

I. PROGRAM OUTCOMES:

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas; learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

II. COURSE OBJECTIVES:

A. General:

The student will:

1. Become knowledgeable of the developmental theories and their application in a Micronesian context.
2. Demonstrate an understanding of the biology of human development.
3. Develop an understanding of the major developmental stages of individuals from:
 - A. Birth to two years
 - B. Two to six years
 - C. Six to twelve years
 - D. Adolescents/youth
4. Become knowledgeable of the various aspects and issues of middle childhood years.
5. Demonstrate knowledge of the various aspects and issues of adolescent development.

B. Specific Objectives:

1. Become knowledgeable of the developmental theories and their application in a Micronesian context.

Learning Outcomes

Suggested Assessment Strategies

<p>1a. Summarize verbally and in writing the different theories of development:</p> <ul style="list-style-type: none"> ▪ Sigmund Freud ▪ Erik Erikson ▪ B. F. Skinner ▪ Ivan Pavlov ▪ Kohlberg ▪ Maslow ▪ Jean Piaget ▪ Gessel, etc. <p>1b. Debate the issue of nature/nurture theory of human development.</p>	<p>Student summarizes verbally and in writing the following theories of development:</p> <ul style="list-style-type: none"> ▪ Sigmund Freud ▪ Erik Erikson ▪ B. F. Skinner ▪ Ivan Pavlov ▪ Kohlberg ▪ Maslow ▪ Jean Piaget ▪ Gessel, etc <p>A scoring rubric for group oral presentations of developmental theories will be used and will be part of written checkout.</p> <p>Student debates verbally about the issue of nature/nurture theory of human development. A scoring rubric will be used.</p>
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2. Demonstrate an understanding of the biology of human development.

<p>2a. Explain in writing the process of human reproduction.</p> <p>2b. Discuss in writing how sex is determined.</p> <p>2c. Explain prenatal environmental influences especially those common in Micronesia.</p> <p>2d. Summarize in writing the stages of prenatal development.</p>	<p>Student explains on a written checkout the process of human reproduction.</p> <p>Student discusses in writing how sex is determined on a written checkout.</p> <p>Student presents verbally the following prenatal environmental influences:</p> <ul style="list-style-type: none"> ▪ Tobacco ▪ Alcohol ▪ Marijuana ▪ Toxins in the Environment <p>A scoring rubric will be used.</p> <p>Student summarizes the stages of prenatal development and their major characteristics in a written checkout.</p>
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3. Develop an understanding of the major developmental stages of individuals from:

A. Birth to two years

<p>3A.a. Explain the characteristics of the cognitive stage of children.</p> <p>3A.b. Summarize the sequence of language development of children from 0-2 years.</p> <p>3A.c. Discuss in writing ways to enhance a child’s cognitive and language development in Micronesia.</p> <p>3A.d. Discuss in writing how parental behaviors affect infants’ competence.</p> <p>3A.e. Summarize in writing the sequential physical development of children from 0 – 2 years.</p> <p>3A.f. Compare current child-rearing practices with the old practices in Micronesia.</p>	<p>Student explains the characteristics of the cognitive stage of children from birth to two years on a written checkout.</p> <p>Student summarizes the sequence of language development of children from 0 to two years on a written checkout.</p> <p>Student discusses in writing 3 ways to enhance a child’s cognitive and language development in Micronesia as part of a written checkout.</p> <p>Student discusses on a written checkout how parental behaviors affect infants’ competence.</p> <p>Student summarizes the sequential physical development of children from 0 to 2 years as part of a written checkout.</p> <p>Student researches and presents verbally findings of past and current child rearing practices. A scoring rubric will be used.</p>
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3. Develop an understanding of the major developmental stages of individuals from:

B. Two to six years

<p>3B.a. List and explain the principles of physical development. (Discuss in writing the physical growth and motor skills of children.)</p> <p>3B.b. Explain the concepts of gross motor and fine motor skills of children.</p> <p>3B.c. Explain in writing Piaget’s theory of children’s cognitive levels and their characteristics.</p> <p>3B.d. Explain in writing the signs and causes of child neglect and abuse in Micronesia.</p> <p>3B.e. Summarize in writing some early signs of developmental delay in preschool children.</p>	<p>Student lists and explains the principles of physical development as part of a written checkout. (Student discusses in writing the physical growth and motor skills of children.)</p> <p>Student explains the concepts of gross motor and fine motor skills of children on a written checkout.</p> <p>Student explains Piaget’s cognitive levels with their characteristics of children on a written checkout.</p> <p>Student explains the signs and causes of child neglect and abuse in Micronesia in a written assignment.</p> <p>Student summarizes in writing some early signs of developmental delay in preschool children.</p>
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3B.f. Explain in writing the moral behavior of children.	Student explains the moral behavior of children as part of a written checkout.
3B.g. Discuss in writing the development of emotionally healthy personalities and social bonds in Micronesia.	(Student discusses in writing the development of emotionally healthy personalities and social bonds in Micronesia.)
3B.h. Discuss in writing development of gender roles in Micronesia.	Student writes a one-page paper discussing how gender roles are learned in Micronesia.
3B.i. Explain in writing the memory strategies of children.	Student explains the memory strategies of children on a written checkout.

3. Develop an understanding of the major developmental stages of individuals from:

C. Six to twelve years

3C.a. Explain in writing the growth patterns of children.	Student explains the growth patterns of children as part of a written checkout.
3C.b. Discuss verbally and in writing the motor coordination of children	Student discusses the motor coordination skills of children as part of a written checkout.
3C.c. Summarize in writing the sequential acquisition of conservation skills of children.	Student summarizes the sequential acquisition of conservation skills of children as a written assignment.
3C.d. Discuss in writing how children process information.	Discuss how children process information as part of a written checkout.
3C.e. Summarize in writing the developmental trends in children's perceptions of people.	Summarize the developmental trends in children's perception of people as part of a written checkout.
3C.f. Discuss in writing about language development in middle childhood.	Discuss about language development in middle childhood as part of a written checkout.
3C.g. Describe in writing how language is enhanced in a Micronesian environment.	Student describes in writing how language is enhanced in a Micronesian environment.
3C.h. Discuss verbally and in writing about peer relationships and friendships of children.	Student discusses verbally and in a written checkout about peer relationships and friendships of children.
3C.i. Explain in writing the importance of positive parents and family relationships with the cognitive development of children.	Student explains the importance of positive parents and family relationships to the cognitive development of children in a written assignment.
	Student explains the different types of play and

3C.j. Explain in writing the different types of play and the importance of play to children's development.	the importance of play to children's development in a written assignment.
3C.k. Summarize in writing the behavioral characteristics of children.	Summarize the behavioral characteristics of children related to their acceptance/popular and unpopularity with their peers as part of a written checkout.
3C.l. Relate Kohlberg's stages of moral development to children in their elementary school years in Micronesia.	Student relates the stages of moral development to children in elementary school in a written assignment.
3C.m. Discuss the typical problems of children with learning disabilities.	Student discusses three types of problems that student with learning disabilities encounter in the classroom as part of a written checkout.

3. Develop an understanding of the major developmental stages of:
D. Adolescents/youth

3D.a. Summarize the characteristics of Piaget's period of formal operations of adolescence on a written checkout	Student summarizes the characteristics of Piaget's period of formal operations on a written checkout.
3D.b. Discuss the development of identity stage in Micronesia.	Student writes and presents a paper discussing the development of identity in Micronesia. A scoring rubric will be used.
3Dc. Discuss in writing the physical characteristics of adolescents.	Student discusses the physical characteristics of adolescents as part of written checkout.
3D.d. Present verbally and in writing the roles of adolescents in a Micronesian family and community.	Student presents verbally and in writing the roles of adolescents in a Micronesian family and community. A scoring rubric will be used.

4. Become knowledgeable of the various aspects and issues of middle childhood years.

4a. Present verbally and in writing the pros and cons of television and video games in Micronesia.	Student writes a paper about the pros and cons of television and video games in Micronesia and verbally presents it to class. A scoring rubric will be used.
4b. Explain in writing the effects of fatherlessness on children's development.	Student explains the effects of fatherlessness on children's development in a written checkout.
4c. Discuss in verbally and in writing the consequences of child abuse and neglect.	Student discusses the consequences of child abuse and neglect as part of a written checkout.

5. Demonstrate knowledge of the various aspects and issues of adolescent development.

5a. Discuss verbally and in writing the psychological effects of Micronesian adolescents.	Student discusses verbally and in writing the psychological effects of Micronesian adolescents.
5b. Discuss verbally and in writing the effects of drugs and alcohol abuse in Micronesia.	Student discusses verbally and in writing the effects of drugs and alcohol abuse in Micronesia.
5c. Discuss verbally and in writing parenting issues of adolescents.	Student discusses in writing and verbally presents parenting issues of adolescents in Micronesia.
5d. Present verbally and in writing the adolescents' portrayal of "storm and stress" including initiation rites for boys and girls in Micronesia.	Student presents verbally and in writing the adolescents' portrayal of "storm and stress" including initiation rites for boys and girls in Micronesia. A scoring rubric will be used.

III. COURSE CONTENT:

Theories of Human Development.
Stages of Development.
Biology of Human Development.
The First Two Years: Physical, Cognitive, Language, and Social Development.
Two to Six: Cognitive, Physical, Social, and Moral Development.
Six to Twelve: Physical, Cognitive, Social, and Moral Development.
Various aspects and issues relating to the elementary school years.

IV. TEXT AND MATERIALS:

Crandell, Thomas L., & Crandell, Corinne Haines. (2003). Human Development (Updated 7th ed.). New York: McGraw-Hill.

V. REFERENCE MATERIALS:

Library resources and Internet

VI. INSTRUCTIONAL COST:

None

VII. METHODS OF INSTRUCTION:

Discussion
Lecture
Assignment
Student Presentation
Video Presentations (Optional)

VI. EVALUATION:

Grades for this course will be determined on the basis of how well the student performs on each of the objectives to the satisfaction of the instructor.

a. Checkouts	35%
b. Assignments	30%
c. Projects	35%

The standard COM-FSM grading of A, B, C, D, F will apply.

VII. REQUIRED COURSE MATERIALS:

VIII. ATTENDANCE POLICY:

Students are required to attend every class session. The COM-FSM attendance policy applies.