I. Course Description:

This course examines the fundamental principles of motor development/motor learning and the integration of movement activities in the learning environment for children and adults. The TGMD-2 project in this course is an assignment that is required for accountability and accreditation.

**KINE 349 Psychomotor Development Movement Activities (3 credits)** is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and also meets for a 2 hour final examination. Students will be taught to observe and how to identify the stages of psychomotor development for a wide variety of physical skills and movements. This knowledge will be utilized in the required TGMD-2 project. The project tied directly to our KIN program’s national accreditation from the Society of Health and Physical Educators and our university’s accreditation from the Southern Association of Colleges and Schools Commission on Colleges. Outside of class time requirements will include identification of factors which enhance or restrict psychomotor development. Written assignments detailing methods to incorporate enhancement factors or how to overcome restrictive factors for teaching physical education will require a minimum average of 6 hours each week outside of class.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA Initiative #4: Develop a learner-centered environment. 
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals. This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences. This course links with SFA’s COE Goal and Initiative #4: Teaching and student success. 
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

**Program Learning Outcomes:**

1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
Student Learning Outcomes:

The student will be able to:

1. Identify stages of development regarding physical movement (PLO #3, 1).
2. Identify different factors that can influence the motor development process throughout an individual’s lifetime (PLO # 3, 4).
3. Identify normal patterns of growth and maturation (PLO #3, 4).
4. Plan movement experiences for various developmental levels (PLO #5, 3, 1).
5. Apply theories and concepts of motor development to the practice of teaching and coaching (PLO #3, 5, 4) (NASPE Standard 1.3).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Students will physically act out various stages of development in a variety of movement skills as part of in class “hands-on” learning activities (not an assignment for point value).
2. Students will teach themselves a new motor skill, record their progress, design practice sessions for teaching other individuals (Bean Bag Toss assignment worth 80 points).
3. Students will observe each other, performing a variety of physical skills, record observations of peers performing physical tasks and design practice sessions for improvement of the physical skills (in class “hands on” preparation for the TGMD-2 project not an assignment for point value).
4. Students will observe different age groups in the public school setting performing a variety of physical skills, record observations and design practice sessions for improvement of the physical skills. This is the TGMD-2 project that is used for accountability and accreditation purposes. It is required to be submitted through LiveText and on paper. Worth 120 points.
5. If time permits at the end of the semester, students will select a fundamental locomotor skill and develop a list of environmental factors that could influence the performance of that skill (this would be done in class a review of knowledge learned through out the semester and for the Final Exam. No point value assigned for this).
6. Students will need their SFASU e-mail account and D2L activated and checked, on a regular basis, for class information.
7. Students will be required to use Microsoft Word (.doc or .docx) or PDF files if submitting work electronically.

KIN 349 Psychomotor Development Alignment with Professional Standards

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean Bag Toss Activity – teaching oneself a new physical skill and responding to predetermined questions about the experience.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6,</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>TGMD-2 Project – assessing gross motor skills of young children, designing learning experiences for these children, implementing these experiences and reassessing to determine if learning has taken place.</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
</tr>
</tbody>
</table>
Assignments – Reviewing one scholarly journal article and analyzing videos in relation to Motor Development

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Reviewing one scholarly journal article and analyzing videos in relation to Motor Development</th>
<th>1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 5, 15.3</th>
<th>1.3</th>
<th>1a</th>
<th>1d, 1e, 2a, 2h, 4b, 4i, 5h, 5j, 6b, 7a, 7b, 7c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 &amp; Exam #1 – Ch. 1, 2, 3, 4, 5, &amp; 7 Content covered includes introduction to motor development, factors that influence motor development before birth up to kindergarten.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 2 &amp; Exam #2 – Ch. 8, 9, 10, 11, 12, &amp; 13 Content covered includes stages of motor development during the elementary years, factors that affect motor development during the elementary years.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 3 &amp; Exam #3 – Ch. 14, 15, 16, 17, 18. 19 Content covered includes stages of motor development during adolescence, factors that affect motor development during adolescence.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam – Ch. 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, &amp; 19. Content covered includes all content previously assessed, stages of motor development during adulthood/older adulthood, factors that affect motor development during adulthood/older adulthood.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of NASPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading): The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 points)</td>
<td>300 pts.</td>
<td>Grading Scale</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>Quizzes (3 @ 30 points)</td>
<td>90 pts.</td>
<td></td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>120 pts.</td>
<td></td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>TGMD-2 Assignment</td>
<td>120 pts.</td>
<td></td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>Bean Bag Toss Assignment</td>
<td>80 pts.</td>
<td></td>
<td>Below 59.9%</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>100 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; DATs</td>
<td>200 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional conduct</td>
<td>30 pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Daily Application Tasks (200 pts.)

Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3, 4)

- Attendance (120 pts.) will be taken at the beginning of each class. Four points will be deducted for each absence unless the absence is documented with the Judicial Office. Students will be considered tardy after class roll is called or after daily application tasks are distributed. If you are late and come into class after attendance 3 times, it will be...
considered one absence. If you are absent more than 8 times, you will fail the course, because it will be impossible for you to complete the work.

- **Daily Application Tasks (80 pts.)** - These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

**Professional Attitude (30 pts.)** - Students will be required to appear, think and behave professionally. Each member should communicate respectfully with teachers and students when visiting public schools for the TGMD project.

NOTE:
- All assignments must be turned in on time when due. **Ten percent (10%)** of the score for each assignment will be deducted for late papers each day after the due date.
- In order to receive full credit in the course, all assignments are required to be submitted in both LiveText and D2L and a paper copy must also be submitted to the instructor (Dr. BAE).

V. Tentative Course Outline/Calendar:

See course outline/calendar on the last page of this document

VI. Readings (Required and recommended – including texts, websites, articles, etc.):

- **Required Textbook**

- **Recommended texts**

LiveText/Watermark Required:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email within the first week of class.

You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning
LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Every student will start off the semester with 50 attendance points. Students will be allowed two unexcused absences without any deductions from the 50 attendance points. Starting with the third unexcused absence, 10 points will be deducted from the 50 attendance points for each unexcused absence. Once a student has depleted the attendance points, the student will automatically receive an F for the course. A student must notify the instructor immediately prior to a university-sponsored trip that will cause an absence. Other absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or
auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment; and/or; - helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over
what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

TExES Competencies: 001, 002, 003

Insurance: It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Proper Attire: Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.

Medical Conditions: Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to not participate in activities.

Food, Drink and Tobacco Products: University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

Cell Phones/Blue Tooth/IPods/Various other electronic devices: Be courteous and turn cell phones off during class. Remove all headsets and ear pieces so that you will not be distracted nor will you be a distraction to other students and the instructor.

Personal Illnesses, Family Emergencies: Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

E-mail etiquette: When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.

Respect during class time: Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of NOT being respectful include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor and/or classmates, studying for another class during class time, turning in assignments during the presentation of information by the professor, consistently leaving during class to do
“something”, consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation. **Any displays of a lack of respect will be addressed and documented.**

**Exam Conduct:**

- You may not wear sunglasses during exams
- You will be asked to either remove your cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk.
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during exams may be construed as cheating and result in associated disciplinary action. Keep in mind that you must put away any electronic devices including smartwatch during exams
- Bathroom breaks or leaving the room for any reason will not be allowed during exams
- No food or drink will be allowed during exams. This includes water and gum
- Engagement in suspicious behaviors during exams may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic “0” on the examination as well as further disciplinary action at the discretion of the instructor. Suspicious behavior may include talking with others, roving eyes, and tapping your hands or feet as signals.
### Tentative Course Outline/Calendar

#### KIN 349 (MW) – Psychomotor Development Movement Activities

This calendar is subject to change due to possible scheduling conflicts regarding availability of gym space and access to public school students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/26</td>
<td>Orientation, syllabus, Introduction to Motor Development &amp; Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/28 Chapter 1 notes – Understanding Motor Development: An Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss what is motor development and other terms that will be utilized throughout the course.</td>
<td></td>
</tr>
<tr>
<td>2 9/2</td>
<td>Chapter 2 – Model of Human Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/4 Chapter 3 notes – Motor Development: A Theoretical Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the phases of motor development in the life span.</td>
<td></td>
</tr>
<tr>
<td>3 9/9</td>
<td>Chapter 4 notes – Selected Factors Affecting Motor Development</td>
<td>Video 1</td>
</tr>
<tr>
<td></td>
<td>Discuss various factors within the individual, the environment and the task</td>
<td></td>
</tr>
<tr>
<td>4 9/11</td>
<td>Chapter 5 notes – Prenatal Factors Affecting Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss various nutritional, chemical, hereditary, environmental factors that impact development before birth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/16 Finish Chapter 5 - Prenatal Factors affecting Motor Development</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Quiz 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/18 Chapter 7 notes – Infant Reflexes and Rhythmical Stereotypies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss various primitive and postural reflexes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/23 Exam #1 (chapters 1, 2, 3, 4, 5, 7)</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td>9/25 Chapter 8 Notes: Rudimentary Movement and Infant Perception.</td>
<td>Article Review 1 due</td>
</tr>
<tr>
<td></td>
<td>Discuss cephalocaudal and proximodistal principles of development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article Assignment due.</td>
<td></td>
</tr>
<tr>
<td>6 9/30</td>
<td>Chapter 9 notes – Infant Perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the visual perception development of infants.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare for using the TGMD-2 instrument on kindergarten students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/2 Chapter 10 notes – Childhood Growth and Development</td>
<td>Video 2</td>
</tr>
<tr>
<td></td>
<td>Discuss various factors that positively and negatively impact motor development in the childhood time period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 10/7 Chapter 11 notes – Fundamental Movement Abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss and apply knowledge of the various phases of development for fundamental movements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss how to complete the TGMD-2 project and write it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administer the TGMD-2 (required for NASPE accreditation).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/9 Begin Chapter 13 notes – Childhood Perception and Perceptual-Motor Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 13 notes – Childhood Perception and Perceptual-Motor Development</td>
<td></td>
</tr>
<tr>
<td>8 10/14</td>
<td>Online Assignment – Analysis of Skill Development</td>
<td>Analysis of Skills Development Quiz 2</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 8    | 10/16| Discuss TGMD-2 Project  
Chapter 12 notes – Physical Development of Children  
Discuss and apply the concepts of health-related fitness and motor fitness of children. |
| 9    | 10/21| Chapter 13 notes – Childhood Perception and Perceptual-Motor Development |
|      | 10/23| **Exam #2** (chapters 8, 9, 10, 11, 12, & 13). |
| 10   | 10/28| Chapter 14 notes – Childhood Self-Concept Development  
Discuss how physical activity has a major role in self-concept, self-esteem, self-confidence.  
GMD-2 Project should be uploaded into D2L due (worth 120 points) |
|      | 10/30| Chapter 15 notes – Adolescent Growth, Puberty, and Reproduction  
Discuss the various physical, physiological changes during the adolescent time period.  
Discuss the various physical, physiological changes during the adolescent time period |
| 11   | 11/4 | Chapter 16 – Specialized Movement Skills  
Discuss the various stages of development during the specialized movement phase, what the educator should recognize in learners during this phase |
|      | 11/6 | Begin Chapter 17 – Fitness Changes During Adolescence  
Discuss the changes in health-related fitness and motor fitness during this time period  
Bean Bag Toss Assignment Started in Class |
| 12   | 11/11| Chapter 17 notes – Fitness Changes during Adolescence.  
**Quiz 3** |
| 13   | 11/18| **Exam 3 #** (chapter 14, 15, 16, 17, & 18) |
|      | 11/20| Chapter 19 notes – Physiological Changes in Adults.  
Discuss the decline in physiological systems in adults and its impact on physical abilities |
| 14   | 11/25,27| **Thanksgiving Break** |
| 15   | 12/2 | Review for Final Exam |
|      | 12/4 | **All Individual documents should be uploaded into both Livetext/Watermark and D2L by December 4.** |
| 16   | 12/9-13| **Comprehensive Final Exam** |

**Note:** Attendance and participation will be strictly documented during the first three weeks of the semester. Students who do not attend or do not participate in class will be reported. This is action is necessary for complying with federal regulations regarding financial aid.