



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** PETE

**Course Title:** Elem PE SPARK Method

**Year:** 2025

**Course and Section #:** 2150-001

**Credits:** 2

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### *Course Description*

Prepares future classroom teachers, recreation leaders, and interested health and fitness professionals to instruct physical activity classes. Focuses on experiential learning.

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### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Emily Cushing, Professor Cushing

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### *Student Learning Outcomes*

Upon successful completion of this course, students will be able to:

1. Champion quality elementary physical education programs
  2. Create and Teach developmentally appropriate lesson plans and activities
  3. Manage children in an active environment using appropriate class management strategies
  4. Assess children's physical skills using developmentally appropriate assessment techniques
  5. Design a yearly scope and sequence plan, using appropriate state and national guidelines
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### *Course Materials and Texts*

- Textbook: All materials are provided in the course or through your own research
  - Access to a computer and reliable internet connection
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### *Course Requirements*

## Course Assignments, Assessments, and Grading Policy

- **Assignments:** (18% of overall grade) The assignments will prepare students for the practical application and experiential learning activities that will take place during our in-person classes.
- **Discussions:** (18% of overall grade) Weekly Post-class Discussions and additional Discussion Assignments will be opportunities to explore in-person and online topics together.
- **Participation/Attendance:** (20% of overall grade) During our weekly classes, emphasis will be placed on understanding child development, designing age-appropriate activities, curriculum design and lesson planning, classroom management strategies, promoting physical fitness, and fostering a positive attitude towards physical activity and wellness. Students will gain practical experience and theoretical knowledge necessary to create engaging, inclusive, and safe physical education environments.
- **Quizzes:** (18% of overall grade) There will be short module quizzes that are open note/course material, students can take them as many times as needed. The purpose of these quizzes is to ensure students have covered the online material each week before the in-person class and to help give them an idea of what they should be learning and understanding from each module.
- **Presentations:** (10% of overall grade) Presentations for this course will be in the form of two teaching experiences which students will do in groups.
- **Summative Assessments:** (16% of overall grade) Summative Assessments for this course will be in the form of four assignments and the final exam.

Students are expected to complete all online coursework, attend in-person classes, and participate in all activities each week. Final grades are assigned the corresponding letter grade:

A = 94-100    A- = 90-93    B+ = 87-89    B = 83-86    B- = 80-82    C+ = 77-79  
C = 73-76    C - = 70-72    D+ = 67-69    D = 63-66    D - = 60-62    F = 0-59

Late Work Statement:

For each day an assignment is late, 10% will automatically be deducted from the assignment by Canvas with a maximum of 50% being deducted because it's late.

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## Required or Recommended Reading Assignments

Students must complete the following:

- Log into canvas every Monday and complete the module readings for that week, as well as any assignments and quizzes due before the in-person class.
- Watch and read through all of the provided material in each module. This class is not filled with busy work or long articles to read. Each video, reading, or link provides information they will need to successfully complete their assignments or assessments. They should plan to spend 50 minutes reading and watching instructional material each week before class. Fifty minutes is the amount of time that would be used to cover this same material in an in-person class.

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## General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Orientation  
Module 2: Basics of Motor Development  
Module 3: Fundamental Movement Skills  
Module 4: Motor Learning Concepts  
Module 5: Educational Domains and Physical Education State Standards  
Module 6: Childhood Development  
Module 7: Assessment in Physical Education  
Module 8: Health-Related Fitness  
Module 9: Curriculum Development  
Module 10: Cross-Curriculum and Brain Breaks  
Module 11: Lesson Plan Development and Establishing Routines  
Module 12: Classroom Organization/Appropriate Teaching Practices  
Module 13: Increasing and Decreasing Behaviors  
Module 14: Building a Positive Learning Environment

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## ***Required Course Syllabus Statements***

### **Generative AI**

Many of the written assignments, prompts, and discussions in this course are based on your personal experiences and how you want to incorporate them into your future classroom. Writing, thinking, and researching are crafts that you must develop over time to strengthen your voice, foster creativity, and prompt critical thinking. Therefore, the use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is not permitted in this course unless otherwise stated for a specific assignment.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.