CDE A182: MIDDLE CHILDHOOD DEVELOPMENT AND GUIDANCE

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Growth and development of the child from 5-12 years of age including physical, cognitive, and psychosocial development, and techniques for guidance of the school age child. Focus is on identifying common developmental qualities of school-age children and find positive approaches to individual, group, and environmental management. Formerly known as HMDV A182. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Examine and describe developmental tasks and theories for children between the ages of 5-12 years.
2. Compare and contrast preoperational and concrete operational periods of development and how they affect moral reasoning.
3. Apply knowledge of children between the ages of 5-12 years to observe and analyze typical and atypical development.

Course Objectives

- 1. Examine and describe developmental tasks for children between the ages 5-12.
- 2. Discuss the major challenges faced by children in the middle years.
- 3. Explain the different theories regarding psychosocial and cognitive development of school-age children.
- 4. Compare and contrast preoperational and concrete operational periods of development.
- 5. Identify the factors that contribute to a childs sense of industry or inferiority.
- 6. Give examples of pre-conventional and conventional moral reasoning.
- 7. Identify the factors that contribute to gender role development.
- 8. Analyze the developmental changes that occurred in their own physical, cognitive and, psychosocial development during the ages 5-12.
- 9. Recognize individual differences in developmental patterns and learning styles.
- 10. Develop and articulate a philosophy for child guidance.
- 11. Examine a classroom environment and describe how it might be adjusted to encourage positive learning and social behavior.
- 12. Discuss the controversy regarding the education of special needs children in the regular elementary school classroom.

Lecture Content

Physical development Developmental stages Gessell Theory - Ages and Stages Identifying developmental norms Size and physical characteristics Neurological development Perceptual development Atypical environment Developmental issues Attractiveness and body coordination Anorexia and obesity Childhood disease and immunizations Physical and oral hygiene Accidents Emotional Development Family Influences Family structure Changing gender roles Family stressors Sibling Dilemmas Divorce Illness and Death Self Esteem Success in school Acquisition of life skills Friendship Relationship with same sex parent Significant adult Adult support in times of setback Adult guidance and respect Opportunities for choice making Erikson - Industry vs. Inferiority Building competence Fundamentals of technology Literacy and mathematics Arts, music, and athletics Teamwork and cooperation Dangers in this period of development Gender role development Social learning and modeling Presence of father Presence of mother Media Influence Moral development Kohlbergs Stages Preconventional morality Conventional morality Social cognition Piaget - Perspective taking ability Gardners social intelligences Emotional intelligence Male view Female view Responses to life stress Shock and denial Anger and depression Testing new behaviors Establishing new attitudes Personality issues Fear and anxiety Conflict Phobias, obsessions and compulsions Hysteria Regression Depression School phobia Social Development Peer group relationships Norms - sociometry Solidarity against grownups Peer group leadership Friendships Media influence Delinquency Impact of violence Prevention programs Intervention strategies Cognitive Development Piagets Theory Period of concrete operations Decentration Conservation Transformation Reversibility Comparison of preoperational and concrete operational periods of development Memory Short term Long term Metacognition Gardners Theory of Multiple Intelligences Linguistic logical-mathematical Spatial Bodily-kinesthetic Musical Interpersonal Intrapersonal Hyperactivity Causes Behavioral symptoms Treatments Myths about Attention deficit Hyperactivity Disorder School Instruction Atmosphere for learning Affective Physical Curriculum Developmentally appropriate Relevant material Individual learning styles Active learning experiences Assessment and learning Portfolio assessment Grades and Report cards Child guidance Mutual respect Supporting autonomy through class meetings Posi tive discipline techniques Punishment and reinforcement Racial awareness and prejudice Inclusive, accepting climate Acknowledgment of differences Rules for treating others respectfully Simple, honest answers to questions Role of trained paraprofessionals Assisting with instruction Keeping things organized Communicating with staff and parents Organizing and managing small groups School/parent partnerships Creating a welcoming atmosphere Communicating with parents Parents as volunteers Educating children with special needs Standardized testing and the intelligence quotient School labels Learning disabled Educationally handicapped Gifted School tracking practices GATE Programs I.D.E.A. and mainstreaming

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Techniques may include any of the following: 1. Interactive processes to build a learning community 2.   Mini-lectures on theorists, course topics and issues 3.   Pair-sharing of thoughts, feelings, and knowledge 4.   Group discussion of topics and their personal relevance 5.   Student observations of children 6.   Study questions to review for quizzes 7.   Videos to illustrate theories, concepts, and issues 8.   Group brainstorming exercises to develop possible solutions to issues faced in middle childhood 9.   Student project presentations 10.   Individual exercises to determine personal learning and conflict resolution styles 11.   Student sharing of articles through expert circles exercise 12.   Visualization exercises to help students reflect upon their middle childhood 13. Flipped classroom techniques

Reading Assignments

Article readings Studying for midterm, quizzes, final 3 hours per week

Writing Assignments

Written discussions responding to prompts about personal experiences (thoughts, feelings, and knowledge) related to course material where students initially respond to a prompt and then respond to multiple classmates about their responses Written autobiographical final paper connecting students personal experiences to course content and theory (physical, social/emotional, and/or cognitive development) 1.5 hours a week for written discussions 2 hours in total for final paper

Out-of-class Assignments

Online discussions about article readings Written short responses demonstrating an understanding of videos and readings about cognitive, physical, and social/emotional theories of development Multiple choice quizzes reviewing concepts from online video lecture material for each module Online multiple choice midterm and final 2 hours per week

Demonstration of Critical Thinking

Class participation, written assignments, reports on current readings in child development, quizzes, observations, autobiographies, projects, and/ or volunteer work.

Required Writing, Problem Solving, Skills Demonstration

Written assignments may include: An autobiography of the students middle years including home life, peer relationships, significant adult relationships, physical and gender development, school experience, personal incidents that reflected Piagets stages of thinking and Kohlbergs level of moral reasoning, and skills the student learned that contributed to a sense of industry or inferiority as described by Erickson   Article reviews and responses on course topics   Observations and interviews with children   Summary report of volunteer experience

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Other Resources

1. Additional readings, in addition to video lecture, may include outside links and articles.