

1988-89

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

CHILD DEVELOPMENT I
CD 100

FALL 1988

GRANDE PRAIRIE REGIONAL COLLEGE

CHILD DEVELOPMENT I

COMPETENCIES

1

Students will become familiar with techniques that are used for observing and recording the behaviour and developmental progress of young children.

2

Students will learn about the growth patterns of the embryo and the fetus and will explore a variety of factors which may affect prenatal development.

3

Students will learn about some of the genetic and environmental factors which influence human development.

4

Students will learn the patterns of physical growth and motor development from infancy through the preschool years and will know appropriate activities to develop gross and fine motor skills of young children.

5

Students will become familiar with theories of personality development and will demonstrate an understanding of the adult's role in supporting the child's development of trust, autonomy and initiative.

COMPETENCY 1

Students will become familiar with techniques that are used for observing and recording the behavior and developmental progress of young children.

Learning Tasks

1. Students will observe in pre-school centres and will use objective data to record the behavior of young children.
2. Students will discuss the reasons for observing and recording the behavior of young children.
3. Students will analyze written reports based on observations of young children and will use these reports to plan activities that meet the needs of individual children.
4. Students will discuss:
Factors which may affect their observations of young children

COMPETENCY 2

Students will learn about the growth patterns of the embryo and the fetus and will explore a variety of factors which may affect prenatal development.

Learning Tasks

1. Through the use of films and discussions, students will examine the developmental phases of pregnancy.
2. Students will identify and research genetic factors which may influence the normal sequence of prenatal development.
3. Students will identify and research environmental influences on prenatal development.

COMPETENCY 3

Students will learn about some of the genetic and environmental factors which influence human development.

Learning Tasks

1. Students will explore the nature-nurture controversy, examining the strengths and weaknesses on both sides of the argument.
2. Through the use of films, readings, and discussions, students will become acquainted with theories that emphasize the role of genetics in human development as well as theories that emphasize the role of environmental factors in human development.
3. Students will examine the research methods used to study the effects of heredity and environment on human development. (e.g. case studies, twin studies, longitudinal studies)

COMPETENCY 4

Students will learn the patterns of physical growth and motor development from infancy through the preschool years and will know appropriate activities to develop gross and fine motor skills of young children.

Learning Tasks

1. Students will differentiate between gross motor development and fine motor development.
2. Students will explore the basic principles of physical growth and the sequence of normal physical development.
3. Students will examine factors which influence physical growth.
4. In a pre-school setting, students will observe and record the physical development and motor skills of young children and will use their observations to plan activities appropriate to the developmental level of the children.
5. Students will examine and evaluate commercial and home-made toys for their appropriateness and effectiveness in fostering the development of motor skills in pre-school children.

COMPETENCY 5

Students will become familiar with theories of personality development and will demonstrate an understanding of the adult's role in supporting the child's development of trust, autonomy and initiative.

Learning Tasks

1. Students will research and discuss Erikson's eight stages of man.
2. Students will explore Freud's theory of personality development.
3. Students will examine the social learning theory of personality development.
4. Students will identify and discuss factors that may affect the young child's development of trust, autonomy and initiative.
5. Students will observe in a preschool program for a day taking note of how a child's development of trust, autonomy and initiative is encouraged and/or hindered through their interactions with peers, teachers and parents.
6. Students will plan activities that foster the child's development of trust, autonomy and initiative based on their observations of a child in a group or informal setting. (ie. grocery store, day care, church, home).