COURSE SYLLABUS

Course Number: PET 3230
Prerequisite(s):
BSC 1005 – Biological Science
PET 2300 – Applied Human Anatomy

Course Title: Motor Learning

Course Credit: 3
Course Hours: 3

College: Education
Department: Health, Physical Education and Recreation

Required Text: Sport Skill Instruction for Coaches
Wrisberg
Publisher – Human Kinetics

Faculty Name: Dr. Brian M. Hickey
Term and Year: Spring 2010
Place and Time: MPC 214 – T, Th: 11:00 AM to 12:15 PM

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Office Hours
Monday 11 am to noon
1 pm to 5 pm
Tuesday 3:30 pm to 5 pm
Wednesday
Thursday 3:30 pm to 5 pm
Friday 11 am to 2 pm
Saturday

Course Description
This course will analyze the principles underlying the control and learning of motor skills. Central, neural, and sensory mechanisms that facilitate or inhibit the production, control, acquisition, retention, and transfer of motor skills will be discussed. Emphasis is given to a sound theoretical base from which to design and implement optimal learning and performance conditions. Motor control variables such as motor programs, brain systems, the spinal cord, musculoskeletal factors, and visual systems are explored. Motor learning/performance variables such as transfer, modeling, feedback, practice schedule, mental practice, memory, and attention will be discussed. The course employs lecture, labs, and research methods to understand motor learning principles.

Course Purpose
The purpose of this course is to provide students with a working knowledge of the principles of motor learning so as to facilitate the process of becoming an exemplary physical educator.

Conceptual Framework
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the

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kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

- **TECHNOLOGY**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10 12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF:</td>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.6 (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

- **VALUES**
  - Through this focal area, the FAMU professional education candidate will:

| CF: | 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |

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| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

**CRITICAL THINKING**

*CF4*

*Through this focal area, the FAMU professional education candidate will:*

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

*CF 5*

*Through this focal area, the FAMU professional education candidate will:*

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

*CF 6*

*Through this focal area, the FAMU professional education candidate will:*

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |

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Overall Goals of the Course
At the completion of this course, students will be able to:

1. Evaluate learning and performance measures of motor skills by:
   a. defining and interpreting learning vs. performance of motor skills
   b. identifying performance measures such as error scores, time, accuracy, magnitude, and qualitative and quantitative measures
   c. identifying methods of inferring learning from performance curves, transfer and retention tests
   d. correctly inferring learning from performance curves of student-collected data
   e. analyzing motor skills based on process-oriented mechanical factors of the laws of motion and stability.

2. Relate underlying theoretical bases to the control, performance and learning of motor skills by:
   a. satisfactorily explaining and interpreting the past and current theories of motor control and learning
   b. successfully completing lab experiments investigating theoretical predictions
   c. producing written summaries of the relationship between theoretical concepts explored in labs and the teaching-learning process
   d. interpreting theoretical explanations for psychological aspects of motor performance
   e. completing small group activities to interpret theory

3. Identify and explain variables which influence the learning and performance of motor skills by:
   a. explaining the relationship of selected variables to the learning and performance of motor skills.
   b. successfully completing laboratory experiences which manipulate learning variables.
   c. providing written summaries of various learning and psychological variables and their relationship to motor skill acquisition
   d. interpreting research articles that examine the role of selected learning variables
   e. relating motor learning concepts and variables to the design of the instructional process

4. Observe, analyze, and provide feedback to improve movement efficiency and acquisition by
   a. analyzing live and videotape movements to determine critical movement errors and identifying teaching cues based on hierarchy of critical errors.
   b. providing feedback using effective feedback principles derived from motor learning research

Specific Behavioral Objectives
The following is a comprehensive list of the specific objectives addressed in this class:

- define and classify concepts of motor learning and motor development
- explain the importance of perceptual motor development
- understand the maturation process across the lifespan as related to physical activity
- trace the information processing approach to learning
- comprehend the principles and factors involved in reaction time
- understand how attention influences performance
- relate the principles of human performance to the teaching setting
- discuss short term and long term memory as they pertain to human performance
- summarize individual differences in motor abilities
- prepare and present strategies for designing practice
- understand how feedback enhances acquisition of motor skills
- differentiate between massed and distributive practice
- understand the phases of learning a physical skill

National and State Standards Addressed in the Course

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Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Professional Organization/Learned Society Standards
National Association for Sport and Physical Education (NASPE)

<table>
<thead>
<tr>
<th>Standard 1: Scientific &amp; Theoretical Knowledge</th>
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</thead>
<tbody>
<tr>
<td>1.1 Describe &amp; apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness</td>
</tr>
<tr>
<td>1.2 Describe &amp; apply motor learning, psychological, and behavioral theory related to skillful movement, physical activity and fitness</td>
</tr>
<tr>
<td>1.3 Describe &amp; apply motor development theory and principles related to skillful movement, physical activity, and fitness</td>
</tr>
</tbody>
</table>

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### Standard 2: Skill and Fitness Based Competence

2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

### Standard 3: Planning and Implementation

3.1 Design & implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards that lead to student learning.

3.3 Design & implement content that is aligned with lesson objectives.

3.4 Plan & implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

3.5 Plan for the management of resources to provide active, fair, and equitable learning experiences.

3.6 Adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

3.7 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

3.8 Design & implement student learning experiences that integrate technology.

### Standard 4: Instructional Delivery and Management

4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

4.2 Provide effective instructional feedback for skill acquisition, student learning, and motivation.

4.3 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

### Standard 5: Impact on Student Learning

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

### Standard 6: Professionalism

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

6.4 Communicate in ways that convey respect and sensitivity.

**Florida Educator Accomplished Practices (FEAPs)**

2. **COMMUNICATION**

2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

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3. CONTINUOUS IMPROVEMENT
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Physical Education K-12

3 Knowledge of instructional strategies

1. Identify strategies and adaptations that meet the needs of a diverse student population.

2. Identify various organizational strategies that promote maximum participation.

3. Identify teaching styles, communication delivery systems, and materials that facilitate learning.

4. Identify and apply motivational theories and techniques that enhance student learning.

5. Apply developmentally appropriate instructional strategies, techniques, and teaching methods that promote student learning.

6. Identify a variety of self-assessment and problem-solving strategies inherent in reflective teaching.

7. Identify the role of feedback in facilitating learning.

4 Knowledge of human growth, motor development, and motor learning related to physical activity

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1. Determine the relationship between human growth and development and appropriate physical activity.

2. Apply learning and human development theories to construct a positive learning environment that supports psychomotor, cognitive, and affective development.

3. Apply motor development and motor learning principles to the acquisition of motor skills.

5 Knowledge of skill and movement principles in physical activity

1. Identify and apply the concepts of spatial awareness, body awareness, relationships, and effort qualities as they relate to movement forms.

2. Identify the fundamental movement patterns, including locomotor, nonlocomotor, and manipulative skills, as applied to movement forms.

3. Identify sequentially progressive activities that promote the acquisition of psychomotor, cognitive, and affective skills.

4. Identify appropriate cues, prompts, and strategies for teaching motor skills.

5. Apply mechanical principles of motion to movement forms.

6. Identify strategies to develop correct skill performance.

7. Analyze the mechanics of a skill or sequence of movements and identify ways in which the performer can improve the performance.

8. Identify how components of skill-related fitness affect performance.

10 Knowledge of appropriate rules, strategies, and terminology

1. Apply appropriate rules and strategies of play to game and sport situations.

2. Identify terminology for various physical education activities.

11 Knowledge of professional development and advocacy strategies

2. Identify current professional literature, research, and other sources of information that enhance professional growth.

3. Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.

12 Knowledge of technology

1. Identify current technological resources for accessing information on physical activity and health.

2. Identify appropriate uses of technology in the instructional process.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>NASPE Ps</th>
<th>FEA Ps</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Set 1</td>
<td>Communication</td>
<td>1.10,1.13,1.20,1.21,1.2,1.3,2.1,2.13,1.24,1.31,1.32,1.33,1.34,1.35,1.36,2.10,2.11,2.13,2.21,2.22,4.1,0.4.11,4.12,4.13,7.10,7.11,7.12,7.13</td>
<td>1,2,5,6</td>
<td>2,3,4,8,10,11,12</td>
<td>3.1,3.2,3.3,3.4,3.4.1,4.1,4.2,4.3,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,10.2,12.2</td>
<td>1.1,2.12.2,3,1.3.4,4.1,4.4,5,5.1</td>
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<tr>
<td>Content Knowledge Essays</td>
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<td>1.10,1.13,1.20,1.21,1.2,1.3,2.1,2.13,1.24,1.31,1.32,1.33,1.34,1.35,1.36,2.10,2.11,2.13,2.21,2.22,4.2,2.4.23,5.10,5.11,5.15,5.20,5.21,5.24,6.10,6.13,6.14,7.20,7.21,8.20,8.21</td>
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<td>3.1,3.2,3.3,3.4,3.4.1,4.1,4.2,4.3,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,10.2,12.2</td>
<td>1.1,2.12.2,3,1.3.4,4.1,4.4,5,5.1</td>
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<tr>
<td>Inquiry Project</td>
<td>Critical Thinking</td>
<td>1.10,1.13,1.20,1.21,1.2,1.3,2.1,2.13,1.24,1.31,1.32,1.33,1.34,1.35,1.36,2.10,2.11,2.13,2.21,2.22,4.1,0.4.11,4.12,4.13,5.30,5.33,5.34,6.20,6.21,6.22,6.23,7.30,7.32,7.33,8.3,0.8.32,8.34</td>
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<td>1.1,2.12.2,3,1.3.4,4.1,4.4,5,5.1</td>
</tr>
</tbody>
</table>

**Topical Outline**

1. Motor performance and learning principles
2. Basic concepts of motor learning
3. Sensory system contributions to motor learning
4. Motor programs
5. Motor control
6. Motor development
7. Movement accuracy
8. Individual differences with respect to motor abilities
9. Design and implementation of practice plans
10. The role of feedback in learning
11. Lifespan changes

**Teaching Methods**

Lecture
Field experience
Laboratory experience

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**Course Evaluation**

30% weekly assignments  
10% disposition  
20% action research project  
40% problem sets (4 @ 10% each)

No late work will be accepted.

**Grading**

Grades will be assigned based on a 100 point scale.  
Letter grades will be assigned as follows:  
A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59 and below

**Course Policies**

**Class Attendance Regulations**

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. Therefore, the university reserves the right to deal with individual cases of non-attendance.  
Students are responsible for all assignments and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or examinations.

**Absence from class for cause:**

- participation in recognized university activities  
- personal illness properly certified  
- emergencies caused by circumstances in which the student has no immediate control - the excuse must be approved by the dean or director of the unit in which the student is enrolled.

A student is permitted one unexcused absence per credit hour of the course they are attending. A student exceeding the number of absences may be dropped from the course and assigned the grade of “F”. Students may be readmitted to the course with the dean’s and the instructor’s permission.

**Disabled Students:** If you have a disability which is not apparent but which may affect your participation with the class, please see the instructor as soon as possible.

**English Language Difficulties:** Please advise the instructor if English is not your first or native language, specifically if reading or understanding verbal communication presents a problem.

Academic dishonesty will not be tolerated and will result in a grade of zero for that segment of the course.

**Tentative Course Calendar**

Week 1: introduction to motor performance and learning  
Week 2 & 3: principles of human skilled performance  
Week 4: attention and human performance  
Week 5 & 6: motor production and motor programs  
Week 7 & 8: principles of motor control and movement accuracy  
Week 9 & 10: individual differences and motor abilities  
Week 11: motor development  
Week 12: motor learning: concepts and methods  
Week 13: practice design and implementation  
Week 14: feedback & skill learning  
Week 15: organizing and scheduling practice

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