BAA Child Development 11

District Name: Coquitlam

District Number: SD #43

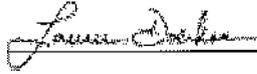**Developed by:** Nancy Bennett

Date Developed: March 2004

School Name: Gleneagle Secondary School

Principal's Name: Dave Matheson

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:

Course Name: Child Development

Grade Level of Course: Grade 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:
None

Course Synopsis:
This course has been developed to meet the needs of students interested in a career working with young children. The curriculum is designed to provide students with the opportunity to understand the growth and development of children, beginn ing at conception through to nine years of age. Students will examine the physical, emotional, social, and intellectual aspects of development. They will also consider the knowledge, attitudes and skills required to encourage children to grow and develop to their potential.

Rationale:
This course has been developed to meet the needs of students interested in a career working with young children. During their senior years many students desire to focus their studies on curriculum that is relevant to their future. Child Development 11 has been designed to provide students who are considering a career working with young children the opportunity to study the growth and development of children. This course provides the background knowledge required to understand to attitudes and skills necessary to work with young children. It also provides opportunities for these students to interact with young children as well as complete a series of observations.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Overview of Child Development	10 hours
Unit 2	The First Year	30 hours
Unit 3	Toddlers	25 hours
Unit 4	Preschoolers	25 hours
Unit 5	The School Years	30 hours
	Total Hours	120 hours

Unit/Topic/Module Descriptions:

Unit 1: Overview of Child Development   **Time: 10 hours**

Students will become familiar with the broad concepts of child development. This unit will serve an introduction to theories of child development, as well as discovering the experiences of childhood from an historical and international perspective. Issues relating to children's rights and child abuse will be explored.

Curriculum Organizer	Learning Outcomes *It is expected that students will:*
Theories of Child Development	• identify and discuss the various ways in which they can benefit from studying children • identify and discuss the characteristics of development • identify child development theorists and their area of study: Piaget, Erikson, Binet, Freud
Childhood: Past and Present	• explain how the concept of childhood has changed from an historical perspective
Children Around the World	• compare the similarities and differences of childhood experiences in other countries
Children's Rights	• explain what child abuse is and why it happens • discuss what can be done to prevent child abuse • identify community services available for children and their families

Unit 2:The First Year   **Time: 30 hours**

This unit will help students understand the beginnings of human life. Students will explore the many changes that take place from the time of conception through to the baby's birth. Highlights of the major physical, emotional, social, and intellectual developmental advances made during an infant's first year will be studied as well. Students will have the opportunity to learn practical care giving skills such as bathing, diapering and dressing a baby. As well, students will learn to recognize signs of emotional and social development. They will consider the important relationship between the care a baby receives and its emotional and social development. While studying intellectual development, students will learn about Piaget's stages of learning and discuss what parents and caregivers can do to stimulate a baby's intellectual development.

Curriculum Organizer	Learning Outcomes *It is expected that students will.*
Pregnancy and Birth	• identify and describe the stages of prenatal development • identify and describe common birth defects, their cause, diagnosis and prevention • discuss preparations expectant parents should make including prenatal care • explain the process of birth including common procedures affecting the newborn and mother
Physical Growth and Development	• identify the most important milestones in growth and development • demonstrate appropriate methods for handling an infant • identify nutritional needs and demonstrate feeding an infant • demonstrate how to bathe, dress and diaper a baby • describe how to encourage good sleep habits
Emotional and Social Development	• identify the signs of healthy emotional development in infants • explain how healthy emotional development can be fostered • describe the healthy social development of infants • discuss the conditions and attitudes that encourage healthy social development
Cognitive Development	• describe intellectual development during the first year • summarize the learning theories of Jean Piaget • discuss approaches and attitudes parents/caregivers can use during infancy to encourage learning

Unit 3:Toddlers   **Time: 25 hours**

In Unit 3 students will learn about the growth and development that takes place in children aged one to three. Students will understand the important milestones in physical growth and development during these early years. They will consider daily care routines and discuss the importance of encouraging a child's emerging independence in self-care skills. A study ofthe general patterns of emotional and social development will also be included. Students will learn how to help young children express their emotions appropriately and how to encourage positive self concepts. They will also study the intellectual progress made during these year, examining how young children learn and develop concepts.

Curriculum Organizer	Learning Outcomes *It is expected that students will.*
Physical Growth and Development	• identify the changes in height, weight, posture, and proportion from age one to three • distinguish between and give examples of small and large motor skills • plan meals appropriate for small children • describe common bedtime problems and how they can be minimized • discuss the process of toilet training a child
Emotional and Social Development	• describe general patterns of emotional and social development in children ages 1 to 3 • describe how young children gradually learn to play with each other • explain the importance of a positive self concept • identify ways a positive self concept can be developed • describe effective discipline techniques
Cognitive Development	• describe various methods of learning • explain how children develop an understanding of concepts • explain the seven basic elements of intellectual activity • suggest ways to encourage young children to learn • select safe, appropriate toys that promote learning as well as physical and social skills • describe how children develop speech patterns and identify common speech problems

Unit 4: Preschoolers   **Time: 25 hours**

Unit 4 focuses on children aged four to six. Students will learn about their physical growth and development. They will also examine the nutritional needs of young children and consider ways in which parent and caregivers can encourage the development of good self care habits. As students discuss the emotional and social development, they will also be guided in understanding moral development. During discussions of intellectual development, students will examine how children's individual learning needs can be met through formal education programs.

Curriculum Organizer	Learning Outcomes *It is expected that students will:*
Physical Growth and Development	• describe normal physical growth and motor skill development for children aged 4 to 6 • explain the importance of good nutrition for children this age • describe how healthy eating habits can be encouraged • explain how to help children develop good self-care habits • identify the possible causes of enuresis and how the problem should be handled
Emotional and Social Development	• describe general patterns of emotional and social development for children aged 4 to 6 • give examples of the causes of and responses to anger, fear, jealousy • discuss the positive and negative effects of competition • describe a child's relationship to family • explain how children develop a sense of right and wrong
Cognitive Development	• describe the characteristics of intellectual development of children aged 4 to 6 • explain what IQ tests are and discuss their advantages and disadvantages • give examples of ways children can learn from everyday experiences • explain how parents/caregivers can encourage children's interest in reading, art, and music • identify the effects of learning disabilities and giftedness on school experiences • describe the development of speech in this age range and identify possible speech problems

Unit 5:The School Years   **Time: 30 hours**

This final unit looks at children age six through to age 9. The rate of physical growth and development, and meeting the nutritional needs of these children continues to be a focus. Understanding relationships and friendships during this period plays an important role in recognizing the development of a child's self concept. Students will also continue to look at moral development for this age group. A study of intellectual development during this stage will include discussions on the development of memory, the importance of language skills and literacy, and motivation. Formal education programs and the influence ofthe teacher will be discussed

Curriculum Organizer	Learning Outcomes *It is expected that students'.*
Physical Growth and Development	• describe the physical changes experienced by children aged 6 to 9 years • identify the gross and fine motor skills acquired during this period • explain why good nutrition and health care are so important to the growth and development of school-age children
Emotional and Social Development	• describe the development of self concept, self-esteem during middle childhood • discuss the importance of peer relationships and friendships during middle childhood • identify common problems that can occur during the school years • explain the changes in moral and emotional development during this stase
Cognitive Development	• explain how children progress from Piaget's preoperational stage to the operational stage • describe how children develop strategies to improve memory skills • explain how formal education affects cognitive development

Instructional Component:
- Direct instruction
- Indirect instruction
- Brainstorming
- Group work
- Role playing and simulations
- Creative projects
- Research projects
- Student demonstrations/presentations
- Fieldtrips (practicum with young children)
- Observations
- Journals
- Videotapes

Assessment Component:

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- Books

    The Developing Child, Holly Brisbane, Glencoe/McGraw-Hill Publishers, 1995

    Child Development, Karen Caplovitz Barrett, etal, Glencoe/McGraw-Hill

    Publishers, 1995
- Video Resources

    Touchpoints series (3 volumes) with Dr. Berry Brazelton, Pipher Films

    Child Development: The First Two Years, View Video

    Child Development video series, Learning Seed
- Visits to licensed daycares and preschools, and elementary schools
- *Baby Think It Over* program, BTIO Inc., Eau Claire, Wl, USA
- Access to the Internet for research/resources
- Classroom resources appropriate for preschools and primary grades including art supplies, craft supplies, children's literature, teaching resources

Additional Information:

This course has been offered in the school district since 1990. The secondary schools currently offering this program have the resources and personnel in place.