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| Pre-task writing – on this side a “no response” is legitimate  **My impression and recollection from ed psych/development is that:** | **Post-task writing** |
| **Physical growth**  This is a stage where kids grow but are not yet experiencing the full brunt of puberty. Girls may begin sexual development but boys lag behind for a while. | Although physical growth is more gradual girls may begin puberty at this time as menstruation and secondary sex characteristics begin to develop. Both fine and gross motor skills develop further. Girls tend to have better fine motor skills while boys tend to have better gross motor skills.   * *The average weight increase during middle childhood is 5 to 7 pounds a year. The average height increase is 2 to 3 inches a year. By the age of 11 years, the average girl is 4 feet, 10 inches tall, and the average boy 4 feet, 9 1/2 inches tall.*   <http://www.mesacc.edu/dept/d46/psy/dev/middle_child/>  From a safety perspective it seems to be imperative that 11 year olds recognize their strength is double that of there peers just two years younger than them.   * *Muscle mass increases as baby fat decreases, while the legs become longer, and the body trunk becomes slimmer. Strength gradually increases due to heredity and exercise, doubling their strength, during these years. Because of a greater number of muscle cells boys are usually stronger than girls*.   <http://www.mesacc.edu/dept/d46/psy/dev/middle_child/> |
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| **Social growth**  Kids at this stage are largely friends with the same sex peer groups. They tend to see things in black and white and don’t have higher orders of moral reasoning | **Theories of Learning:**  When it comes to theories and social growth I tend to think of Erik Erikson and Laurence Kohlberg. Despite the fact that their research has be contested over time I think that the distinct stages of growth that they offer educators food for thought as to distinct ways young learners are different and require different approaches to their particular needs.  Ericson’s stages Industry versus inferiority, and Identity versus role confusion can be informative when considering the junior learner   * ***Industry versus inferiority*** *6-12: the child must deal with demands to learn new skills or risk a sense of inferiority, failure, and incompetence.* * ***Identity versus role confusion*** *adolescence: the teenager must achive identity in occupation, gender roles, politics and religion (Woolfolk, H., & Ellen, 2002).*   Kohlberg’s stages of moral reasoning also can inform some teacher practice in that we may find that as students develop they begin to challenge authorities that they have traditionally deferred to:   * *Level two: conventional moral reasoning* * *Judgement is based on others’ approval, family expectations, traditional values, the laws of society, and loyalty to country.*    + ***Stage 3 Good Boy—Nice Girl Orientation***   + ***Stage 4 Law and Order Orientation***   **Development**  Much of the course learning on the subject of development seems to suggest that children today at the ages of 9-11 are more likely to be moving on to the Level 3 of Kohlberg’s stages, post conventional moral reasoning…   * begins to see parents and authority figures as fallible human beings * rituals, rules, secret codes, and made-up languages are common * enjoys being a member of a club * increased interest in competitive sports * outbursts of anger are less frequent * may belittle or defy adult authority   <http://www.nncc.org/Child.Dev/ages.stages.9y.11y.html> |
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| **Cognitive growth**  Kids are going from early literacy (picturebooks, stories, and chapter books) numeracy (learning the columns, numbers) to content literacy, numeracy, and foundational learning in various disciplines of geography, history, mathematics and science | **Theories of Learning:**  The theory that I subscribe to is constructivism and the form of constructivism espoused by Lev Vygotsky is interesting to me in several ways when thinking about grade 4, 5, and 6     * *“Vygotsky’s concept of the zone of proximal development—the range of problems a child can solve with the help of an adult (scaffolding) of an adult or more able peer—has been called a place where culture and cognition create each other. (Woolfolk, H., & Ellen, 2002).* This suggests to me that knowledge is constructed in a location that is situated in a number of overlapping social contexts. * Constructivism—can dovetail into the area of inquiry and apprenticing kids into disciplinary traditions in that (like Jeff Wilhelm) in that some sociological constructivists are interested in *“how public knowledge in disciplines such as science, math, economics, or history is constructed.”* *(Woolfolk, H., & Ellen, 2002).*   **Development**   * *“Around eleven children not only start to take account of 'the bigger picture' but they also develop a capacity to reason, and 'work things out' that they didn't have before.”* <http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1865> * *“Provide opportunities for older school-agers to help out with real skills. Cooking, sewing, and designing dramatic play props are useful ways to utilize their skills.”*   <http://www.nncc.org/Child.Dev/ages.stages.9y.11y.html>   * This can be seen as similar to Wilhelm in trying to make learning connect to the real world in some useable and toolish fashion |

References outside of course website material:

Woolfolk, A, H., P, & Ellen, N. (2002). *Educational psychology*. Toronto, Canada: [Allyn and Bacon], [2002].