# General Course Outline

### Part I (An Overview of Lifelong Human Motor Development)

1. Introduction to the Developmental Perspective The Primary Determinants of Motor Behavior General Terminology

Significant Observations (Assumptions) about Development Periods of Life-Span Development

The Developmental Continuum Research in Motor Development Theoretical Views

Careers in Motor Development

### Part II (Biological Growth and Development)

1. Heredity and Neurological Changes Heredity

Neurological Changes

1. Physical Growth Changes

An Overview of Physical Growth and Development Changes in Body Proportions and Physique Structural Development

Body Mass Maturity Estimates Maturity Variations

Implications for Motor Performance

1. Physiological Changes Cardiorespiratory Development
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Blood Characteristics Basal Metabolic Rate Muscular Strength Flexibility

Changes with Advanced Aging

1. Factors Affecting Growth and Development Prenatal Development

Nutrition and Physical Activity During Postnatal Development Glands and Hormonal Activity

### Part III (Perception and Information Processing)

1. Perceptual Development Visual Perception Kinesthetic Perception Auditory Perception Tactile Perception Perceptual Integration

Changes with Advanced Aging Gibson’s Ecological Perspective Embodiment

Perceptual-Motor Training Programs

1. Information Processing and Motor Control Attention

Memory

Processing Speed and Movement Time Programming

Changes with Advanced Aging

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### Part IV (Motor Behavior Across the Life Span)

1. Early Movement Behavior Reflexive Behavior

Spontaneous Movements (Stereotypies) Rudimentary Behavior

1. Motor Behavior during Early Childhood Fundamental Motor Skill Development Movement Patterns (Process Characteristics) Fine Motor Manipulative Behavior Functional (Motor) Asymmetries
2. Motor Behavior during Later Childhood and Adolescence Quantitative (Product) Motor Performance Changes Quantitative (Product) Changes in Motor Performance Motor Skill Refinement
3. Motor Behavior in the Adult Years Peak Motor Performance Regression

Physical Activity and Longevity

### Part V (Assessing Change)

1. Assessment

Basic Terminology of Assessment Purposes of Assessment Considerations for Proper Assessment Assessment Instruments

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### Part VI (Sociocultural Influences on Motor Development)

**13** Sociocultural Influences on Motor Development Basic Terminology of Socialization Socializing Processes and Agents

Primary Influences during Childhood and Adolescence Primary Influences during Adulthood

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# Chapter Objectives and Use of Key Terms

Included in the introduction of each chapter are **chapter objectives** and **key terms***.* The objectives reflect the conceptual framework used by identifying the important facts, topics, and concepts to be covered. Marginal notations and page numbers are provided to aid the student in identifying text material related to chapter objectives. Key terms appear in **boldfaced type** in the text and pinpoint the words of greatest importance to understanding the broader concepts of each chapter. Feedback from users and reviewers suggests that these features are quite useful in developing and customizing course materials to meet the needs of various audiences.

For example, in some instances you may wish to designate selected (rather than all) objectives and key terms for course coverage. Perhaps your students already have a strong background in a certain area, such as physiology. Or, the focus of the course has a limited or expanded scope, in which case you can add or delete objectives and key terms (using the computer files). This practice seems to be more prevalent with those of you who use the text for upper and graduate level courses.

Suggestions:

1. Provide the students with a complete list of your objectives at the beginning of the course. A complete list of objectives follows. Tell your students that if they learn these objectives and related key terms, it will help them to succeed in the course.
2. Focus on the objectives for lectures and exams.

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# Course Objectives

### Chapter 1 Introduction to the Developmental Perspective

1. Explain the *developmental systems perspective* and describe the relationship to motor development.
2. Define the term *motor development* and describe its association with the life-span perspective.
3. Discuss the multidisciplinary approach to studying motor development.
4. Briefly describe the five major goals of the developmental specialist.
5. Describe the primary determinants of motor development and behavior.
6. Define the general terms associated with motor development.
7. Discuss and support the major observations (assumptions) associated with human development.
8. Outline the periods of life-span development.
9. Illustrate and briefly describe the developmental continuum for life- span motor behavior.
10. Discuss the purpose and identify primary strategies used in conducting research in the scientific study of life-span development.
11. Name and describe the major theoretical views and approaches to study human development.
12. Identify careers associated with the field of motor development.