

### **ACADEMIC AFFAIRS DIVISION**

Office of the Dean of Academic Affairs

#### INSTRUCTIONAL COURSE APPROVAL FORM

ROUTING SIGNATURES AND DATE	
1. Initiator	
2. Academic Department Chair:	
3. Dean, Academic Affairs:	
4. Curriculum Committee:	
5. Dean, Academic Affairs:	
6. Vice President:	
☐ Approved ☐ Disapproved ☐ Approved with the following recommend	

# AMERICAN SAMOA COMMUNITY COLLEGE INSTRUCTIONAL COURSE APPROVAL FORM

Department:	Education		Instructor:	Dr. Salu Finau-Hunkin
Course Alpha/Nur		ED 325		e: Principles of Child
r			_	Development: The Samoan
				Child
Check One: X	_ New Cours	se Proposal	Cours	se Revision
Total Credits: 4	_ Lectu	ıre: <u>X</u> Lab	oratory X	Maximum Class Size: <u>25</u>
course presents the b Decades of research, how children learn the In addition, knowled Teachers will observe principles of child de experiences planned COURSE RATION Professional teachers	evelopment ar asic principles theory and pra- neir abilities, cl ge of how the e and participal evelopment. To for this course IALE: must understa	nd the Samoan of how childres actice, and know haracteristics, a Samoan child in the in scheduled he Samoan child in the samoa	en develop and lawledge of age-reand need for supside seared in the call experiences to day will be the footoned support education.	red course for education majors. This earn in the first eight (8) years of life. elated development regarding about port, will be covered in this course. ultural context will be explored. acquire and understand the basic us of discussions, observations, and ational practices which are based on pment. To enhance child learning
and growth in the cla	ssroom in San The teacher m	noa, the teacher ust fully unders	must be equipy stand how the S	ped with the necessary child amoan child is reared and socialized
PRE-REQUISITE(S AA Degree ED IDP, 1	•	1	1	
Textbook(s) / Refer	rence book(s)	)		Special supplies / Equipment
Developmentally Ap Development in Earl Edition, 1999 Delmar Guiding Young Child	y Education. ( Publishers, N	Carol Gestwick ew York.	i. 2 <sup>nd</sup> V Ea R	elected Readings on Samoan Family, ideo Documentation, Kamehameha arly Education Project (KEEP), PREL esearch Materials Keiki Hawaii: A ewsletter for New Parents
Eleanor Reynolds. 3rd	Edition, 2001			

	ED 325 Principles of Child Development: The Samoan Child
Approval of Textbook	Approval for Supplies / Equipment
Department Chairperson	Department Chairperson
Curriculum Committee	Curriculum Committee
Dean of Academic Affairs	Dean of Academic Affairs
COURSE O	BJECTIVES IN BEHAVIORAL TERMS
Student Competencies	

Upon successful completion of this course, students will be able to:

- 1.1 Identify the different domains of child development;
- 1.2 Discuss the sequence of child development;
- 1.3 Explain how development varies in rate and factors affecting development;
- 1.4 Recognize the affects of early and delayed experiences in development;
- 1.5 Discuss the process of predictable directions
- 1.6 Explain how social and cultural contexts affect learning;
- 1.7 Demonstrate how children construct their own understanding;
- 1.8 Identify the factors which interact with one another and their affects on learning;
- 1.9 Explain child play, it's importance, and the role of challenges in development;
- 1.10 Describe the different modes of learning and their relationship to teaching modes;
- 1.11 Discuss the implications of these principles to the Samoan child.

#### TOPICAL COURSE OUTLINE

#### Course Outline:

- 1.0 Domain of Child Development
  - 1.1 Physical Development
  - 1.2 Social Development
  - 1.3 Emotional Development
  - 1.4 Cognitive Development
  - 1.5 Domain of Development Relative to the Samoan Child.
- 2.0 Development Occurs in Sequence
  - 2.1 Patterns of Growth and Development
  - 2.2 Individual Growth Variations
  - 2.3 How Best to Support Learning
  - 2.4 How Samoan Children are Taught and Learn
- 3.0 Development Varying Rates
  - 3.1 Factors which Affect Development
  - 3.2 Practices which Conflict with Principles of Development
  - 3.3 Samoan Child Rearing Practices-Conformity or Conflicting
- 4.0 Early and Delayed Experiences
  - 4.1 Implications of Early Experiences on Development
  - 4.2 Implications of Delayed Experiences on Development
  - 4.3 Early and Delayed Experiences on the Development of the Samoan Child
- 5.0 Development Process in Predictable Directions
  - 5.1 Behavioral Development
  - 5.2 Censoring Development
  - 5.3 Symbolic Development
  - 5.4 Predictable Directions of the Samoan Child

- 6.0 Learning Occurs in Social and Cultural Context
  - 6.1 Family Context
  - 6.2 Community Context
  - 6.3 School Culture and Home Culture
  - 6.4 The Effects of Samoan Culture on Child Development
- 7.0 Children Construct their Own Understanding
  - 7.1 The Works of Piaget and Vygotsky
  - 7.2 Social, Physical, and Cultural Contexts and their Effects on Understanding and Development
  - 7.3 Samoan Children and how They Construct Their Own Understanding
- 8.0 Biological Maturation and Environment
  - 8.1 Biological Maturation and Learning
  - 8.2 Environment and Learning
  - 8.3 The Relationship of Biological Maturation and Environment on the Samoan Child
- 9.0 Child Play
  - 9.1 Play and its Importance in Child Development
  - 9.2 Play and the Samoan Child in the Samoan Culture
- 10.0 Development and Learning Challenges
  - 10.1 Child Competencies, Interest, and Experiences
  - 10.2 Scaffolding and Child Development
  - 10.3 Learning Challenges and Experiences of the Samoan Child
- 11.0 Learning Modes
  - 11.1 Learning Modes and Teaching Modes
  - 11.2 Samoan Learning Modes and Teaching Modes
  - 11.3 Matching Learning Modes and Teaching Modes

- 12.0 Optimum Learning Environment
  - 12.1 Safety and Self-Worth
  - 12.2 Survey of Samoan Community in Relation to the Samoan Child

## TOPICAL COURSE OUTLINE Practicum: ED 325P

- 1.0 Week One
  - 1.1 Making School Arrangements
  - 1.2 Selecting a Teacher
  - 1.3 Meeting the Students
- 2.0 Week Two
  - 2.1 Map Out Classroom Arrangements
  - 2.2 Survey Social Studies Program (Content Standards and Text)
- 3.0 Week Three
  - 3.1 Observe K-8 Children in Family or Village
  - 3.2 Prepare Report of Observation in Reference to Domain of Child Development
- 4.0 Week Four
  - 4.1 Observe Students in the Classroom
  - 4.2 Observe how Samoan Children Learn and how They are Taught
  - 4.3 Report Writing
- 5.0 Week Five
  - 5.1 Observe Samoan Mother Caring for the Children
  - 5.2 Report Writing

- 6.0 Week Six
  - 6.1 Observe children K-8 in Special Education Program
  - 6.2 Report Writing
- 7.0 Week Seven
  - 7.1 Observe and Report on Culture and the Development of Children
- 8.0 Week Eight
  - 8.1 Identify Samoan Children Play
  - 8.2 Report How Samoan Children's Play, Help Delay Development
- 9.0 Week Nine
  - 9.1 Research in Reference to Appropriate/Challenging "Play" or Games to Help Samoan Children
  - 9.2 Make a List of Plays
- 10.0 Week Ten
  - 10.1 Observe Non-Educational Teaching in Community (Churches-Other Organizations)
  - 10.2 Observe How Samoan Children are Taught at Home, Village, and Churches
  - 10.3 Report Findings
- 11.0 Week Eleven
  - 11.1 Prepare 3 Mini Lessons Using Appropriate Practices to Enhance Learning of Samoan Children
- 12.0 Week Twelve
  - 12.1 Review Mini Lessons with Teacher/Advisor
- 13.0 Week Thirteen
  - 13.1 Prepare Appropriate Teaching Materials for Mini Lessons

- 14.0 Week Fourteen
  - 14.1 Prepare Appropriate Teaching Materials for Mini Lessons
- 15.0 Week Fifteen
  - 15.1 Assessment/Evaluation

### **EVALUATION METHODS**