



## Course Syllabus: Physical Development and Wellness of Young Children

Gordon T. & Ellen West College of Education & Professional Studies  
KNES 1933 Section X30  
Summer I 2026

### Contact Information

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### Class Meeting Information

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system (D2L) will be made available to each student.

As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Each course module is 1 week long, with the exception of the last week. See the course schedule for all due dates.

Over this 5-week semester, a 3-credit course requires approximately 135 total hours of academic work, based on the [Carnegie Unit](#), the national standard that defines one credit hour as roughly 45 hours of combined instruction and independent study. This averages to about 27 hours per week in an accelerated term. To stay on track in this condensed format, students should plan to engage with the course daily, even if only to review announcements or messages.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email or mobile number and customize which notifications you would like to receive.

### Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday,

8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

#### Textbook & Instructional Materials

Students must have access to a personal computer with Microsoft Office Software, high speed Internet, and D2L, the MSU Online Learning System.

This course uses digital course materials designed using Open Educational Resources (OER), high-quality, openly licensed educational materials, rather than a traditional textbook. You can access all readings, videos, quizzes and other activities through our course site on D2L.

#### Course Description

An introduction to the standards and practices that promote young children's physical well-being, and maintenance of safe learning environments. It includes the examination of factors impacting a child's growth and development related to health, nutrition, and fitness. The course focuses on instructional and developmentally appropriate strategies and activities for young children.

#### Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the National Association for the Education of Young Children (NAEYC) professional standards. This course provides teacher candidates and other WCOE students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Demonstrate knowledge of designing and developing quality curriculum related to young children's physical development and are familiar with the processes that help children develop fundamental competence, skillful practices, and fitness in physical education (NAEYC 3).
2. Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instruction to include all students (NAEYC 1, 3).
3. Demonstrate the ability to use instructionally effective and developmentally appropriate approaches to teaching that enhance young children's learning and development of fine and gross motor skills (NAEYC 1, 3, 5).
4. Identify and explain the components of physical education including spatial awareness, agility, balance, coordination, endurance, and force (NAEYC 3).
5. Describe why health education is a necessary component in the early childhood programs and identify health and safety guidelines and practices for the prevention and management of common illnesses, diseases, and injuries (NAEYC 6).
6. Identify and explain the influence of family, peers, culture, & others on health behavior (NAEYC 1, 2, 6).
7. Demonstrate a knowledge of and design activities in both indoor and outdoor environments with a focus on safety and developmental appropriateness (NAEYC 3,7).
8. Identify and explain the importance of assessment to a child's physical

development (NAEYC 5)

9. Identify and explain the importance of nutrition as a necessary component in health education in early childhood (NAEYC 3, 6).

See the [NAEYC website](#) for a complete list of standards/competencies. See the course schedule for the alignment of assignments and standards.

### Student Handbook

Refer to: [Student Handbook](#)

#### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Integrity is a core value at MSU, holding students to high expectations for honesty, honor, and respect for truth. For this purpose, it is imperative to consider how we are using Generative Artificial Intelligence (GenAI) tools in the classroom setting and our academic work. As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves and it is a violation of university policy to misrepresent work submitted that has been generated by another person/entity and the use of GenAI tools as your own. Therefore, in this course, students shall give credit to GenAI tools and are **required to disclose** information whenever used in the following situations (Tarleton English Department, 2025):

- If you use an AI-generator to help you brainstorm, come up with an outline, or summarize a concept for you, you must acknowledge that use in a statement in the end of your work. Your statement must contain the following information:
  - GenAI program(s) used and reason for using the program(s)
  - Explanation of how GenAI was used; responses may address
    - Summarizing readings or other content
    - Brainstorming ideas
    - Sharpening your writing for clearer and more concise ideas
    - Generating text to help you refine your position
    - Getting it to prompt you to develop your thinking
    - Asking questions
    - Having it check your grammar and citations
    - Soliciting feedback on what you wrote

- Summary of your general interactions with the GenAI; responses may address
  - In what ways the algorithms were helpful
  - In what ways the algorithms were not helpful, inappropriate, or incorrect
  - What you might do differently if you were using it again
- **Include ALL inputs and outputs used (your prompts and the GenAI's responses).**
- If you use text that was created by an AI-generator within your work, you must acknowledge the AI-generator as the source of that text within your work just as you would any other source.

Any violations of this policy or failure to disclose will be treated as academic misconduct. If you have any questions about this policy or if you are unsure about the use of GenAI tools, please do not hesitate to ask for clarification.

### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

This course is organized into 5 modules, one module per week. Each module has a folder in D2L and you can access all materials from this folder and an overview of tasks for the week. I have organized the folders by content, activities, and assignments. Content and activities are ungraded things to engage you in the content and guide you on the assignments. Assignments are all graded and have specific due dates that you must adhere to each week. See all due dates below in the schedule and on D2L. Most modules can be viewed and completed at any time, but all work must be submitted by the appropriate due date.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar will be graded as a part of any course work. The [MSU Tutoring](#) is available to all MSU students. All work should be in your own words. Paper Formatting- all work should follow the same formatting guidelines: 12-point Times New Roman font, one (1) inch margins, page number, name in heading, and doubled spaced.

I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them. Grades for each assignment will be posted in the D2L course grade book.

*Table 1: Weight allocated to each assignment*

<b>Assignments</b>	<b>Weight</b>
Weekly Module Assignments	50%
Lesson Plans	20%
Health & Wellness Project	30%
Total Weight	100%

*Table 2: Range for final grade.*

<b>Grade</b>	<b>Points</b>
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### Weekly Module Assignments

Throughout this course, you will engage in weekly assignments designed to deepen your understanding of the material and foster critical thinking. These assignments may include readings, discussions, written reflections, or creative projects. Detailed instructions and deadlines will be posted in D2L in weekly modules. These assignments are designed to be completed within a reasonable timeframe and are essential for your active participation and success in this course.

### Lesson Plans

You will write a lesson plan to demonstrate your knowledge of how to design activities for both the indoor or outdoor physical environments with a focus on safety and developmental appropriateness.

### Health & Wellness Project Assignments

The Health and Wellness Project will be an opportunity to put together all you have learned in the course and demonstrate that learning. For this project, you will need to create a practical classroom or program application that could be used in the early childhood setting and discuss how you will use it and why it relates to the course content. For example, you could do a parent newsletter, staff development, unit of instruction with at least 5 lessons to use to teach a topic, or a classroom initiative. You will complete this assignment in two-parts to include: 1) Health & Wellness Project Outline, Rationale and Reference Page Assignment to provide a preliminary outline of your project to describe the

format your project will take, a rationale for the project, the concepts that will be covered, and a preliminary scholarly reference page and 2) the Health and Wellness Project Paper will be a research-based paper because for you must include scholarly support to validate the practical classroom or program application. You will need to include support for the target age group, the target topic, and the strategies of the practical application and you need to align your application to the NAEYC Standards.

### Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

### Important Dates

Last Day to drop with a grade of "W:" June 17, 2026. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

### Attendance

This course is delivered via D2L as an asynchronous course. Access to the MSU D2L online management system will be made available to each student. Asynchronous online instruction occurs anytime during the week. Students watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment. Course materials are organized into weekly modules. Modules contain tasks to complete in order to accomplish the objectives and assessment activities. Your success in this course depends on how well you engage in your own learning.

An instructor may drop a student any time during the semester for excessive failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. If a candidate is taking 'blocked' courses that are taught at a Professional

Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

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### Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Instructor Class Policies

Below are specific policies which apply to this class.

#### Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

#### Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

#### Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this

course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

## College and University Policies

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook](#)

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

*Grade Appeal Process*

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

\*Note: Each module begins @ 8:00 am on the first day of the module and ends on @ 11:59 pm on the last day of the module. All assignments are due at 11:59 pm. You will have multiple things due and multiple due dates each week.

Dates	Module # and Content/Topics	NAEYC Standards	Activities/Assignment
6/1-6/7	Module 1: Children's Physical Wellness and Health: What and Why	1, 2, 3, 6	<ul style="list-style-type: none"> <li>• Content for Module 1- Due 6/7               <ul style="list-style-type: none"> <li>○ Getting to Know the Course- Read the syllabus and watch my video (in Read Me First!)</li> <li>○ Children's Well-Being and Early Childhood Education (LibreTexts)</li> <li>○ Excerpt from: A Guide to the Texas Whole Child</li> <li>○ Principles of Child Development (NAEYC)</li> </ul> </li> <li>• Activity               <ul style="list-style-type: none"> <li>○ Module 1 Vignette in Discussion Board- Due 6/7</li> </ul> </li> <li>• Assignments               <ul style="list-style-type: none"> <li>○ Course Syllabus &amp; Navigation Quiz- Due 6/3</li> <li>○ Module 1 Introduction- Due 6/3</li> <li>○ Module 1 D2L Quiz-Due 6/7</li> <li>○ Brainstorming: Health &amp; Wellness Project Outline, Rationale and Reference Page Assignment- Due 6/14</li> </ul> </li> </ul>
6/8-6/14	Module 2: Physical Development of the Young Child: Developmental Milestones and Indoor Play Environments	1, 2, 3, 5, 7	<ul style="list-style-type: none"> <li>• Content for Module 2- Due 6/14               <ul style="list-style-type: none"> <li>○ IRIS Center- Early Childhood Environments Module (Pages 1 and 2)</li> <li>○ Virtual Lab School- Physical Development Course (#1, 2, &amp; 3)</li> <li>○ CDC's Developmental Milestones</li> </ul> </li> <li>• Activity               <ul style="list-style-type: none"> <li>○ CDC-Watch Me Training Modules- Due 6/14</li> <li>○ Module 2 Thinking About Development Activity</li> </ul> </li> <li>• Assignments               <ul style="list-style-type: none"> <li>○ Module 2 D2L Quiz-Due 6/10</li> <li>○ Watch Me Training Quizzes-Due 6/14</li> <li>○ Health &amp; Wellness Project Outline, Rationale and Reference Page Assignment- Due 6/14</li> <li>○ Begin Indoor Environment Lesson Plan- Due 6/21</li> </ul> </li> </ul>

## Course Schedule Continued

Dates	Module # and Content/Topics	NAEYC Standards	Activities/Assignment
6/15-6/21  #6/19 is a school holiday#	Module 3: Physical Development of the Young Child: Outdoor Play Environments, Safety, and Supervision	3, 7	<ul style="list-style-type: none"> <li>• Content for Module 3- Due 6/21               <ul style="list-style-type: none"> <li>○ NAEYC- Administrators Guide to Supervision</li> <li>○ Virtual Lab School- Physical Development Course (#4 &amp; 5)</li> <li>○ ABCs of Playground Safety</li> <li>○ National Program for Playground Safety- Selected Readings (see details in D2L)</li> </ul> </li> <li>• Activity               <ul style="list-style-type: none"> <li>○ Module 3 Discussion Board- Playground Safety and Design- Due 6/21</li> </ul> </li> <li>• Assignments               <ul style="list-style-type: none"> <li>○ Module 3 D2L Quiz- Due 6/21</li> <li>○ Finish Indoor Environment Lesson Plan- Due 6/21</li> <li>○ Begin Outdoor Environment Lesson Plan- Due 6/28</li> </ul> </li> </ul>
6/22-6/28	Module 4: Nutrition	1, 3, 6	<ul style="list-style-type: none"> <li>• Content for Module 4- Due 6/28               <ul style="list-style-type: none"> <li>○ Ask a Nutritionist</li> <li>○ Myplate.gov: Preschoolers</li> <li>○ Virtual Lab School- Healthy Environments Course (#1, 5)</li> </ul> </li> <li>• Activity               <ul style="list-style-type: none"> <li>○ Module 4 Talking About Healthy Habits Activity- Due 6/28</li> </ul> </li> <li>• Assignments               <ul style="list-style-type: none"> <li>○ Module 4 D2L Quiz- Due 6/24</li> <li>○ Outdoor Environment Lesson Plan- Due 6/28</li> <li>○ Health &amp; Wellness Project Paper- Due 7/1</li> </ul> </li> </ul>
6/29-7/2  **this is a short week with some unique due dates**	Module 5: Other Health & Safety Guidelines and Practices	1, 3, 6	<ul style="list-style-type: none"> <li>• Content for Module 5- Due 7/3               <ul style="list-style-type: none"> <li>○ Virtual Lab School- Safe Environments Course (#5, 6, &amp; 7)</li> <li>○ Virtual Lab School- Healthy Environments Course (#2, 3, &amp; 4)</li> <li>○ Healthy Children are Ready to Learn</li> </ul> </li> <li>• Activity               <ul style="list-style-type: none"> <li>○ Module 5 What Would You Do Activity- Due 7/2</li> </ul> </li> <li>• Assignments               <ul style="list-style-type: none"> <li>○ Health &amp; Wellness Project Paper- Due 7/1</li> <li>○ Module 5-D2L Quiz- Due 7/2</li> </ul> </li> </ul>

## References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

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NAEYC. (2019). Professional Standards and Competencies for Early Childhood Educators. Washington, DC: NAEYC. <https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC. (2022). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.

NAEYC. (2025). Early Childhood Program Standards. Washington, DC: NAEYC. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2025\\_early\\_childhood\\_program\\_standards\\_final.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2025_early_childhood_program_standards_final.pdf)

National Center on Early Childhood Health and Wellness. (n.d.). Healthy children are ready to learn. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/healthy-children-ready-learn.pdf>

TEA. (2024). Early Childhood Education: Educator Resources. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/educator-resources>

TEA. (2024). Texas Prekindergarten Guidelines. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

TEA. (2024). Early Childhood Education Best Practices. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-best-practices>

U.S. Department of Education (2024). Early Learning. U.S. Department of Education. <https://www2.ed.gov/about/inits/ed/earlylearning/index.html>

USDHHS. (2021). New You Can Use: Foundations of School Readiness: Physical Development and Health. U.S. Department of Health and Human Services. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-physical-development-health>