

Course Description

A. COVER PAGE

<p>1. Course Title Developmental Psychology of Children</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts (for 2003)</p> <p><input checked="" type="checkbox"/> College Prep Elective</p>
<p>2. Transcript Title / Abbreviation dev-psyc-chld-ab</p>	
<p>3. Transcript Course Code / Number HE 6240 / HE6241</p>	
<p>4. School Ernest Righetti High School</p>	
<p>5. District Santa Maria Joint Union High School District</p>	
<p>6. City Santa Maria</p>	<p>10. Grade Level(s) 11th & 12th</p>
<p>7. School / District Web Site http://www.smjuhsd.k12.ca.us/</p>	<p>11. Seeking "Honors" Distinction?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>8. School Contact</p> <p>Name: Cydney L. Dawson</p> <p>Title/Position: Home Economics Dept. Head</p> <p>Phone: 805 937-2051 Ext.: 2104</p> <p>Fax: 805 934-0819</p> <p>E-mail: cdawson@smjuhsd.org</p>	<p>12. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
	<p>13. Date of School Board Approval</p>
<p>14. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list? _____</p> <p>Under what course title? _____</p>	
<p>15. Is this course modeled after an UC-approved course from another school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, which school(s)? Calexico High School</p>	
<p>16. Pre-Requisites 11th or 12th grade designation</p>	
<p>17. Co-Requisites None</p>	

18. Brief Course Description

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

- 1. Promote reading & writing abilities, critical thinking skills, and logical thinking through the completion of written and oral assignments as well as creative projects.**
- 2. Improve oral communication skills by participating in oral presentation activities.**
- 3. Enhance teamwork and leadership skills by working with others to complete a variety of assignments.**
- 4. Identify the inter-relatedness of working with children (teaching), parenting and community work as evidenced by the study of the major theories of development.**
- 5. Improve evaluation, synthesis and discussion techniques through the use of real-world application of core knowledge.**

20. Course Objectives

The Student will:

1. Identify, describe and interpret the major theories of development related to the principles of heredity and describe the range of environmental influences on prenatal development.
2. Explain how birth occurs and describe characteristics of normal development.
3. Recognize the basic characteristics of perceptual development.
4. Demonstrate the process of language development and analyze how children learn language. Study the influence of language on thought processes and the relationship of social class and culture on language development.
5. Describe the concept of personality and identify some of its components.

21. Course Outline

- I. Major Theories
 - A. Similarities or differences
 - B. From conception to birth
 - 1) Nature vs. nurture
 - 2) Developmental change
 - C. Theories of development
 - 1) Biological
 - 2) Learning
 - 3) Psychoanalytic
 - 4) Cognitive-developmental
 - 5) Contrasting
 - D. Research on development

- II. Prenatal Development
 - A. Conception
 - B. From conception to birth
 - C. Genetic errors
 - D. Environmental influences
 - E. Other characteristics affecting development

- III. Birth and the Newborn
 - A. Birth
 - B. Newborn abilities and reflexes
 - C. Daily life of infants
 - D. Individual differences

- IV. Physical Development
 - A. Reasons to study
 - B. Basic sequences and patterns
 - C. Development of sexual maturity
 - D. Physical changes: Effect of behavior
 - E. Motor development and toys
 - F. Determinants of growth

- V. Perceptual Development
 - A. Basic sensory skills
 - B. Complex perceptual skills
 - C. The object concept
 - D. Individual differences in perception
 - E. Explanations of perceptual development

- VI. Cognitive Development
 - A. Three views of intelligence
 - B. Measuring intellectual power IQ Test
 - C. Alternative views
 - D. Influence of environment
 - E. Group differences: Race and sex
 - F. Piaget's basic ideas
 - 1) Sensorimotor period
 - 2) Preoperational thought
 - 3) Concrete operational thought
 - 4) Formal operational thought
 - 5) Criticisms of Piaget's theory
 - 6) Information processing

- VII. Language Development
 - A. Early steps

- B. Grammar development**
- C. Development of word meaning**
- D. Influence of environment**
- E. The child's role**
- F. Individual differences**

VIII. Personality Development

- A. Biological**
- B. Learning approach**
- C. Psychoanalytic theories**

IX. Self-concept in children

- A. Developmental patterns**
- B. Individual differences**
- C. Gender and sex-role concepts**

X. Development of Social Relationships

- A. Attachment theory**
- B. Parent/child bonding**
- C. Attachment process**
- D. Horizontal relationships**

XI. Social Cognition

- A. General principles**
- B. Feelings toward other people**

XII. Impact of Families, School and Culture

XIII. Atypical Development

22. Texts & Supplemental Instructional Materials

The Developing Child

23. Key Assignments

24. Instructional Methods and/or Strategies

Textbook materials will be supplemented with videos, human resources, and projects using the Internet. Ongoing discussion, oral presentations of class assignments and group projects will be completed. Emphasis will be placed on relevant real-world application of curriculum and on oral and written projects requiring active participation in teams or as individuals.

25. Assessment Methods and/or Tools

Class participation

Quizzes and tests

Teacher evaluation

Independent and group projects

Cooperative work with other students

Final examination

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)