



**Child Development Syllabus
CHS PRCTC Department**

Contact Information: Parents may contact me by phone, email, remind messaging, or visiting the school.

Teacher: Mrs. Cristina Pryor

Email Address: cristina.pryor@ccsd.us

Phone Number: (740) 702-2287 ext. 16269

Online: <http://www.ccsd.us/1/Home>

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Child Development 569

Subject Code: 091025

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.

Required: 120-150 hours per course

Pre-Requisite: none

Course Fee: Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$20.00 for FCCLA Membership**

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**

- **Unit I Title: Family Development**

- **Big Idea #1:** I can identify the prenatal healthcare needs and the effects on family planning.
 - *Essential Question #1: What are the signs, symptoms, and stages of pregnancy?*
 - *Essential Question #2: What are the effects of pregnancy on overall wellness?*
 - *Essential Question #3: What effects does medical care and environmental conditions have on pregnancy?*
 - **Big Idea #2:** I can identify the timeline of birth, importance of postpartum care, and developmental and care needs of infants?
 - *Essential Question #1: What are the stages of labor and methods of delivery?*
 - *Essential Question #2: What resources are available to new parents?*
 - *Essential Question #3: What needs must be met for infants to develop and thrive?*
 - **Big Idea #3:** I can identify various ways to become a parent and the difference between parenting styles and their impact on child growth and development.
 - *Essential Question #1: What are different ways to become parents?*
 - *Essential Question #2: What are the different ways/styles that parents provide support, nurturance and guidance?*
 - *Essential Question #3: What impact does parenting styles have on child growth and development?*

- **Unit II Title: Child Growth and Development**

- **Big Idea #1:** I can identify the stages of child growth.

- *Essential Question #1: What are the physical characteristics and milestones of child growth and development?*
 - *Essential Question #2: What are the social-emotional milestones and characteristics of child growth and development?*
 - *Essential Question #3: What are the cognitive milestones and characteristics of child growth and development?*
- **Big Idea #2:** I can identify child development theorists and their impact on child growth.
 - *Essential Question #1: What child development theorists focused on cognitive development and their impact on child growth?*
 - *Essential Question #2: What child development theorists focused on social-emotional development and their impact on child growth?*
 - *Essential Question #3: What child development theorists focused on physical development and their impact on child growth?*
- **Big Idea #3:** I can identify the effects of cultural, socioeconomically, and environmental contributions on a child's intellectual growth and development.
 - *Essential Question #1: What are learned and innate behaviors?*
 - *Essential Question #2: What impacts a child's self-development and awareness?*
 - *Essential Question #3: What impact does interventions, resources, and support systems have on child growth and development.*
- **2nd or 4th Quarter**
 - **Unit III Title: Child Care and Related Careers**
 - **Big Idea #1:** I can identify important indicators for quality child care and their effect throughout the lifespan.
 - *Essential Question #1: What role does food and nutrition play in child growth and development?*
 - *Essential Question #2: Why is weight management an important aspect of childcare?*
 - *Essential Question #3: What physical activities are appropriate throughout the lifespan and that have a positive effect on overall wellness?*

- **Big Idea #2:** I can identify the importance of emergency preparedness and personal safety
 - *Essential Question #1: What impact does technology and social media have on child care?*
 - *Essential Question #2: What precautions should people with children take when creating emergency preparedness plans?*
 - *Essential Question #3: What is the importance of a personal safety plan for children?*
- **Big Idea #3:** I can identify personal and professional skills that would be best suited for child care and child care related careers.
 - *Essential Question #1: What are the critical components of effective communication and what impact do they have on child care?*
 - *Essential Question #2: What leadership skills are valuable in our personal, family and work lives and what ways can you incorporate them into child care?*
 - *Essential Question #3: What personality traits commonly found to be important in child care related careers?*
- **Unit IV Title: Parenting Roles and Responsibilities**
 - **Big Idea #1:** I can identify how beliefs, values, attitudes and behaviors influence parenting roles and responsibilities.
 - *Essential Question #1: In what ways do bias, stereotypes and discrimination influence parenting styles?*
 - *Essential Question #2: What are multigenerational characteristics of families and how do they impact parenting roles and responsibilities?*
 - *Essential Question #3: What are barriers in cross-cultural relationships and what behavioral adjustments must be made?*
 - **Big Idea #2:** I can identify the various types of family units and their stages throughout the life span.
 - *Essential Question #1: What are the structures of family units and their impact on society?*

- *Essential Question #2: What are the effects of change on family units at each stage of the lifecycle?*
- *Essential Question #3: How do families demonstrate independence, interdependence, and community value?*
- **Big Idea #3:** I can identify parenting styles needed to assume parenting roles and responsibilities.
 - *Essential Question #1: What are the different styles of parenting and what impact do they have on families?*
 - *Essential Question #2: What are the sign and symptoms of neglect and abuse and the impact they have on families?*
 - *Essential Question #3: What are the positive and negative effect technology and social media have on parenting roles and responsibilities?*
- **END OF COURSE EXAM**
 - Completed by end of December/April

Course Materials:

- Google Chromebook

Electronic Resources:

- www.jfs.ohio.gov
- www.oatfacs.org
- www.webxam.org

Course Expectations:

- Students are expected to behave in a respectful and mature manner at all times.
- Threatening or inappropriate language or behaviors will not be tolerated when discussing child development.
- Students are expected to demonstrate compassion and kindness when interacting with one another in the classroom.
- Students are expected to complete class assignments in a timely manner and demonstrate time management skills.
- Students should put forth their best effort every day.
- Students are responsible for asking collecting and completing make-up work.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-

making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Child Development Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
