

First and Second Grade: Cognitive, Psychosocial, Emotional, & Moral Development

Cognitive	Psychosocial	Emotional	Moral
<p>At this age children begin concrete thinking, which is often literal (black and white). Children start to understand and see things from other perspectives. They become more logical about concrete & specific things but still struggle with abstract ideas.</p>	<p>At this age children are highly influenced by social & cultural factors. When children succeed in mastering skills, they feel competent and believe they can set and reach goals (Industrious). However, when children cannot perform tasks & skills, they may develop feelings of inadequacy or Inferiority.</p>	<p>At this age children are developing the ability to recognize, express, and manage feelings & have empathy for the feelings of others. Children are also seeking independence and an increased need for attention and approval of significant adults. By the time children turn 7, they typically start to understand that friendships aren't something they can control.</p>	<p>At this age children begin to see the difference between right and wrong in intentions, thoughts, actions, and behavior They begin to ask where do rules come from? Who makes rules? Who is to blame for bad things? and Are bad things always punished?</p>
<p>Examples: A child in this stage of development is starting to: (1) Focus on more than one object at once (2) identify something stays the same although appearance changes (3) Identify properties of categories, relate categories to each other according to a dimension they share; problem-solving (4) Logical order: mentally arrange items along quantifiable measurements such as height and weight</p>	<p>Examples: (1) A child that is encouraged and positively reinforced feels competent and confident in achieving goals. (2) A child that is not encouraged, is restricted by parents, teachers, or peers, or feels inadequate about their ability to reach their potential does not master the tasks they believe society demands. (3) However, Some failures may be necessary so that the child can develop some modesty. A balance between competency and modesty is essential.</p>	<p>Examples: (1) More independent but less secure (2) they want and need attention and approval from adults (3) friendships easily for and break (4) can be critical of others (5) Feelings are hurt easily but are more aware of other people's feelings (6) Eager to please and want to "be first" and win Are more aware of how others see them (7) Begin to understand what it means to feel embarrassed.</p>	<p>Examples: (1) children want the approval of others and act in ways to avoid disapproval (2) emphasis is placed on good behavior and people being "nice" to others. (3) They develop a strong sense of what he should and should not do. (4) They want to participate in making rules (5) They develop a sense of fairness and understand the necessity of rules. (6) They understand children have rights as well and they filter rules according to what suits them.</p>
<p>Resource for Parent/Caregiver</p>	<p>Resource for Parent/Caregiver</p>	<p>Resource for Parent/Caregiver</p>	<p>Resource for Parent/Caregiver</p>