

COURSE: 7065	Parenting and Child Development	UNIT: B	Child Development and Guidance	
ESSENTIAL STANDARD:	6.00	B2	16%	Understand development and care of children from ages three through six.
OBJECTIVE:	6.01	B2	5%	Understand the physical, emotional, and social development and care of children ages three through six.
<b>ESSENTIAL QUESTIONS:</b>				
<ul style="list-style-type: none"> <li>*What is the physical development of children ages three through six?</li> <li>*What are the emotional developments of children ages three through six?</li> <li>*What are the social needs of children ages three through six?</li> <li>*What special care needs do children ages three through six have?</li> </ul>				
<b>UNPACKED CONTENT</b>				
<p><b>Physical characteristics of children ages three through six</b></p> <ul style="list-style-type: none"> <li>• Growth in height---2 1/2 to 3 inches per year, boys slightly taller than girls</li> <li>• Weight gain---4 to 5 pounds per year, boys slightly heavier than girls</li> <li>• Posture and body shape <ul style="list-style-type: none"> <li>▪ Becomes straighter and slimmer</li> <li>▪ Stomach flattens</li> <li>▪ Holds shoulders back and upper body more erect</li> <li>▪ Chest broadens and flattens with improved abdominal strength</li> <li>▪ Legs lengthen rapidly, growing stronger and firmer</li> <li>▪ Neck becomes longer</li> <li>▪ Balance and coordination improved</li> <li>▪ Holds arms near body when walking</li> </ul> </li> <li>• Teeth <ul style="list-style-type: none"> <li>▪ Permanent teeth--- the set of 32 lifelong teeth to replace primary teeth begin to grow</li> <li>▪ Teeth are lost in the same order they came in, two lower teeth first followed by the two upper front teeth</li> <li>▪ Care of teeth <ul style="list-style-type: none"> <li>◦ Regular tooth brushing and flossing is an important habit to encourage</li> <li>◦ Dentists recommend parents assist children in handling toothbrush until age five</li> <li>◦ Regular dental checkups, to clean teeth and check for decay, are important</li> </ul> </li> </ul> </li> </ul>				

OBJECTIVE:	6.01	B2	5%	Understand the physical, emotional, and social development and care of children ages three through six.
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**UNPACKED CONTENT**

• Motor skills--- gross- and fine-motor skills

	Gross-motor	Fine-motor
Three-year old	<ul style="list-style-type: none"> <li>▪ Jumps up and down in place with both feet</li> <li>▪ Catches a ball with arms straight</li> <li>▪ Rides a tricycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stacks nine or ten blocks</li> <li>▪ Screws lids on and off containers</li> <li>▪ Draws circles horizontal and vertical lines</li> </ul>
Four-year-old	<ul style="list-style-type: none"> <li>▪ Hops on one foot</li> <li>▪ Throws ball overhand</li> <li>▪ Alternates feet walking up and down stairs</li> <li>▪ Walks backward easily</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dresses and undresses self</li> <li>▪ Cuts on line with scissors</li> <li>▪ Copies a circle and a cross</li> </ul>
Five-year-old	<ul style="list-style-type: none"> <li>▪ Turns somersaults</li> <li>▪ Skips with alternating feet</li> <li>▪ Balances on each foot for short period</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draws a person with head, body, arms, and legs</li> <li>▪ Prints some letters</li> <li>▪ Buttons clothing</li> <li>▪ Copies a triangle and a square</li> <li>▪ Uses spoon and fork to eat, but still uses fingers for some foods</li> </ul>
Six-year-old	<ul style="list-style-type: none"> <li>▪ Can ride a two-wheel bicycle with training wheels</li> <li>▪ Jumps rope</li> <li>▪ Throws and catches a ball with more ease and accuracy (also requires fine motor skills and good hand-eye coordination)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cuts, pastes, and colors skillfully</li> <li>▪ Writes entire words</li> <li>▪ Ties shoes</li> </ul>

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<b>UNPACKED CONTENT</b>				
<b>Emotional characteristics of children three through six</b>				
Three-year-old	<ul style="list-style-type: none"> <li>▪ Learning to be cooperative and considerate</li> <li>▪ More physically capable so less frustrated</li> <li>▪ More willing to take directions from others</li> <li>▪ Modifies behavior to win praise and acceptance</li> <li>▪ Loves to talk and talks to everyone and everything</li> <li>▪ Can be reasoned with and controlled by words</li> </ul>			
Four-year-old	<ul style="list-style-type: none"> <li>▪ Quite self-centered</li> <li>▪ Can be defiant, impatient, loud, and bossy with other children and adults</li> <li>▪ Other times very loving and affectionate, because they need and seek approval</li> <li>▪ Wants to see himself/herself as separate from parents</li> <li>▪ Vocabulary and language skills show great improvement over toddlers</li> <li>▪ Test out the sound of words</li> <li>▪ Active imagination leads to fears</li> </ul>			
Five –year-old	<ul style="list-style-type: none"> <li>▪ Views himself/herself as a whole person, with a body, mind, and feelings</li> <li>▪ Eager to explore the outer world, but may be fearful of unfamiliar people, places, experiences</li> <li>▪ Emotionally impulsive – want to get up and walk around anytime they wish</li> <li>▪ Strangeness is a fear when they go to kindergarten---strange people, strange places</li> <li>▪ Empathy for others</li> </ul>			
Six-year-old	<ul style="list-style-type: none"> <li>▪ Period of emotional turmoil</li> <li>▪ Crave praise and approval, easily hurt and disturbed</li> <li>▪ Often stubborn and quarrelsome</li> <li>▪ At their worst with their own parents</li> <li>▪ Resent being given directions, and their first response is likely to be “No!”</li> <li>▪ Experience rapid mood changes</li> <li>▪ Beginning to feel a deep feeling of happiness and joy, leading to appreciation of more activities</li> <li>▪ Can enjoy music or dance lessons and organized sports</li> </ul>			

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<b>UNPACKED CONTENT</b>				
<b>Social characteristics of children</b>				
<b>3-year-old</b>	<ul style="list-style-type: none"> <li>▪ People are important</li> <li>▪ Begin to engage in cooperative play</li> <li>▪ Work in small groups</li> <li>▪ Parents are not all-powerful in the child’s social life</li> <li>▪ Seek friends on their own</li> <li>▪ Prefer some children over others</li> </ul>			
<b>4-year-old</b>	<ul style="list-style-type: none"> <li>▪ Form friendships with their playmates</li> <li>▪ Spend more time in cooperative play</li> <li>▪ Play in groups of three or four sharing toys and taking turns</li> <li>▪ Bossy and inconsiderate, so fights may break out</li> <li>▪ Family is still more important than friends</li> <li>▪ Constantly seek approval</li> <li>▪ If things go wrong, they look to parents and caregivers for comfort</li> </ul>			
<b>5-year-old</b>	<ul style="list-style-type: none"> <li>▪ Outgoing and talkative</li> <li>▪ Play is complex; can play in groups of five or six</li> <li>▪ Fights break out less frequently</li> <li>▪ Quarreling results in name-calling and wild threats</li> <li>▪ Develop more respect for others’ belongings</li> <li>▪ Social acceptance from peers becomes more important</li> <li>▪ Concerned about what friends say and do</li> <li>▪ Do not want to be thought different; they fear ridicule</li> </ul>			
<b>6-year old</b>	<ul style="list-style-type: none"> <li>▪ Social relations are characterized by friction, threats and stubbornness</li> <li>▪ Want everything, and want to do things their way</li> <li>▪ Friends are usually of the same sex, but play readily in mixed groups</li> <li>▪ Enjoy group and organized teams</li> <li>▪ When they tire of play, they simply drop out of a game</li> <li>▪ Have no regard for team effort</li> </ul>			

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<b>UNPACKED CONTENT</b>				
<p><b>Physical care of children ages three through six ---life skills</b></p> <ul style="list-style-type: none"> <li>▪ Dressing <ul style="list-style-type: none"> <li>◦ Encourage children ages three through six to dress themselves</li> <li>◦ Allow children to make clothing selections <ul style="list-style-type: none"> <li>- Fabric should be comfortable</li> <li>- Allow room for growth</li> <li>- Choose items that allows the child to easily distinguish front and back</li> <li>- Choose economical clothing because they outgrow it so quickly</li> <li>- Consider appropriateness for the occasion and activity for both clothing and shoes</li> <li>- Remember safety---no loose cords, no name on outside of clothes</li> <li>- Group identification may become important</li> <li>- Flame-resistant pajamas</li> </ul> </li> </ul> </li> <li>▪ Grooming <ul style="list-style-type: none"> <li>◦ Children are less interested in bathing than as toddlers</li> <li>◦ Praise can encourage the child to continue good hygiene habits.</li> </ul> </li> <li>▪ Nutrition <ul style="list-style-type: none"> <li>◦ Proper nutrition is important; it helps the body meet its growth needs and resist infections.</li> <li>◦ It is important for adults to model good nutrition behavior so that the child will do the same.</li> <li>◦ Choose good snacks that are low in salt, fat, sugar and calories.</li> <li>◦ Balance caloric intake with physical activity.</li> </ul> </li> <li>▪ Toileting and causes of accidents <ul style="list-style-type: none"> <li>◦ Enuresis ----bedwetting, accidents that occur in response to emotional or physical problems</li> <li>◦ By the fourth birthday, most children have few accidents</li> <li>◦ Accidents usually occur because the child is concentrating on the activity in which he/she is involved</li> </ul> </li> <li>▪ Sleeping <ul style="list-style-type: none"> <li>◦ By age four, afternoon nap is given up by most children</li> <li>◦ Most children need ten to twelve hours of sleep in a 24-hour period</li> <li>◦ Bedtime routine is still important</li> </ul> </li> <li>▪ Immunizations---hepatitis B, diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, and Rubella (German measles)</li> </ul>				