



*Saili Le Atamai*

**ACADEMIC AFFAIRS DIVISION**  
Office of the Dean of Academic Affairs

**INSTRUCTIONAL COURSE APPROVAL FORM**

Date \_\_\_\_\_

Course Title PRINCIPLES OF CHILD DEVELOPMENT: THE SAMOAN CHILD

Course Code (Alpha and Number) ED 325

**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 recommendations:

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**Approval of Textbook**

**Approval for Supplies / Equipment**

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Department Chairperson

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Department Chairperson

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Curriculum Committee

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Curriculum Committee

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Dean of Academic Affairs

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Dean of Academic Affairs

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**COURSE OBJECTIVES 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
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**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