



COURSE NAME: Child Development

INTRODUCTION/COURSE DESCRIPTION

Child Development is a one semester course that offers students the opportunity to learn about the care and overall development of young children. Throughout the semester students will explore the early stages of children's development and learn how they can be encouraged and hindered by a variety of factors. Emphasis is placed on identifying best practices in caring for and promoting growth of children. Students will also explore careers and skills related to early childhood careers.

This course is open to students in 10th, 11th, and 12th grade.

ESSENTIAL LEARNING OUTCOMES

Unit 1: Families and Parenting

- **Chapter 1**

- Students will be able to describe, categorize, and organize the three domains of child development—physical, cognitive, and social-emotional—understanding the distinct characteristics and significance of each domain.
- Students will differentiate between heredity (nature) and environment (nurture) and synthesize how these factors interact to influence children's growth and development, providing examples of how both genetics and environmental factors shape developmental outcomes.
- Students will recognize the benefits of studying child development for personal growth, parenting, and career applications, and will critically assess Abraham Maslow's hierarchy of human needs, understanding how it applies to child development and overall well-being.

- **Chapter 2**

- Students will understand the stages and processes of brain development, including brain plasticity, and evaluate the impact of factors such as nutrition, sleep, physical activity, and general health on cognitive growth.
- Students will comprehend the concept of lifelong learning, identify the different types of learning, and recognize the importance of teachable moments and developmental tasks in various life stages.



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- **Chapter 3**
 - Students will analyze the role of family as the fundamental unit of society and assess how healthy family interactions and environments contribute to a child's development, including the development of positive attitudes and life management skills.
 - Students will identify various family types and evaluate their unique challenges, strengths, the family life cycle, and how families change occur over time.
 - **Chapter 4**
 - Students will comprehend the challenges of parenting, including the evolving parent-child relationship, the management of family resources, and the importance of effective communication skills within the family unit.
 - Students will identify and compare the five parenting styles—authoritarian, permissive, overparenting, uninvolved, and authoritative—and evaluate the authoritative style as the most beneficial for children's and families' overall well-being.

Unit 2: Pregnancy and Childbirth

- **Chapter 5**
 - Students will describe the process of conception and the stages of prenatal development, recognizing the significant changes that occur in both the pregnant person and the unborn baby during each trimester of pregnancy.
 - Students will evaluate the role of genetic factors, such as chromosomes and gene inheritance, and environmental factors, such as health habits and exposure to harmful substances, in influencing the development of the fetus and the potential for birth defects or disorders.
 - Students will identify the importance of prenatal care and the role of good health habits, including proper nutrition, rest, and avoiding harmful activities, in ensuring a healthy pregnancy and successful birth outcome.
- **Chapter 6**
 - Students will recognize the challenges and potential complications of multiple pregnancies, such as congenital conditions and preterm birth, and will assess the broader risks and complications that can arise during pregnancy.
 - Students will identify the health risks associated with teen pregnancy for both the teen parents and their babies, and will explore the educational, financial, and emotional challenges teen parents face. Additionally, students will learn



about available resources and prevention programs to support teen parents and reduce the incidence of teen pregnancy.

- **Chapter 7**

- Students will describe the signs of labor, the three stages of labor, and common delivery methods and procedures.
- Students will recognize the physical and emotional challenges faced during the postpartum period, including recovery from delivery, managing postpartum mood disorders, and ensuring adequate support and self-care for new parents.

Unit 3: Infants

- **Chapter 8**

- Students will describe the rapid physical and brain growth during the first year of life, including typical growth patterns, the appearance of baby teeth, and the development of motor skills and reflexes. They will recognize milestones related to physical development and the implications of conditions like failure to thrive.
- Students will understand the nutritional needs of infants from birth to one year, including the transition from breast milk or formula to solid foods and self-feeding.
- Students will identify safe and comfortable clothing, bathing practices, and diapering needs for infants. They will also understand the importance of sleep safety, physical activity, and guidelines to prevent Sudden Unexpected Infant Death (SUID), ensuring a safe and nurturing environment for infants.

- **Chapter 9**

- Students will describe how an infant's brain development supports learning across sensory, motor, and cognitive domains, including the role of quality experiences in brain wiring.
- Students will recognize the significance of providing an enriched environment that supports holistic learning, sensory stimulation, motor activities, and language development.

- **Chapter 10**

- Students will describe the aspects of social-emotional development, including temperament, the “serve and return” relationship, and the emotional wiring of the brain from birth through the preschool years. They will recognize how emotions and social interactions shape a baby’s development and the importance of healthy emotional expression.



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- Students will identify and apply strategies to provide constant emotional support to infants, including responding promptly to needs, using soothing communication, and offering physical comfort.

Unit 4: Toddlers

- **Chapter 11**

- Students will describe the key aspects of brain maturation and physical growth during the toddler years, including the refinement of gross and fine motor skills.
- Students will analyze the dietary needs and feeding practices for toddlers, including the transition from infancy to table foods and adherence to MyPlate guidelines.
- Students will recognize the importance of safety, comfort, physical activity, and quality in toddler clothing, toileting, and bath time supervision.

- **Chapter 12**

- Students will identify key areas of concept learning for toddlers, such as distinguishing attributes, cause and effect, spatial relationships, problem-solving, and language acquisition.
- Students will develop strategies to support toddler learning through various play activities, such as motor, sensory, and symbolic play.

- **Chapter 13**

- Students will describe how self-awareness and self-esteem develop during the toddler years. They will identify the changes in social relationships from infancy to toddlerhood and the importance of secure attachments for social-emotional development.
- Students will analyze the range of emotions toddlers experience and the role of caregivers in meeting social-emotional needs. They will examine how brain development, motor skills, and language abilities contribute to social-emotional milestones and the development of self-awareness.

SUPPLIES/TEXTBOOK

- Child Development: Early Stages through Adolescence, 10th Edition, GW Publisher
- The following supplies will be beneficial for students to have on hand for class: Pencil, eraser, Folder
- Students are expected to bring their chromebooks to class, charged, every day.



CLASSROOM EXPECTATIONS

FCS Expectation:

Students will come to class prepared and conduct themselves in a respectful, responsible manner.

What this means:

- Have chromebook charged and ready to use at the beginning of class.
- Be respectful to people, our space, and materials.
- Follow all school rules and procedures as described in the student handbook.

GRADING SCALE

[Board Policy 505.5R]: Academic marks are recorded as letter grades, denoting the following quality of work:

"A" is the grade of distinction and represents work of superior quality

"B" represents work of excellent quality

"C" represents work of average quality

"D" represents work regarded as passable, according to the minimum requirements of the course in effort and quality

"F" denotes failure to successfully complete the course and no academic credit is received.

All classes that students are enrolled in are figured into the GPA.

All classes (except for AP) will use the same grading scale. The grading scale is as follows:

A+ = 99-100% ↑	A = 93-98%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62% F = 59% ↓

*AP courses will be weighted and use the following grading scale:

A = 4.5	A- = 4.17	B+ = 3.83
B = 3.5	B- = 3.17	C+ = 2.83
C = 2.5	C- = 2.17	D+ = 1.83
D = 1.5	D- = 1.17	

GRADING

REMINDER: We use semester grading building wide. What this will look like, is that the semester will be worth 85% and the semester test will be worth 15%. Each



department will have the autonomy to split up the 85% how they see fit on weighting of assessments, daily work, labs, etc. **Grading needs to be uniform for the entire department.**

Grade Post Dates

Semester 1: September 24, October 24, November 25, and January 10

Semester 2: February 13, March 26, April 29, and May 30

LATE WORK

Late work will be accepted up until the end of the essential learning outcome summative assessment (end of unit), and then no late work will be accepted for credit. There will be no penalty for late work until the essential learning outcome summative has been completed, indicating the end of the unit.

When a student is absent from school (whether the absence is excused or unexcused) he/she will be required to make up all work that was missed during the absence. Students shall receive full credit earned for school work made up due to absences and are expected to do so in a timely manner in order to not fall behind. Similar to the late work policy, students will have until the essential learning outcome summative (end of unit) to turn in the work with no grade penalty.

RETAKE POLICY

Students are expected to aim to perform well the first time on assessments. There are times when mastery hasn't been demonstrated due to a variety of reasons. Students choosing to retake must complete the process within one week (5 school days) of receiving back the graded assessment.

If a student wishes to retake, the student must initiate communication with the teacher, complete a retake form (*a form will be created for the building*), and schedule a time to do so. This can be completed during a study hall, a time arranged with the teacher, or before/after school with a teacher of that subject area. In order to qualify for a retake, all necessary work must be turned in prior to the original assessment (i.e. homework, study guides).

Students can retake an individual assessment only one time and are allowed four (4) retakes during the semester per class. Those students enrolled in DMACC and/or AP classes will follow the course syllabus. There will not be retakes allowed on semester exams for any class.



Note: There are some projects/assignments/assessments that may not qualify for a retake. This will be at the teacher's discretion.

W.I.N.

The purpose of W.I.N. is to provide students with an opportunity for reteaching of specific concepts/skills, retaking assessments, and providing supplemental materials for the essential learning standard(s). Teachers will request students as needed, but students may also elect to go to a specific teacher during this time. Sign-up for W.I.N. takes place every day Tuesday through Friday from the beginning of 2nd period until 9:15 a.m.

ACADEMIC INTEGRITY

All student learning is based on the understanding that everyone is thoughtfully engaged in academic tasks and respectful of the work of others. Academic integrity applies to all aspects of teaching and learning. Class assignments and assessments are tools to help students learn; grades show to what degree students achieve learning goals. Therefore, all assignments and assessments for which students receive grades should result from the student's own effort and understanding.

Behaviors that violate Bondurant-Farrar's standards for academic integrity include but are not limited to:

- **Plagiarizing work:** Whether the source material is from another student, the web or any other medium, students will not appropriate source material and pass it off as their own.
- **Sharing work or unauthorized collaboration:** Students will not aid or assist other students in any way on individually assigned tasks.
- **Cheating:** All traditional forms of cheating are also unacceptable. This includes behaviors such as capturing images of tests, communicating during exams, etc.
- **Falsifying Information:** Students will not change a grade assigned by a teacher electronically or in the teacher's grade book.

First offense:

- Student will be asked to complete an alternative assignment/assessment potentially under adult supervision
- Appropriate disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

Second offense:



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- Student will receive no credit for the assignment/assessment
 - Appropriate and potentially more serious disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

ELECTRONIC DEVICE POLICY

Electronic devices such as cell phones, smart watches, headphones, and earbuds, not provided by the school, can cause disruption to the school environment and interfere with student learning. All electronic devices must be concealed during instructional time unless authorized by the classroom teacher for instructional purposes. Students are expected to refrain from using their devices for non-academic purposes. Misuse of devices include but are not limited to taking photos/video in the locker room or restroom, using a device to cheat, using a device to incite violence, using a device to bully, harass, threaten, or intimidate another person including a student or staff member, to disseminate inappropriate photos/videos or other restricted materia, etc.

Bondurant-Farrar High School assumes **NO RESPONSIBILITY** for the loss or theft of any electronic devices nor is it obligated to investigate any loss or theft. If you are concerned about loss or theft, leave the device at home.

Violation of this rule can result in the following, including but not limited to: loss of school privileges, detention, in-school suspension, out-of-school suspension, application of the Good Conduct Rule penalties, or in severe cases, taken before the Board for purposes of expulsion. Depending on the severity of the misuse, local law enforcement may also be contacted.

1st Offense: Verbal warning and request to conceal device

2nd Offense: Minor referral, student places phone on teacher's desk and student will retrieve it at the end of class.

3rd Offense: Major referral (Insubordination), student will be asked to retrieve at the end of the day from the office.

4th Offense: Major referral (Insubordination), parent/guardian will be asked to pick up at the end of day from the office.

Consequences for additional offenses will be determined by building



administration.

ADDITIONAL INFO