

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Developmental Psychology of Children

Date: March, 2008

Subject Area: Career Technical Education

Proposed Grade Level(s): 11-12

Course Length: One Year

Grading: A-F or Pass/Fail

Number of Credits: 5/Semester

Prerequisites: Suggested: Life Management 1

1) COURSE DESCRIPTION:

This course is a study of the physical, perceptual, cognitive, personality, and language developmental stages of children from conception through adolescence, including the principle theories of development and their application. The need for an understanding of how children develop and what influences their development is an important component of contributing to the demands of our complex society. Students will develop an understanding of children and the developmental process through readings, case studies, observations, individual research projects and group project work. This course will examine the major theories of child development and their application. This course is part of the ACE Program at Folsom High, giving students an opportunity to earn college credit through CSUS. It is also approved as a UC A-G Elective at Folsom High.

2) GENERAL GOALS/PURPOSES:

(Adapted from the FCUSD Mission Statement and Vision Statement)

- The Child Development program will carry high expectations for each student's achievement and success in applying decision-making and problem-solving techniques.
- The Child Development program will provide students with a broad range of rigorous educational opportunities which will enable each individual student the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21st century.
- The Child Development program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the area of child development and education.
- The Child Development program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Child Development program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop saleable skills. Our program will provide intellectual and practical experiences in which the student can expect a high degree of success to maximize his/her feelings of self-worth and accomplishment.

Students will:

- Examine the importance of childhood as a time for essential development
- Consider the basic family unit and the extensions of that in today's society.
- Develop observation skills necessary to assess a child's developmental stages and needs.
- Examine how children learn and the application of developmental theories to this process.
- Examine the special challenges that some children face and how the needs of these children can be met.
- Analyze the major decisions and responsibilities of parenting and evaluate care-giving options.
- Explain the benefits of studying child development
- Review the history of the study of child development

- Identify research methods used to collect data on children.
- Explain how prenatal development from conception to birth occurs and describe characteristics of a normal development
- Develop a list of and evaluate community resources that provide information and assistance with prenatal care and family planning.
- Compare theories regarding human growth and development.
- Describe communication techniques and assess the effects of their use with children.
- Analyze the relationship of guidance to the development of self-discipline.
- Analyze case studies that describe inappropriate behavior to determine possible causes and suggest solutions.
- Assess the effectiveness of various guidance strategies in promoting self-worth and self-discipline in children
- Understand child abuse laws and reporting procedures
- Investigate causes of abusive behavior and strategies that help in reducing child abuse and neglect
- Investigate and select community agencies and resources that provide child health care services and information.
- Describe the relationship of learning, play, and recreational activities to the commonly accepted principles of the development of children and adults.
- Plan, conduct and evaluate learning, play, and recreational activities that enhance the physical development of children and adolescents.
- Identify the influence of culture on a child's behavior and learning.
- Identify the characteristics of children with special needs.
- Describe and analyze strategies for helping children with special needs.
- Identify factors that contribute to change in the lives of children.
- Analyze how changes and crises affect infants, children, and adolescents.
- Identify appropriate strategies and resources that help children and adolescents in adapting to changes and crises.
- Explain how changes in technology have an impact on children and adolescents and describe methods for helping them to adapt to those changes.
- Investigate and identify careers in Child Development and Child Psychology and the components and pathways to developing such careers.

3) STUDENT READING COMPONENT:

Foundation Standards

2.1 Reading, including but not limited to:

Specific applications of Reading Comprehension standards (grades 9 & 10): (2.1)-(2.3), (2.6), (2.7),

Specific applications of Reading Comprehension standards (grades 11 & 12): 2.3

4) STUDENT WRITING COMPONENT:

Foundation Standards 2.2 Writing, including but not limited to:

Specific applications of Writing Applications standards (grade eight): (2.5)

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.4), (1.6) - (1.9) (2.3), (2.4), (2.5).

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve): (1.1), (1.3), (1.6), (2.5), (2.6)

5) STUDENT ORAL COMPONENT:

Foundation Standards 2.3 Written and Oral English Language Conventions, including but not limited to:

Specific applications of English Language Conventions standards (grades nine and ten): (1.2)-(1.5)

Foundation Standards 2.3 Listening and Speaking, including but not limited to (1.1)-(1.3), (1.7), (2.3), (2.6)

Specific applications of Speaking Applications standards (grades eleven and twelve): (2.4)-(2.8)

6) **DETAILED UNITS OF INSTRUCTION:**

1. Introduction
2. Theories of Development
 - Similarities or differences
 - Biological
 - Learning
 - Psychoanalytic
 - Cognitive-Developmental
 - Contrasting
3. Prenatal Development
 - From conception to birth
 - Nature vs. Nurture
 - Developmental change
4. Research on Development
5. Birth and the Newborn
 - Birth
 - Newborn abilities and Reflexes
 - Daily Life of Infants
6. Physical Development
 - Reasons to study
 - Basic sequences and patterns
 - Development of Sexual Maturity
 - Physical Changes: Effect on behavior
 - Motor Development and Toys
 - Determinants of Growth
7. Perceptual Development
 - Basic Sensory Skills
 - Complex Perceptual Skills
 - The Object Concept
 - Individual Differences in Perception
 - Explanations of Perceptual Development
8. Cognitive Development
 - Three Views of Intelligence
 - Measuring Intellectual Power: IQ Test
 - Alternative Views
 - Influence of Heredity
 - Influence of Environment
 - Group Differences: Race and Sex
 - Cognitive Developmental theorists, including but not limited to Piaget's Basic Ideas
 - Sensorimotor Period
 - Preoperational Thought
 - Concrete Operational Thought
 - Formal Operational Thought
 - Criticisms of Piaget's Theory
 - Information Processing
9. Language Development
 - Early Steps
 - Grammar Development
 - Development of word meaning
 - Influence of environment
 - The Child's Role
 - Individual Differences

10. Personality Development
 - Biological
 - Learning Approach
 - Psychoanalytic Theories
11. Self-concept in children
 - Developmental Patterns
 - Individual Differences
 - Gender and Sex-Role Concepts
 - The relationship of guidance to the development of self discipline and fostering positive self-concept
12. Development of Social Relationships
 - Attachment theory
 - Parent/Child Bonding
 - Attachment Process
13. Observation skills
 - Observation techniques
 - Practice in observation
14. Social Cognition
 - General Principles
 - Feelings Toward Other People
15. Impact of families, school and culture
 - Atypical Development
16. Practical application of skills in the preschool and elementary classroom

7) THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Writing Reading Language Arts Math Social Science Science

8) LAB FEE, IF REQUIRED: None

9) SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Foundation Standards included but not limited to:

Career Planning and Management: 3.1, 3.2, 3.3, 3.5,3.6 ; Technology: 4.1, 4.2, 4.4; Problem Solving and Critical Thinking: 5.1 - 5.4; Health and Safety: 6.1, 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal Responsibilities: 8.1- 8.3; Leadership and Teamwork: 9.1 – 9.5

Technical Knowledge and Skills (Consumer and Family Studies):

ECDFS – F10.1 Standard 1: Responsibilities of Parents

Students understand the decisions and responsibilities involved in parenting in various cultures.

1.4 Describe and evaluate the responsibilities, styles, and strategies of parenting. (ECDFS – F10.1.4)

1.5 Describe cultural influences on parenting. (ECDFS – F10.1.5)

1.6 Evaluate care giving options. (ECDFS – F10.1.6)

ECDFS – F10.2 Standard 2: Prenatal Development

Students understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

2.3 Discuss physical and emotional changes that occur during normal and at-risk pregnancies. (ECDFS – F10.2.3)

2.4 Analyze how individuals are genetically unique. (ECDFS – F10.2.4)

2.5 Examine the methods, costs, ethics, and risks of reproductive procedures. (ECDFS – F10.2.5)

2.6 Identify and evaluate community resources that provide information and assistance related to pregnancy. (ECDFS – F10.2.6)

ECDFS – F10.3 Standard 3: Studying and Understanding Children

Students understand the importance of studying child growth and development from infancy through adolescence.

- 3.3 Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. (ECDFS – F10.3.3)
- 3.4 List factors that contribute to the optimal development of children. (ECDFS – F10.3.4)
- 3.5 Identify and compare various theories regarding human growth and development. (ECDFS – F10.3.5)
- 3.6 Observe and study children’s behavior and interpret findings. (ECDFS – F10.3.6)

ECDFS – F10.4 Standard 4: Guidance and Discipline

Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

- 4.4 Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline. (ECDFS – F10.4.4)
- 4.5 Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser. (ECDFS – F10.4.5)
- 4.6 Identify agencies and resources that help in reducing child abuse. (ECDFS – F10.4.6)

ECDFS – F10.5 Standard 5: Play and Learning

Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

- 5.3 Evaluate facilities, equipment, and materials for their contribution to a child’s
- 5.4 Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child’s learning and self-
- 5.5 Describe and analyze strategies, equipment, and techniques for helping children
- 5.6 Describe and demonstrate the caregiver’s role in planning, conducting, and evaluating play and learning activities that enhance the development of children

ECDFS – F10.11 Standard 6: Changes That Affect Children

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.

- 6.3 Explain how role models influence infants’, children’s, and adolescents’ ability to cope. (ECDFS – F10.11.3)
- 6.4 Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use. (ECDFS – F10.11.4)

ECDFS – F10.13 Standard 7: Health and Safety

Students understand the importance of wellness and safety to individual and family health and well-being.

- 7.4 Research and report on public laws that deal with the health and safety of children and the importance of mandated reporting. (ECDFS – F10.13.4)
- 7.5 Evaluate a child’s environment for health and safety and recommend improvements. (ECDFS – F10.13.5)
- 7.6 Investigate and select community agencies and resources that provide child health care services and information. (ECDFS – F10.13.6)

Career Pathway Standards:

- A1.0: Students understand the essential aspects of the child care and development industry and the industry’s role in state and local economies.
- A1.4 Know the functions and roles of the various careers in the child care and development industry.
- A1.5 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.
- A1.7 Understand the components of professionalism and how to practice professional behaviors.
- A3.0: Students understand child care and developmental standards, licensing, regulations, and codes:
- A3.2 Understand the educational and industry-related requirements for child care facilities staff.
- A5.0: Students understand the important elements of a child’s physical, intellectual, emotional, and social growth and development:
- A5.2 Know the developmental stages of infants, toddlers, and children
- A5.3 Understand the ways in which diversity, family, and culture influence the development of children
- A5.5 Understand the importance of including infants, toddlers, and children with special needs.
- A5.6 Relate the benefits of parental involvement to the development of a child’s physical, intellectual, emotional, and social growth and development.
- A6.0: Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace:
- A6.1 Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

A8.3 Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.

A9.0: Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children:

A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.

A12.0 Students understand and support the learning process in an assisting role:

A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

10) DISTRICT ESLRs TO BE ADDRESSED:

When students complete the Developmental Psychology of Children coursework, they will be exposed to and expected to exhibit modalities of being a successful graduate of Folsom Cordova Unified School District. Our students will be a positive force in our community by learning to be....

Self-Directed Learners who will:

- accept responsibility for their own learning by their choice of progressive projects.
- be able to identify their needs and apply appropriate learning strategies to be successful in the completion of their chosen work.
- document work in progress.
- learn to set and reach personal goals.
- be able to apply what they have learned regarding cognitive and physical development of children to real world situations.
- be able to demonstrate the ability to transfer knowledge obtained in the classroom and through coursework or observations to new situations.
- complete independent projects and long term projects with the teacher acting as coach

Effective Communicators who will:

- learn to express ideas clearly using correct child developmental psychology terminology.
- actively use verbal, written, artistic, and technological forms of communication.
- successfully convey messages, ideas, creative thoughts, feelings and opinions to instructor and peers.
- listen and respond in a positive manner to critiquing from instructor and peers.
- Communicate with group members while completing assigned projects, successfully complete oral presentations and effectively communicate with children at assigned developmental centers.

Quality Producers/Performers who...

- learn to perceive, define and accomplish intended results.
- learn to use appropriate resources, tools, and technology to complete projects.
- create projects that will reflect well thought out questioning and research of the intended topic and that displays originality, creativity, and pride in the final outcome.
- continually assess, evaluate, and adjust personal work on coursework and projects to maintain high individual standards.
- demonstrate the ability to work not only with their peers but independently as well.

Constructive Thinkers who will:

- learn to understand, building on prior knowledge and information gained in previous experiences or lessons.
- learn to question, analyze, synthesize and evaluate information, as presented in a variety of media, including but not limited to classroom instruction, hands on application, internet, video and guest speaker presentation.

- select appropriate resources to gather information.
- successfully select and adjust problem-solving strategies.
- analyze case studies and observations; they will creatively solve problems and plan activities for children

Collaborative Workers who will:

- successfully and effectively work within an culturally diverse setting
- cooperate with others to initiate, plan and evaluate individual projects.
- be able to cooperatively identify problems and reach consensus and provide adequate solutions.
- contribute time, energy and positive ideas to the classroom as a whole.
- actively and politely listen to others' opinions, ideas and suggested solutions.

Responsible Citizens who will:

- contribute positive time, energy and talent to improve the welfare of themselves and others
- abide by classroom, school, and community rules, laws and regulations.
- promote and model effective communication between all instructors and peers of varying backgrounds, lifestyles, and cultures.
- develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline.
- demonstrate care, respect, and pride for themselves, their peers, their classroom, their school and their community.