

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:	6.02	B2	5%	Understand the cognitive and moral development of children ages three through six.
<b>ESSENTIAL QUESTIONS</b>				
*How do children learn?				
*How do children learn right from wrong?				
<b>UNPACKED CONTENT</b>				
<b>Cognitive development of children three through six</b>				
• Cognitive milestones				
<b>Three-year-old</b>	<b>Four-year-old</b>	<b>Five-year old</b>	<b>Six-year-old</b>	
- Uses longer sentences than younger children - Knows about 900 words - Follows two-part directions - Sorts by color and shape	- Speaks in complete sentences of five to six words - Makes up stories - Asks many <i>when, where, how, and why</i> questions - Understands three-step directions - Knows colors and shapes - Understands <i>same</i> and <i>different, top/bottom</i>	- Uses six-to eight- word sentences with correct grammar - Understands about 13,000 words - Learns alphabet and many letter sounds - Recalls part of a story - Counts up to ten objects; can sort by size - Understands <i>above</i> and <i>below, before</i> and <i>after</i>	- Reads words and simple sentences - Writes simple words - Solves problems more effectively - Plays pretend games - Has longer attention span - Understands <i>right</i> and <i>left</i> and additional time concepts	
• Theories of cognitive development				
<ul style="list-style-type: none"> <li>▪ Howard Gardner's theory - Multiple intelligences <ul style="list-style-type: none"> <li>◦ Linguistic intelligence – sensitive to and able to easily understand and use language</li> <li>◦ Logical-mathematical intelligence – able to easily perform math operations and scientific thinking</li> <li>◦ Spatial intelligence – able to easily interpret and construct three-dimensional forms in space</li> <li>◦ Musical intelligence – recognize and learn musical rhythms, beats, and patterns easily</li> <li>◦ Bodily-kinesthetic intelligence – use mind to coordinate body movements</li> <li>◦ Interpersonal intelligence – understand the intentions, desires and motivations of others</li> <li>◦ Intrapersonal intelligence – understand oneself, including fears, hopes, and motivations</li> <li>◦ Naturalist intelligence – drawing from the environment, from nature</li> </ul> </li> <li>▪ Jean Piaget's Theory - preoperational period ---child thinks in terms of their own activities and what they perceive at the moment. <ul style="list-style-type: none"> <li>◦ Make-believe play – imitate real life situations</li> <li>◦ Use of symbols – objects and words can be symbols</li> <li>◦ Egocentric viewpoint – view world in terms of their own thoughts and feelings</li> <li>◦ Limited focus – make decisions based on own perceptions</li> </ul> </li> </ul>				

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<b>UNPACKED CONTENT</b>				
<ul style="list-style-type: none"> <li>▪ Lev Vygotsky’s Theory <ul style="list-style-type: none"> <li>° Learning is socially based</li> <li>° Parents, teachers and peers promote learning</li> <li>° Children play key roles in their own education</li> <li>° Teachers should collaborate with students rather than lecture</li> <li>° Students should collaborate with each other</li> <li>° Classroom would have tables for teamwork and small group learning</li> </ul> </li> <li>▪ Maria Montessori’s Theory <ul style="list-style-type: none"> <li>° Children learn naturally in a prepared learning environment with appropriate learning games</li> <li>° Play games to learn to write and strengthen muscles of the hands and fingers before writing</li> <li>° Focuses on the development of the senses, language and motor skills with a view to prepare a child’s mind and body for future learning.</li> <li>° Classroom is designed so students can learn by themselves</li> <li>° “Learning stations” arranged by subject area</li> <li>° Materials within reach allow independence</li> <li>° Never interrupt a student engaged in a task</li> <li>° Using the word <i>work</i> instead of <i>play</i> helps a child develop a sense of worth</li> </ul> </li> <li>• Recommendations to support cognitive development <ul style="list-style-type: none"> <li>▪ Experiences shared with adults form the basis for children’s learning</li> <li>▪ Talk with children about their world and what they are doing</li> <li>▪ Ask questions that help children think about experiences in new ways and focus on process of play</li> <li>▪ Explanations and suggestions are helpful</li> <li>▪ Asking child’s advice promotes learning</li> <li>▪ Trips and activities are important for learning</li> <li>▪ Helping around the house provides great learning activities</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>▪ Books provide an opportunity to learn about and understand the world.</li> <li>▪ Children who enjoy reading will find learning easier and more fun</li> <li>▪ Reading to children helps them associate reading with fun</li> <li>▪ The ability to hear phonemes is important (<i>ou in house</i>)---rhyming words help develop phonemes awareness</li> <li>▪ When reading a familiar book to a child stop and let child fill in sounds</li> <li>▪ Words that repeat the same sounds are called alliterations and they help develop phonemes</li> <li>▪ After learning sounds, a child can associate the sound with the letter---important step in learning to read</li> <li>▪ Children who are bilingual (able to speak two languages) find it easier to learn to read.</li> </ul> </li> <li>• Introducing art and music <ul style="list-style-type: none"> <li>▪ Art helps children express their feelings, develop fine motor skills, and express their creativity.</li> <li>▪ Children should be encouraged to experiment with art materials without being corrected/criticized</li> <li>▪ Playing simple instruments helps develop a child’s interest in music</li> <li>▪ Children are intrigued by rhythm</li> </ul> </li> </ul>				

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## UNPACKED CONTENT

### **Moral Development**

- Characteristics
  - Beginning to understand right from wrong and the reasons behind rules
  - Developing a conscience
- Theories
  - Kohlberg's six stages of moral development
    - Right from wrong---law and order
    - Egocentric – what is right is what benefits the self
    - Approval – the individual seeks to do what is right to gain the approval of others
    - Rules of behavior- seeks to abide by the law and fulfill his or her duty
    - The individual better understands the feelings of others and develop a genuine interest in their welfare
    - Moral maturity – a person must be able to recognize a person's point of view
  - Bronfenbrenner's five stages of moral orientation
    - Self-oriented morality – wants to satisfy personal needs and desires
    - Authority-orientated morality – accepts decisions of authority figures about what's good and bad
    - Peer-orientated morality – accepts decisions of peers about what's right and wrong in order to conform
    - Collective-oriented morality - places the group's goals and interests over personal interests
    - Objectively-oriented morality – accepts universal values without regard to criticism or differing opinions from some individuals
- Recommendations to support moral development
  - Set clear standards of behavior
  - Respond to inappropriate behavior
  - Talk about mistakes in private
  - Understand that children will test the limits
  - Consider the child's age and abilities
  - It is a life long task to learn self-discipline
  - Continue to show love despite behavior
  - Model moral behavior
    - Children learn to follow an example
    - Do not send mixed messages
    - Remember that children learn language and speech patterns from others
    - Learn that others live by different rules
    - Select television, movies, and other media that expose children to positive examples