CHLD 2: CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 4: Social & Behavioral Sciences
Transferable:	CSU/UC
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.
- Identify and describe the major developmental milestones of middle childhood and adolescence within the framework of key developmental theories, and understand implications in practice.
- Identify the behaviors and characteristics of children in middle childhood through adolescence.

Description

Development of the child from middle childhood through adolescence. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from middle childhood through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

Course Objectives

The student will be able to:

1. Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations
2. Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field
3. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies
4. Identify and describe major developmental milestones for children typical and atypical, from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development
5. Analyze and reflect on one's own behavior, personality, and values through the study of middle childhood and adolescence

Course Content

1. Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations
   a. Focus on historical concepts related to development of children in middle childhood and adolescence
   b. The changing view of middle childhood and adolescence in society and how that view impacts practice and policy
   c. Non-Western cultures and alternative perspectives
   d. The characteristics of culture and the implications for learning and development in middle childhood and adolescence
   e. Nature vs. nurture, and continuity vs. non-continuity
   f. Biological and environmental factors that influence children's development middle childhood-adolescence
2. Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field
   a. Major theorists whose work has contributed to our understanding of middle childhood and adolescence today
   b. Prevailing theories on child development and how these theories inform current theory and practice
      i. Social-political context of pre-existing theory and analysis of its relevance to children today
      ii. Recognize the impacts of family dynamics, culture, ethnicity, and socioeconomic status on the developing child
3. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies
   a. Developing skills in naturalistic observation, interviews, and surveys when working with children in middle childhood and adolescence
   b. Analysis of data and relevance of ethics, bias, confidentiality, and validity of research
4. Identify and describe major developmental milestones for children typical and atypical, from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development
   a. Basic aspects of physical, cognitive, social, and emotional growth during middle childhood and understanding the interplay between these domains at this stage
   b. Basic aspects of physical, cognitive, social, emotional, and language growth of the adolescent and understanding the interplay between these domains at this stage
   c. Identify risk factors, care, and education for different developmental levels
   d. Gender roles; childhood and adolescent sexuality
   e. Bilingual development and theories of language learning and bilingualism
5. Analyze and reflect on one's own behavior, personality, and values through the study of middle childhood and adolescence
   a. Links between early development, middle childhood development, and adolescence
      i. Attachment
      ii. Brain development
      iii. Parenting

b. Identification and assessment of impacts and influences to one's own development
c. The influence of one's own development when working with middle age children and adolescents
d. Recognize the role of caregiver when working with children

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:

Participation in class activities, class discussion, small group and partner work
In-class writing with guided self-reflections
Child observation reports and summaries
Adult interviews and summaries
Reaction papers on special topics
Exams
Online discussions and responses

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

Lecture
Cooperative learning exercises
Oral presentations
Electronic discussions/chat
In-class discussion
Video viewing
Online reading and response

Representative Text(s) and Other Materials
Berger, Kathleen Stassen. The Developing Person: Childhood Through Adolescence, 11th ed.. 2018.

Paris, Ricardo, Raymond, and Johnson. Child Growth and Development. 2021.

Santrock, John. Children, 13th ed.. 2015.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
1. Reading and study of the text
2. Reading and written response to observations, test questions, assignments, relevant articles, online reading material, and online discussions
3. Reaction writing assignments to guest speakers, video viewings, and experiences, such as research projects and field trips
4. Research, planning, and written evaluation of individual or group creative projects

Discipline(s)
Child Development/Early Childhood Education