

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD1100
CHILD DEVELOPMENT II**

HOURS: 45

CREDITS:

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

This course is a theory-based course that focuses upon the child's development in areas of cognitive development, intelligence, language development, and moral development. Divergent and convergent thinking are studied with an emphasis on facilitating divergent thinking with pre-school children.

COURSE OUTLINE REVISED: JUNE, 1995

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CHILD DEVELOPMENT II
UNITS

UNIT 1

The learner will demonstrate knowledge of Piaget's theory of cognitive development.

UNIT 2

The learner will gain knowledge about the theories of intelligence and their application to early childhood.

UNIT 3

The learner will be able to describe language development and use developmentally appropriate strategies to support the growth of language.

UNIT 4

The learner will demonstrate knowledge of divergent thinking and use strategies to promote its development in young children.

UNIT 5

The learner will demonstrate knowledge of the theories regarding the development of moral reasoning in young children.

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CHILD DEVELOPMENT II
UNITS

Unit One: The learner will demonstrate knowledge of Piaget's theory of cognitive development.

Objectives: Upon successful completion of this unit, the learner will be able to:

- 1.. Understand how the development of the structures and functions of the brain relates to cognitive growth.
2. Explain Piaget's Stage Theory, demonstrating an understanding of the developmental tasks in each stage.
3. Discuss the educational implications of Piaget's theory of cognitive development.

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Unit Two: The learner will understand the theories of intelligence and their application to Early Childhood.

Objectives: Upon completion of this unit, the learner will be able to:

1. Define intelligence.
2. Compare and contrast theories of intelligence.
3. Explain the nature/nurture debate in relation to intelligence.
4. Assess methods of measuring intelligence and examine related issues:
 - culturally biased tests
 - early testing of young children
 - formal education
 - expectations of children's performance

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Unit Three: The learner will be able to describe language development and use developmentally appropriate strategies to promote language growth.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Discuss the major theories of language development.
2. Explain the relationship between language and cognition.
3. Identify the characteristics of each stage of language development and understand how environmental and genetic factors influence language acquisition.
4. Facilitate language development through the use of open-ended questions, paraphrases and expansions.

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Unit Four: The learner will demonstrate knowledge of divergent thinking and use strategies to promote its development in young children.

Objectives: Upon the successful completion of this unit, the learner will be able to:

1. Define convergent and divergent thinking.
2. Explain the correlation between creativity, divergent thinking abilities and intelligence.
3. Facilitate children's divergent thinking skills.

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Unit Five: The learner will demonstrate a basic understanding of theories regarding the development of moral reasoning.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Compare and contrast the definitions of morality and values.
2. Identify the major theories of moral reasoning and behaviour.
3. Discuss ways to facilitate the moral development of young children.