CANADORE
college

COURSE NAME:	ECE135 Child Development II

Credit Value:	2
Total Course Hours:	30
Prerequisite Course(s):	ECE111
Corequisite Course(s):	None

COURSE DESCRIPTION

This course will introduce students to the physical, cognitive, social and emotional development of children from middle childhood (age 6) to typical adolescent. Focus will be directed to issues and milestones that play a role in healthy development.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Understand a summary of child development of the child

1.1 Know the major development periods.

1.2 Examine major developmental issues for children ages 6-12

1.3 Examine contemporary concerns in the study of child development.

2.0 Understand various theories of child development.

2.1 Define and distinguish among theory, hypothesis, and scientific method.

2.2 Examine psychoanalytic theories of development.

2.3 Examine cognitive theories of development.

2.4 Examine behaviourist theories of development.

2.5 Examine social learning theories of development.

3.0 Apply the concepts of physical development of children from 6 - 12 years of age.

3.1 Identify changes in the physical development during middle and late childhood.

3.2 Describe motor skill development during middle and late childhood.

3.3 Examine factors contributing to the health and development of children

3.4 Relate the concept of developmental challenges in children to middle and late childhood.

4.0 Apply the concepts of cognitive development of children from 6 - 12 years of age.

4.1 Analyze how Piaget's stage of Concrete Operational thought applies to middle and late childhood.

4.2 Apply Information processing concepts such as memory, metacognitive knowledge, cognitive monitoring, schema, and scripts to middle and late childhood.

4.3 Define critical thinking.

4.4 Explain how to encourage critical thinking in children during middle and late childhood.

4.5 Identify the methods for measuring intelligence during middle and late childhood.

4.6 Examine the effects of culture and ethnicity on the performance of children ages six to 12, on intelligence tests.

4.7 Discuss the use and misuse of intelligence tests.

4.8 Recognize the extremes of intelligence during middle and late childhood.

4.9 Describe language development during middle and late childhood.

4.10 Examine the factors affecting achievement during middle and late childhood.

5.0 Apply the concepts of socioemotional

development of children from 6 - 12 years of age.

    5.1 Describe the effects of the family on social development

    5.2 Recognize the effects of peer relations on social development

    5.3 Examine how the concept of self affects social development

    5.4 Identify the study of gender identity

    5.5 Describe Kohlberg's Theory of Moral Development.

    5.6 Identify contemporary concerns related to the social development of children aged 6 to 12.

6.0 Apply the concepts of physical, cognitive, and socioemotional development of children from 12 to 18 years of age.

    6.1 Understand the nature of adolescence.

    6.2 Describe and understand puberty.

    6.3 Undersands concepts of sexuality

    6.4 Examine problems and concerns unique to adolescence.

    6.5 Understand the cognitive development of adolescence.

    6.6 Examine Piagetian theory to adolescent brain development

    6.7 Understand the socioemotional development of adolescence.

    6.8 Relate the role of families, peers and society to the adolescent.

    6.9 Describe identity issues in adolescence.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

1. design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.

5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

6. Locate, select, organize, and document information using appropriate technology and information systems.

7. Analyse, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignment 30%

Assignment 20%

Midterm Exam 25%

Final Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Textbook: Child Development from birth to adolescents

Recommended:

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Discussion, debate, hands-on application

DELIVERY MODE

Lecture

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: http://www.canadorecollege.ca/about-us/corporate-policy-manual.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.