# SECTION HEADING

## EDUC 1265: Child Growth and Development

### Description

Child Growth and Development provides an overview of typical and atypical child development from prenatal to school age including physical, social, emotional, and cognitive development. It integrates theory with appropriate practice in a variety of early childhood settings. Students learn how to design and use developmentally appropriate language and cognitive-growth activities, including how to encourage curiosity, exploration and problem-solving; to develop sensory and story-telling skills; how to teach concepts such as time, shape and quantity, how to provide opportunities to organize and group materials; and to verbalize their experiences. Lab requirement of 15 hours. Minnesota Department of Human Services background check required.

### Credits

3

### Prerequisite

STSK 0090 or placement by multiple measures

### Topics to be Covered

1. Knowledge of early childhood development from prenatal to adolescence

2. Developmental theories

3. Physical, social, emotional, and cognitive development

4. Individual growth and development patterns

5. Cultural diversity awareness

6. Curriculum and materials to support development

7. Observation and assessment methods

### Learning Outcomes

1. Identify the major stages of child development, including cognitive, biosocial, creative, and psychosocial, from prenatal to adolescence.

2. Assess if children birth to adolescence are developing skills/abilities considered appropriate for a particular developmental stage.

3. Explain and use different theories in relations to the child's developmental stage.

4. Understand early childhood curriculum and how to develop cognitive, physical, creative, social and emotional skills through the curriculum.

5. Develop the ability to align activities to the child's developmental stage to achieve individual and class goals.

6. Employ skills as a primary care giver in classroom.

7. Develop the ability to present information effectively to children.

8. Explain cultural values as a social construct.

9. Explain human diversity through exposure to specific conditions of children.

10. Describe what constitutes maltreatment, abuse, and injuries of children.

### Credit Details

Lecture: 2

Lab: 1

OJT: 0

**Transfer Pathway Competencies**

1. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including: the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight; how young children differ in their development and approaches to learning to support the development and learning of individual children; the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight; the concepts of "belonging" and "family connectedness" as crucial to the development of young children. (TECE 3.A.2, 3.A.3, 3.A.4, 3.A.5.)

2. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the need to build and maintain a primary care relationship with each infant and toddler. (TECE 3.B.2)

3. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and

learning are integrated. the development of infants and toddlers and its effects on the learning and development of preprimary-aged children. (TECE 3.C.1, 3.C.2.)

4. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated (TECE 3.D.1)