

**Three Rivers Community College  
ECE K182 Child Development  
Course Content and Study Guide - Fall 2009**

| <b>Week</b> | <b>Topic / Activities / Assignments</b>   | <b>Reading</b>                               | <b>Key Concepts / Words</b>  |
|-------------|---|--|--|
| 8/31        | Orientation<br>Review Course Syllabus<br>Article Review Activity<br>Library Research Presentation<br>Review Theory Assignment<br>Learning Styles      |  | confidentiality<br>participation<br>NAEYC  |
| 9/14        | Figure 2-4 and 2-5  | Chapters 1<br>and 2                          | DAP and DCAP<br>developmental theories   |
| 9/21        | methods of child study<br>learning<br>Figure 4-9<br>Figure 5-3  | Chapters<br>3, 4 and 5<br><br>Articles       | running record<br>ADD and ADHD<br>assimilation<br>generalization<br>dramatic play                                |
| 9/28        | teaching versus facilitating<br>learning environment checklist<br>parents are a child's primary<br>educator<br>IDEA 97<br><b>Test One</b> (take home) | Chapters<br>6 and 7                          | ADA<br>scaffolding<br>rewards<br>zone of proximal<br>development<br>multicultural education                      |
| 10/5        | Review Observation Assignment<br>prenatal development<br>Figure 8-2 and 8-5<br>birth<br><br><b>Test One Due</b>                                       | Chapters<br>8, 9 and 10                      | confidentiality<br>embryo<br>fetal alcohol syndrome<br>amniocentesis<br>nature vs. nurture<br>natural childbirth |
| 10/12       | infant<br>sensorimotor development<br>Figure 12-4 and 12-5<br>attachment<br>temperament   | Chapters<br>11 - 14<br><br>Articles          | trust vs. mistrust<br>immunizations<br>reflexes<br>stranger anxiety<br>cortisol and stress<br>social referencing |
| 10/19       | toddler<br>guiding behavior<br>Figure 15-3 and 15-4<br>parenting styles<br><br><b>Theory Assignment Due</b>   | Chapters<br>15, 16<br>and 17<br><br>Articles | autonomy<br>self-concept<br>self-regulation<br>representational thinking   |

| <b>Week</b> | <b>Topic / Activities / Assignments</b>  | <b>Textbook</b>                              | <b>Key Concepts / Words</b>   |
|-------------|--|--|---|
| 10/26       | <b>Test Two</b>  |  |   |
| 11/2        | preschoolers<br>Figure 18-1 and 18-2<br>development of drawing skills<br>concept development<br>Figure 20-2<br>Hemispheric Functions<br>language rules | Chapters<br>18, 19 and<br>20<br><br>Articles | rough- and- tumble play<br>specialized movements<br>handedness<br>cognition<br>metacognition  |
| 11/9        | Figure 21-2<br>NCLB Act<br>early reading<br>IQ tests<br>Figure 23-1<br>cultural diversity<br><br><b>Observation Assignment Due</b>                     | Chapters<br>21 - 24<br><br>Articles          | egocentric<br>bilingual<br>ELL / ESL<br>beginning literacy<br>whole- language approach<br>intelligence<br>creativity<br>giftedness<br>multiple intelligences<br>adult- to- child language |
| 11/16       | Figure 25-2 and 25-4<br>personality<br>social development<br>moral development<br>Figure 26-3<br>parenting approaches<br>discipline vs. guidance       | Chapters<br>25, 26 and<br>27                 | independence<br>emotional intelligence<br>self-concept<br>social competence<br>aggression<br>parenting styles<br>time out   |
| 11/23       | primary child<br>Figure 28-3<br>peer relationships<br>resiliency   | Chapters<br>28, 29 and<br>30<br><br>Articles | assessment procedures<br>recess<br>cooperative learning<br>anti-bias approach   |
| 11/30       | superhero and fantasy play<br>Figure 31-1<br>whole child<br>quality of care<br>status of America's children  | Chapters<br>31 - 33                          | private speech<br>technology<br>Reggio Emilia<br>parent involvement<br>advocacy   |
| 12/7        | <b>Test Three</b>  |  |   |
| 12/14       | Make Up Week and returning of materials  |  |   |

Items in **Bold** are noting when tests are scheduled and assignments are due.