

SAMPLE 2 WORKSHEET - Child Growth and Development

CAP Samples and Recommendation	Your Campus Course Information
Course Title:	Course Title:
Child Growth and Development	Child Development
Explanation of your course title (if necessary): N/A	
Course Description:	Course Description:
This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.	An examination of the major developmental milestones for children, both typical and atypical, from conception through adolescence in the areas of physical, psychosocial, and cognitive development with an emphasis on the interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences using investigative methodologies and analyze characteristics of development at various stages. Required for the Child Development Major, Child Development Permit Matrix and the Child Development Teacher Certificate.
Explanation of your course description (if necessary): N/A	
Student Learning Outcomes (SLOs):	Student Learning Outcomes (SLOs):
1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.	1. Students will analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development applying standard research methodologies.
2. Analyze how cultural, economic, political, historical contexts affect children's development.	2. Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development.
3. Compare and contrast various theoretical frameworks that relate to	3. Students will compare and contrast various theoretical frameworks that relate

the study of human development.	to the study of child development.
4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.	4. Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.
5. Differentiate characteristics of typical and atypical development at various stages.	In SLO #2
6. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development	In SLO #2
Additional SLOs for your course: N/A	
Explanation of your course SLOs (if necessary): <ul style="list-style-type: none"> • Our college only allows 4 SLOs per course • CAP SLO #5 has been included in our SLO #2 • CAP SLO #6 is included in our SLO #2 	
Objectives:	Objectives:
A. Examine and discuss major theories of child development.	A. Examine different theories of development and research approaches, and their relevance in understanding children's growth.
B. Examine ways in which developmental domains are continuous, sequential and inter-related.	B. <ul style="list-style-type: none"> • Our A includes B and E
C. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.	C. Describe characteristics of the physical, social, emotional, cognitive and language (including dual language) development of children, both typical and atypical, in major developmental periods.
D. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.	D. Investigate current research findings as they apply to child development.
E. Demonstrate knowledge of current research findings as they apply to child development.	E. <ul style="list-style-type: none"> • Our A includes B and E

F. Examine and explain how bias can influence the research process	F.
G. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers	G. Demonstrate objective techniques and skills for observing and describing developmental characteristics and behaviors in children, evaluating their similarities, differences and developmental progress
H. Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment	H. Investigate the importance of the early years and the effects of interaction between the individual and her/his environment on the developing brain.
I. Examine and evaluate the role of family in facilitating children's development	I. Examine and explain the role of environmental influences including culture, family, school, peers, community and media on children's development.
J. Examine and evaluate the role of teachers and other professionals in facilitating children's development	J. • Our I includes I, J, and L.
K. Examine and evaluate the role of play and its relationship to development at various stages	K. Describe and explain the role of play and its relationship to development at various stages.
L. Identify and describe risk factors that impact families and child at each major developmental stage	L. Identify and describe influences that place children and youth at risk and may adversely influence development.
M. Investigate and explain the process of bilingual development in children at various stages	M.
N. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.	N. Describe and explain biological and environmental factors influencing the development of self-concept and self-esteem in children of all ages
Additional objectives for your course:	
<ol style="list-style-type: none"> 1. Describe the influence of genetics in the developing child. 2. Describe brain structure and development from the pre-natal period through adolescence. 	
Explanation of your objectives (if necessary):	
<ul style="list-style-type: none"> • Our A includes B and E • Our E includes E, H, and I. • Our C includes C and K. • Our G includes G, L and N. 	

- Our I includes I, J, and L.
- We cover D in our *Observation and Assessment* course.
- We cover F and M in our course on *Teaching in Diverse Contexts*. It is included here as a course topic but is not central enough to be an objective.
- We address Q throughout all of our courses but do not list it as an objective because it is not directly assessed.

Examples of Course Content and Topics:	Your Course Content and Topics
<ul style="list-style-type: none"> ✓ Introduction to developmental perspective ✓ Major current and historical theoretical frameworks of child development ✓ Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research ✓ Heredity and genetics ✓ Conception and prenatal development ✓ Birth: physiology, psychology, social and cultural influences ✓ Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level) <ul style="list-style-type: none"> * Infant and toddler development * Play-years development * Middle childhood development * Adolescent development ✓ Bilingual development and theories of language learning and bilingualism ✓ Gender roles; childhood and adolescent sexuality ✓ Contemporary social issues that impact children's development ✓ The role and influence of family and caregivers 	<p>Define our course content differently, but info is same.</p> <ul style="list-style-type: none"> A. Fundamentals of child development <ul style="list-style-type: none"> 1. Domains of development 2. Theories/theorists of development <ul style="list-style-type: none"> a. Psychoanalytic (Freud and Erikson) b. Behaviorism (Skinner and Pavlov) c. Cognitive (Piaget) d. Sociocultural (Vygotsky) e. Epigenetic (Bronfenbrenner) 3. Controversial issues in the study of development 4. Research methodology in child development 5. Cultural influences on development B. Prenatal Development and Birth <ul style="list-style-type: none"> 1. Conception 2. Heredity, genetics and environment 3. Birthing practices C. Infants and Toddlers <ul style="list-style-type: none"> 1. Physical growth (biosocial development) 2. Cognitive and Psychosocial development 3. Brain development 4. Language acquisition 5. Attachment and temperament 6. Infant/toddler caregiving practices D. The Preschool Child <ul style="list-style-type: none"> 1. Physical growth (biosocial development) 2. Cognitive and Psychosocial development 3. Brain development 4. Language acquisition and development 5. Emotional regulation 6. Prosocial and antisocial behavior including moral development 7. Parenting patterns & Early learning

<p>✓ The role and influence cultural and societal impacts</p>	<p>environments</p> <p>E. The School age child</p> <ol style="list-style-type: none"> 1. Physical growth (biosocial development) 2. Cognitive and Psychosocial development 3. Peer group as a developmental influence 4. Moral development 5. Learning environments 6. Obstacles to learning (ADD, autism) <p>F. The Adolescent</p> <ol style="list-style-type: none"> 1. Physical growth (biosocial development) 2. Cognitive and Psychosocial development 3. Peer group influence and Quest for identity 4. Brain development 5. Decision making and risk taking 6. Schools, learning, and the adolescent mind 7. Parent-adolescent relationship 8. Sensitive Issues in adolescence: substance use/abuse, sexuality, teen pregnancy, eating disorders, criminal activity, depression and self-destruction <p>✓ G. Child maltreatment as a developmental influence</p>
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Explanation of your course content (if necessary):
 N/A