

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	VE
Course ID	D-OTH-110V1-CEN	Grade Level	9-12
Course Name	Understanding Child Development	# of Credits	0.5
SCED Code	19052G0.5011	Curriculum Type	K12 Inc

COURSE DESCRIPTION

This course introduces students to the unique qualities of young children from infants to age eight, and demonstrates how to work with each child in ways that correspond with their developmental level, and their social and cultural environment. The course includes learning theories and research as well as information about the importance of play and technology in a young child's learning process. Other topics covered include readiness, assessment, working with children and families from diverse cultures, working with children with special needs, and the early stages of reading, writing, and general cognitive development.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.1	College and career-ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.3	College and career-ready students work productively in teams while using cultural global competence.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.2	College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.
CV12.3.3	College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.1	College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)

CV12.4.2	College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11)
CV12.4.3	College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.
CV12.4.4	College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)
CV12.5.1	College and career-ready students manage resources to develop, analyze, and implement systems and applications.
CV12.5.2	College and career-ready students productively complete tasks taking constraints, priorities and resources into account.
CV12.5.3	College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Chapter 1: Studying the Young Child Chapter 1: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <ul style="list-style-type: none"> 1-1 Describe young children and their settings. 1-2 Compare typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six- through eight-year-olds. 1-3 Identify the essential adult role with young children. 1-4 Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied. 1-5 Discuss precautions that should be taken when applying theories to the lower-socioeconomic-level and/or minority-group child. 1-6 Summarize important historical events in child study. 1-7 Describe methods of child study and explain authentic assessment. 1-8 Explain the need for a professional code of ethics.
<p>Chapter 1: Studying the Young Child Read</p>		<p>After reading this chapter, you should be able to:</p> <ul style="list-style-type: none"> 1-1 Describe young children and their settings.

		<p>1-2 Compare typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six- through eight-year-olds.</p> <p>1-3 Identify the essential adult role with young children.</p> <p>1-4 Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.</p> <p>1-5 Discuss precautions that should be taken when applying theories to the lower-socioeconomic-level and/or minority-group child.</p> <p>1-6 Summarize important historical events in child study.</p> <p>1-7 Describe methods of child study and explain authentic assessment.</p> <p>1-8 Explain the need for a professional code of ethics.</p>
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<p>Chapter 1: Studying the Young Child Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>1-1 Describe young children and their settings.</p> <p>1-2 Compare typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six- through eight-year-olds.</p> <p>1-3 Identify the essential adult role with young children.</p> <p>1-4 Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.</p> <p>1-5 Discuss precautions that should be taken when applying theories to the lower-socioeconomic-level and/or minority-group child.</p> <p>1-6 Summarize important historical events in child study.</p> <p>1-7 Describe methods of child study and explain authentic assessment.</p> <p>1-8 Explain the need for a professional code of ethics.</p>
<p>Chapter 1: Studying the Young Child Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.3, CV12.3.4, CV12.4.1,</p>	<p>After reading this chapter, you should be able to:</p> <p>1-1 Describe young children and their settings.</p>

	<p>CV12.4.2, CV12.4.3, CV12.5.1</p>	<p>1-2 Compare typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six- through eight-year-olds.</p> <p>1-3 Identify the essential adult role with young children.</p> <p>1-4 Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.</p> <p>1-5 Discuss precautions that should be taken when applying theories to the lower-socioeconomic-level and/or minority-group child.</p> <p>1-6 Summarize important historical events in child study.</p> <p>1-7 Describe methods of child study and explain authentic assessment.</p> <p>1-8 Explain the need for a professional code of ethics.</p>
<p>Chapter 2: How Play, Technology, and Digital Media and Disabilities Affect Learning Chapter 2: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>2-1 Determine how you can tell when learning has taken place.</p> <p>2-2 Explain how perception is a critical aspect of learning.</p> <p>2-3 Describe the features of learning and the approaches to how learning occurs.</p> <p>2-4 Compare the pros and cons of digital media as a vehicle for young children’s learning.</p> <p>2-5 Explain how developmental theories support the value of play.</p> <p>2-6 Determine the vehicles and functions of play.</p> <p>2-7 Describe the contexts for play.</p> <p>2-8 Explain the advantages of inclusion for children with special needs.</p>
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<p>Chapter 3: Factors Affecting Learning Chapter 3: Learning Objectives and Standards</p>		<p>Learning Objectives</p> <p>After reading this chapter, you should be able to:</p> <p>3-1 Determine how major theorists’ views apply to the adult role in learning.</p> <p>3-2 Describe how teachers support children’s thinking, learning, and problem solving.</p> <p>3-3 Discuss adults’ responsibilities in helping young children get the most value from technology.</p> <p>3-4 Explain adults’ roles in teaching children with special needs.</p> <p>3-5 Construct a list of guidelines for creating a quality environment and quality instruction.</p> <p>3-6 Describe the role of the family in</p>

		<p>supporting children’s learning. 3-7 Explain the sociocultural factors that affect learning. 3-8 Discuss the effects of child abuse, homelessness, and a migrant lifestyle on child development and learning.</p>
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<p>Chapter 3: Factors Affecting Learning Scenario</p>		<p>Learning Objectives</p> <p>After reading this chapter, you should be able to:</p> <p>3-1 Determine how major theorists' views apply to the adult role in learning.</p> <p>3-2 Describe how teachers support children's thinking, learning, and problem solving.</p> <p>3-3 Discuss adults' responsibilities in helping young children get the most value from technology.</p> <p>3-4 Explain adults' roles in teaching children with special needs.</p> <p>3-5 Construct a list of guidelines for creating a quality environment and quality instruction.</p> <p>3-6 Describe the role of the family in supporting children's learning.</p> <p>3-7 Explain the sociocultural factors that affect learning.</p> <p>3-8 Discuss the effects of child abuse,</p>

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<p>Chapter 3: Factors Affecting Learning Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>Learning Objectives</p> <p>After reading this chapter, you should be able to:</p> <ul style="list-style-type: none"> 3-1 Determine how major theorists' views apply to the adult role in learning. 3-2 Describe how teachers support children's thinking, learning, and problem solving. 3-3 Discuss adults' responsibilities in helping young children get the most value from technology. 3-4 Explain adults' roles in teaching children with special needs. 3-5 Construct a list of guidelines for creating a quality environment and quality instruction. 3-6 Describe the role of the family in supporting children's learning. 3-7 Explain the sociocultural factors that affect learning. 3-8 Discuss the effects of child abuse, homelessness, and a migrant lifestyle on child development and learning.
<p>Chapter 4: Prenatal Period, Birth, and the First Two Weeks Chapter 4: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <ul style="list-style-type: none"> 4-1 Compare the elements of the nature/nurture (heredity/environment) controversy. 4-2 Explain the importance of genetics to child development. 4-3 Summarize the environmental dangers for infants. 4-4 Describe at least two prenatal environmental factors that can affect the fetus. 4-5 Summarize the roles and responsibilities of expectant parents. 4-6 Describe the sequence of events that results in fertilization and conception. 4-7 Explain the three stages of prenatal development and their attributes. 4-8 Describe the environmental changes that take place at birth for the newborn and how delivery methods vary.

		<p>4-9 Identify the important aspects of the neonatal period.</p>
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<p>Chapter 4: Prenatal Period, Birth, and the First Two Weeks Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>4-1 Compare the elements of the nature/nurture (heredity/environment) controversy.</p> <p>4-2 Explain the importance of genetics to child development.</p> <p>4-3 Summarize the environmental dangers for infants.</p> <p>4-4 Describe at least two prenatal environmental factors that can affect the fetus.</p> <p>4-5 Summarize the roles and responsibilities of expectant parents.</p> <p>4-6 Describe the sequence of events that results in fertilization and conception.</p> <p>4-7 Explain the three stages of prenatal development and their attributes.</p> <p>4-8 Describe the environmental changes that take place at birth for the newborn and how delivery methods vary.</p>

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<p>Chapter 4: Prenatal Period, Birth, and the First Two Weeks Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>4-1 Compare the elements of the nature/nurture (heredity/environment) controversy.</p> <p>4-2 Explain the importance of genetics to child development.</p> <p>4-3 Summarize the environmental dangers for infants.</p> <p>4-4 Describe at least two prenatal environmental factors that can affect the fetus.</p> <p>4-5 Summarize the roles and responsibilities of expectant parents.</p> <p>4-6 Describe the sequence of events that results in fertilization and conception.</p> <p>4-7 Explain the three stages of prenatal development and their attributes.</p> <p>4-8 Describe the environmental changes that take place at birth for the newborn and how delivery methods vary.</p> <p>4-9 Identify the important aspects of the neonatal period.</p>
<p>Chapter 5: Infancy: Theory, Environment, Health, and Motor Development Chapter 5: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>5-1 Compare the theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy.</p> <p>5-2 Provide examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>5-3 Recognize the factors that indicate a high-quality infant environment.</p> <p>5-4 List the socioeconomic and cultural factors that may affect infant development.</p> <p>5-5 Discuss factors important to the general health of infants.</p> <p>5-6 Explain how infant physical development takes place.</p>

		<p>5-7 Describe the important elements that are observed in infant gross and fine motor development.</p>
<p>Chapter 5: Infancy: Theory, Environment, Health, and Motor Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>5-1 Compare the theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy.</p> <p>5-2 Provide examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>5-3 Recognize the factors that indicate a high-quality infant environment.</p> <p>5-4 List the socioeconomic and cultural factors that may affect infant development.</p> <p>5-5 Discuss factors important to the general health of infants.</p> <p>5-6 Explain how infant physical development takes place.</p> <p>5-7 Describe the important elements that are observed in infant gross and fine motor development.</p>
<p>Chapter 5: Infancy: Theory, Environment, Health, and Motor Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>5-1 Compare the theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy.</p> <p>5-2 Provide examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>5-3 Recognize the factors that indicate a high-quality infant environment.</p> <p>5-4 List the socioeconomic and cultural factors that may affect infant development.</p> <p>5-5 Discuss factors important to the</p>

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<p>Chapter 5: Infancy: Theory, Environment, Health, and Motor Development Scenario</p>		<p>After reading this chapter, you should be able to: 5-1 Compare the theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy. 5-2 Provide examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants. 5-3 Recognize the factors that indicate a high-quality infant environment. 5-4 List the socioeconomic and</p>

		<p>cultural factors that may affect infant development.</p> <p>5-5 Discuss factors important to the general health of infants.</p> <p>5-6 Explain how infant physical development takes place.</p> <p>5-7 Describe the important elements that are observed in infant gross and fine motor development.</p>
<p>Chapter 5: Infancy: Theory, Environment, Health, and Motor Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>5-1 Compare the theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy.</p> <p>5-2 Provide examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>5-3 Recognize the factors that indicate a high-quality infant environment.</p> <p>5-4 List the socioeconomic and cultural factors that may affect infant development.</p> <p>5-5 Discuss factors important to the general health of infants.</p> <p>5-6 Explain how infant physical development takes place.</p> <p>5-7 Describe the important elements that are observed in infant gross and fine motor development.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Chapter 6: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>6-1 Describe how cognitive learning and development progress during infancy.</p> <p>6-2 Identify the important factors in infant communication.</p> <p>6-3 Describe the important changes in brain development during infancy.</p> <p>6-4 Explain infant social referencing and the importance of infant play.</p> <p>6-5 Describe the important adult-child</p>

		<p>interactions during infancy. 6-6 Explain the value of attachment development during infancy. 6-7 Describe how infants interact with adults and peers. 6-8 Explain the importance of infant temperament and the infant–parent relationship. 6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Read</p>		<p>After reading this chapter, you should be able to: 6-1 Describe how cognitive learning and development progress during infancy. 6-2 Identify the important factors in infant communication. 6-3 Describe the important changes in brain development during infancy. 6-4 Explain infant social referencing and the importance of infant play. 6-5 Describe the important adult-child interactions during infancy. 6-6 Explain the value of attachment development during infancy. 6-7 Describe how infants interact with adults and peers. 6-8 Explain the importance of infant temperament and the infant–parent relationship. 6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Read</p>		<p>After reading this chapter, you should be able to: 6-1 Describe how cognitive learning and development progress during infancy. 6-2 Identify the important factors in infant communication. 6-3 Describe the important changes in brain development during infancy. 6-4 Explain infant social referencing and the importance of infant play. 6-5 Describe the important adult-child interactions during infancy.</p>

		<p>6-6 Explain the value of attachment development during infancy.</p> <p>6-7 Describe how infants interact with adults and peers.</p> <p>6-8 Explain the importance of infant temperament and the infant–parent relationship.</p> <p>6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>6-1 Describe how cognitive learning and development progress during infancy.</p> <p>6-2 Identify the important factors in infant communication.</p> <p>6-3 Describe the important changes in brain development during infancy.</p> <p>6-4 Explain infant social referencing and the importance of infant play.</p> <p>6-5 Describe the important adult-child interactions during infancy.</p> <p>6-6 Explain the value of attachment development during infancy.</p> <p>6-7 Describe how infants interact with adults and peers.</p> <p>6-8 Explain the importance of infant temperament and the infant–parent relationship.</p> <p>6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>6-1 Describe how cognitive learning and development progress during infancy.</p> <p>6-2 Identify the important factors in infant communication.</p> <p>6-3 Describe the important changes in brain development during infancy.</p> <p>6-4 Explain infant social referencing and the importance of infant play.</p> <p>6-5 Describe the important adult-child interactions during infancy.</p> <p>6-6 Explain the value of attachment</p>

		<p>development during infancy.</p> <p>6-7 Describe how infants interact with adults and peers.</p> <p>6-8 Explain the importance of infant temperament and the infant–parent relationship.</p> <p>6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 6: Infant Cognitive and Affective Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, C12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>6-1 Describe how cognitive learning and development progress during infancy.</p> <p>6-2 Identify the important factors in infant communication.</p> <p>6-3 Describe the important changes in brain development during infancy.</p> <p>6-4 Explain infant social referencing and the importance of infant play.</p> <p>6-5 Describe the important adult-child interactions during infancy.</p> <p>6-6 Explain the value of attachment development during infancy.</p> <p>6-7 Describe how infants interact with adults and peers.</p> <p>6-8 Explain the importance of infant temperament and the infant–parent relationship.</p> <p>6-9 Describe the impact of culture on parent–child relationships.</p>
<p>Chapter 7: The Toddler: Autonomy Development Chapter 7: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>7-1 Explain the defining characteristic of toddlerhood.</p> <p>7-2 Describe at least three major theorists’ viewpoints on toddlers.</p> <p>7-3 Identify important elements of toddler health and nutrition.</p> <p>7-4 Summarize typical fine and gross motor skills attained during the toddler period.</p> <p>7-5 Recommend the most effective guidance practices for use with typical toddlers and toddlers with special needs.</p> <p>7-6 Describe Piaget’s and Vygotsky’s views of toddler cognitive development.</p> <p>7-7 Identify examples of toddler concept and language development.</p> <p>7-8 Articulate the sociocultural aspects of toddler cognitive and</p>

		<p>language development. 7-9 Explain affective development and peer play characteristics. 7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>
<p>Chapter 7: The Toddler: Autonomy Development Read</p>		<p>After reading this chapter, you should be able to: 7-1 Explain the defining characteristic of toddlerhood. 7-2 Describe at least three major theorists' viewpoints on toddlers. 7-3 Identify important elements of toddler health and nutrition. 7-4 Summarize typical fine and gross motor skills attained during the toddler period. 7-5 Recommend the most effective guidance practices for use with typical toddlers and toddlers with special needs. 7-6 Describe Piaget's and Vygotsky's views of toddler cognitive development. 7-7 Identify examples of toddler concept and language development. 7-8 Articulate the sociocultural aspects of toddler cognitive and language development. 7-9 Explain affective development and peer play characteristics. 7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>
<p>Chapter 7: The Toddler: Autonomy Development Read</p>		<p>After reading this chapter, you should be able to: 7-1 Explain the defining characteristic of toddlerhood. 7-2 Describe at least three major theorists' viewpoints on toddlers. 7-3 Identify important elements of toddler health and nutrition. 7-4 Summarize typical fine and gross motor skills attained during the toddler period. 7-5 Recommend the most effective guidance practices for use with typical</p>

		<p>toddlers and toddlers with special needs.</p> <p>7-6 Describe Piaget's and Vygotsky's views of toddler cognitive development.</p> <p>7-7 Identify examples of toddler concept and language development.</p> <p>7-8 Articulate the sociocultural aspects of toddler cognitive and language development.</p> <p>7-9 Explain affective development and peer play characteristics.</p> <p>7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>
<p>Chapter 7: The Toddler: Autonomy Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>7-1 Explain the defining characteristic of toddlerhood.</p> <p>7-2 Describe at least three major theorists' viewpoints on toddlers.</p> <p>7-3 Identify important elements of toddler health and nutrition.</p> <p>7-4 Summarize typical fine and gross motor skills attained during the toddler period.</p> <p>7-5 Recommend the most effective guidance practices for use with typical toddlers and toddlers with special needs.</p> <p>7-6 Describe Piaget's and Vygotsky's views of toddler cognitive development.</p> <p>7-7 Identify examples of toddler concept and language development.</p> <p>7-8 Articulate the sociocultural aspects of toddler cognitive and language development.</p> <p>7-9 Explain affective development and peer play characteristics.</p> <p>7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>
<p>Chapter 7: The Toddler: Autonomy Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>7-1 Explain the defining characteristic of toddlerhood.</p> <p>7-2 Describe at least three major theorists' viewpoints on toddlers.</p>

		<p>7-3 Identify important elements of toddler health and nutrition.</p> <p>7-4 Summarize typical fine and gross motor skills attained during the toddler period.</p> <p>7-5 Recommend the most effective guidance practices for use with typical toddlers and toddlers with special needs.</p> <p>7-6 Describe Piaget's and Vygotsky's views of toddler cognitive development.</p> <p>7-7 Identify examples of toddler concept and language development.</p> <p>7-8 Articulate the sociocultural aspects of toddler cognitive and language development.</p> <p>7-9 Explain affective development and peer play characteristics.</p> <p>7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>
<p>Chapter 7: The Toddler: Autonomy Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.1</p>	<p>After reading this chapter, you should be able to:</p> <p>7-1 Explain the defining characteristic of toddlerhood.</p> <p>7-2 Describe at least three major theorists' viewpoints on toddlers.</p> <p>7-3 Identify important elements of toddler health and nutrition.</p> <p>7-4 Summarize typical fine and gross motor skills attained during the toddler period.</p> <p>7-5 Recommend the most effective guidance practices for use with typical toddlers and toddlers with special needs.</p> <p>7-6 Describe Piaget's and Vygotsky's views of toddler cognitive development.</p> <p>7-7 Identify examples of toddler concept and language development.</p> <p>7-8 Articulate the sociocultural aspects of toddler cognitive and language development.</p> <p>7-9 Explain affective development and peer play characteristics.</p> <p>7-10 Describe adult influences on toddler affective development and typical toddler temperament characteristics.</p>

<p>Chapter 8: Physical and Motor Development Chapter 8: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p> <p>8-4 Identify at least three safety factors for young children.</p> <p>8-5 Describe the basic parts of a nutrition, health, and safety education program for young children.</p> <p>8-6 Assess children’s progress in gross motor development.</p> <p>8-7 Explain the relationship between the development of handwriting and drawing.</p> <p>8-8 Explain why assessing the young child’s motor skills is important.</p> <p>8-9 Describe how young children learn motor skills.</p>
<p>Chapter 8: Physical and Motor Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p> <p>8-4 Identify at least three safety factors for young children.</p> <p>8-5 Describe the basic parts of a nutrition, health, and safety education program for young children.</p> <p>8-6 Assess children’s progress in gross motor development.</p>

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<p>Chapter 8: Physical and Motor Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p> <p>8-4 Identify at least three safety factors for young children.</p> <p>8-5 Describe the basic parts of a nutrition, health, and safety education program for young children.</p> <p>8-6 Assess children’s progress in gross motor development.</p> <p>8-7 Explain the relationship between the development of handwriting and drawing.</p> <p>8-8 Explain why assessing the young child’s motor skills is important.</p> <p>8-9 Describe how young children learn motor skills.</p>
<p>Chapter 8: Physical and Motor Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p>

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<p>Chapter 8: Physical and Motor Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p> <p>8-4 Identify at least three safety factors for young children.</p> <p>8-5 Describe the basic parts of a nutrition, health, and safety education program for young children.</p> <p>8-6 Assess children’s progress in gross motor development.</p> <p>8-7 Explain the relationship between the development of handwriting and drawing.</p> <p>8-8 Explain why assessing the young child’s motor skills is important.</p> <p>8-9 Describe how young children learn motor skills.</p>
<p>Chapter 8: Physical and Motor Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>8-1 Identify the six factors that affect physical growth.</p> <p>8-2 Discuss the importance of good</p>

		<p>health care, physical fitness, and mental health on child development.</p> <p>8-3 Describe MyPlate, the importance of family mealtimes and culturally relevant foods, and the impact of undernourishment and childhood obesity.</p> <p>8-4 Identify at least three safety factors for young children.</p> <p>8-5 Describe the basic parts of a nutrition, health, and safety education program for young children.</p> <p>8-6 Assess children’s progress in gross motor development.</p> <p>8-7 Explain the relationship between the development of handwriting and drawing.</p> <p>8-8 Explain why assessing the young child’s motor skills is important.</p> <p>8-9 Describe how young children learn motor skills.</p>
<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Chapter 9: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>9-1 Discuss cognition, the cognitive system, and Piaget’s and Vygotsky’s theories of cognitive development.</p> <p>9-2 Describe what is meant by cognitive structure and functioning.</p> <p>9-3 Identify the cognitive characteristics of the preoperational child and the concrete operational child.</p> <p>9-4 Apply Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice.</p> <p>9-5 Identify the characteristics of the primary views of intelligence.</p> <p>9-6 Explain the criticisms of IQ tests and IQ scores in the assessment of young children.</p> <p>9-7 Recognize the attributes of nondiscriminatory testing.</p> <p>9-8 Discuss the relationships among intelligence, creativity, and giftedness.</p>
<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Read</p>		<p>After reading this chapter, you should be able to:</p>

		<p>9-1 Discuss cognition, the cognitive system, and Piaget’s and Vygotsky’s theories of cognitive development.</p> <p>9-2 Describe what is meant by cognitive structure and functioning.</p> <p>9-3 Identify the cognitive characteristics of the preoperational child and the concrete operational child.</p> <p>9-4 Apply Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice.</p> <p>9-5 Identify the characteristics of the primary views of intelligence.</p> <p>9-6 Explain the criticisms of IQ tests and IQ scores in the assessment of young children.</p> <p>9-7 Recognize the attributes of nondiscriminatory testing.</p> <p>9-8 Discuss the relationships among intelligence, creativity, and giftedness.</p>
<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Read</p>		<p>After reading this chapter, you should be able to:</p> <p>9-1 Discuss cognition, the cognitive system, and Piaget’s and Vygotsky’s theories of cognitive development.</p> <p>9-2 Describe what is meant by cognitive structure and functioning.</p> <p>9-3 Identify the cognitive characteristics of the preoperational child and the concrete operational child.</p> <p>9-4 Apply Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice.</p> <p>9-5 Identify the characteristics of the primary views of intelligence.</p> <p>9-6 Explain the criticisms of IQ tests and IQ scores in the assessment of young children.</p> <p>9-7 Recognize the attributes of nondiscriminatory testing.</p> <p>9-8 Discuss the relationships among intelligence, creativity, and giftedness.</p>
<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Read</p>		<p>After reading this chapter, you should be able to:</p> <p>9-1 Discuss cognition, the cognitive</p>

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<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>9-1 Discuss cognition, the cognitive system, and Piaget’s and Vygotsky’s theories of cognitive development.</p> <p>9-2 Describe what is meant by cognitive structure and functioning.</p> <p>9-3 Identify the cognitive characteristics of the preoperational child and the concrete operational child.</p> <p>9-4 Apply Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice.</p> <p>9-5 Identify the characteristics of the primary views of intelligence.</p> <p>9-6 Explain the criticisms of IQ tests and IQ scores in the assessment of young children.</p> <p>9-7 Recognize the attributes of nondiscriminatory testing.</p> <p>9-8 Discuss the relationships among intelligence, creativity, and giftedness.</p>
<p>Chapter 9: The Cognitive System, Concept Development, and Intelligence Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.2, CV12.3.1, CV12.3.2, CV12.3.3,</p>	<p>After reading this chapter, you should be able to:</p> <p>9-1 Discuss cognition, the cognitive system, and Piaget’s and Vygotsky’s</p>

	<p>CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.1</p>	<p>theories of cognitive development. 9-2 Describe what is meant by cognitive structure and functioning. 9-3 Identify the cognitive characteristics of the preoperational child and the concrete operational child. 9-4 Apply Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice. 9-5 Identify the characteristics of the primary views of intelligence. 9-6 Explain the criticisms of IQ tests and IQ scores in the assessment of young children. 9-7 Recognize the attributes of nondiscriminatory testing. 9-8 Discuss the relationships among intelligence, creativity, and giftedness.</p>
<p>Chapter 10: Oral and Written Language Development Chapter 10: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to: 10-1 Summarize the major language rules and current viewpoints about how language is learned. 10-2 Describe the relationship between thought and language. 10-3 Explain the importance of culture in language development and use. 10-4 Describe language use from the preschool to primary. 10-5 Explain the major issues in young children’s literacy development. 10-6 Discuss pros and cons of the balanced view of reading and writing. 10-7 Explain what young children know about reading, writing, print, and spelling. 10-8 Describe sociocultural influences on young children’s achievement in beginning reading and writing.</p>
<p>Chapter 10: Oral and Written Language Development Read</p>		<p>After reading this chapter, you should be able to: 10-1 Summarize the major language rules and current viewpoints about how language is learned. 10-2 Describe the relationship</p>

		<p>between thought and language. 10-3 Explain the importance of culture in language development and use. 10-4 Describe language use from the preschool to primary. 10-5 Explain the major issues in young children’s literacy development. 10-6 Discuss pros and cons of the balanced view of reading and writing. 10-7 Explain what young children know about reading, writing, print, and spelling. 10-8 Describe sociocultural influences on young children’s achievement in beginning reading and writing.</p>
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		<p>10-4 Describe language use from the preschool to primary.</p> <p>10-5 Explain the major issues in young children’s literacy development.</p> <p>10-6 Discuss pros and cons of the balanced view of reading and writing.</p> <p>10-7 Explain what young children know about reading, writing, print, and spelling.</p> <p>10-8 Describe sociocultural influences on young children’s achievement in beginning reading and writing.</p>
<p>Chapter 10: Oral and Written Language Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>10-1 Summarize the major language rules and current viewpoints about how language is learned.</p> <p>10-2 Describe the relationship between thought and language.</p> <p>10-3 Explain the importance of culture in language development and use.</p> <p>10-4 Describe language use from the preschool to primary.</p> <p>10-5 Explain the major issues in young children’s literacy development.</p> <p>10-6 Discuss pros and cons of the balanced view of reading and writing.</p> <p>10-7 Explain what young children know about reading, writing, print, and spelling.</p> <p>10-8 Describe sociocultural influences on young children’s achievement in beginning reading and writing.</p>
<p>Chapter 10: Oral and Written Language Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>10-1 Summarize the major language rules and current viewpoints about how language is learned.</p> <p>10-2 Describe the relationship between thought and language.</p> <p>10-3 Explain the importance of culture in language development and use.</p> <p>10-4 Describe language use from the preschool to primary.</p> <p>10-5 Explain the major issues in</p>

		<p>young children’s literacy development.</p> <p>10-6 Discuss pros and cons of the balanced view of reading and writing.</p> <p>10-7 Explain what young children know about reading, writing, print, and spelling.</p> <p>10-8 Describe sociocultural influences on young children’s achievement in beginning reading and writing.</p>
<p>Chapter 11: How Adults Enrich Language and Concept Development Chapter 11: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>11-1 Explain how concept and language instruction are supported by appropriate teaching.</p> <p>11-2 Describe the approaches that adults can take to expand children’s oral language development.</p> <p>11-3 Select important adult responsibilities in support of language diversity.</p> <p>11-4 Discuss the adult role in the learning and support of literacy development of young children at home and school.</p> <p>11-5 Plan for language, literacy, and concept development play opportunities.</p> <p>11-6 Explain how adults can provide creative experiences for children’s language, literacy, and concept development.</p>
<p>Chapter 11: How Adults Enrich Language and Concept Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>11-1 Explain how concept and language instruction are supported by appropriate teaching.</p> <p>11-2 Describe the approaches that adults can take to expand children’s oral language development.</p> <p>11-3 Select important adult responsibilities in support of language diversity.</p> <p>11-4 Discuss the adult role in the learning and support of literacy development of young children at home and school.</p>

		<p>11-5 Plan for language, literacy, and concept development play opportunities. 11-6 Explain how adults can provide creative experiences for children’s language, literacy, and concept development.</p>
<p>Chapter 11: How Adults Enrich Language and Concept Development Read</p>		<p>After reading this chapter, you should be able to: 11-1 Explain how concept and language instruction are supported by appropriate teaching. 11-2 Describe the approaches that adults can take to expand children’s oral language development. 11-3 Select important adult responsibilities in support of language diversity. 11-4 Discuss the adult role in the learning and support of literacy development of young children at home and school. 11-5 Plan for language, literacy, and concept development play opportunities. 11-6 Explain how adults can provide creative experiences for children’s language, literacy, and concept development.</p>
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		<p>creative experiences for children’s language, literacy, and concept development.</p>
<p>Chapter 11: How Adults Enrich Language and Concept Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>11-1 Explain how concept and language instruction are supported by appropriate teaching.</p> <p>11-2 Describe the approaches that adults can take to expand children’s oral language development.</p> <p>11-3 Select important adult responsibilities in support of language diversity.</p> <p>11-4 Discuss the adult role in the learning and support of literacy development of young children at home and school.</p> <p>11-5 Plan for language, literacy, and concept development play opportunities.</p> <p>11-6 Explain how adults can provide creative experiences for children’s language, literacy, and concept development.</p>
<p>Chapter 11: How Adults Enrich Language and Concept Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.4.4, CV12.5.1, CV12.5.4</p>	<p>After reading this chapter, you should be able to:</p> <p>11-1 Explain how concept and language instruction are supported by appropriate teaching.</p> <p>11-2 Describe the approaches that adults can take to expand children’s oral language development.</p> <p>11-3 Select important adult responsibilities in support of language diversity.</p> <p>11-4 Discuss the adult role in the learning and support of literacy development of young children at home and school.</p> <p>11-5 Plan for language, literacy, and concept development play opportunities.</p> <p>11-6 Explain how adults can provide creative experiences for children’s language, literacy, and concept development.</p>

<p>Chapter 12: Affective Development Chapter 12: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>
<p>Chapter 12: Affective Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>

<p>Chapter 12: Affective Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>
<p>Chapter 12: Affective Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>

<p>Chapter 12: Affective Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>
<p>Chapter 12: Affective Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>12-1 Ascertain the meaning of affective and the major theorists' views of affective growth.</p> <p>12-2 Discuss six specific emotions and emotional development in young children.</p> <p>12-3 Identify the factors that contribute to personality development.</p> <p>12-4 Recognize the six stages of development in children's understanding of sexuality.</p> <p>12-5 Identify the factors in the development of self-concept and self-esteem.</p> <p>12-6 Describe theoretical views of social development.</p> <p>12-7 Identify the value of social relationships in early childhood.</p> <p>12-8 Describe the various aspects of peer relationships.</p> <p>12-9 Describe the factors in young children's moral development and Piaget's theory of moral development.</p> <p>12-10 Explain the value of inclusion and socialization for young children with disabilities.</p>

<p>Chapter 13: How Adults Support Affective Development Chapter 13: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to: 13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making. 13-2 Explain the importance of expressing love and affection to young children. 13-3 Determine the advantages of developmentally appropriate guidance techniques. 13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy. 13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 13: How Adults Support Affective Development Read</p>		<p>After reading this chapter, you should be able to: 13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making. 13-2 Explain the importance of expressing love and affection to young children. 13-3 Determine the advantages of developmentally appropriate guidance techniques. 13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy. 13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 13: How Adults Support Affective Development Read</p>		<p>After reading this chapter, you should be able to: 13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making. 13-2 Explain the importance of expressing love and affection to young children. 13-3 Determine the advantages of developmentally appropriate guidance techniques. 13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy. 13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 13: How Adults Support Affective Development Read</p>		<p>After reading this chapter, you should be able to: 13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making. 13-2 Explain the importance of expressing love and affection to young children. 13-3 Determine the advantages of</p>

		<p>developmentally appropriate guidance techniques.</p> <p>13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy.</p> <p>13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 13: How Adults Support Affective Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making.</p> <p>13-2 Explain the importance of expressing love and affection to young children.</p> <p>13-3 Determine the advantages of developmentally appropriate guidance techniques.</p> <p>13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy.</p> <p>13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 13: How Adults Support Affective Development Quiz</p>	<p>CV12.1.1, CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.1, CV12.5.2, CV12.5.3</p>	<p>After reading this chapter, you should be able to:</p> <p>13-1 Describe the NAEYC's Developmentally Appropriate Practices for adult decision making.</p> <p>13-2 Explain the importance of expressing love and affection to young children.</p> <p>13-3 Determine the advantages of developmentally appropriate guidance techniques.</p> <p>13-4 Describe ways to teach for democracy, nonviolence, and the development of moral autonomy.</p> <p>13-5 Explain how adults can support children in times of crisis.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Chapter 14: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p> <p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p>

		<p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Read</p>		<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p> <p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p> <p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Read</p>		<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p> <p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p> <p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Read</p>		<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p>

		<p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p> <p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p> <p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p> <p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 14: Preschool to Primary: Bridging the Gap into the Primary Grades Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, C12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3</p>	<p>After reading this chapter, you should be able to:</p> <p>14-1 Explain why continuity is needed in educational programs from prekindergarten through primary grades.</p> <p>14-2 Identify the basic factors in school readiness and the challenges in determining readiness.</p> <p>14-3 Identify the pros and cons of various assessment practices for young children.</p> <p>14-4 Identify the skills a child will need to deal with the world of the future.</p> <p>14-5 Describe various factors that can affect school achievement and adjustment.</p> <p>14-6 Describe the important factors in developmentally appropriate schooling with a caring curriculum in the primary grades.</p>
<p>Chapter 15: Primary Grade Child Development Chapter 15: Learning Objectives and Standards</p>		<p>After reading this chapter, you should be able to:</p> <p>15-1 Describe the important factors in physical development and health during the primary ages.</p> <p>15-2 Describe the important gross motor</p>

		<p>skill elements during the primary ages.</p> <p>15-3 Explain the importance of fine motor skill development during the primary ages.</p> <p>15-4 Identify the typical cognitive characteristics of six- through eight-year-old children.</p> <p>15-5 Describe the current position of technology in the primary grade classroom curriculum.</p> <p>15-6 Provide an overview of the affective characteristics of primary grade children.</p> <p>15-7 Describe the social attributes of primary grade children.</p> <p>15-8 Describe the emotional development of six- to eight-year-old children.</p> <p>15-9 Explain the adult role with six- to eight-year-old children.</p> <p>15-10 Describe the sociocultural influences on the affective development and behavior of primary grade children.</p>
<p>Chapter 15: Primary Grade Child Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>15-1 Describe the important factors in physical development and health during the primary ages.</p> <p>15-2 Describe the important gross motor skill elements during the primary ages.</p> <p>15-3 Explain the importance of fine motor skill development during the primary ages.</p> <p>15-4 Identify the typical cognitive characteristics of six- through eight-year-old children.</p> <p>15-5 Describe the current position of technology in the primary grade classroom curriculum.</p> <p>15-6 Provide an overview of the affective characteristics of primary grade children.</p> <p>15-7 Describe the social attributes of primary grade children.</p> <p>15-8 Describe the emotional development of six- to eight-year-old children.</p> <p>15-9 Explain the adult role with six- to eight-year-old children.</p> <p>15-10 Describe the sociocultural influences on the affective development and behavior of primary grade children.</p>
<p>Chapter 15: Primary Grade Child Development Read</p>		<p>After reading this chapter, you should be able to:</p> <p>15-1 Describe the important factors in</p>

		<p>physical development and health during the primary ages.</p> <p>15-2 Describe the important gross motor skill elements during the primary ages.</p> <p>15-3 Explain the importance of fine motor skill development during the primary ages.</p> <p>15-4 Identify the typical cognitive characteristics of six- through eight-year-old children.</p> <p>15-5 Describe the current position of technology in the primary grade classroom curriculum.</p> <p>15-6 Provide an overview of the affective characteristics of primary grade children.</p> <p>15-7 Describe the social attributes of primary grade children.</p> <p>15-8 Describe the emotional development of six- to eight-year-old children.</p> <p>15-9 Explain the adult role with six- to eight-year-old children.</p> <p>15-10 Describe the sociocultural influences on the affective development and behavior of primary grade children.</p>
<p>Chapter 15: Primary Grade Child Development Scenario</p>		<p>After reading this chapter, you should be able to:</p> <p>15-1 Describe the important factors in physical development and health during the primary ages.</p> <p>15-2 Describe the important gross motor skill elements during the primary ages.</p> <p>15-3 Explain the importance of fine motor skill development during the primary ages.</p> <p>15-4 Identify the typical cognitive characteristics of six- through eight-year-old children.</p> <p>15-5 Describe the current position of technology in the primary grade classroom curriculum.</p> <p>15-6 Provide an overview of the affective characteristics of primary grade children.</p> <p>15-7 Describe the social attributes of primary grade children.</p> <p>15-8 Describe the emotional development of six- to eight-year-old children.</p> <p>15-9 Explain the adult role with six- to eight-year-old children.</p> <p>15-10 Describe the sociocultural influences on the affective development and behavior of primary grade children.</p>
<p>Chapter 15: Primary Grade Child Development Quiz</p>	<p>CV12.1.4, CV12.2.1, CV12.2.4, CV12.3.1, C12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.4.4, CV12.5.1,</p>	<p>After reading this chapter, you should be able to:</p> <p>15-1 Describe the important factors in physical development and health during the primary ages.</p> <p>15-2 Describe the important gross motor</p>

	<p>CV12.5.2, CV12.5.3, CV12.5.4</p>	<p>skill elements during the primary ages. 15-3 Explain the importance of fine motor skill development during the primary ages. 15-4 Identify the typical cognitive characteristics of six- through eight-year-old children. 15-5 Describe the current position of technology in the primary grade classroom curriculum. 15-6 Provide an overview of the affective characteristics of primary grade children. 15-7 Describe the social attributes of primary grade children. 15-8 Describe the emotional development of six- to eight-year-old children. 15-9 Explain the adult role with six- to eight-year-old children. 15-10 Describe the sociocultural influences on the affective development and behavior of primary grade children.</p>
<p>Final Exam</p>		