content.	Assignment is partially complete. Responses are related to course content.	Assignment is partially complete. Responses are minimally related to course content.	—
Scavenger Hunt	Assignment is complete. Responses are strongly related to course content.	Assignment is complete. Responses are related to course content.	Assignment is partially complete. Responses are related to course content.	Assignment is partially complete. Responses are minimally related to course content.	—
UbD/Cliff Notes	Assignment is complete. Responses are strongly related to course content.	Assignment is complete. Responses are related to course content.	Assignment is partially complete. Responses are related to course content.	Assignment is partially complete. Responses are minimally related to course content.	—
Course Reflection	Reflection is strongly related to course content and demonstrates understanding of and appreciation of content presented.	Reflection is strongly related to course content and demonstrates understanding of content presented.	Reflection is somewhat related to course content.	Reflection is minimally related to course content.	—
Total Points					—

Satisfactory:

A = 16 - 20, B = 11 - 15, C = 6 - 10

Unsatisfactory:

F = 5 or fewer points

Students with Disabilities:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Academic Honesty Statement:

All work in the course must be completed in a manner consistent with [NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct](#).