

Child Development

INSTRUCTOR: *Denise L. Becker*

TEXTBOOK: The Developing Child by Glencoe, McGraw- Hill

COURSE PURPOSE: The purpose of Child Development is to prepare the student to effectively relate to the developing child with emphasis starting at conception to the newborn and newborn through the preschool age child.

The student will recognize that God has given the primary responsibility for the care and nurturing of children to parents and He has, in His Word, given specific guidelines to help parents with this important and difficult role. The student will also realize that children learn by example and modeling and thus will strive, with the help of God, to be a Christian role model for those in their care. In addition, aspects from this class can be used in various professional fields by students in the future. The most important point of the whole course is for the student to see the tremendous blessing that God has given to us through children.



COURSE OUTCOMES: The student will:

1. Identify constructive and destructive parenting techniques by observing parents or caregivers and their children in various settings.
2. Describe the important developments of the prenatal period and explain how a pregnant woman's environment can influence the developing baby within her and learn about labor and delivery of this new life.
3. Describe the ways newborns differ from one another and discover a newborn's "typical" eating, sleeping, and crying patterns to recognize the challenges and uniqueness of the newborn—God's new creature and the importance of the first year of life.
4. Integrate the principles of physical development and explain ways that physical growth can influence other areas of child development in order to meet the child's emotional, social, cognitive and physical needs.
5. Recognize ways to facilitate emotional, social and cognitive development of the child by explaining how play and communication by the parent or caregiver can strengthen social, emotional, cognitive and physical development.
6. Describe positive Christian discipline techniques by explaining how punishment and discipline differ and recognizing the value of using both plus alternatives to punishment when it is appropriate.

7. Incorporate his/her skills in a practical setting by serving one school day in a day care center or preschool and plan and carry out an art project and read a story appropriate for the age of the children.
8. ***Realize the blessing of children in their life and use their gifts from God to be the best parents possible to the child/children God gives to them. Also, realize the awesome responsibility as parents to baptize their baby and then nurture the faith-life of their child.***

COURSE GOALS:

1. The student will recognize that God has given the primary responsibility for the care and nurturing of children to parents and He has, in His Word, given specific guidelines to help them with this important and difficult role.
2. The student will realize that children learn by example and modeling and thus will strive, with the help of God, to be a Christian role model.

SCHOOL EXIT OUTCOMES: specifically supported in Child Development:

Outcome
1

The students are at the day care centers helping to guide and teach the children. One of the main characteristics that they are evaluated on is “How well did they allow their Christian light to shine?” This outcome will be demonstrated while serving at the day care center or preschool.

Outcome
2

The unit including Christian discipline is geared to problem solving and decision making as the student recognizes that discipline and punishment is not necessarily the same thing. Everyday child rearing experiences are viewed in this unit giving the student the opportunities to problem solve each situation as God expects parents to fulfill their parenting role.

Outcome
3

Effective communication skills are essential for effective parenting. Listening and speaking skills between parent and child are stressed throughout the course. They are specifically addressed in the unit with Emotional and Social Development and throughout various other units.

Outcome
4

Their service day at the day care center gives them an opportunity to demonstrate their communication skills with the children, adult caregivers and each other as they plan and implement their plan at the center.

Outcome
5

While studying the miracle of prenatal development and birth, and recognizing the uniqueness of each newborn, the student discovers the miracle of each individual creature of God. The student recognizes that the role of parents is to use their time, talents and money to guide this gift of God to a productive adult whose life is centered around Christ.

DEPARTMENT OUTCOMES: specifically supported in Child Development.

A Christian value driven decision maker who

- Establishes God-pleasing life-style for self and family
- Incorporates sound problem solving techniques
- Identifies and interprets trends

A discriminating consumer who

- Distinguishes between needs and wants

A cooperative worker who

- Accepts individual differences
- Differentiates roles of workers/group members
- Encourages others
- Organizes tasks in an orderly manner
- Communicates with sensitivity and integrity

COURSE OUTLINE:

UNIT I: CHILDREN, PARENTING AND YOU

A. LEARNING ABOUT CHILDREN

- Identify appropriate expectations and goals for children's behavior
- Describe the qualities of a capable Christian care giver
- Describe techniques of positive discipline teachers use to guide children
- Propose ways the learner can help in a Christian day care program
- Create a plan to teach and lead one art type project, at least one play activity during group time and choose and read at least one book to the children during group time. This plan must be submitted to the teacher before going to the center by presenting the book, project and activity to the class a week before going.
- Evaluate their day care experience by using the assessment guide to self evaluate
- Explain the characteristics and leading theories of child development

TEXT: Chapter 1, pages 16-53

Number of days: 10-12

S.O.: 1, 2, 3, 5, 7

D.O.: 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 3.5

B. EFFECTIVE PARENTING SKILLS

- Recognize that parenting well is extremely important and challenging
- Recognize that it is the job of the parent rather than the child to play the leadership role in the family; however both parents and children have the same claim to dignity and respect

- Recognize that effective parents treat their children as new creatures of God who possess integrity and self-worth
- Critique parenting styles and look at the results of each style
- Recognize that the responsibility of Christian parents is to nurture the power of God in their family by continually living and using the Law and Gospel
- Develop a list of everyday activities that parents and children can do to nurture the faith of the child
- Develop a list of activities that can bring a family closer.
- Define discipline and explain why punishment and discipline are not necessarily the same thing
- Define and describe both positive and negative reinforcement including guidelines for their use
- List general rules for using punishment methods correctly
- Define praise, encouragement and understanding
 TEXT: Chapter 3, pages 80-100
 Number of days: 8-10
 S.O.: 1, 2, 3, 4, 7
 D.O.: 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 3.4, 3.5

UNIT II: THE BABY'S FIRST YEAR

A. PHYSICAL DEVELOPMENT DURING THE FIRST YEAR

- Illustrate the following principles of development with examples:
 - Head to foot direction of growth
 - mid-line to extremity direction of growth
 - general to specific
 - simple to complex
 - variation in rate, not sequence of development
- Describe ways that physical growth can influence other areas of child development
- Describe the structure of the brain and how it works
 TEXT: Chapter 8, pages 248-267 & 278-293
 Number of days: 6-8
 S.O.: 2, 5, 6
 D. O.: 1.1, 1.3, 2.1, 3.1, 3.3, 3.4, 3.5

B. EMOTIONAL AND SOCIAL DEVELOPMENT DURING THE FIRST YEAR

- Identify the source of temperament in a new baby and how this affects the baby's relationship to its parents
- Identify different emotions seen in infancy
- Explain how the essential base of trust is developed and how it affects relationships throughout life
- Discuss the development of autonomy and its opposite, shame and guilt

- Recommend ways to support growing autonomy in children
- Identify behaviors of stranger anxiety and separation anxiety
- Identify appropriate adult responses to missed cues. Crying, anger and unwanted behavior
- Discuss the adult roles which facilitate the child's growing social skills
 TEXT: Chapter 9, pages 294-317
 Number of days: 10-12
 S.O.: 2, 3, 5, 6
 D.O.: 1.1, 1.3, 2.1, 3.1, 3.3, 3.5

C. INTELLECTUAL DEVELOPMENT DURING THE FIRST YEAR

- Describe the significance of play
- Describe the ways play influences physical, cognitive, language, creativity, social and emotional development
- Identify four types of play and what age each is likely to occur
- Recommend ways adults can enhance the play of children
- Create a list of toys and play things considered basic and essential to the child's development. Justify your choices
- Describe the ideas of Piaget and his stages of learning
 TEXT: Chapter 10, pages 318-343
 Number of days: 8-10
 S.O.: 2, 3, 4, 5, 7
 D.O.: 1.2, 1.3, 3.1, 3.3, 3.4, 3.5

UNIT III: THE CHILD FROM 1-3 YEARS

A. PHYSICAL DEVELOPMENT FROM 1-3 YEARS

- Justify the statement "It is the parent's job to supply a nutritionally sound diet and it is the child's job to eat it."
- Recommend suggestions for developing and supporting good eating habits for toddlers and preschoolers
- Plan a nutritionally healthy day of food ideas based on the food pyramid
- Describe average changes in height, weight, posture and proportion in these ages
- Distinguish between small and large motor skills and give examples
- Describe how to care for children these ages, including issues of nutrition, hygiene, sleep and toilet training
 TEXT: Chapter 11, pages 346-375
 Number of days: 4-6
 S.O.: 1, 2, 3, 6, 7
 D.O.: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5

B. EMOTIONAL AND SOCIAL DEVELOPMENT FROM 1-3 YEARS

- Suggest ways to encourage young children to learn

- Describe ways to strengthen happy behavior in children with an emphasis on the fact that true happiness is the confidence that Jesus Christ is our Savior
- Describe general patterns of emotional and social development in these ages
- Describe how young children gradually learn to play with each other
- Explain general guidance techniques and how to promote sharing
 TEXT: Chapter 12, pages 376-405
 Number of days: 6-8
 S. O.: 1, 2, 3, 5, 7
 D. O.: 1.1, 1.3, 3.1, 3.3, 3.5

C. INTELLECTUAL DEVELOPMENT FROM 1-3 YEARS

- Describe methods of learning and how children develop an understanding of concepts
- Explain the seven basic intellectual activities
- Suggest ways to encourage young children to learn
- Describe how children develop speech
- Identify ways in which parents can facilitate the development of language in children
- Recommend positive approaches to correcting speech errors
 TEXT: Chapter 13, pages 406-431
 Number of days: 4-6
 S. O.: 1, 2, 3, 5, 7
 D. O.: 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 3.5

UNIT IV: PREGNANCY AND CHILDBIRTH

A. PRENATAL DEVELOPMENT

- Describe development during each stage of pregnancy
- Explain how genetics influence development and identify options for infertile couples
- Explain the causes, diagnosis and prevention of birth defects
- Summarize the dangers posed by exposure to certain hazards during pregnancy
 TEXT: Chapter 5, pages 138-177
 Number of days: 6-8
 S. O.: 1, 2, 6
 D. O.: 1.1, 1.2, 1.3, 3.1

B. PREPARING FOR BIRTH

- Explain how pregnant women can care for the health of themselves and their developing baby
- Identify preparations parents need to make for the arrival of a baby
- Describe childbirth options
 TEXT: Chapter 6, pages 178-213
 Number of days: 4-6

S. O.: 1, 2, 6
 D. O.: 1.1, 1.2, 1.3, 3.1

C. THE BABY’S ARRIVAL

- Differentiate between a general practitioner, obstetrician and nurse-midwife
- Name the three stages of labor and describe what happens both physically and emotionally
- Define episiotomy, breech birth and Cesarean section
- Discover what methods of pain control and childbirth are available in community hospitals in this area
- Discuss the ways newborns differ from one another
- Discuss when a baby should be baptized and the importance of doing it
- Describe the sensory capabilities of newborns
- Identify the reflexes seen in all healthy newborns
- Describe a newborn’s typical eating, sleeping and crying patterns, including the six stages of consciousness and effective parental reactions to each stage
- Consider the advantage & disadvantages of breast feeding and bottle feeding
- Identify the current methods of birth control and appraise each for its abortion potential
- Discuss appropriate and inappropriate reasons for a Christian to use birth control methods

TEXT: Chapter 7, pages 214-245

Number of days: 4-6

S.O.: 1, 2, 6

D.O.: 1.1, 1.3, 3.5

INSTRUCTIONAL STRATEGIES:

Lecture (via overhead)	30%
Class discussions (usually integrated informally into lecture presentation)	25%
Visuals	20%
Small group work	15%
Activities for small children	10%

GRADING:

First Quarter (Tests 60%, assignments 35% and discussion 5%)	30%
Second Quarter (Tests 60%, assignments 35% and discussion 5%)	30%
Culminating Project – course failure if not completed	20%
Service Day Project – course failure if not completed	20%

SERVICE DAY AND FINAL PROJECT:

The students are required to spend a day at a preschool or day care center to learn “hands on” and practice some of the material taught and discussed in class. They will complete a written assessment of their experience after they go to the preschool.

In addition, they need to complete a booklet (final project) by taking a fictional child and “presenting” the necessary items for this child. This will include parts of the units we have discussed over the course of the semester. They need to have all the parts of the booklet complete to receive credit for the course.

Train a child in the way he should go, and when he is old he will not turn from it.

Proverbs 22:6

APPENDIX

Wisconsin Lutheran High School

*Goals and Outcomes
Practical Arts Department
Family and Consumer Education*

Child Development

Mrs. Denise Becker

Unit I: Children, Parenting and You

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 1.3 *Christian value-driven decision makers who identify and interpret trends.*
- 2.1 *Discriminating consumers or caregivers who distinguish between needs and wants.*
- 3.1 *Cooperative workers who accept individual differences.*
- 3.3 *Cooperative workers who encourage others.*
- 3.4 *Cooperative workers who organize tasks in an orderly manner.*
- 3.5 *Cooperative workers who communicate with sensitivity and integrity.*

UNIT II: The Baby's First Year

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 1.3 *Christian value-driven decision makers who identify and interpret trends.*
- 2.1 *Discriminating consumers or caregivers who distinguish between needs and wants.*
- 3.1 *Cooperative workers who accept individual differences.*

- 3.3 *Cooperative workers who encourage others.*
- 3.4 *Cooperative workers who organize tasks in an orderly manner.*
- 3.5 *Cooperative workers who communicate with sensitivity and integrity.*

UNIT III: The Child From 1-3 Years

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 1.3 *Christian value-driven decision makers who identify and interpret trends.*
- 2.1 *Discriminating consumers or caregivers who distinguish between needs and wants.*
- 3.1 *Cooperative workers who accept individual differences.*
- 3.2 *Cooperative workers who differentiate roles of workers/team members.*
- 3.3 *Cooperative workers who encourage others.*
- 3.4 *Cooperative workers who organize tasks in an orderly manner.*
- 3.5 *Cooperative workers who communicate with sensitivity and integrity.*

UNIT IV: Pregnancy and Childbirth

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 1.3 *Christian value-driven decision makers who identify and interpret trends.*
- 3.1 *Cooperative workers who accept individual differences.*
- 3.5 *Cooperative workers who communicate with sensitivity and integrity.*

Child Development Word List

Behaviors
Caregivers
Child Development
Heredity
Neurons
Self-esteem
Authoritarian Style
Democratic Style
Permissive Style
Nurturing
Parenting
Conscience
Guidance
Self-discipline
Negative Reinforcement
Positive Reinforcement
Amniotic Fluid
Conception
Embryo
Fetus
Ovum
Placenta
Prenatal Development
Sperm
Umbilical Cord
Uterus
Zygote
Chromosomes
Genes
Infertility
Obstetrician
Anemia
Pediatrician
Labor
Delivery
Cervix
Contractions
Forceps

Cesarean Birth
Fontanelles
Lanugo
Vernix
Bonding
Colostrum
Premature Babies
Postnatal Period
Reflexes
Rooting Reflex
Grasp Reflex
Startle Reflex
Temperament
Depth Perception
Hand-eye Coordination
Primary Teeth
Motor Skills
Cortex
Synapses
Dendrites
Axons
Neurons
Cradle Cap
Shaken Baby Syndrome
Attachment
Emotional Development
Social Development
Colic
Stranger Anxiety
Perception
Cause and Effect
Attention Span
Sensorimotor Period
Object Permanence
Pre-operational Period
Concrete Operations
Period

Formal Operations
Period
Symbolic Thinking
Large (Gross) Motor
Skills
Small (Fine) Motor
Skills
Dexterity
Self-centered
Negativism
Temper Tantrums
Anger
Fear
Separation Anxiety
Jealousy
Sibling Rivalry
Empathy
Self-concept
Parallel Play
Cooperative Play
Imaginary Friend
Intelligence
Trial and Error Learning
Imitation
Directed Learning
Concept
Attention Span
Memory
Perception
Reasoning
Imagination
Creativity
Curiosity



