



Child Development - Elementary

SYLLABUS

Child Development - Elementary

Lesson 1 - Essentials of Brain-Based Learning

This lesson provides basic knowledge and strategies for developing a brain-compatible learning environment. Your challenge as an educator is to embrace emerging findings from neuroscience about how the brain learns. This lesson examines how students' brains are different today and the consequential responsibility of instructional leaders to understand and respond to these differences so that the buildings, the curriculum, the instruction, and the people serve to make the school community hospitable for human learning. For all of those who teach, brain-based learning is an empowering, navigating, and reassuring partner.

The lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how to design and implement a brain-compatible learning environment that respond to student needs and differences.

After completing this lesson, you will be able to do the following:

- Reflect on the function and power of your brain using a brain-compatible metaphor and image.
- Investigate how students' brains are different today and the role of the environment in shaping the way students learn.
- Identify the basic structure and functions of the brain that impact learning.
- Explain the role of attention and memory in the learning process and ways to enhance each.
- Compare your school facility and classroom environments to optimum brain-compatible environments.
- Develop an inventory of strategies for lesson design and instruction that provide brain-compatible learning for all students.
- Create a brain-compatible classroom model.

Lesson 2 - Early Childhood Development

The early formative years are crucial to the development of literacy skills. The more young children can be exposed to language, the better they become at reading, speaking, listening, and writing. Most parents introduce language in a number of ways, including reading to their children at a very early age and they continue this practice for many years. Research shows that the breadth of vocabulary heard by a child during the first three years of life can dramatically affect language development and future academic success.

The attention to early childhood developmental issues is important to addressing the achievement gap. Studies indicate that at-risk children who do not receive a high-quality early education are more likely to drop out of school or be placed in special education, and less likely to attend college.

The lesson requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how scientific brain research shows environmental stress among infants and toddlers can interfere with social and emotional, as well as literacy development.

After completing this lesson, you will be able to do the following:

- Understand the need to balance a focus on literacy and numerical skills with comparable attention to the emotional and social development of the child.
- Involve and integrate parents and caregivers in early childhood education.
- Employ strategies and practices for promoting literacy in early childhood interactions.
- Engage in continuity of care activities that ensure consistent attachment and relationship-building.

Lesson 3 - Middle Childhood Development

Children between the ages of 6 and 12 are in the age period commonly referred to as middle childhood. These years universally mark a distinctive period between major developmental transition points. Typically, children between the ages of 5 to 7 develop new capabilities in reasoning and cognitive function and assume more individual responsibility. Upon entering elementary school and continuing through age 12, children are provided with a social structure that constrains and channels their development.

Prior to puberty and adolescence, children in this age group increasingly show more independence from their parents and become more future-oriented, understanding more about their place in the larger world context. They pay more attention to friendships and teamwork and peer pressure matters more as they strive to be liked and accepted by friends. This theme accelerates as adolescence approaches.

It is important for the educator to understand that relationships take on new meaning for students in this period. As they begin to show evidence of more rapid development of mental skills, children can learn better ways to describe experiences and talk about thoughts and feelings.

The lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how the teacher can affect social and emotional development by assisting students to develop an outward focus.

After completing this lesson, you will be able to do the following:

- Understand the difference in self-identity experienced by students in this age group and its importance to social and emotional as well as academic development.
- Use trust and relationship building to support social and academic development.
- Engage in individual and group learning activities appropriate to individual levels of growth.
- Design and implement lessons that activate and stimulate rapid development of mental skills.