

**Murrieta Valley Unified School District
High School Course Outline
April 2004**

Department: Consumer and Family Education

Course Title: Developmental Psychology of Children

Course Number: 5515

Grade Level: 11-12

Length of Course: Year

Prerequisite: Life Skills with grade of “C” or better

UC/CSU (A-G) Requirement: G

I. Goals

The student will:

- A. Research, compare and report upon various theories regarding human growth and development
- B. Identify research methods used to collect data on children, and complete several observations
- C. Plan play, learning and recreational activities appropriate for encouraging the physical, intellectual, emotional, social and moral development of young children
- D. Define the term *children with special needs*, and identify characteristics of, and strategies for helping, children with special needs
- E. Develop an understanding of the interdependence of all aspects of development and be able to point out specific examples

II. Outline of Content for Major Areas of Study

Semester I

- A. Developmental Theorists
 - 1. Erikson
 - 2. Freud
 - 3. Kohlberg
 - 4. Piaget

5. Skinner
6. Vygotsky
- B. Theories of Development
 1. Theories of Development
 2. Biological
 3. Cognitive
 4. Identity
 5. Psychosocial
 6. Moral
- C. Prenatal Development
 1. Conception
 2. From conception to birth
 3. Genetic errors
 4. Environmental influences
- D. Birth and the Newborn
 1. Birth
 2. Newborn abilities and reflexes
 3. Infant care
- E. Physical Development
 1. Basic sequences and patterns
 2. Motor development and toys
 3. Determinants of growth
 4. Development of sexual maturity
 5. Physical changes and effects upon behavior
- F. Perceptual Development
 1. Basic sensory skills
 2. Complex perceptual skills
 3. The object concept
 4. Individual differences in perception
 5. Explanations of perceptual development
- G. Cognitive Development
 1. Research on brain development
 2. Measuring intelligence
 3. Influences of heredity
 4. Influences of environment
 5. Toys as tools
- H. Language Development
 1. Influence of environment
 2. Grammar development
 3. Development of word meaning

4. Individual differences
- I. Personality Development
 1. Temperament
 2. Learned behaviors
 3. Psychoanalytic theories

Semester II

- A. Self-Concept of Children
- B. Developmental patterns
- C. Discipline and guidance
- D. Gender and sex-role concepts
- E. Connection to achievement
- F. Development of Social Relationships
 1. Attachment theory
 2. Parent/child bonding
 3. Social cognitive theory
 4. Modeling
 5. Guidance and discipline
- G. Application of Knowledge
 1. Observations
 2. Peer coaching

III. Accountability Determinants

- A. Performance-based assessments including projects and presentations
- B. Conventional assessments including written assignments, quizzes and tests
- C. Participation in class activities including discussions, role-playing and hands-on learning

IV. Required Text

Brisbane, Holly. *The Developing Child*. Blacklick, OH: Glencoe/McGraw-Hill, 2000.

V. Supplementary Materials

Simulations

Books, Periodicals and the Internet

Videos