KINE 4321 TEACHING ELEM PHYSICAL EDUCATION

Spring 2020

Instructor Information

Instructor: Alison N. White, Ph.D.
Office Number: PEB 310
Office Telephone Number: (817)272-6849
Email Address: alison.white@uta.edu
Office Hours: by appointment.

Course Information

Section Information: KINE 4321, section 001 (Lecture) and KINE 4321, section 002 (Lab)

Time and Place of Class Meetings:  
Lecture: M F 10:00 – 10:50 (SH 331)
Lab: W 9:00 – 10:50 (PEB 201 and local elementary school)

Description of Course Content: This course is designed to synthesize the sciences of anatomy and physiology, biomechanics, motor integration and motor control with sound pedagogical knowledge into an applied elementary physical education setting.

Student Learning Outcomes:

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

1. Understand the purpose, benefits, and characteristics of a quality elementary physical education program.
2. Diagram equipment setups and class organizations as part of lesson planning.
3. Identify where routines and procedures will aid class efficiency.
4. Describe the national standards for K-12 physical education and provide examples of how their new knowledge can be used to achieve many of the suggested K-6 guidelines.
5. Create developmentally appropriate physical education curriculum for children.
6. Choose appropriate teaching strategies based on specific content.
7. Organize and implement developmentally appropriate progressions for sequential and broader understandings.
8. Demonstrate how to incorporate knowledge into movement.
9. Explain the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities.
10. Demonstrate and explain how to incorporate a fitness for life theme into each lesson.
11. Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.
12. Accurately and systematically analyze and observe the process of teaching and learning in physical activity setting.
13. Write developmentally appropriate skill theme lesson plans.
14. Recognize and use technology as a tool to enhance teaching and learning in physical education.
15. Include music, bulletin boards, task cards, posters or technology as part of lesson/unit plans.

**Required Textbooks and Other Course Materials:**

Active Tk20 account. The following link provides information related to the Tk20 data management system.  [https://www.uta.edu/coed/tk20/index.php](https://www.uta.edu/coed/tk20/index.php)

**Supplemental Resources:**

TEA Texas Essential Knowledge and Skills (Chapter 116 – Physical Education)  


**Descriptions of major assignments and examinations:**

1. **Assignments** - 30%
   Assignments are designed to help meet the course objectives. See the Course Schedule for due dates. Some assignments will be completed in-class and some will need to be completed out-of-class. It is imperative that you have access to the Internet.

2. **Quizzes** - 10%
   There are 5 quizzes over the course of the semester. All quizzes will be taken at the start of class.

   If a student is **absent or tardy** on that day, they will receive a zero (0) for that day’s quiz. **No make-up quizzes will be provided** except for documented serious and compelling reasons. If this should occur, the instructor must be notified personally by telephone or email prior to the exam in question. Failure to do so will result in a grade of zero (0) for that quiz.

3. **Peer Teaching Labs** - 20%
   Students will be responsible for developing and teaching an elementary level lesson that explores movement concepts and/or skill themes. The grading criteria will be based on a detailed lesson plan, the lesson design, the learning environment, content development, and the implementation of the lesson plan. Further details on this assignment will be provided during the lecture on planning. Each student must submit two versions of their lesson plan on
the day they teach: 1 hardcopy to course instructor and 1 electronic uploaded to Tk20. If you miss on the day you are scheduled to peer teach, you will receive a zero for both the teaching portion and the lesson plan portion of your assignments. NO MAKE-UP days for missed teaching days.

4. **Midterm and Final Exams** - 20%
   The examinations will cover all lecture/lab materials covered in the corresponding half of the semester. **No make-up exams will be given**, except for documented serious and compelling reasons. If this should occur, the instructor must be notified personally by telephone or email prior to the exam in question. Failure to do so will result in a grade of zero (0) for that exam.

5. **Attendance** - 20%
   Attendance will be taken on all lab/activity days. Proper attire for physical activity is required to receive full participation points. If you need to sit out of activity due to injury or illness, documentation from a medical official is required to receive full attendance points for that day. If you are tardy on an activity date, your attendance points will be adjusted to reflect the percentage of class time you attended.

**Attendance:**
See the above Peer Teaching Labs and Attendance sections for attendance information. In addition, if you are absent due to serving as a UTA representative at an official event, you must provide the instructor with written verification from the university supervisor **prior to** the absence. If arrangements are not made prior to the absence no assignments or make-ups will be accepted.

**Other Requirements:** Criminal background check required. Prerequisite: KINE 3304 and 3388

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**Grading Information**

**Grading:**
Final grade will be assigned according to the following scale based on the total accumulated percentage points during the semester.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.
**Grade Grievances:**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. The undergraduate grade grievance policy can be found at: [http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19)

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**Course Schedule**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>CLASS ROOM</th>
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<tbody>
<tr>
<td>W 1/22</td>
<td>No Lab</td>
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<tr>
<td>F 1/24</td>
<td>Introduction and review of syllabus</td>
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<td>SH 331</td>
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<tr>
<td>M 1/27</td>
<td>Chapter 1 – Understanding the Need for Physical Education</td>
<td></td>
<td>SH 331</td>
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<tr>
<td>W 1/29</td>
<td>Lab</td>
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<td>PEB 201</td>
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<tr>
<td>F 1/31</td>
<td>Chapter 1 (cont.)</td>
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<td>SH 331</td>
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<tr>
<td>M 2/3</td>
<td>Chapter 3 – Preparing a Quality Lesson</td>
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<td>SH 331</td>
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<tr>
<td>W 2/5</td>
<td>Lab</td>
<td></td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 2/7</td>
<td>Lesson Plan Format</td>
<td></td>
<td>SH 331</td>
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<tr>
<td>M 2/10</td>
<td>Chapter 5 – Improving Instructional Effectiveness</td>
<td>QUIZ</td>
<td>SH 331</td>
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<tr>
<td>W 2/12</td>
<td>Lab</td>
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<td>S. Davis Elementary</td>
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<tr>
<td>F 2/14</td>
<td>Feedback Assessment</td>
<td>Objectives Assignment Due</td>
<td>SH 331</td>
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<tr>
<td>M 2/17</td>
<td>Chapter 6 – Management and Discipline</td>
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<td>SH 331</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>W 2/19</td>
<td>Lab – Jump Rope for Heart</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 2/21</td>
<td>Chapter 6 (cont.)</td>
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<td>QUIZ SH 331</td>
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<tr>
<td>M 2/24</td>
<td>ALT-PE</td>
<td>SH 331</td>
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<tr>
<td>W 2/26</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 2/28</td>
<td>ALT-PE (cont.)</td>
<td>SH 331</td>
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<tr>
<td>M 3/2</td>
<td>Chapter 8 – Evaluation</td>
<td>SH 331</td>
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<tr>
<td>W 3/4</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 3/6</td>
<td>PE Metrics</td>
<td>SH 331</td>
<td>QUIZ</td>
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<tr>
<td>M 3/9</td>
<td>NO CLASS: Spring Break</td>
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<tr>
<td>W 3/11</td>
<td>NO LAB CLASS: Spring Break</td>
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<tr>
<td>F 3/13</td>
<td>NO CLASS: Spring Break</td>
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<td>M 3/16</td>
<td>Chapter 4 - Curriculum Development</td>
<td>SH 331</td>
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<tr>
<td>W 3/18</td>
<td>Lab</td>
<td>PEB 201</td>
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<tr>
<td>F 3/20</td>
<td>Review for Midterm</td>
<td>SH 331</td>
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<tr>
<td>M 3/23</td>
<td>Midterm exam</td>
<td>Midterm Exam</td>
<td>SH 331</td>
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<tr>
<td>W 3/25</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 3/27</td>
<td>Return Exams</td>
<td>SH 331</td>
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<tr>
<td>M 3/30</td>
<td>Discuss Curriculum Plans</td>
<td>SH 331</td>
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<tr>
<td>W 4/1</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 4/3</td>
<td>Chapter 9 – Legal Liability, Supervision, and Safety</td>
<td>SH 331</td>
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<tr>
<td>M 4/6</td>
<td>Chapter 9 – Legal Liability, Supervision, and Safety (cont.)</td>
<td>SH 331</td>
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<tr>
<td>W 4/8</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>F 4/10</td>
<td>Chapter 10 – Facilities, Equipment, and Supplies</td>
<td>QUIZ</td>
<td>SH 331</td>
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<tr>
<td>M 4/13</td>
<td>Chapter 11 – Integrating Academic Concepts</td>
<td>SH 331</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>4/15</td>
<td>Lab</td>
<td>S. Davis Elementary</td>
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<tr>
<td>4/17</td>
<td>Activity Day</td>
<td>PEB 201</td>
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</table>
| 4/20   | Chapter 15 – Movement Concepts and Themes  
Chapter 16 – Fundamental Motor Skills  
Chapter 17 – Manipulative Skills (cont.) | Curriculum Plan Due  
SH 331 |
| 4/22   | Lab                       | S. Davis Elementary |
| 4/24   | Chapter 13 – Physical Fitness | SH 331 |
| 4/27   | Chapter 13 (cont.)        | QUIZ              |
| 4/29   | Lab                       | S. Davis Elementary |
| 5/1    | Current Event Discussions | Current Event Write-Up  
SH 331 |
| 5/4    | Current Event Discussions | SH 331 |
| 5/6    | Lab                       | S. Davis Elementary |
| 5/8    | Review for Final Exam     | SH 331 |
| 5/15   | 8:00 a.m. – 10:30 a.m.    | Final Exam        |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. All changes to the syllabus will be discussed in class so that you have the appropriate amount of time to make adjustments to your schedules. Please bring your notebooks/textbook to class every day and consult it regularly.

—Alison N. White

Institution Information
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

**Additional Information**

**Professional Dispositions Statement:** *(Approved by Teacher Education Council, 2-7-2012)*

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.


**Texas Education Agency Teaching Standard(s) Addressed in This Course:**

1) **Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems. (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs. (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts. (iii) Teachers adjust content delivery in response to student progress through the use

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into
consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders
and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) **Standard 4--Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations. (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Emergency Exit Procedures: Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. In SH that is out the classroom door and to the corner staircase and out the building. In PEB, there are two possible exits: the back door, door the staircase, out the double doors and out of the building. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Success Programs: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

Electronic Communication: UT Arlington has adopted MyMav as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MyMav account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MyMav is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Emergency Phone Numbers
In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381