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Unit 4 Child Development Theories Vocabulary

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|  |  |  |  | 14  G | R | O | S | S | M | O | T | O | R | D | E | V | E | L | O | P | M | E | N | T |  |  |  |  |  |

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| **Across**  **3.** Sequence of biological changes in a child giving the child new abilities.  **5.**  Specialized nerve cells.  **7.** A principle to idea that is proposed, researched, and generally accepted as an explanation.  **9.** Theory developed by Howard Gardner that emphasizes different kinds intelligences used by the human brain. Each intelligence functions separately, but all are closely linked. According to Gardner, a potential intelligence will not develop unless it is nurtured.  **11.**  Principle of development stating that development tends to proceed from the head downward. According to this principle, the child first gains control of the head, then the arms, then the legs.  **12.** Growth in the mental processes used to gain knowledge, such as thought, reasoning, and imagination.  **13.**  Period between ages two and seven during which children learn to classify groups and use symbols and internal images.  **14.** Improvement of the skills involving arms, legs, and whole body movements. Examples include running, jumping, throwing, and climbing. | **Down**  **1.** The use of logic based on what has been experienced or seen.  **2.** The ability to coordinate the small muscles in the arms, fingers, and wrists to complete tasks such as grasping, holding, cutting, drawing, and writing.  **4.** Connection between nerve cells that pass messages in the brain.  **6.** Physical body changes in a growing individual, such as changes in bone thickness, size, weight, vision, and coordination.  **8.** Change or growth in a human being. Development is usually measured in terms of physical, intellectual, social, and emotional growth.  **10.** Mental representations or concepts. |