FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Developmental Psychology of Children

Date Revised: October 2017   **Course Length: 1 year**
Proposed Grade Level(s): 10-12   **Subject Area: Career Technical Education**
Grading: A-F   **Credits: 5 per Semester**
CTE Sector/Pathway: Education, Child Development, and Family Services / Child Development
Prerequisite(s): Child Development and Guidance
Intent to Pursue 'A-G' College Prep Status: Yes

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COURSE DESCRIPTION:

This concentrator course is a study of the biological, cognitive, perceptual, language, social and emotional theories of developmental psychology 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.

GENERAL GOALS:
- To foster students' understanding of the benefits of studying developmental psychology.
- To promote students' knowledge of the leading theories/theorists in developmental psychology.
- To provide students the basis for analyzing current research and methods in the field.
- To enable students to apply the major theories to everyday observations and interactions with children.
- To increase students' observational skills as a valuable tool in assessing children's development.
- To expose students to positive attitude and leadership skills, along with character and academic skills that are necessary to excel in a global arena through Family, Career, Community Leaders of America, and the Career Technical Student Organization (CTSO) for the Child Development pathway.
- To enhance students learning experiences and educational opportunities; allowing students to apply their learning to real-world situations and develop pre-employment skills for jobs in the areas of child development and education by building and fostering partnerships with the community and businesses.
- To provide students with a core of knowledge and skills that act as a building block for lifelong learning.

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. Apply appropriate technical skills and academic knowledge.
    Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
    Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
    Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
    Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
    Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. Practice personal health and understand financial literacy.
    Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
7. Act as a responsible citizen in the workplace and the community.
    Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
9. Work productively in teams while integrating cultural and global competence.
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
10. Demonstrate creativity and innovation.
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices
11. Employ valid and reliable research strategies.
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
12. Understand the environmental, social, and economic impacts of decisions.
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
2.0 Communications: Students will acquire and accurately use Education, Child Development and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Education, Child Development and Family Services sector workplace environment.
5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem- solving techniques.
6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development and Family Services sector workplace environment.

7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development and Family Services sector workplace environment and community settings.

8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the FCCLA career technical student organizations.

10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Education, Child Development and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Education, Child Development and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

DETAILED UNITS OF INSTRUCTION:
Unit 1: Introduction to Developmental Psychology & Theories of Development
The birth of developmental psychology as a discipline was a major milestone in child development. In this unit, students will gain an understanding of how this came about. Introductory information about major theories including biological, cognitive, perception and language, social and emotional, and attachment and self-concept will be explored. Students will learn the seven enduring themes of developmental psychology and gain knowledge in the methods that developmental psychologists use to study children.

Unit 2: Biology & Behavior: Genetics, Brain Development and Physical Development
From the moment of conception, nature and the environment work together to create a unique individual. In this unit, students will gain a better understanding of the nature/nurture debate. Students will investigate current efforts in the field of genetics and brain research. Finally, students will review the basic principles of physical development in children and how that affects other areas of development.

Unit 3: Theories of Cognitive Development
How children learn has been at the foundational investigation of developmental psychology since its beginning as a branch of psychology. In this unit, students will study the five main theories of cognitive development. Students will compare and contrast the theories and use observation to conduct their own investigations into the practical applications of these theories. Racial, gender, and cultural differences will be considered.

Unit 4: Perception, Language, and Cognitive Development
The acquisition of language is an often-studied topic in developmental psychology. In this unit, students will consider the topic from the viewpoint of early perceptual development, motor development and learning, and early cognition. The need for language, the early stages of language development, as well as the influence of heredity and environment will be researched. The idea of children's own role in language acquisition will be discussed.

Unit 5: Theories of Social Development and Emotional Development
Theories of social development attempt to explain many aspects of development including emotions, personality, peer relationships, and morality. In this unit, students will compare and contrast the major types of social development and emotional development theories, taking note of the major theorists and their methods. Social skill acquisition in children will be examined. Students will further investigate how children develop

emotions, how they learn to regulate emotions, temperament, and the role of family in the process, as well as mental health issues related to social-emotional development.

Unit 6: Attachment and the Development of the Self-concept
Attachment has been determined to be the most important emotional bond children can make. In this unit, students will study the historical significance of attachment relationships. Individual differences in the development of "self" will be researched. Students will then explore the variations of development across culture and family differences. Further emphasis will be placed on the development of peer relationships and interaction in a variety of social environments.

Unit 7: Conclusions: Integrating Current Understandings

The study of developmental psychology gives students an excellent understanding of children and themselves. These new ideas will be considered in the context of the seven enduring themes introduced in the introductory unit. Students will have the opportunity to conduct independent research in an area of interest and present their findings through appropriate field of psychology means. Successful completion of this course will provide students with the necessary background for entry into the capstone course Careers with Children.

TEXTBOOKS AND RESOURCE MATERIALS:
Siegler, Robert. (2017, 5th Edition). *How Children Develop*. Worth Publishers.

CTE PATHWAY STANDARDS TO BE ADDRESSED:
A5.0   Explain important elements of a child's physical, intellectual, emotional, and social growth and
          development.
          A5.1 List the biological and environmental factors that influence the development of infants, toddlers,
          and children.
          A5.3 Summarize the ways in which diversity, family, and culture influence the development of
          children.
          A5.5 Analyze the importance of observational assessment and how to link assessment findings to
          individualized child planning.
          A5.7 Defend the benefits of parental involvement to the development of a child's physical, intellectual,
          emotional, and social growth and development.
A6.0   Employ the principles of positive interactions, guidance, and discipline in the workplace.
          A6.1 Describe how to help children develop a positive self-image and self-esteem and to develop self-
          discipline and respect for oneself and others.
A7.0   Compare and apply the essential components of an effective learning environment for the early
          childhood classroom.
          A7.1 Describe the components of an effective learning environment that reflects children's
          interests and developmental needs.
          A7.5 Illustrate the ways in which classroom environments promote productive interaction among
          children and adults to create a positive atmosphere and sense of community.
          A7.6 Research and present the major learning theories and curriculum models and evaluate their
          application in early childhood education programs.
A8.0   Select and apply developmentally appropriate practices for curriculum development.
          A8.1 Develop components of a developmentally appropriate curriculum in each area of
          A8.2 Observe children and document the observations in a factual and anecdotal format tying
          observations to developmental milestones effectively with families and communities.
A10.0 Communicate and interact effectively with families and communities
          A10.1 Name the benefits of establishing strong relationships with families and communities.

A10.2 Interpret how positive family–staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.3 Compare and contrast how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

DISTRICT ESLRS TO BE ADDRESSED:

- **Self-Directed Learners:** Students will utilize their knowledge of design and manufacturing to effectively complete learning goals and objectives. This will require students to apply multiple attempts to test and verify concepts through application.
- **Constructive Thinkers:** Design and product development will need to be accomplished with a group setting where communication and group accountability will be critical for success. Students will also learn how to effectively apply learned curriculum to real world applications; how best to research and request information, interpret, and display information correctly.
- **Effective Communicators:** Students will be expected to design original products, and students will provide information on designing and developing creative and efficient ways to develop products.
- **Collaborative Workers:** Using curriculum fundamentals of designing and manufacturing, students will collaboratively work in groups to design and develop original products; as a team they will need to develop their own unique product. They will establish group responsibilities and processes to function effectively and develop within a timely manner.
- **Quality Producers/Performers:** Students will use knowledge from the course to safely and appropriately design and develop original products.
- **Responsible Citizens:** Students will develop and practice processes to develop products within their groups.