# Child Growth and Development

## Course Information

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<thead>
<tr>
<th>Division</th>
<th>Social Sciences</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>ECE 171</td>
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<tr>
<td>Title</td>
<td>Child Growth and Development</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Developed by</td>
<td>JoAnn Morales</td>
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<tr>
<td>Lecture/Lab Ratio</td>
<td>3 Lecture/0 Lab</td>
</tr>
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## Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td>CDE Dept Elective, PSY Dept Elective</td>
<td>PSY Departmental Elective</td>
<td>FSHD Departmental Elective, Tier 1 &amp; 2 Individuals &amp; Societies (IS)</td>
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## Activity Course

No

## CIP Code

13.1210

## Assessment Mode

Pre/Post Test (75 Questions/75 Points)

## Semester Taught

Spring

## GE Category

Social Sciences

## Separate Lab

No

## Awareness Course

No

## Intensive Writing Course

No

## Prerequisites

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

## Educational Value

The course is valuable to students interested in increasing their knowledge about issues effecting children in today's society. Prospective parents, anyone working with children in early education careers including early childhood and elementary education fields, and students pursuing a degree in the medical field will also benefit.

## Description

This course gives students a broad, comprehensive view of the science of human development at each stage of development from conception through adolescence. Considers the biological, cognitive, physical, and social aspects of development from a knowledge base of theory, research, and current issues. Students will apply learning to developmentally appropriate principles and practices that guide relationships and learning experiences for all children. Additional discussion will include family, culture, ethnicity, and gender. This course is identical to PSY 171.
Supplies
None

Competencies and Performance Standards

1. Examine the history of child development and explain why it is important to study children’s development.
   
   Learning objectives
   What you will learn as you master the competency:
   a. Identify six areas in which children’s lives can be improved.
   b. Characterize how children were viewed historically and by early theorists.

   Performance Standards
   Competence will be demonstrated:
   o in the completion of selected activities assigned by the instructor.
   o in the completion of a chapter test.

   Criteria - Performance will be satisfactory when:
   o learner provides acceptable, written and oral responses to questions and situations about the history of child development.
   o learner participates in class discussions and activities on the history and research of child development.

2. Understand the developmental processes/periods of development and the core issues affecting child development.

   Learning objectives
   What you will learn as you master the competency:
   a. Discuss the most important developmental processes and periods.
   b. Describe three key issues in child development and evaluate them.
   c. Summarize the career paths that involve working with children.

   Performance Standards
   Competence will be demonstrated:
   o in the completion of selected activities assigned by the instructor.
   o in the completion of a chapter test.

   Criteria - Performance will be satisfactory when:
   o learner provides acceptable, written and oral responses to questions and situations about core issues affecting child development.
   o learner participates in class discussions and activities

3. Determine the main theories, research methods, and ethical challenges in child development research.

   Learning objectives
   What you will learn as you master the competency:
   a. Discuss the importance of research in child development and the scientific method.
   b. Describe the main theories of child development.
   c. Explain how research on child development is conducted.
d. Summarize ethical challenges in child development research.

**Performance Standards**

*Competence will be demonstrated:*
- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*
- learner participates in class discussions and activities.
- learner provides acceptable written responses to questions and situations.

4. **Examine evolution, genetics, and reproductive challenges and choices.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss the evolutionary psychology perspective on development.

b. Describe what genes are and how they influence development.

c. Identify some important reproductive challenges and choices.

d. Characterize some of the ways that heredity and environment interact to produce individual differences in development.

**Performance Standards**

*Competence will be demonstrated:*
- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*
- learner participates in class discussions and activities.
- learner provides acceptable written and oral responses to questions.

5. **Examine prenatal development, expectant parents’ experiences, and potential hazards to prenatal development throughout various cultures and the world.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss the three periods of prenatal development.

b. Characterize expectant parents’ experiences during prenatal development.

c. Describe potential hazards during prenatal development.

d. Describe some beliefs about pregnancy and prenatal development in various cultures.

**Performance Standards**

*Competence will be demonstrated:*
- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*
- learner participates in class discussions and activities on prenatal development and experiences.
- learner provides acceptable written and oral responses to questions and situations concerning prenatal development.
6. Describe the birth process, the effects of low birth weight and the postpartum period within various cultures.

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe the stages, transitions, and cultural variations involved in birth.

b. Characterize the development and consequences of low-birth weight infants.

c. Describe three measures of neonatal health and responsiveness.

d. Explain the physical and psychological aspects of the postpartum period of both parents.

e. Discuss the incidence and causes of low birth weight around the world.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner participates in class discussions and activities on the birth process and other affects to the baby.
- learner provides acceptable written and oral responses to questions and situations about the birth process.

7. Examine physical, cognitive, and socioemotional development in infancy within various cultures throughout the world.

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss physical growth and development in infancy.

b. Summarize Piaget’s theory of infant development.

c. Discuss the appropriate assessments in infancy

d. Characterize early environmental influences on infant development.

e. Compare the nature of language and how it develops in infancy throughout the world.

f. Explain how social contexts influence the infant’s socioemotional development.

g. Discuss current issues such as sleeping habits, SIDS, feeding, malnutrition, and immunizations.

h. Discuss cultural variations in development.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable, written and oral responses to questions and situations about all areas of development in infancy.
- learner participates in class discussions and activities on the various areas of development.
8. Examine physical, cognitive and socioemotional development in early childhood within various cultures throughout the world.

Learning objectives
What you will learn as you master the competency:

a. Discuss body growth and change in early childhood.
b. Characterize the health of young children in today’s world, including issues such as malnutrition, obesity, diseases, and the increase of disabilities.
c. Discuss the cognitive changes that occur in early childhood, including languages across cultures.
d. Characterize the importance of early childhood education
e. Discuss emotional and personality development in young children.
f. Explain how families, cultures, ethnicity, and socioeconomics influence young children’s development.
g. Describe the roles of peers, play, and television in young children’s development.

Performance Standards
Competence will be demonstrated:

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:

- learner provides acceptable written and oral responses to questions and situations about the cognitive development of infants.
- learner participates in class discussions and activities on cognitive development of infants.

9. Examine physical development in middle and late childhood; include the changes that take place in body growth and motor development, and children’s health.

Learning objectives
What you will learn as you master the competency:

a. Discuss changes in body growth and motor development in middle and late childhood.
b. Characterize children’s health globally in middle and late childhood.
c. Summarize information about children with disabilities.

Performance Standards
Competence will be demonstrated:

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:

- learner provides acceptable written and oral responses to questions about various issues in children’s health and their affect on children.
- learner participates in class discussions and activities.
10. Examine cognitive development in middle and late childhood; include Piaget’s theory, intelligence, and language development.

Learning objectives
What you will learn as you master the competency:

a. Discuss Piaget’s stage of concrete operational thought, apply Piaget’s theory to education, and evaluate his theory.

b. Describe changes in information processing in middle and late childhood.

c. Characterize children’s intelligence, and the increase of technology children are exposed to at earlier ages.

Performance Standards
Competence will be demonstrated:

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:

- learner provides acceptable responses to questions and situations about adolescents in society.
- learner participates in class discussions and activities.

11. Examine socioemotional development in middle and late childhood: include personality development, parent and peer issues, and the importance of schools

Learning objectives
What you will learn as you master the competency:

a. Discuss emotional and personality development in middle and late childhood.

b. Describe parent–child issues and societal changes in families.

c. Identify changes in peer relationships in middle and late childhood.

d. Characterize some important aspects of elementary school education, and the changes made throughout history.

Performance Standards
Competence will be demonstrated:

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:

- learner provides acceptable written and oral responses to questions and situations about the changes in socioemotional development of middle and late childhood children.
- learner participates in class discussions and activities.

12. Examine physical development in adolescence; include puberty, sexuality, and health risks for both male and females.

Learning objectives
What you will learn as you master the competency:

a. Discuss views and developmental transitions that involve adolescence.

b. Describe puberty’s characteristics, developmental changes, psychological dimensions, and the development of the brain.
c. Characterize adolescent sexuality.
d. Compare male and female adolescents’ health and eating disorders.
e. Discuss the differences in early and late maturation for males and females and the effects.
f. Discuss cross-cultural comparisons of adolescent pregnancy.

Performance Standards

Competence will be demonstrated:
- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions and situations concerning adolescence.
- learner participates in class discussions and activities.

13. Examine cognitive development in adolescence; include think and process information, values, moral education, and eventual career development.

Learning objectives

What you will learn as you master the competency:
a. Discuss different approaches to adolescent cognition.
b. Describe adolescents’ values, moral education, and religion.
c. Characterize schools for adolescents, including middle, high school and dropout rates for various cultures, ethnicities, and genders.
d. Summarize career development in adolescence and sociocultural influences.

Performance Standards

Competence will be demonstrated:
- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions and situations concerning adolescence.
- learner participates in class discussions and activities.

14. Examine socioemotional development in adolescence; include parent-adolescents relationships, peer relationships, and culture.

Learning objectives

What you will learn as you master the competency:
a. Discuss changes in identity and emotional development during adolescence.
b. Describe changes that take place in adolescents’ relationships with their parents.
c. Characterize the changes that occur in peer relations during adolescence.
d. Explain how culture influences adolescent development.
e. Identify adolescent problems in socioemotional development and strategies for helping adolescents with problems.
**Performance Standards**

*Competence will be demonstrated:*
  o in the completion of selected activities assigned by the instructor.
  o in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*
  o learner provides acceptable written and oral responses to questions and situations concerning adolescence.
  o learner participates in class discussions and activities.

**Types of Instruction**
- Direct instruction
- Discussion
- Collaborative Group Projects
- Multi-Media Presentations
- Guest Speakers

**Grading Information**

**Grading Rationale**
Grades will be determined with the following criteria being considered.
- Class attendance /participation - Weight - 5%
- Assignments – Weight - 45%
- Examinations / tests - Weight -35%
- Post Test - 15%

A pre and posttest will be given. Pre-test will not count.

**Grading Scale**
- A 90% -100%
- B 80% -89%
- C 70% -79%
- D 60% -69%
- F Below 59%