

# EDU 222: The Developing Child II: K – 4th Grade

**Course Information:****Credits:** 3**Semester:****Days:****Times:****Professor:** Dr. Lewis-West  
Education Department  
Room #  
Office:  
email  
Office Hours:**Course Description:**

This course is designed to provide students with the theories of child development of school age children. The course will guide students through how a child develops from 4 – 8 years. The intent is to give pre service teachers an understanding of and an appreciation for the kinds of progress a child can make through early childhood education that will support them through the primary grades. The course will focus on the basic issues in the study of child development theories and practices. Early childhood education contributes to a child's mental, physical, social-emotional and moral development and enhances their continued progress in the educational system. Pre-service teachers will develop instructional strategies and techniques necessary for educating the school age child..

**Course Prerequisite:**

- . EDU 201: Introduction to Education
- EDU 212: Child Development I

**Required Textbook:**

Brewer, Jo Ann. (2010) **Introduction to Early Childhood Education: Preschool Through Primary Grades**, 6<sup>th</sup> Ed. Pearson, Boston.  
ISBN-10-0205491456

Supplemental reading materials and journal articles  
PDE Code of Conduct (handout)

**Materials:**

Folder for portfolio

Notebook for key terms and lined and blank paper

**Course Objectives:**

Students will demonstrate mastery of the following skills:

- Recognize the impact of early childhood education in improving a children's intellectual, social-emotional, linguistic, physical, perceptual and moral development in the primary grades
- Develop a familiarity of the names of theorist involved in the study of early childhood education beginning in as early as the 17<sup>th</sup> century through the 21<sup>st</sup>

- century and how theory is applied in the primary learning environment both indoors and outdoors.
- Develop storytelling, poetry reading techniques and speaking and listening strategies that will add to receptive vocabulary, expressive vocabulary, auditory comprehension and pragmatic language.
  - Identify and utilize programs for early recognition of children who may be displaying signs of impending special needs and develop the ability to select age appropriate learning materials that will help to identify a primary level child's potential problems areas.
  - Identify a *norm-referenced achievement test* which determines how much a child has learned compared to other children and a *criterion-referenced achievement or assessment test* which determines what the child knows and does not know.
  - Identify activities that enhance primary level children's interaction in the primary classroom setting and the role of the teacher in managing a classroom that encourages good communication among the students.
  - Demonstrate proficiency with Pennsylvania's standards for the language arts, math, science, social studies and physical development at the primary level.

### **Student Learner Outcomes:**

This course is designed to expose pre service teachers to the unique qualities of primary school age children and how the classroom teacher can influence the children's growth and development. Pre-service teachers will gain from this course:

- The ability to view the whole child and meet his/her learning needs.
- An understanding of the areas of growth and development: *psychomotor domain, cognitive domain and affective domain and the role of language in a child's development*
- An appreciation of the role of play in the development of a child which can give a teacher information about a children cognitive development by observing their play
- Knowledge of child development theorists and how it applied to early childhood Education curriculum.
- Awareness of the content of Public Law 105-17 the Individuals with Disabilities Education Act (IDEA) and to use this information in order to understand and educate children with both physical and cognitive special needs

### **Requirements and Assessment:**

Assessment will occur through:

- Weekly chapter assignments that address the information covered in each chapter for classroom discussion or presentation as an assigned topic for a written paper.
- Lesson and unit plans that include storytelling and poetry reading techniques that will add to receptive and expressive vocabulary, auditory comprehension and pragmatic language..
- Small groups activities in which students select and discuss one of the curriculum approaches discussed. Generate a list of materials and equipment that would be needed to set up a kindergarten and primary classroom for the selected approach.
- Presentation on an area of development and determine how your classroom would be arranged and managed to complement a primary child's development.
- An evaluation of a class portfolio that contains: all hand outs; dated class notes; comments on class concerns, class projects, individual and group projects; copies

of topics as assigned; all quizzes, tests, midterm and final exam; all written assignments; additional information may be assigned.

- Student class participation and involvement are expected during each class. Class participation and attendance will be tracked and graded. Class participation will involve small and large group activities and assignments related to weekly reading assignments from the chapter and supplemental reading materials.
- Identify the components of an Individualized Education Plan (IEP) and an Individualized Family Service Plan (IFSP)

### **Attendance**

**The Attendance Policy is noted on-line in the Lincoln University Bulletin. Class participation is an important determinant of final grades. Students should be aware that regular attendance promotes their ability to contribute constructively to classroom discussions. Attendance and full, constructive participation is mandatory.** No unexcused absences are permitted for this class. If there is an emergency beyond the student's control, the student must present proper documentation to the professor **in a timely manner**, and arrange with the professor to make up the assignment. No more than two excused absences will be granted. It must be understood, however, documentation does not relieve the student of their responsibility to make up the work they have missed. No student will be allowed to make up more than two assignments. (Make-up assignments are only related to excused absences). **In cases of excessive absences (3 sessions) the professor will request that the student withdraw from the course or issue an automatic failure for the semester.**

### **Lateness**

**For every three times that a student is late for class (more than 5 minutes); the student will be credited with one absence.** A late student **must** remain after class and consult with me to change absence status too late.

### **University Policy on Academic Integrity:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed time limitations specified by the instructor. In seeking the truth, in learning to think critically and in preparing for a life of constructive service, honest is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All work must be done in accordance with established principles of academic honesty.

The instructor will issue a written warning for a violation of academic integrity standards and issue a failure for the specific project. Subsequent violations will result in failure for the course. (See pages 54 – 55 of the Lincoln University **Bulletin** –on-line)

### **Concerns:**

**You are preparing for a professional career in which you will be a role model for others. To practice appropriate professional decorum you are expected to maintain professional behavior in class. To this end, no food, drinks, beepers, cellular phones, I Pods, sunglasses, combs in hair, or hats are allowed in class.**

**Grading Point System:**

Grades will be based on the total number of points earned during the semester. The weight value for each professional activity is as follows:

1. Attendance/participation/text	5%
2. Daily Class Discussion and presentations of Current Topic	10%
3. Class assignments written and oral (story-telling, poetry, curriculum, age-appropriate learning materials and presentations )	30%
4. Assessment Project	10%
5. Midterm & Final	20%
6. Quizzes & Tests	15%
7. Portfolio (to include chapter summaries, notes, etc.)	10%
<b>Total Points</b>	<b>100%</b>

Student Learning Opportunities		Methods of Assessment
Week	Readings Discussion Reports	All assignments are to be noted in portfolio. Be prepared for classroom discussion of readings. Additional readings, assignments and classroom activities may be

		<b>added to this list.</b>
1	Chapter 1: Basic Issues in the Study of Development	Reading pp. 1-31 Record "Key terms" with short definition in class notebook. Groups will be assigned a topic under "Finding the Answers: Research Designs and Methods"
2	Chapter 1: (Continued) Basic Issues in the Study of Development	Discussion of theorist and theories. Groups will be assigned to discuss both the various theories surrounding early childhood development and the theorist connected the theory.
3	Chapter 2: Development and Stage Theory	Reading pp. 32-62 Record "Key terms" with short definition in class notebook Groups will consist of two students will be assigned a topic on smoking, cocaine, drinking, marijuana and heroin, vitamins, drugs, and other chemicals, diet, mother's age, stress and emotional state, and poverty. Each two person group will report to the class their finding on how each topic affects childhood development
4	Chapter 4: Physical Development	Reading pp. 63-124 Record "Key terms" in both chapters with short definition in class notebook. Groups will be assigned topics on health, wellness in early infancy, bones, muscles and motor skills and health and wellness. The types of physical activities for primary grades
5 & 6	Chapter 5: Perceptual Development Chapter 6: Cognitive Development I: Structure and Process	Reading pp. 125-181 Record "Key terms" in both chapters with short definition in class notebook. Individual students will be assigned a written assignment on one of the following topics: ways of studying early perceptual skills, explanations of perceptual development, sensory skills, perceptual skills, the object concept, perception of social signals, Piaget's basic ideas on how a child's knowledge of the world changes with age, challenges to Piaget's view of infancy, the preschool years, the school-aged child, adolescence and development of information-processing skills.
7	Chapter 7: Cognitive Development II: Individual Differences In Cognitive Abilities	Reading pp. 182-212 Record "Key terms" in chapter with short definition in class notebook. Prepare for class discussions on: measuring intellectual power, explaining individual differences in IQ Scores, explaining group differences in IQ or achievement test scores, alternative views of intelligence. How does the above information affect the primary grade classroom setting  Research assignment on one of the following: Harold Stevenson, Alfred Binet, Theodore Simon, Lewis Terman, David Wechsler, Richard Weinberg write a one page

		summary on their connection to IQ or achievement scores.
8& 9	Chapter 8: The Development Of Language Chapter 9: Personality Development: Alternate Views	<p>Reading pp. 213-272 Record “Key terms” in both chapters with short definition in class notebook.</p> <p>Discussions on how best to identify phonological awareness, phonetic and readiness skills in school age children. Groups will create a scenario to show how they would first identify and second resolve communication skills in the primary grade child. Discussion regarding the primary grade classroom setting and management and the changes that occur from kindergarten through fourth grade</p> <p>Groups will be assigned to use information gained from previous learned information to write a reflection on early childhood developmentally appropriate practices, the theory of constructivism, socio-cultural theory, attachment theory, activity theory, play.</p> <p>Story telling and poetry reading activities</p>
10	Chapter 10: Concepts of Self, Gender, and Sex Roles	<p>Reading pp. 273-300 Record “Key terms” in chapter with short definition in class notebook.</p> <p>Discussions on Nancy Eisenberg theory on the emotional self in preschool children, Piaget argument the subjective self., Montermayor and Elisen study on self concept in 9-to 18 year olds and how it is or is not relevant to preschool children., Erikson’s and Marcia’s theories on the kind of identity crisis that are normal and healthy. Discussion on how the above information will influence how a teacher manages a classroom?</p> <p>Lesson and unit plans</p>
11&12	Chapter 11: The Development of Social Relationships	<p>Reading pp. 301-334 Record “Key terms” in chapter with short definition in class notebook.</p> <p>Research: The development of social relationships from birth to adolescence, prepared a presentation to deliver in class. Presentation must be at least 10 minutes with work cited</p>
13	Chapter 12: Thinking About Relationships: Social-Cognitive and Moral Development	<p>Reading pp. 335-360 Record “Key terms” in both chapters with short definition in class notebook.</p> <p>The changes that occur between kindergarten to fourth grade students in terms of their approach to the learning environment and how a classroom teacher uses this information in planning lessons..</p>
14	Chapter 13: The Ecology of Development: the Child Within the Family System.	<p>Reading pp. 361-389 Record “Key terms” in both chapters with short definition in class notebook.</p>

	Chapter 14: Beyond the Family: The Impact of the Broader Culture	<p>Theorist in this text describe four styles of parenting write a report on each one and choose one that you believe is the most effective and the one that is the most negative.</p> <p>Groups will be assigned to develop a discussion on: non-parental care, the impact of schools the impact of entertainment media, macrosystem effects: the impact of the larger cultures</p> <p>Assessment activity</p>
15	Chapter 15: Atypical Development Putting It All Together: The Developing Child	<p>Reading pp. 425-479</p> <p>Record "Key terms" in chapter with short definition in class notebook.</p> <p>Groups will be assigned to report on one of the following topics: Understanding atypical development, attention problems and externalizing problems, externalizing problems, internalizing problems, atypical internalizing problems, atypical intellectual and social development, schooling for atypical children</p> <p>Modified lesson to meet all children</p>
16	Finals	Review key terms in notebook these terms will be a part of the final. Other details of final will be announced in class.