

CHLD 160: PERCEPTUAL MOTOR AND MOVEMENT ACTIVITIES

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2021
Credits:	2
Total Contact Hours:	36
Lecture Hours :	36
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	72
Strongly Recommended:	ENGL 101.
Transferable to CSU:	Yes
Transferable to UC:	No
Grading Method:	Standard Letter

Catalog Course Description

This course will focus on evaluation of motor skills, planning and implementation of perceptual motor and movement activities appropriate for normal and motor-delayed young children. Emphasis will be placed on the role of the physical and psychomotor domain in the total development of the young child. Developmental motor activities will be examined that aid children in acquiring movement abilities and fitness, as well as facilitate social interaction and cognitive development. Participants will develop movement experiences for use in the classroom and in the planning of a motor development curriculum. 36 lecture hours.

Course Objectives

- Explain the role of movement as an integral part of the early childhood curriculum
- Describe the movement skills and concepts that are developing in children during infancy and early childhood including typical and atypical development
- Identify movement activities that enhance physical, motor, social, and cognitive development
- Discuss reading materials and movement experiences using appropriate developmental and movement technology
- Select and/or design developmentally-appropriate activities and supplies to promote motor skill development and fitness in young children
- Plan and implement activities that help children develop accurate sensory perceptions enabling them to acquire a sense of balance, coordination, directionality, gross, and fine motor skills necessary for success in school

Major Course Content

1. Review Literature on Motor Skill Development in Young Children
 - a. Principles of motor development
 - b. The role of sensory and perceptual functions in movement

- c. Movement skills and concepts learned in infancy and early childhood
 - d. Physical growth, health and fitness development
2. Assessment
 - a. Quantitative and qualitative characteristics of motor skill development
 - b. Sequential characteristics of motor milestones and fundamental motor skill development
 - c. Role of teacher observation and evaluation
 - d. Referred and remediation for children with motor delays
 3. Curriculum Planning
 - a. Age and developmentally-appropriate games, rhythms, dance, and exercise activities
 - b. Developmentally-appropriate practices in movement programs
 - c. Goals and objectives
 - d. Lesson planning
 - e. Equipment and supplies
 - f. Facilitation of movement in children with motor delays

Suggested Reading Other Than Required Textbook

McCall, R.M./Craft, E.H., Moving with a Purpose: Developing Programs for Preschoolers of all Abilities, 2000, Human Kinetics The reading for this course is:

PRIMARILY COLLEGE LEVEL

Examples of Required Writing Assignments

Design an developmentally appropriate movement program for a preschool-age children's program

Examples of Outside Assignments

Observation at a licensed preschool to record and evaluate the curriculum that encourages motor skills and perceptual abilities

Instruction Type(s)

Lecture, Online Education Lecture