

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT  
CD2000  
CHILD DEVELOPMENT III**

**CREDITS: 3**

**HOURS:**           **45**

**SEMESTER:**       \_\_\_\_\_

**INSTRUCTOR:**    \_\_\_\_\_

**PHONE:**           \_\_\_\_\_

**TEXT:**             \_\_\_\_\_

**COURSE DESCRIPTION:**

Child Development III focuses on attachment and bonding theories, personality, temperament, and emotional development in young children, as well as the development of peer relationships, self concept, and self-esteem. The relationship of these factors to the overall development of the young child is examined.

**COURSE OUTLINE REVISED: JUNE, 1998**

**CD2000**

**CHILD DEVELOPMENT III**

**UNITS**

**UNIT 1**

The learner will demonstrate an understanding of theories and research regarding attachment and bonding during infancy and the implication for the socialization of the child.

**UNIT 2**

The learner will demonstrate an understanding of theories and research which focus on the personality development of the young child.

**UNIT 3**

The learner will demonstrate an understanding of the emotional development of young children.

**UNIT 4**

The learner will be able to recognize the development of self-concept in young children and know the role of the adult in supporting self-esteem.

**UNIT 5**

The learner will demonstrate an understanding of how peer relationships develop during the early childhood years.

\*Note: Throughout this course, students will be expected to utilize the observational techniques studied in CD1000 to record and evaluate children's development.

CD2000

CHILD DEVELOPMENT III

**Unit One: The learner will demonstrate an understanding of theories and research regarding attachment and bonding during infancy and the implication for the socialization of the child.**

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

1. Discuss theories which attempt to explain attachment processes, e.g: adult to child, child to adult.
2. Explain differences in the quality of attachments.
3. Identify factors which have the potential to affect the formation of attachments, e.g. obstetrical procedures, institutionalization, hospitalization during infancy, medical complications.

CD2000

CHILD DEVELOPMENT III

**Unit Two: The learner will demonstrate an understanding of theories and research which focus on the personality development of the young child.**

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

1. Describe psychoanalytic theories which attempt to explain the development of personality in the young child, e.g. Freud, Erikson.
2. Describe temperament as a biological influence on personality development.
3. Identify temperament characteristics of young children and explain how these characteristics influence children's behaviours.
4. Describe how temperament and environment are interrelated influences on the personality and social development of the young child.

CD2000

CHILD DEVELOPMENT III

**Unit Three: The learner will demonstrate an understanding of the emotional development of young children.**

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

1. Trace the development of emotions in young children, (e.g. fears, anxiety, sympathy, humour) and identify factors which may affect the development of these emotions.
2. Explain the development of aggressive behaviours in young children and identify the types of aggression exhibited by young children.
3. Identify factors which may influence aggressive behaviour in young children, (e.g. television, parenting styles, group care, gender roles, age of child).
4. Describe the role of the adult in supporting children's emotional well-being.

CD2000

CHILD DEVELOPMENT III

**Unit Four: The learner will be able to recognize the development of self-concept in young children and know the role of the adult in supporting self-esteem.**

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

1. Define self concept, self-esteem, self-image.
2. Trace the development of self-esteem and self-concept in young children.
3. Explain the concepts of gender identity, gender constancy and gender stability.
4. Identify environmental factors which have the potential to influence the development of self concept in young children, e.g. societal expectations, parental expectations, television.
5. Describe the role of the adult in promoting the development of self-esteem in young children.

CD2000

CHILD DEVELOPMENT III

**Unit Five: The learner will demonstrate an understanding of how peer relationships develop during the early childhood years.**

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

1. Recognize the significance of peer relationships in the socialization of young children.
2. Recognize developmental patterns in peer relationships from birth through age eight.
3. Identify factors which have the potential to affect the play behaviours of children, e.g. age, gender, temperament, socioeconomic background.
4. Describe the role of the adult in facilitating the development of peer relationships amongst young children.