

COURSE SYLLABUS

VNSG 1133 (1:1:0)

**HUMAN GROWTH AND
DEVELOPMENT**

VOCATIONAL NURSING

NURSING DEPARTMENT

HEALTH OCCUPATIONS DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

SPRING 2022

COURSE SYLLABUS

COURSE TITLE: Human Growth and Development, VNSG 1133

INSTRUCTOR: **Janet Hargrove, BSN, RN**
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OFFICE HOURS: By Appointment

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. GENERAL COURSE INFORMATION

A. COURSE DESCRIPTION (WECM):

**Study of the basic aspects of growth and development throughout the life span.
Focus on growth and development of the individual's body, mind, and personality
as influenced by the environment.**

B. LEARNING OUTCOMES (WECM):

**Identify the stages of growth and development throughout the life span; and list
the factors which influence growth and development.**

C. COURSE OBJECTIVES (DECS):

1. Discuss the fundamental principles of normal growth and development.
2. Describe the growth and development of the infant from one month to twelve months.
3. Describe growth and development characteristics of the toddler, preschool age, school age, and adolescent child.
4. Describe growth and development characteristics across the life span of the early adult, middle adult, and late adult.
5. Incorporate basic principles of human growth and development in formulating the nursing process.

6. Define culture and discuss how beliefs, values, ideas, and religious doctrines are adapted throughout the life span.
7. Discuss effective methods of communication across the life span

D. COURSE COMPETENCIES:

Grading Scale:

A	(100-90)
B	(89-80)
C	(79-77)
D	(76-70)
F	69 and below

Below 77 is failing

E. ACADEMIC INTEGRITY:

Please refer to SPC Catalog and Vocational Nursing Student Handbook.

F. VERIFICATION OF WORKPLACE COMPETENCIES:

No external learning experiences provided. Successful completion of the NEAC Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for vocational nurse licensure.

II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS

A. Textbook:

Polan/Taylor. *Journey Across the Life Span: Human Development and Health Promotion, 6th Edition.* F. A. Davis Company, Philadelphia, PA.

Linnard-Palmer, L. E., & Haile Coats, G. M. (2017). *Safe Maternity and Pediatric Nursing Care.* F.A. Davis Company, Philadelphia, PA.

B. ATTENDANCE POLICY

Contact hours: 16. See SPC catalogue and Vocational Nursing Student Handbook. Students are expected to attend all classes, arrive on time, and to remain for the entire class period. Attendance will be taken at the beginning of class: a student not present will be marked absent in the attendance record.

If a student misses more than 2 hours of this 16 hour course they will be withdrawn from the course.

C. ASSIGNMENT POLICY:

All class assignments are to be completed during the scheduled course time within the spring semester. Failure to complete assignments will result in a grade of INCOMPLETE. A grade of incomplete will not permit a student to graduate. Please refer to the Student Handbook for Vocational Nursing.

Assignments turned in after 8:00 a.m. on the assigned due date will have 10 points deducted. Ten points will be deducted for each day the assignment is late.

There are only 4 unit exams and a final exam scheduled for this course. Make-up exams will only be allowed if the student makes arrangements with the instructor PRIOR to the scheduled date of the exam. No make-up will be allowed after the unit exam has been given and prior arrangements not made. Make-up exams are at the discretion of the instructor and may not be in the same format as the original scheduled exam.

One homework assignment will be due in this course. Information can be found at the end of the syllabus.

D. GRADING POLICY/METHODS OF EVALUATION:

Unit Exams	65%
Homework Assignment	15%
Final Exam	20%

III. COURSE OUTLINE

The end of each unit will be marked by a comprehensive exam related to the covered content. Exam format may vary

Required reading: Text as stated below. It is required that each chapter be read prior to the lecture hour for the designated chapter. The student is responsible for an understanding of the objectives and the key terms found at the beginning of each chapter.

Unit	Content		Faculty
Unit 1	Chpt 1	Healthy Lifestyles	Hargrove
	Chpt 2	Culture	
	Chpt 3	The Family	
	Chpt 4	Communication	
	Chpt 5	Theories of Growth and Development	
Unit 2	Chpt 6	Prenatal Period to One Year	Hargrove
	Chpt 7	Toddlerhood	
	Chpt 8	Preschool	
Unit 3	Chpt 9	School Age	Hargrove
	Chpt 10	Puberty and Adolescence	
Unit 4	Chpt 11	Early Adulthood	Hargrove
	Chpt 12	Middle Adulthood	
	Chpt 13	Late Adulthood	
	Chpt 14	Death and Dying	

COMPREHENSIVE FINAL EXAM

IV. ACCOMODATION

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806 716 2577 or 806 716 2529.

Diversity: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstrafac@southplainscollege.edu for assistance.

FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2022 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches

- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

CAMPUS CONCEALED CARRY STATEMENT

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). **All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).**

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

DROPPING A CLASS

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. There will be no charge for drops for the fall or spring semesters.

WITHDRAWING FROM CLASSES

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration and before the census date students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

WHITEFACE ELEMENTARY SCHOOL PROJECT

The class will visit the PE classes at Whiteface Elementary School. **The scheduled date is Wednesday, FEBRUARY 16, 2022 from 0930-1500.** You will be participating in PE classes from Pre-k to 5th grade. You will need to wear your gray and orange SPC shirt, black scrub pants, and tennis shoes. With this outing, you will have the opportunity to see all school age children in action and can compare the expected growth and development findings with children in those age groups. Just remember, we are playing dodgeball with the students, so make sure you have room to move and that you are covered appropriately! Also, you are representing SPC so please present yourselves accordingly. All tattoos will need to be covered, hair must be up, and NO jewelry. Tennis shoes are required. You must have your SVN ID badge with you at all times.

YOU MUST BRING SACK LUNCH AND SEVERAL WATER BOTTLES WITH YOU. We will be eating lunch in the gym. Again, there are NO vending machines in the school and there is only one quick stop in Whiteface. You will not be allowed to leave the school once we get there as they will not allow you to roam around the campus for security reasons.

**Whiteface Elementary School
401 Antelope Blvd
(please call me if you get lost finding the school)**

Your homework assignment due date is **WEDNESDAY, MARCH 2, 2022 at 0800**
(please note, this is earlier than what is listed on the Tentative Due Dates).

I hope that you will pay close attention to the students around you and note the differences in all the children you interact with. You will have the opportunity to interact with children from pre-k/kindergarten thru 5th grade. Your assignment is to review the characteristics of growth and development for ALL age groups and then complete the homework. For your homework, please review G&D for all school age children before the field trip.

Part 1: You will need to summarize the differences in growth and development that you observed between all the age groups during PE. What assistance did they require? Were they able to follow instructions? Did the students openly communicate with you or were they shy and reserved? And you may want to share specific observations that you made while there (i.e. Specific conversations you had with a child, any assistance you were able to offer a child, etc.)

Part 2: You will also be required to compare the expected vs. actual G&D for your assigned age group in the following areas: physical growth, gross motor, fine motor, language, and social/cognitive skills. So please pay close attention to that specific group during dodge ball. Please review the attached grading rubric before completing the assignment.

This assignment **MUST BE TYPED**. This paper should follow APA guidelines. Two scholarly references are required. Your textbook will count as one reference. A grading rubric has been attached to the following page.

WHITEFACE ELEMENTARY SCHOOL PROJECT

Students Name: _____ Date: _____

Criteria	Available points	Earned points
Discuss all areas of expected growth and development (physical, gross/fine motor, language, and social/cognitive skills) for your assigned age group	30	
Discuss the actual growth and development observed in your assigned age group while at Whiteface Elementary School, including physical growth, gross/fine motor, language, cognitive/social skills	30	
Summarize the differences that you observed in age groups during PE. What assistance did they require? Were they able to follow instructions? Did the students openly communicate with you or were they shy and reserved? And you may want to share specific observations that you made while there (i.e. Specific conversations you had with a child, any assistance you were able to offer a child, etc.)	20	
Presentation, Neatness, Spelling, Grammar	10	
APA format is required At least 2 scholarly references are required (you may use your textbook as one of the required references.)	10	

Grade _____

Comments:

WHITEFACE ELEMENTARY ASSIGNMENT GROUPS

Pre-K/Kind

Abraham Casanova
Jillian Lopez
Sofia Pompa
Vaness Sanchez

1st grade

Julian Chavez
Faith Martin
Karla Ramirez
Jazmin Sanchez

2nd grade

Miguel Chavez
Matthew Martinez
Shadee Rincones
Erica Santos

3rd grade

Shay DeLaRosa
Erika Mendoza
Malisa Rodriguez
Elisa Soliz

4th grade

Caroline Espinoza
Tami Molinar
Brittney Saenz
Lillian Wadone

5th grade

Jerrica Greene
Danielle Olivas
Marcelina Samora
Mariel Zaragoza

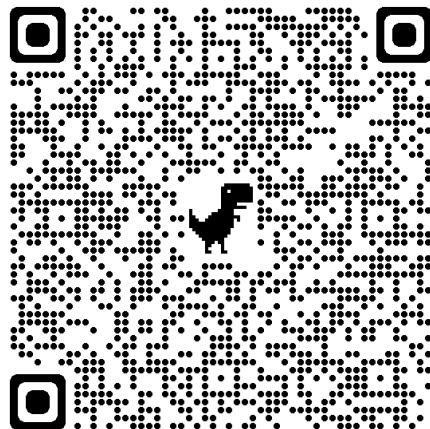
VNSG 1133 FIELD TRIP INSTRUCTIONS

VNSG Students need to be at the Whiteface Elementary School no later than **0930 on Wednesday, FEBRUARY 16, 2022.** **IT WILL TAKE YOU AT LEAST 15 MINUTES TO GET TO WHITEFACE FROM LEVELLAND.....IF YOU ARE UNFAMILIAR WITH THE AREA IT WILL TAKE YOU LONGER. PLAN ACCORDINGLY!!!!!!!!!!!!!!** We will meet under the awning as a group BEFORE entering the school....**please wait until I get there before you go in.** We will be participating in their PE classes from 0930-1500 (this time may be altered to accommodate the elementary school PE schedule). You will need to wear your black scrub pants and gray SPC boot camp t-shirt. **TENNIS SHOES** are required. You **MUST** have your SVN ID on you upon arrival! ID may be removed once we begin. Also, tattoos MUST be covered and NO jewelry will be allowed.

Each student will need to sign in as a guest at the school and then we will have brief confidentiality in-service prior to the beginning of PE class. Mrs. J will help with this.

We will eat lunch in Whiteface. We will follow the elementary school lunch schedule and we will eat as a group in the school auditorium. **YOU MUST BRING A SACK LUNCH AND SEVERAL WATER BOTTLES WITH YOU.** Again, there are **NO** vending machines in the school and there is only one quick stop in Whiteface. You will not be allowed to leave the school once we get there as they will not allow you to roam around the campus for security reasons. You will **not be** allowed to go to and from your vehicles so you will need to bring your lunch and liquids into the building with you when you get there.

This is a **MANDATORY** assignment. You will complete your homework assignment from this field trip. If you are not in the appropriate uniform, you forget your name tag, or you are late and miss the sign-in OR the confidentiality in-service, you will be sent home and will receive a "0" for this assignment.



QR code for map to Whiteface Elementary School

Growth and Developmental Milestones - Infancy/Toddler (con't.)

AGE	PHYSICAL	GROSS MOTOR	FINE MOTOR	LANGUAGE	SOCIAL/COGNITION
1 mo.	Primitive reflexes present and strong. Obligatory nose breather (most infants)	Assumes flexed position with pelvis high, but knees not under abdomen when prone. Can turn head from side to side when prone, lifts head momentarily from bed.	Grasp reflex strong. Hand clenches on contact with rattle.	Cries to express displeasure. Makes comfort sounds during feeding	Is in sensorimotor phase Watches parent's face as he/she talks to infant.
2 mos.	Posterior fontanel closed Crawling reflex disappears.	Assumes less flexed position when prone. When prone, can lift head almost 45 degrees off table.	Hands frequently open. Grasp reflex fading.	Vocalizes, distinct from crying. Coos.	Demonstrates social smile.
3 mos.	Primitive reflexes fading.	Able to hold head more erect when sitting, but still bobs forward.	Actively holds rattle but will not reach for it. Grasp reflex absent.	Squeals aloud to show pleasure. Coos, babbles, chuckles.	Displays considerable interest in surroundings. Can recognize familiar faces and objects, such as feeding bottle.
4 mos.	Moro, tonic neck, rooting and Perez reflexes have, disappeared. Drooling begins	Has almost no head lag when pulled to sitting position. Balances head well in sitting position.	Inspects and plays with hands, pulls clothing or blanket over face in play.	Makes consonant sounds k, g, p, b. Laughs aloud	Enjoys social interaction with people.
5 mos.	Growth rate may begin to decline.	Can turn over from abdomen to back.	Able to grasp objects voluntarily.	Squeals	Smiles at mirror image. Discovers parts of body.
6 mos	Birth weight doubled Teething may begin with eruption of two lower central incisors Chewing and biting occur.	When prone, can lift chest and upper abdomen off table, bearing weight on hands. When about to be pulled to sitting position, lifts head. Rolls from back to Abdomen.	Rescuers a dropped Object. Holds bottle.	Begins to imitate sounds. Babbling resembles one- syllable utterances such as ma, mu, da, di, hi. Takes pleasure in hearing own sounds (self-reinforcement).	Recognizes parents; begins to fear strangers. Has definite likes and dislikes. Beginning of imitation. Laughs when head is hidden in a towel. Object permanence beginning. Prefers "Mom".

Growth and Developmental Milestones - Infancy/Toddler (con't.)

AGE	Physical	Gross Motor	Fine Motor	Language	Social/Cognition
7 mos	Eruption of upper central incisors	When supine, spontaneously lifts head off table. Sits, leaning forward on both hands.	Transfers objects from one hand to the other.	Produces vowel sounds and chained syllables- baba, dada, kaka.	Is increasingly fearful of strangers. Plays peekaboo. Looks briefly for toy that disappears.
8 mos	Begins to show regular patterns in bladder and bowel elimination.	Sits steadily unsupported. Begins to crawl.	Releases objects at will. Rings bell purposely.	Makes consonant sounds t d, and w. Combines syllables such as dada, but does not ascribe meaning to them.	Dislikes dressing, diaper change. Stranger anxiety peaks.
9 mos		Crawls. Recovers balance when leans forward but cannot do so when leaning sideways. Pulls self to standing position and stands holding onto furniture.	Uses thumb and index finger in crude pincer grasp. Preferences for use of dominant hand now evident.	Responds to simple verbal commands. Comprehends "no-no".	Increasing interest in pleasing parent. Searches for an object if sees it hidden.
10 mos		Pulls self to sitting position. Stands while holding onto furniture, sits by falling down.	Crude release of an object is beginning.	Says dad, mama with meaning. Comprehends "bye-bye".	Inhibits behavior to verbal command of "no-no" or own name. Imitates facial expressions, waves bye-bye. Repeats actions that attract attention and are laughed at. Plays pat-a-cake.
11 mos.		Creeps with abdomen off floor. Cruises or walks holding onto furniture or with both hands held.	Neat pincher grasp.	Imitates definite sounds.	Experiences joy and satisfaction when a task is mastered. Plays a game "up-down", "so-big".
12 mos.	Birth weight tripled Birth length increased by. 50%. Head and chest circumference equal. Has total of six to eight deciduous teeth. Anterior fontanel almost closed.		Can turn pages in a book, many at a time.	Says two or more words besides dada and mama. Comprehends meaning of several words. Understands simple verbal commands.	Shows emotion. May develop habit of "security blanket". Has unceasing determination to practice locomotor skills. Searches for an object even if it has not seen it hidden.

Growth and Developmental Milestones-Infancy/Toddler (con't.)

Age	Physical	Gross Motor	Fine Motor	Language	Social/Cognition
15 mos.	Steady growth in height and weight.	Walks without help. Assumes standing position without help.	Constantly casts objects to floor. Builds tower of two cubes.	Says four to six words, including names. "Asks" for objects by pointing. Understands simple commands. May use head-shaking gesture to denote "no".	Is in sensorimotor phase. Tolerates some separation from parent. Less likely to fear strangers. Beginning to imitate parents. Feeds self using regular cup with little spilling. Realizes that "out of sight" is not out of reach.
18 mos	Anterior fontanel closed	Runs clumsily, falls often. Pulls and pushes toys.	Builds tower of three to four cubes. Turns pages in a book two or three at a time.	Says ten or more words.	Is great imitator ("domestic mimicry"). Takes off gloves, socks, and shoes and unzips. Beginning awareness of ownership. May develop dependency on transitional objects.
24 mo. (2 years)	Chest circumference exceeds head circumference. Adult height approximately double height at 2 years of age. Physiologic systems, except for endocrine and reproductive, stable and mature. May have achieved readiness for beginning daytime control of bowel and bladder.	Goes up and down stairs with two feet on each step.	Builds tower of six to seven cubes. Turns pages of book one at a time. Turns doorknob and unscrews lid.	Has vocabulary of approximately 300 words. Uses two- to three word phrases. Verbalizes need for toileting, food, or drink Talks incessantly.	Is in preconceptual stage-parallel play. Has increased independence from parent. Thinking is characterized by global organization of thought, transudative reasoning, concept of animism, and magical thinking.
30 mo.	Birth weight quadrupled. Primary dentition (twenty teeth) completed. May have daytime bowel and bladder control.	Jumps with both feet. Stands on one foot momentarily. Takes a few steps on tiptoe.	Builds tower of eight cubes.	Gives first and last name. Uses plurals.	Separates more easily from parent. Begins to notice sex differences; knows own sex. May attend to toilet needs without help except for wiping.

Growth and Developmental Milestones-Infancy/Toddler (con't.)

A G E	Physical	Gross Motor	Fine Motor	Language	Socialization	Cognition	Family Relationships
3 y e a r s .	May have achieved nighttime control of bowel and bladder.	Rides tricycle. Jumps off bottom step. Stands on one foot for a few seconds. Goes up stairs using alternate feet.	Builds tower of nine of ten cubes. Copies a circle, imitates a cross, names what he has drawn.	Has vocabulary of about 900 words. Uses complete sentences of three to four words. Talks incessantly regardless of whether anyone is paying attention.	Has increased attention span Feed self completely. Likes to "help" entertain by passing around food. Play is parallel and associative. Begins to learn simple games. Able to share toys, although expresses idea of "mine" frequently.	Is in preconceptual phase. Is egocentric in thought and behavior.	Attempts to please parents and conform to their expectations. Boys tend to identify more with father or other male figure. Has increased ability to separate easily and comfortably from parents.
4 y r e a s .	Pulse and respiration decrease slightly. Length of birth is doubled.	Skips and hops on one foot. Throws ball overhand. Walks down stairs using alternate footing.	Uses scissors successfully to cut out picture following outline. Can lace shoes. Copies a square, traces a cross and diamond, adds three parts to stick figure.	Has vocabulary of 1500 words or more. Uses sentences of four to five words. Tells exaggerated stories. Knows simple songs.obeys four prepositional phrases, such as "under," "on top of," "beside," "in back of" or "in front of." Names one or more colors.	Very independent. Tends to be selfish and impatient. Aggressive physically. Boasts and tattles. Tells family tales to others with no restraint. Play is associative. Imaginary playmates are common.	Understands time better. Still believes that thoughts cause events.	Do's and don'ts become important. May have rivalry with older or younger siblings. Identifies strongly with parent of opposite sex.

5 y e r s	Pulse and respiration decrease slightly. Eruption, of permanent dentition may begin. Handedness is established (about 90% are right-handed).	Skips and hops on alternate feet. Jumps rope. Walks backward with heel to toe.	Ties shoelaces. Uses scissors, simple tools, or pencil very well. Adds seven to nine parts to stickman.	Has vocabulary of about 2100 words. Names four or. more colors. Asks inquisitive questions.	Is less rebellious and quarrelsome than at 4 years. Is eager to do things right and to please; tries to "live by the rules". Acts "manly" or "womanly". . Play is associative. Likes rules and tries to follow them but may cheat to avoid losing.	May notice prejudice and bias in outside world.	Gets along well with parents. May seek out parent more often than at age 4 years for reassurance and security. Strongly identifies with parent of same sex.
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Growth and Developmental Milestones-School Age
GROWTH AND DEVELOPMENTAL MILESTONES-SCHOOL AGE YEARS

AGE	Physical and Motor	Cognition	Adaptive	Socialization
6 yrs.	Height and weight gain slower. Central mandibular incisors erupt. Active age; constant activity. Likes to draw, print, and color.	Attends first grade. Obeys triple commands in succession. Shows personal right hand and left ear. Reads from memory; enjoys oral spelling game.	At play, cuts, folds, pastes paper toys, sews crudely if needle is threaded. Tries out own abilities.	Can share and cooperate better. Has great need for children of own age. Is often jealous of younger brother or sister. Often has temper tantrums. Has difficulty owning up to misdeeds. Has increased socialization, such as tattling.
7 yrs.	Maxillary central incisors and lateral mandibular incisors erupt. More cautious in approaches to new performances.	Attends second grade. Reads ordinary clock or watch correctly to nearest quarter hour. More mechanical in reading.	Uses a table knife for cutting meat; may need help with tough or difficult pieces. Brushes and combs hair acceptably without help or "going over".	Likes to help and have a choice. Is less resistant and stubborn. Spends a lot of time alone. Boys take part in group play with boys; girls prefer playing with girls.
8-9 yrs.	Always on the go; jumps; chases, skips.	Attends third and fourth grade. Counts backward from 20 - 1. Is more aware of time. Is afraid of failing a grade; ashamed of bad grades.	Uses household and sewing utensils. Helps with routine household tasks such as dusting, sweeping. Likes school. Great reader. Likely to overdo; hard to quiet down after recess.	Easy to get along with at home; better behaved. Likes the reward system. Dramatizes. Is interested in boy-girl relationships but will not admit it. More critical of self.
10-12 yrs.	Slow growth in height and rapid weight gain. Pubescent changes may begin to appear, especially in females.	Attends 5 th to 7 th grades. Writes occasional short letters to friends or relatives on own initiative. Uses telephone for practical purposes.	Is successful in looking after own needs. Cooks or sews in small way. Raises pets. Writes brief stories.	Likes family; family really has meaning. Likes mother and wants to please her in many ways.. Demonstrates affection. Loves friends; talks about them constantly. Loves conversation. Has beginning interest in opposite sex.

